

# Touro University Nevada

2017-2018 University Catalog



**Effective July 1, 2017 (revised February 20, 2018)**

874 American Pacific Drive, Henderson, Nevada 89014 · 702.777.8687 · [www.tun.touro.edu](http://www.tun.touro.edu)

## Catalog Rights

The catalog contains policies and requirements which govern academic performance and student conduct. These policies are unique to Touro University Nevada, and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about Touro University Nevada policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

This catalog applies to all currently enrolled students at Touro University Nevada; and only where stipulated, do policies and requirements apply differently for individual schools or colleges.

Touro University Nevada reserves the right to make changes at any time in this catalog or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. Touro University Nevada maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment.

Attendance is defined as enrollment in at least one semester in each calendar year. Once catalog rights are established, absence related to an approved educational leave or for attendance to another accredited institution is not to be considered an interruption, providing the above attendance criteria are met and the absence does not exceed two years.

While catalog rights hold degree requirements, they do not shield students from changes in prerequisites required in a given course. Prerequisite requirements, which all students must follow, are those stated in course descriptions in the current catalog. The only exceptions to this are in cases in which the addition of course prerequisites also increases the number of credits required in the major and minor. In these cases, students are encouraged to meet current course prerequisites, but are not required to do so.

## Table of Contents

Welcome from the Senior Provost and CEO	5
Welcome from Provost	6
2017-2018 Academic Year Calendar	7
Degree Conferral Dates	11
About Touro College/University	12
Board of Trustees	14
Mission, Vision, Institutional Goals	15
Accreditations and Licensure	16
University Administration	18
Faculty	19
Degrees Offered	20
Student Defined	21
Admissions, Transfer, Orientation	22
Registration and Enrollment Policies	24
Grading System	33
Grade Appeal	35
Veterans Benefits	37
Academic Standards Policy	38
Course Evaluations and Surveying	42
Tuition	43
Financial Aid	45
Policy of Program Refunds	52
Campus Life and Student Resources	54
Office of Student Involvement	59
Institutional Environment	65
Additional Policies	67
Addressing Concerns	69
College of Health and Human Services	72
Education	
Camp Administration and Leadership	
Nursing	
Occupational Therapy	
Physical Therapy	
Physician Assistant Studies	
College of Osteopathic Medicine	227
Osteopathic Medicine	
Medical Health Sciences	
Appendix A: Guidelines for Access to and Disclosure of Educational Records	252
Appendix B: Policy and Procedure for Accommodating Students with Disabilities	262
Appendix C: Student Conduct Code	272

Appendix D: Drug Testing Policy	283
Appendix E: Academic Integrity Policy	287
Appendix F: Occupational Exposure Policy	298
Appendix G: Pregnancy Accommodations & Lactation Permissions Policy	300
Appendix H: Missing Admissions' Documents Policy	301
Appendix I: Credit Hour Policy	302
Appendix J: Transfer Credit Policy	304
Appendix K: Sexual Misconduct Offenses	305
Appendix L: Title IX Investigation and Resolution Process	308
Appendix M: Sex/Gender-Based Discrimination and Harassment	318
Appendix N: Student Indemnification	324

## Welcome from the CEO and Senior Provost

I am pleased to welcome you, or in the case of our returning students, to welcome you back to Touro University Nevada (TUN). On behalf of the entire university leadership team and our faculty and staff, we are pleased to have you a part of the special TUN family.

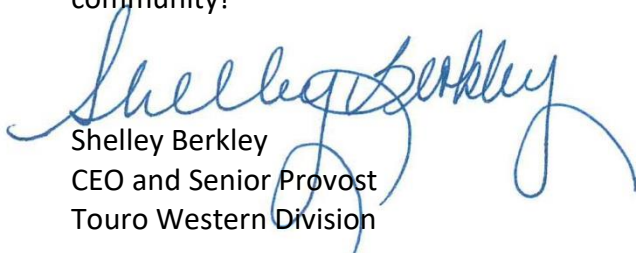
This campus was established to address critical needs in health care and education and to serve as a resource for community service in Nevada. The campus is the heart of your educational experience and you will find faculty and administrators who are genuinely invested in helping you achieve.

The close-knit campus environment, where students know each other by name, lends itself to academic achievement. Our diverse student body includes individuals who have joined us from institutions across the country. Together, our campus community is comprised of people who make up a rich mosaic of backgrounds and experiences.

I encourage you to learn from your fellow students and from instructors across disciplines, as well as within your own program. The interdisciplinary nature of our campus gives you a unique window into all sides of health care and human services. It is my hope that you will take that experience with you throughout your career.

As a growing institution of higher education, we are not only graduating talented professionals, we are also playing an increasingly important role in research and clinical services. Touro also offers students a variety of ways to give back to the community. You will find a wealth of opportunities to volunteer through the many student clubs and organizations that strengthen our campus and the community. Leadership through service is essential to the TUN mission, which means a significant portion of your class work will weave you into the fabric of the community.

Congratulations on taking the next step in your professional education as a member of the Touro University Nevada family. Your commitment to professional advancement in your field, to work in the community and to excellence in your education will make your time here at TUN an exciting and fulfilling experience. We look forward to seeing you on campus and out in the community!



Shelley Berkley  
CEO and Senior Provost  
Touro Western Division

## Welcome from the Provost

**Teach. Lead. Serve.** It's not only what we do here at Touro University Nevada; it is who we are as an institution and a campus community. As new and returning students you may ask yourselves why these words are important and how this motto will impact your time at the university. You are now part of a unique and special institution. Touro University Nevada has not just set out to be a school that provides quality education; we have set a standard for excellence in teaching, leadership and service.

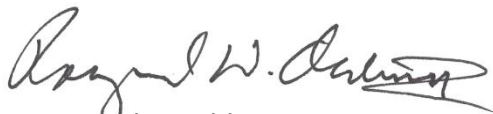
At TUN, we **teach** our students to be caring and compassionate caregivers and teachers with a dedicated focus on embracing teaching as an institutional priority. You will learn not only in the classrooms and laboratories, but also through your daily interactions with faculty, staff and fellow students – from your program and others.

We **lead** the state in health care and education – with the largest medical school in Nevada and many programs which are the first and only of their kind. More importantly, we lead by example with your faculty dedicating their time and talents to your education but also to their patients, local school children, and the community at large.

What truly sets Touro apart from others schools; however, is the fact that we **serve** our community. We believe in engaged learning, which develops teamwork, leadership and professional skills, as well as self-confidence, by directly applying what is learned in the classroom through service to the community. Whether you volunteer at our medical clinic at a local shelter for abused women and children or provide free medical care to our community's homeless population through our Mobile Healthcare Clinic, you will find that serving humanity is embedded in the very fabric of our university.

I encourage you to take this motto of teaching, leadership and service and live it every day while here at Touro. And it is my hope that you make this commitment a personal priority for you in the future.

I welcome our new and returning students to another great year here at Touro University Nevada. I know you will find a community of professionals dedicated to ensuring that you have all the tools needed to build a rich and fulfilling career and life.



Raymond W. Alden III  
Provost

# 2017–2018 ACADEMIC YEAR CALENDAR

Calendar is subject to change when it is determined to be in the best interest of the University to do so.

## I. Special Events

Event	Date(s)
Summer Orientation	6/28/2017 to 6/30/2017
DO Orientation	8/2/2017 to 8/7/2017
White Coat	8/7/2017, Rio Hotel & Casino, 1:30pm
Winter Commencement	11/5/2017, Rio Hotel & Casino, 3:00pm
Spring Commencement	5/14/2018, Rio Hotel & Casino, 1:00pm
DPT Commencement	6/18/2018, Congregation Ner Tamid, 1:30pm

## II. Academic Program Start and End Dates

### Osteopathic Medicine, DO 2020 and DO 2021 students

FALL START	FALL END	SPRING START	SPRING END
8/8/2017	12/15/2017	1/2/2018	5/18/2018

### Osteopathic Medicine, DO 2018 and DO 2019 students

FALL START	FALL END	SPRING START	SPRING END
7/3/2017	11/30/2017	12/1/2017	5/31/2018

### Physician Assistant Studies

	SUMMER START	SUMMER END	WINTER START	WINTER END	SPRING START	SPRING END
PA 2017	7/3/2017	10/31/2017	N/A	N/A	N/A	N/A
PA 2018	7/5/2017	10/27/2017	11/1/2017	2/28/2018	3/1/2018	6/29/2018
PA 2019	7/5/2017	10/27/2017	10/30/2017	2/23/2018	2/26/2018	6/22/2018

**Medical Health Sciences – all students**

<b>FALL START</b>	<b>FALL END</b>	<b>SPRING START</b>	<b>SPRING END</b>
7/5/2017	12/15/2017	1/2/2018	6/29/2018

**School of Physical Therapy – all students**

**School of Nursing – all students**

**School of Occupational Therapy – all students**

**Camp Administration & Leadership program – all students**

**School of Education: Degree-seeking programs – all students**

<b>SUMMER START</b>	<b>SUMMER END</b>	<b>WINTER START</b>	<b>WINTER END</b>	<b>SPRING START</b>	<b>SPRING END</b>
7/5/2017	10/27/2017	10/30/2017	2/23/2018	2/26/2018	6/22/2018

**School of Education: Advanced Studies Certificates and Non-degree programs**

7/5/2017	9/1/2017	9/3/2017	10/27/2017
<b>WINTER START-SESSION 1</b>	<b>WINTER END-SESSION 1</b>	<b>WINTER START-SESSION 2</b>	<b>WINTER END-SESSION 2</b>
10/30/2017	12/22/2017	1/2/2018	2/23/2018
<b>SPRING START-SESSION 1</b>	<b>SPRING END-SESSION 1</b>	<b>SPRING START-SESSION 2</b>	<b>SPRING END-SESSION 2</b>
2/26/2018	4/27/2018	4/29/2018	6/22/2018



### III. Holidays, Holydays, Breaks, & Closures

HOLIDAY/HOLYDAY	DATE	START TIME	CLOSURE TYPE	PROXICARD ACCESS
Independence Day	Tuesday, July 04, 2017	All Day	1	YES
Tisha B'Av	Tuesday, August 01, 2017	All Day	2	YES
Labor Day	Monday, September 04, 2017	All Day	1	YES
Rosh Hashanah	Wednesday, September 20, 2017	2:00pm	3	NO
Rosh Hashanah	Thursday, September 21, 2017	All Day	3	NO
Rosh Hashanah	Friday, September 22, 2017	All Day	3	NO
Yom Kippur	Friday, September 29, 2017	12:00pm	3	NO
Sukkot	Wednesday, October 4, 2017	12:00pm	1	YES
Sukkot	Thursday, October 5, 2017	All Day	1	YES
Sukkot	Friday, October 6, 2017	All Day	1	YES
Sukkot	Wednesday, October 11, 2017	2:00pm	1	YES
Sukkot	Thursday, October 12, 2017	All Day	1	YES
Sukkot	Friday, October 13, 2017	All Day	1	YES
Thanksgiving	Thursday, November 23, 2017	All Day	1	YES
Thanksgiving	Friday, November 24, 2017	All Day	1	YES
Winter Break	Saturday, 12/23/2017 – Monday, 1/1/2018	All Day	1 & 2	YES
New Year's Day	Monday, January 01, 2018	All Day	1	YES
Martin Luther King Day	Monday, January 15, 2018	All Day	1	YES
President's Day	Monday, February 19, 2018	All Day	1	YES
Purim	Thursday, March 1, 2018	All Day	2	YES
Passover	Friday, March 30, 2018	12:00pm	1	YES
Spring Break	Friday, 3/30/2018 – Sunday, 4/8/2018	All Day	1 & 2	YES
Passover	Sunday, April 1, 2018	All Day	1	YES
Passover	Thursday, April 5, 2018	2:00pm	1	YES
Passover	Friday, April 6, 2018	All Day	1	YES
Shavuot	Sunday, May 20, 2018	All Day	1	YES
Shavuot	Monday, May 21, 2018	All Day	1	YES
Memorial Day	Monday, May 28, 2018	All Day	1	YES

- Normal proxicard access is from 6:00am – 2:00am

#### CLOSURE TYPE LEGEND

TYPE	DEFINITION
1	No classes. Administrative offices closed.
2	No classes. Administrative offices open.
3	Building closed. No classes. Administrative offices closed.

## IV. No Exam Dates

<b>NO EXAMS ADMINISTERED ON THESE DATES. CLASSES WILL STILL BE HELD AT REGULARLY SCHEDULED TIMES.</b>	<b>START TIME</b>
Sunday, October 01, 2017	All Day
Friday, March 02, 2018	All Day
Monday, April 02, 2018	All Day
Sunday, April 08, 2018	All Day
Tuesday, May 22, 2018	All Day

<b>Preferably no exams are administered.</b>
Wednesday, September 20, 2017
Sunday, September 24, 2017
Friday, September 29, 2017
Wednesday, October 04, 2017
Wednesday, October 11, 2017
Wednesday, February 28, 2018
Wednesday, May 09, 2018

# Degree Conferral Dates

## **2017**

July 7, 2017  
September 8, 2017  
November 10, 2017

## **2018**

January 12, 2018  
March 9, 2018  
May 11, 2018  
June 8, 2018  
July 13, 2018  
September 7, 2018  
November 9, 2018

## **2019**

January 11, 2019  
March 8, 2019  
May 10, 2019  
June 7, 2019  
July 12, 2019  
September 6, 2019  
November 8, 2019

## **2020**

January 10, 2020  
March 13, 2020  
May 8, 2020  
June 8, 2020  
July 10, 2020  
September 11, 2020  
November 9, 2020

## **2021**

January 8, 2021  
March 8, 2021  
May 7, 2021  
June 7, 2021  
July 9, 2021  
September 10, 2021  
November 8, 2021

# About Touro College/University

## **Dr. Alan Kadish – President of Touro College**

Dr. Alan Kadish is president and chief executive officer of Touro College and Touro University. As only the second president of Touro College, he has overall administrative responsibility for the Touro system, which has grown from a small men's college since its opening in 1971 into a large Jewish-sponsored educational institution in the United States. The Touro system is currently educating approximately 18,000 students at 29 schools and colleges throughout the world, including at Touro University California and Touro University Nevada.

A distinguished scholar, academic and administrator, Dr. Kadish joined Touro in September 2009 as senior provost and chief operating officer from Northwestern University, where he was a prominent cardiologist on the national stage. At Northwestern, he served on the faculty and as an administrator for the previous 19 years. He has worked as a teacher, research scholar and scientist, and clinician. He held numerous senior-level administrative positions at Northwestern, and also at the University of Michigan, where he had various appointments prior to joining Northwestern. A prolific researcher and writer, he has written extensively in his field, authoring over 300 peer-reviewed papers and contributing to several textbooks.

## **Dr. Bernard Lander – Founder and Former President of Touro College**

Dr. Bernard Lander, from his early years as a Rabbi, as a Professor of Psychology, as the first Commissioner of Human Rights in the State of New York, as a life-long educator, and as the founder and President of Touro College and Touro University, embodies the finest concepts of a scientist and a visionary in action. Many presidents dream of starting a new college, constructing a new building, or developing new programs. Our President has opened twenty-nine campuses which now enroll over 18,000 students within a broad spectrum of undergraduate, graduate, and professional programs. Excerpts from his Commendation from the New York Legislature notes his consultative service to U.S. Presidents, his talents as a compelling orator, his courageous championship for youth and the disenfranchised, and his gift as a visionary who has changed the landscape of learning. Dr. Bernard Lander passed away on February 8, 2010 in New York City.

## **Historical Perspective**

Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth. Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts

and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974), the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School for Lifelong Education (1989); the New York School of Career and Applied Science (1995), the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine Vallejo (founded in 1997 as the San Francisco College of Osteopathic Medicine); Touro University International, offering degree programs on the internet in Cypress, California (1999); the Lander College for Men in Kew Garden Hills (2000) created in 2001 through a merger of two previously separate divisions, the School of General Studies (founded in (1974) and the School of Career and Applied Studies (created in 1995); Touro University Nevada (2004); and Touro College, Rome, Italy (2005). Touro opened a branch in Moscow in spring of 1991 and its operations now include the Institute of Jewish Studies (branch campus) and a business program with Moscow University Touro (an independent entity) operated through an inter-institutional agreement. The branch campus in Jerusalem comprises the Graduate School of Jewish Studies, an undergraduate business program and the Touro Israel Option (year abroad program). In October 2003, Touro opened a small branch campus in Berlin. Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1999. In 2003, Touro University College of Osteopathic Medicine (TUCOM) became the Founding College of Touro University – California. Touro University – California is now composed of four colleges – College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O.), the College of Health Sciences (founded 2003) and grants the Master of Science in Physician Assistant Studies-MSPAS and Master of Public Health-MPH, the College of Education (founded 2004 and provides teacher credentials), and the College of Pharmacy (grants the Doctor of Pharmacy) which received pre-candidate status from the American Council of Pharmaceutical Education in 2005.

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Las Vegas and the surrounding communities. The branch campus, Touro University Nevada, began the College of Osteopathic Medicine and matriculated its first class in fall 2004, providing programs in osteopathic medicine and physician assistant studies. In 2005 Touro University Nevada added the College of Health and Human Services providing graduate programs in nursing, occupational therapy, and education. In 2009, Physical Therapy and Camp Administration and Leadership were added to the College of Health and Human Services and Medical Health Sciences was added to the College of Osteopathic Medicine.

## Board of Trustees

Mark Hasten, D.H.I., Chairman  
Touro College and Touro University

Abraham Biderman  
Eagle Advisors, LLC

Dr. Ben Chouake

Rabbi Menachem Genack  
Orthodox Union

Rabbi Doniel Lander  
Chancellor, Touro College

Martin Oliner, Esq.  
First Lincoln Holdings

Jack Weinreb  
Weinreb Management Co.

Solomon Goldfinger  
New York Life Insurance

Dr. Larry Platt

David Lichtenstein  
The Lightstone Group

Leah Karfunkel  
GMAC Insurance

Stephen Rosenberg  
Greystone

Dr. Alan Kadish  
President, Touro College and Touro  
University

Zvi Ryzman  
American International

Allen Fagin  
Orthodox Union

Howard Friedman  
Lanx Partners

Israel Sendrovic  
Federal Reserve Bank of New York (Ret.)

Brian Levinson  
Platinum Health Care

# Mission, Vision, and Institutional Goals

## **Mission of Touro College**

Touro College is an independent institution of higher and professional education under Jewish sponsorship, established to perpetuate and enrich the Jewish heritage and to serve the larger community in keeping with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

## **Mission of Touro University Nevada**

To provide quality educational programs in the fields of healthcare and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

## **Vision Statement**

Educating caring professionals to serve, to lead, to teach.

## **Institutional Goals from the 2015-2018 Strategic Plan**

- Advance the culture of academic excellence in support of student learning
- Strengthen Touro's campus culture and learning/working environment
- Broaden awareness of Touro University Nevada by exemplifying the Touro mission to serve the community
- Expand strategic partnerships in alignment with Touro's mission

## **TUN Institutional Student Learning Outcomes (ISLOs)**

To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University students will demonstrate the ability to:

- ISLO 1 – Use knowledge, skills and effective communication to benefit diverse communities (2015-2016 year)
- ISLO 2 – Collaborate across disciplines toward a common goal (2016-2017 year)
- ISLO 3 – Think critically to make evidence-informed decisions and evaluate conclusions in a real world context (2017-2018 year)
- ISLO 4 – Act in a professional and ethical manner (2018-2019 year)

The University's ISLOs are assessed annually by all degree programs in a four-year cycle as noted.

## Accreditations and Licensure

### **WASC Senior College and University Commission (WSCUC)**

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

(510) 748-9001

<http://www.wascsenior.org/>

### **Accreditation Review Commission on Education for the Physician Assistant, Inc.**

(ARC-PA)

1200 Findley Road, Suite 240

Duluth, GA 30097

(770) 476-1738

<http://www.arc-pa.org/>

### **Accreditation Council for Occupational Therapy Education (ACOTE)**

4720 Montgomery Lane, Suite 200

Bethesda, MD 20814-3449

(301) 652-AOTA

[accred@aota.org](mailto:accred@aota.org)

### **Commission on Accreditation in Physical Therapy Education (CAPTE)**

1111 North Fairfax Street

Alexandria, VA 22314

(703) 706-3245

<http://www.capteonline.org>

### **Commission on Collegiate Nursing Education (CCNE)**

655 K Street NW

Suite 750

Washington DC 20001

(202) 887-6791

[www.aacn.nche.edu](http://www.aacn.nche.edu)

### **Commission on Osteopathic College Accreditation of the AOA (COCA)**

142 E. Ontario Street

Chicago, IL 60611-2864

800-621-1773

[www.osteopathic.org](http://www.osteopathic.org)



**Nevada Commission on Postsecondary Education**

8778 S. Maryland Parkway, Suite 115

Las Vegas, NV 89183

(707) 486-7330

<http://www.cpe.state.nv.us/>

**Nevada State Board of Nursing**

4220 S. Maryland Pkwy., Building B, Suite 300

Las Vegas, NV 89119

(702) 486-5800 / (888) 590-6726 (toll free)

[www.nursingboard.state.nv.us](http://www.nursingboard.state.nv.us)

**State of Nevada Department of Education**

9890 S Maryland Pkwy, 2nd Floor

Las Vegas, Nevada 89183

(702) 486-6458

<http://www.doe.nv.gov/>

# University Administration

President, Alan Kadish – (212) 463-0400

CEO and Senior Provost Touro Western Division, Shelley Berkley – (702) 777-1775

Provost, Raymond Alden III – (702) 777-3326

Vice President for Finance/Administration Touro Western Div., Craig Seiden – (702) 777-4794

Associate Vice President for Advancement, Schyler Richards– (702) 777-4791

Director of Campus Facilities, Bill Risley – (702) 777-1809

Human Resources, Robert Bailey – (702) 777-3855

Chief Information Officer, Touro Western Division, Jose Noriega – (702) 777-3162

Associate Vice President for Institutional Effectiveness, Laura Yavitz – (702) 777-9181

Library Director, June Simms – (702) 777-1742

Director of Fiscal Affairs and Accounting, Brad Frehner – (702) 777-3916

Security, Francis “Bud” Brey – (702) 777-3920

## College of Health and Human Services

Dean, Andrew Priest – (702) 777-3180

Interim Associate Dean, Yvonne Randall – (702) 777-1783

Director, Robert Askey – School of Education – (702) 777-3053

Director, Theresa Tarrant – School of Nursing – (702) 777-1746

Interim Director, Robyn Otty – School of Occupational Therapy – (702) 777-3095

Director, Michael Laymon – School of Physical Therapy – (702) 777-3051

Director – School of Physician Assistant Studies, Phil Tobin– (702) 777-1770

Coordinator, David Malter – Camp Administration and Leadership – (702) 777-1779

## College of Osteopathic Medicine

Dean, John Dougherty – (702) 777-1785

Senior Associate Dean for Academic Affairs, Terrence Miller – (702) 777-1801

Associate Dean for Clinical Education, Mara Hover – (702) 777-4755

Interim Chair – Basic Sciences, Emmet Findlay – (702) 777-1803

Chair – Osteopathic Manipulative Medicine, Paul Rennie – (702) 777-1813

Chair – Primary Care, Paul Kalekas – (702) 777-1820

Chair – Specialty Care, Derek Meeks – (702) 777-1827

Director – Medical Health Sciences, Steven Prinster – (702) 777-3079

## Division of Student Affairs

Dean, Philip Tompkins – (702) 777-3073

Associate Dean of Students and Director of O.A.S.I.S., Anne Poliquin – (702) 777-4769

Associate Dean of Students and Registrar, Rolando Flores – (702) 777-4745

Bursar, Miranda Paredez – (702) 777-3075

Director of Admissions, Tava McGinty-Jimenez – (702) 777-3922

Director of Student Involvement, Veronica Fischer – (702) 777-4747

Director of Financial Aid, Christina Twelves – (702) 777-1755

Student Health Center, Rowena Garcia – (702) 777-9970

## Faculty

Robert Askey, Ed.D.  
Robert Baker, D.O.  
Mary Bemker, Ph.D., RN  
Shelley Berkley, JD  
Vladimir Bondarenko, Ph.D.  
Matthew Carlson, D.O.  
Judith Carrion, MSN/Ed., MSHS, BSN, RN-BC, CRRN, CNOR  
Tricia Catalino, D.Sc., P.T., D.C.S.  
Catherine Chung, Phd., RN, CNE, PHN, CCM  
Kimberly Congdon, Ph.D.  
Lawrence Contreras, PT, DPT  
Donna Costa, Ph.D., D.H.S.  
John Dougherty, D.O.  
Karen Duus, Ph.D.  
Terry Else, Ph.D.  
Ashley Fecht, O.T.D.  
Jason Fetty, M.L.I.S.  
Emmett Findlay, D.C.  
Stacy Fisher, D.P.T.  
Mitchell Forman, D.O.  
Pearl Forman, M.A.  
Linda Frasier, B.S., OTR/L, CLT, CEAS  
Graceann Freeman, R.N., M.S.N, A.P.N, FNP-C  
Csaba Fulop, D.O.  
Kenneth Grant, M.D.  
Jessica Grimm, RN, DNP, CCRN  
Jutta Guadagnoli, M.S.  
Noel Guison, Ph.D.  
Gretchen Haase, D.P.T., M.S.  
Warren Hagman, M.Ed.  
Joseph Hardy, M.D.  
Scott Harris, D.O.  
Weldon Havins, J.D., L.L.M., M.D.,  
Ronald Hedger, D.O.  
Taylor Hough, MHA  
Mara Hover, D.O.  
Marina loudina, M.D., Ph.D-  
Tony Iwakawa, D.P.T.  
Paul Kalekas, D.O.  
Robert Kessler, D.O.  
Iman Khowailed, Ph.D.  
Mary Ann Kidwell, P.A.C., M.S.  
Bimal Roy Krishna, Ph.D.  
Cynthia Lau, Ph.D.  
Nancy Lee, M.M.Sc., M.A.  
Yoel Levy, P.A.C., MS  
Patrick Leytham, Ph.D.  
Steve Liaos, D.P.T.  
Wesley Lockhart, D.O.  
Yehia Marreez, M.D., Ph.D.  
Matthew Martin, D.O.  
Shannon Martin, M.H.S., OTR/L  
Kimberly McGinn, D.O.  
James McKivigan, D.C., P.T.  
Derek Meeks, D.O.  
Tabitha Miller, MPAS, PA-C  
Terrence Miller, Ph.D.  
Andrew Mills, M.S.  
Aurelio Muyot, MD, FACP, AGSF  
Jonathan Nissanov, D.O.  
Robyn Otty M.Ed.  
Joshua Owens, MPAS, PA-C  
Chutima Phongpua, D.C., M.D., M.B.A  
Andrew Priest, Ed.D.  
Steven Prinster, Ph.D.  
Elias Ptak, D.O.  
Mahboob Qureshi, M.D., Ph.D.  
Rakhshindah Qureshi, M.B.B.S.  
Jacqueline Randa, D.P.T., M.P.T.  
Yvonne Randall, Ed.D., OTR/L, F.A.O.T.A.  
Paul Rennie, D.O.  
Lise Rioux, D.O.  
William Roy, Ph.D.  
Amina Sadik, Ph.D.  
Brian Sady, M.P.A.S., P.A.C.  
Dulce Santacroce, MSN, BSN, RN, CCM  
Mary Schmitz, OTD/OT/L  
Angela Silvestri-Elmore, MSN, RN  
June Simms, M.L.S.  
Lary Simms, D.O.  
David Skyba, Ph.D., D.C.  
Dodge Slagle, D.O.  
Patricia Strobehn MSN, APRN, FNP-BC  
Janet Sullivan, MD  
Theresa Tarrant, Ph.D, MSN, RN  
Philip Tompkins, Ed.D.  
Phil Tobin, DHSc, M.P.A.S., P.A.-C  
Eric Toder, D.O.  
John Tomlinson, M.D.  
Dahliah Wachs, M.D., FAAFP  
Tonya Walls, M.S.  
William Wrightsman, M.S.O.T., OTR/L  
Julia Zacharias-Simpson, D.O.

# Degrees Offered

## College of Osteopathic Medicine

- Doctor of Osteopathic Medicine (DO)
- Master of Science in Medical Health Sciences (MS)

## College of Health and Human Services

### School of Education

- Master of Education (MEd)
  - Curriculum and Instruction
  - Language and Literacy
  - School Administration
  - Secondary Education
  - Special Education – Generalist
- Endorsements:
  - Autism
  - Teaching English as a second language
  - Specialist in Teaching Reading/Literacy
- Advanced Studies Certificate
- Doctor of Education in Education Administration and Leadership (EdD)
- Master of Science in Camp Administration and Leadership (MS)

### School of Nursing

- Bachelor of Science in Nursing (BSN)
- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Post MSN Graduate Certificate

### School of Occupational Therapy

- Master of Science in Occupational Therapy (MSOT)
- Occupational Therapy Doctorate (OTD)

### School of Physical Therapy

- Doctor of Physical Therapy (DPT)

### School of Physician Assistant Studies

- Master of Physician Assistant Studies (MPAS)

## Student Defined

The term “student” is defined as all persons who have matriculated and are taking or auditing courses listed in TouroOne which are offered at Touro University Nevada; persons who are pursuing non-degree, undergraduate, graduate, or professional studies; persons who are not officially enrolled for a particular term but who have a continuing relationship with the University; or who have been notified of their acceptance for admission to the University. A person will continue to be a “student” until such status is terminated upon the occurrence of one or more of the following events:

- a. Graduation (without any indication of intent to pursue post graduate activities at the University during the following semester);
- b. Voluntary withdrawal of the student from the University; or
- c. Involuntary dismissal (or other withdrawal of the student initiated by the University) from all programs and activities of the University, and the exhaustion of all internal grievance procedures to redress the dismissal or withdrawal (if applicable).
- d. If a student who has been accepted for admission, does not submit the required deposit (if applicable), does not register, and does not matriculate to the University.

# Admissions, Transfer, Orientation

## **NON-DISCRIMINATION POLICY**

It is the policy of the University to admit qualified students irrespective of race, ethnicity, age, sex, gender, color, creed, national origin, religion, sexual orientation, or disability. To be considered for admission to any program offered by the University, a student must possess the academic credentials and professional attributes deemed essential by the respective program admissions committee for selection to the program.

Admission requirements for the current academic year are listed within this catalog.

## **TRANSFER STUDENTS**

Touro University Nevada may accept transfer students from other U.S. universities and colleges, (except the School of Physician Assistant Studies and School of Occupational Therapy) as long as these students are in "good academic standing" and have acceptable reasons(s) for seeking a transfer. Candidates for transfer must be eligible for re-admission to the previously attended professional program.

Contact the Office of Admissions for more information and additional requirements on transferring to a Touro University Nevada program. To view the Touro University Nevada *Transfer Credit Policy*, please refer to Appendix J of this catalog.

## **FOREIGN TRANSCRIPTS**

Applicants who have earned a degree from outside of the United States must have that degree and coursework evaluated by a recognized transcript evaluation service, such as World Education services ([www.wes.org](http://www.wes.org)) or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)). The foreign evaluation must indicate equivalency to a bachelor's degree and/or relevant coursework from a regionally accredited U.S. institution that can be applicable to the program student is applying. The Office of admissions has an account established with WES where Admissions Counselors have access to verified official transcript evaluations.

## **NEW STUDENT ORIENTATION**

Orientation programs are planned each year by the Division of Student Affairs to welcome and facilitate the integration of new students into each of the colleges of the University. In conjunction with the orientation programs, students register, receive financial aid information, and learn about college services available on campus. In addition, students are provided with opportunities to interact socially with peers, meet administration, faculty and staff members. The student will also develop a sense of belonging to the University and individual college communities.

## **STUDENT IDENTIFICATION**

The Division of Student Affairs issues photo-identification (ID) badges to new students during orientation or the first week of class. This badge must be worn while a student is in any institutional facility or is participating in a clinical rotation at another facility. This ID badge must be displayed in such a manner that it is readily visible. Failure to wear and/or properly display the student identification badge may result in a member of the security staff requesting the student to leave the building, denying the student admission to the building, or referring the student to the Dean of Students. If a student identification badge is lost or stolen the student is required to inform the Division of Student Affairs and request a replacement badge. The fee for a replacement badge is \$25.00.

### **NAME TAGS**

Students enrolled in programs at Touro University Nevada and involved in patient-related activities are required to wear a name tag which clearly shows their name and identifies the program and college in which they are enrolled. An acceptable format is as follows:

John Smith

Touro University Nevada

(Name of School) Student

### **STUDENT HEALTH INSURANCE/HEALTH CARE**

Because the University is concerned for the health and welfare of its students, a program of student health insurance is required.

The student has exclusive responsibility for his/her own medical bills. The University assumes no responsibility to seek reductions or waivers. Prior to receipt of diploma, students must be free from any medical financial responsibility with any of the University's affiliated hospitals or clinics.

### **DRUG TESTING POLICY**

A copy of the policy is in Appendix D. Students are required to know and comply with the policy.

### **CRIMINAL BACKGROUND CHECK**

This policy applies to all applicants accepted for admission and students of Touro University Nevada who come into contact with patients/clients as part of their educational program requirements. All applicants/students must pass a Level I criminal background check as required by the University. The University reserves the right to require additional Level I criminal background checks from any applicant/student at any time. A criminal background may interfere with a student's ability to progress in a program or be licensed.

### **CRIME AWARENESS & CAMPUS SECURITY ACT**

As required by federal law, Touro University makes information available to students about policies and procedures to report criminal actions on campus, current policies concerning security and access to facilities on campus, and information on campus law enforcement and statistics concerning incidents of campus crime. Students interested in this information should contact the Division of Student Affairs.

# Registration and Enrollment Policies

## **APPLICATION AND REGISTRATION PROCESS**

All students will be required to register one-month prior to the start of the upcoming semester. Full tuition and fees and prior debts must be paid in full prior to registration. Matriculation and promotion are subject to satisfactory completion of all academic requirements and payment of all outstanding debts to the University. Prior to registration, official transcripts from all colleges and universities which the student has previously attended must be on file with the Registrar.

## **DATE OF MATRICULATION DEFINED**

Date of matriculation means the first day of instruction in the term in which enrollment of a student first occurs. A person who enrolled at Touro University Nevada but withdrew enrollment during the 100 percent refund period may be deemed not to have matriculated.

## **NON-DEGREE STUDENT STATUS**

The Non-Degree Student status is assigned to individuals who wish to take courses but not pursue an advanced degree. Registration for classes as a Non-Degree Student is processed through the Office of the Registrar in conjunction with the College and/or School offering classes to non-degree students. Generally, Non-Degree Students may enroll in no more than seven credit hours per semester. Academic departments will determine whether to allow non-degree students to take courses within their programs. Department faculty are responsible for determining the adequacy of preparation of Non-Degree Students before allowing them to take courses. It is the student's responsibility to provide proof of adequate preparation. The student should check with the department about courses accessible to Non-Degree Students. A Non-Degree Student wishing to seek a degree must apply for admission to the University and pay an application processing fee. Courses taken as a Non-Degree Student may count toward the degree program at the discretion of the School Director and College Dean. Non-Degree students may transfer into a degree program up to nine TUN credits with percentage grades of 83 or higher.

## **LAST DAY TO REGISTER/ADD COURSES**

Students may add a course(s) up to the last day of the first week of instruction. After this date, students may add a course(s) when the circumstance is sufficiently extraordinary to warrant an exception and with the approval of the following individuals: school director and/or academic department chairperson and academic dean.

## **COURSE WITHDRAWAL POLICY**

Each student has the responsibility of withdrawing from any courses in which he/she is enrolled. The need to withdraw from a course should be discussed with the school director or college dean to determine the best option for the student.

### **Course withdrawal policy (does not include monthly rotations)**

- Last day of attendance is required for all course withdrawals. No exceptions.



- Week 1 (all programs): No grade recorded. Course does not appear on transcript.
- End of Week 3 (6 week programs) or End of Week 8 (all other programs): Last day to withdraw and receive a grade of “W” on transcript.
- Start of Week 4 and beyond (6 week programs) or Start of Week 9 and beyond (all other programs): A ‘WP’ or ‘WU’ grade shall be recorded on transcript.
- If a student attends then fails to withdraw from class, student will receive a ‘WU’ grade.
- If a student never attends and fails to withdraw from class, student will receive a ‘WNA’ grade.
- No withdrawals are allowed after the last day of instruction.

#### **Course withdrawal policy for monthly rotations**

- Last day of attendance is required for all course withdrawals. No exceptions.
- Week 1: No grade recorded. Course does not appear on transcript.
- End of Week 2: Last day to withdraw and receive a grade of “W” on transcript.
- Start of Week 3 and beyond: A ‘WP’ or ‘WU’ grade shall be recorded on transcript.
- If a student attends then fails to withdraw from class, student will receive a ‘WU’ grade.
- If a student never attends and fails to withdraw from class, student will receive a ‘WNA’ grade.
- No withdrawals are allowed after the last day of instruction.

#### **REPEATING CLASSES**

Credit will be allowed only once for successful completion of the course. A student may repeat a course and not have the original grade included in the computation of the grade point average. When a course is repeated more than once, only the original grade is omitted in computing the grade point average. All grades will remain on the student’s transcript with suitable notation to ensure an accurate academic record. All repeats must occur at TUN.

#### **IMMUNIZATIONS**

Nevada state law prohibits students from attending class without proof of immunizations. Touro University Nevada upholds this statute by preventing course registration for students who have not submitted proper proof of immunizations. The following immunizations are required for course registration.

- One dose of Tetanus Diphtheria (not Tetanus Toxoid) within the past 10 years

AND

- Students born in or after 1957 – two doses of Measles, Mumps, Rubella (MMR) vaccine  
OR two doses of live Measles vaccine, one Mumps, one Rubella vaccine

Valid exemptions from these requirements include any one of the following:

- Online Program Exemption – If you are enrolled in an online academic program.

- Medical Exemption – If you are seeking an exemption for medical reasons (i.e., pregnancy or another medical reason for not receiving a vaccine), you must provide a letter from a licensed physician signed on his/her stationery stating the reason for the exemption and the length of the exemption.
- Religious or Moral Exemption – If you are seeking an exemption for religious or moral reasons, you must provide a statement that says that the required immunizations are contrary to your religious or moral beliefs. The statement must be signed by you.

**PLEASE NOTE:** Students with valid exemption may not be allowed to participate in clinical coursework. Please contact your academic department for further information.

Students enrolled in the following academic programs must submit immunizations and health record requirements listed below prior to first day of classes and/or clinical coursework.

Programs include: Medical Health Sciences, Nursing, Occupational Therapy, Osteopathic Medicine, Physical Therapy, Physician Assistant Studies, Education (on-ground students only).

- MMR (2 Vaccinations)
- Hepatitis B series- You must have begun the immunization series prior to beginning classes.
- Hepatitis A series- You must have begun the immunization series prior to beginning classes.
- Varicella - A laboratory test for Varicella antibody (Chicken Pox immunity) must be provided, regardless of a history of Chicken Pox infection. If you have received two doses of Varicella vaccine you are exempted from this requirement. You must provide documentation of the vaccine administration.
- Polio Series (minimum of 4 doses)
- Td or TDaP (Td or TDaP is good for 10 years. Make sure you receive Td or TDaP within that time frame)
- Quantiferon Gold Serum Test for Tuberculosis (Within 6 months of matriculation)  
\*\*\*This is an annual requirement upon matriculation\*\*\*
- Physical Examination by a licensed health care provider (Within 6 months of matriculation).

Proof of immunity through quantitative (numerical lab values) serum blood titers [within 5 years] must be provided for the following communicable diseases.

Note: Qualitative (Positive/Negative Results) titers will not be accepted.

**(TITERS ARE NOT REQUIRED FOR THE FOLLOWING PROGRAMS: MHS, Education, DNP, RN-BSN, & CAMP)**

- Measles (Rubeola) – (Quantitative)
- Mumps (Quantitative)
- Rubella (Quantitative)
- Varicella (Quantitative)
- Hepatitis B Surface Antibody (Quantitative)
- Hepatitis B Surface Antigen (Qualitative)
- Quantiferon Gold Serum Test for Tuberculosis (Within 6 months of matriculation)
- **Please email with the Student Health Center with any questions, concerns or difficulties with these requirements.** Email: [student.health@tun.touro.edu](mailto:student.health@tun.touro.edu)

**ATTENDANCE POLICY**

It is expected that students will attend all lectures in the required curriculum, laboratory activities, clinical rotations, elective, and audited courses. Colleges, departments and/or individual courses may establish more specific attendance requirements. Students who must miss laboratory or clerkship sessions should notify the instructor or preceptor as soon as possible prior to the session to allow for any necessary accommodations. Failure to attend elective or audited courses and/or laboratories may result in the removal of the elective credit or audit from the student’s record. Absence from any instructional session for any reason does not relieve the student from responsibility for covered material. Chronic unexcused absences may be viewed as violations of the Student Conduct Code, Appendix C.

In the case of an excused absence, illness or extenuating circumstance, see the Student Handbook of the program for specific requirements regarding exam make-up.

**ENROLLMENT STATUS**

**Undergraduate**

Full-time	12 credits
Quarter-time	9 credits
Half-time	6 credits
Less than half-time	below 6 credits

**Graduate and Professional**

Full-time	9 credits
Quarter-time	7 credits
Half-time	6 credits
Less than half-time	below 6 credits

**CLASS RANK**

Class rankings are normally provided to currently enrolled students in applicable programs and may be requested from the Registrar either in person or in writing. Class ranking is determined on the basis of the cumulative-weighted average of percentages earned from all completed required courses. Individual course grades are weighted in the formulation relative to course credit hours. Credit hours earned from courses evaluated on a pass/fail basis, including elective courses, are not used in the determination of cumulative-weighted grade point average.

## **ELECTIVE COURSES**

An elective course is an institutionally approved series of instructional sessions that are developed outside of the required curriculum and offered by College faculty to currently enrolled students in addition to prescribed courses. Students officially registered in elective courses receive credit commensurate with contact hours, which is included on the student's permanent record. Students interested in registering for an elective course should first contact the appropriate academic department offering the course.

## **AUDITED COURSES**

An audited course is defined as the registration and participation of a student in a course for which the student receives no credit or grade. However, a record of the audited course will be maintained in the student's permanent academic file. Students interested in auditing a course should first contact the appropriate academic department offering the course. Registration for audits must be completed during the normal registration period. Students registered for an audited course cannot change back to credit for the course after the start of the semester.

## **INTERPROFESSIONAL COMPETENCIES COURSEWORK**

### **IPEV 701 Interprofessional Competencies (0 credits)**

### **IPEV 702 Interprofessional Activities (0 credits)**

This course(s) introduces students to the Core Competencies for Interprofessional Collaborative Practice. Students will become familiar with the Core Competencies and participate in a variety of learning activities examining the following interprofessional themes: professional roles and responsibilities, communication, values/ethics, and teamwork. This is a required course(s) for degree-seeking students admitted to Touro University Nevada Summer 2017 and beyond.

## **INCOMPLETE GRADE**

The grade of INC – incomplete – may be granted when a student is passing the course and the student's circumstances prevent the completion of the coursework by the semester's end and the instructor believes that the student can finish the remaining coursework without additional class time. At the time grades are due, the instructor will specify in writing what work must be completed in order for the student to earn a grade in the course, and the student is responsible for completing the work as outlined no later than the last day of instruction of the next semester (the semester following the semester in which the incomplete grade was earned). Once the student has submitted the work, the instructor of the original course will grade the work and submit the course grade to the Office of the Registrar using a change of grade form. An incomplete grade is not counted in the grade point calculation until a final grade replaces it. If course requirements are not completed within the time indicated, a grade of U – unsatisfactory – will be recorded, and the GPA will be adjusted accordingly. Students who are making up an incomplete do not reenroll for the course but make individual arrangements with the instructor who assigned the incomplete grade.

## **THESIS/DISSERTATION – X (HOLD) GRADE**

Students working on a thesis or dissertation must register for three credit hours of thesis/dissertation course work each semester and shall receive an "X" (hold) grade for those

credits, until the document has been completed and has been given final approval. Students working on a thesis or dissertation who have not registered may be separated from their program and may have to reapply for admission should they wish to continue. Exceptions to the above policy, as with a request for a leave of absence, are made only with the approval of the academic department chairperson and academic dean. Any student using the services of the academic staff or university facilities must be registered for the period during which the services are rendered or the facilities are used.

**X (hold) Grade** – restricted to thesis, dissertation, or other courses where the course requirements may extend beyond one semester.

### **RESIDENCE CREDIT REQUIREMENT**

Resident credit means any course that is completed satisfactorily at Touro University Nevada. Undergraduates who earn a bachelor's degree from TUN must earn, following admission to the program, a minimum of 30 credits of the coursework required for completion of the degree from TUN. This does not include transferred credits.

Graduate students who earn a graduate or professional degree from TUN must earn, following admission to the program, a minimum of 24 credits of the coursework required for completion of the degree from TUN. This does not include transferred credits.

Some academic programs require that additional hours be taken in residence. Students are encouraged to seek specific information about program requirements related to the in-residence requirement as well.

### **TRANSFER CREDIT POLICY**

Students who have completed (or plan to complete) external course work at a non-Touro University Nevada, regionally accredited college or university may request an evaluation for transfer credit. Students must consult with their Senior Associate Dean or School Director for additional details regarding College/School transfer credit policies as some academic programs do not accept transfer coursework. For additional information, please refer to the *Transfer Credit Policy* located in Appendix J of this catalog.

### **CONTINUOUS ENROLLMENT POLICY**

After admission to a program, undergraduate students must register for a minimum of 6 credit hours each semester. Graduate students must register for a minimum of 3 credit hours each semester. Students working on a thesis or dissertation must register for three credit hours each semester, until the document is completed and is given final approval. Students who do not register as required may be separated from the University and must reapply for admission should they wish to continue. Exceptions to the above policy, as with a request for a leave of absence, are made only with the approval of the School Director, or Associate Dean, or Senior Associate Dean, and College Dean.

### **UNIVERSITY WITHDRAWAL**

The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if she/he

decides at some later date to reapply to the University or any other Touro College and University System campus, she/he must reapply for admission and, if accepted, assume the status of a new student.

Students considering withdrawal are subject to the policies governing withdrawal from the University. Students should be aware that withdrawal from a course may result in a significant extension of the students' professional program. Before withdrawing, students must discuss the issue with their, School Director, or Associate Dean, Office of the Registrar, Office of Financial Aid, Office of the Bursar, and the Dean of Students. In addition, the student must submit the Request to Withdrawal form with all required signatures to the Office of the Registrar.

### **LEAVE OF ABSENCE**

A matriculated student enrolled who chooses to interrupt his/her attendance but intends to return and continue his/her study must submit to the Office of the Registrar a completed Leave of Absence request form signed by all parties noted on the form. A leave of absence may be authorized only by the School Director or Associate Dean. The period of time shall not be counted against the student's maximum time of degree completion. The amount of leave time granted depends largely on the personal needs of the student and the timing of the leave within the academic program. Normally, a leave of absence should be requested before the start of the first semester in which the student plans not to attend. However, if extenuating circumstances arise, a student may request a leave of absence mid-semester. These circumstances include, but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity/paternity leave, and critical illness or death of an immediate family member. A student requesting a leave of absence for medical reasons must complete and submit a Disability Services Packet to the Office of Academic Services and Institutional Support (OASIS) and provide documentation before accommodations can be approved and provided. The ADA Compliance Officer for Touro University Nevada will determine whether leave is granted. For additional information, contact OASIS or refer to Appendix B of this Catalog. A student whose leave of absence is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Any tuition charged or refunded will be in accordance with the Policy on Program Refunds (within this catalog). If the student is a recipient of Title IV financial aid funds, the leave of absence, together with any additional leaves or absences, must not exceed a total of 180 calendar days in any 12-month period. Students who exceed a total of 180 calendar days may have their financial aid eligibility put into jeopardy. Students should call the Office of Financial Aid before requesting a leave of absence. A student requesting a leave of absence for any reason shall adhere to the following general procedure:

1. The student must meet personally with their School Director, or Associate Dean to discuss the reason(s) for the leave and the effects on his or her academic progress. The School Director's or Associate Dean's decision is reached after careful consideration is given to personal and professional circumstances.
2. The student must meet personally with the Office of Financial Aid and the Office of the Bursar to discuss potential financial obligations to the University. Final financial obligations to

the University will not be finalized until the Leave of Absence request form has been fully processed and the Financial Aid and Bursar offices have calculated final tuition, fees, and financial aid eligibility.

3. The student must submit the Request for Leave of Absence form with all required signatures to the Office of the Registrar.

4. The Program School Director or Associate Dean will send an official -communication to the student indicating whether the leave of absence is approved or denied.

Provided that the leave is approved, the official start date of the leave of absence will be the start date indicated on the student's completed Leave of Absence form. A student may request up to one extension to his or her approved leave of absence, provided that the period of time has not expired. Extension requests must adhere to the aforementioned general procedure of the initial leave of absence request. It shall be the responsibility of the student to contact their School Director or Associate Dean and Office of the Registrar at least one-month prior to the expiration of a leave of absence to plan their reentry into the program and submit the Petition to Return to Classes form with all required signatures to the Office of the Registrar. Failure to do so may result in administrative withdrawal of the student from the University.

A student who has been denied a Leave of Absence request may appeal to their Academic Dean within three business days following notification of the decision of their Program School Director or Associate Dean. The appeal must be in writing and include all facts that substantiate the appeal. The Academic Dean will consider the student's written appeal and the student's file and determine whether to uphold or modify the decision made by the Program School Director or Associate Dean. The decision of the Academic Dean will be final.

A student on leave of absence may not campaign, be appointed to, or serve as an officer of any official University club or organization. A student on leave of absence may not serve as a representative of the College in the operations of the Admissions Office or on University committees. A student on leave of absence may not serve as a representative of the College at off-campus conferences or sponsored events. A student who has returned from a leave of absence with outstanding stipulations may not serve as an officer of any official University club or organization, or may not serve as a representative of the College in the operations of the Admissions Office or on University committees, or may not serve as a representative of the College at off-campus conferences or sponsored events.

A student who is either currently on leave of absence or is requesting a leave of absence may not hold the University liable if their academic program is discontinued for any reason, and as a result the student is unable to earn a degree or certificate from the University.

### **SUSPENSION POLICY**

University Suspension is a forced, temporary leave from the university. There are two types of suspension for students that apply to all students:

*Academic Suspension* is the result of poor academic performance or violation of academic regulations and is imposed by the School Director, Senior Associate Dean, or Academic Dean.

*Disciplinary Suspension* is the result of serious personal misconduct and is imposed by the Dean of Students.

*Temporary Suspension* is the result of a student's behavior that is sufficiently egregious and/or disruptive and is imposed by the Dean of Students (Appendix C, Student Conduct Code).

Suspended students may not perform the following or related functions:

- Register for courses
- Attend classes
- Use campus facilities, including library, gym, study rooms, and computer labs (without permission).
- Participate in student activities
- Be members of student organizations
- Participate in student employment

### **PERMANENT ADDRESS, LOCAL ADDRESS, AND EMERGENCY CONTACT INFORMATION**

Any change of address, email address, and/or telephone number must be updated via TouroOne student portal. Students should provide the following 3 addresses: permanent address, local mailing address, and emergency contact.

### **NAME CHANGE**

The University adjusts its records appropriately if a student legally changes his/her name. A student who has a legal change of name must submit, to the Registrar, the legal documents (court order, marriage license, etc.) related to the change. All permanent records are changed to conform to the student's legal name.

### **TRANSCRIPTS**

Unofficial copies of student transcripts are available electronically through the TouroOne student portal under the "Academics" tab. In order to request an official transcript, students must submit their order online via the link in the TouroOne student portal under "Academics" and then "Order Official Transcripts". There is a \$10.00 fee for each official transcript requested. The transcript is official only when it bears the signature of the Registrar and is in a sealed envelope. Transcripts may be withheld from students who have not completed the financial aid exit counseling, and/or are delinquent in their financial obligations to the University, or any of its affiliated hospitals or clinics. If the University has knowledge that a student or graduate is in default on any federal, state, outside agency institutional loan or service obligation, the University may withhold all official transcripts. Fees are subject to change.



# Grading System

Final grades are due no more than seven days following the last day of class. Grades will be available on the TouroOne portal.

Percentage Score	Quality Points Awarded	Percentage Score	Quality Points Awarded
100	4	84	3.2
99	3.95	83	3.15
98	3.9	82	3.1
97	3.85	81	3.05
96	3.8	80	3
95	3.75	79	2.9
94	3.7	78	2.8
93	3.65	77	2.7
92	3.6	76	2.6
91	3.55	75	2.5
90	3.5	74	2.4
89	3.45	73	2.3
88	3.4	72	2.2
87	3.35	71	2.1
86	3.3	70	2
85	3.25	Less than 70 or 70* - 82*	0

## Additional Grades

U/P Unsatisfactory/Remediation Passed. U/P is the equivalent of 70% and calculated in the GPA. After an unsatisfactory performance has been successfully remediated, a "U/P" grade will replace the "U" grade on the transcript.

Credit Only – Counted in credits earned but not calculated into GPA

P Pass  
P\* Pass

No Credit Awarded – Not calculated into GPA

IP Course in progress  
INC Incomplete course  
AUD Audit  
W Withdrawal or dropped course  
WP Withdrawal Pass  
WNA Withdrawal Not Attend  
TR Transfer  
N No Grade

No Credit Awarded – Calculated into GPA

U Unsatisfactory  
F Failure  
WU Withdrawal Unsatisfactory

## Credit Hour Policy

TUN measures student learning in accordance with the WASC Senior College and University Commission Credit Hour Policy, which relies on federal regulations on the definition and assignment of credit hours. For additional information, refer to Appendix I.

**DO and PA Clinical Course Grades, please continue to following page for further information.**

**Physician Assistant Studies Clinical Courses (only)**

Grades on clinical courses will be issued as Honors (H), High Pass (HP), Satisfactory Pass (P), or Unsatisfactory (U). See grid below.

Grade	Description	Quality Points
H	Honors	4
HP	High Pass	3.5
SP	Satisfactory Pass	3
U	Unsatisfactory	0

**Osteopathic Clinical Courses (only)**

Students must pass both the clinical portion of the course and the written examination (if applicable) to pass the course. See grid below.

Final Grade	Final Grade Description	Preceptor Evaluation	Standardized Exam	Quality Points
H+	High Honors	Exceeds Expectations	67% percentile nationally	N/A
H	Honors	Meets Expectations	67% percentile nationally	N/A
H-	Low Honors	Below Expectations	67% percentile nationally	N/A
P+	High Pass	Exceeds Expectations	3% percentile nationally	N/A
P	Pass	Meets Expectations	3% percentile nationally	N/A
P-	Low Pass	Below Expectations	3% percentile nationally	N/A
U+	High Unsatisfactory	Exceeds Expectations	2% percentile nationally	N/A
U	Unsatisfactory	Meets Expectations	2% percentile nationally	N/A
U-	Low Unsatisfactory	Below Expectations	2% percentile nationally	N/A
RM	Remediation	Varies	Varies	N/A

# Grade Appeal

## **CORRECTING A GRADE**

A course faculty may correct a clerical error on his or her grade sheet by filing a Grade Change Form with the Office of the Registrar. Before submission to the registrar, the Grade Change Form must be approved by the course faculty and college dean. Requests for a Grade Change Form should be made by the course faculty to the Office of the Registrar; the course faculty is responsible for returning the completed form directly to the Office of the Registrar.

Students who believe that there has been an error in calculating a grade for a course should consult with the course faculty to request a grade change. If the faculty member denies the request and the student wishes to pursue the request, then the student should consult with the school director or course director (DO/MHS only).

Students who wish to request reconsideration of a grade on a quiz, exam, and/or other assignment must first talk with the faculty member who assigned the grade to better understand the rationale for the grade. If the student wishes to request reconsideration of the grade and the faculty member denies the request, then the student may consult with the school director or department chair. The decision of the director/chair is final.

## **APPEALING A FINAL COURSE GRADE**

After final grades have been submitted, a failing course grade may be changed only by the course faculty or by the Grade Appeal Committee. Grade appeals must be directed first to the course faculty within two business days of final grade submission. Decision of the course faculty will be communicated to the student within two business days of when the appeal was received. If the student is not satisfied with the course faculty's decision and/or explanation, the student may submit a grade appeal form to their school and/or course director. The school and/or course director must make and communicate a decision within two business days of when the appeal was received. If the student is not satisfied with the outcome, the student may submit a grade appeal form to the Grade Appeal Committee through the office of their college dean.

The form and supporting documentation must be received by the college dean within three business days following the school and/or course director's decision. The college dean will forward the form and documentation to the Grade Appeal Committee, and the dean will notify the school/course director that the student has appealed the grade and will request documentation from the faculty and school/department to support the decisions made. The decision of the Grade Appeal Committee will be communicated to all parties involved within fourteen calendar days of when the form was received from the student. Every attempt should be made to reach a decision as quickly as possible. The decision of the Grade Appeal Committee is final.

**GRADE APPEAL COMMITTEE**

Each College will establish a college-wide Grade Appeal Committee comprised of full-time TUN faculty members from each school/department. Terms of service will be two years, and members will have staggered terms. An individual may serve up to two consecutive terms.

When an appeal comes forward, faculty from the appealing student's department may participate in the discussion but will not vote on the outcome. The committee will review all materials submitted by the student, the instructor, and/or the school/department. The committee may request additional information prior to making a decision. The decision of the Grade Appeal Committee is final. The committee should notify the dean as soon as a decision is made, and the decision will be communicated by the Dean's office to the student.

## Veterans Affairs

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

Official copies of ALL academic transcripts reflecting previously earned college credit and military coursework must be submitted to the Office of the Registrar for review and verification. Where applicable, based on the decision of the academic program, credit will be granted for previous coursework. The DVA will not pay for a matching course previously taken.

Prior to certification, eligible students must submit the *Touro College Student Request for Certification of Benefits* form to the Office of the Registrar.

The standards of academic progress for students receiving educational benefits through the Veteran's Administration are as follows:

- Probation is defined as a period of time during which the student's progress will be closely monitored by the Student Promotion Committee and the Dean of Students.
- The period of probation will be a maximum of three (3) consecutive semesters.

A student who is placed on probation for more than three (3) consecutive semesters will be ineligible for certification of educational benefits through the Veterans Administration.

### **Executive Order 13607**

On April 27, 2012 President Barack Obama signed Executive Order 13607, *establishing the Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and Other Family Members*, to protect and ensure that service members, Veterans and their families have access to information which will enable them to make informed decisions concerning the use of their well-earned educational benefits. Touro University Nevada is in agreement with Executive Order 13607 and proudly provides services to active Service members, Veterans and their families. Touro University Nevada agrees to make a good faith effort to comply with Executive Order 13607 pending clarifying guidance from appropriate agencies.

# Academic Standards Policy

Students who do not meet academic standards of their program may be required to meet with their program's academic progress committee, which may be titled Academic Success Committee, Clinical Student At-Risk Committee, Student Affairs Committee, Student Promotion Committee, Student Progression Committee, or Graduate Affairs Committee. Please consult the specific College or Program student handbook to learn more about the specific standards of your program.

## Academic Progress Committees

These committees are charged with evaluating, recommending and enforcing academic standards and assessing the progress of each student from enrollment to graduation. Students who attain satisfactory academic and professional progress are promoted to the next academic term or academic year. These committees will meet to review each student who has not met satisfactory academic progress which may include, but not limited to, the below items as applicable.

- Failure of a course
- Failure of a course assignment and/or exam
- Failure of licensing exam(s)
- Failure of academic standards
- Failure to meet professional standards
- Lack of attendance and/or unapproved absence
- Failure to meet G.P.A. requirements
- Failure to meet graduation requirements
- Clinical performance concerns

College of Health and Human Services – all programs

Medical Health Sciences program

After a thorough review of student performance the Committee recommends an action to the Program Director (who are non-voting members of the Committee) within five business days following the committee's decision. If warranted, the Committee may request additional days from the Program Director. The Program Director must approve this request. The Committee may recommend actions including, but not limited to, the below items as applicable.

- Promotion
- Academic probation
- Deceleration
- Remediation of a course(s)
- Remediation of a term(s)
- Preparatory course(s)
- Transcript notation
- Dismissal
- Suspension

- Repeating of a course(s)
- Repeating of a semester(s)
- Repeating of a year(s)

The Program Director has the authority to accept or modify the Committee's recommendation and shall notify the student of a decision no more than five business days following the committee's recommendation. If warranted, the Program Director may request additional days from the Academic Dean. The Academic Dean must approve this request. The decision of the Program Director is final unless otherwise stated in the *Academic Appeal Process*.

#### Osteopathic Medicine program

After a thorough review of student performance the Student Promotion Committee recommends an action to the Senior Associate Dean within five business days following the committee's decision. If warranted, the Committee may request additional days to the Senior Associate Dean. The Senior Associate Dean must approve this request. The Committee may recommend actions including, but not limited to, the below items as applicable.

- Promotion
- Academic probation
- Deceleration
- Remediation of a course(s)
- Remediation of a term(s)
- Preparatory course(s)
- Transcript notation
- Dismissal
- Suspension
- Repeating of a course(s)
- Repeating of a semester(s)
- Repeating of a year(s)

The Senior Associate Dean has the authority to accept or modify the Committee's recommendation and shall notify the student of a decision no more than five business days following the committee's recommendation. If warranted, the Senior Associate Dean may request additional days from the Academic Dean. The Academic Dean must approve this request. The decision of the Senior Associate Dean is final unless otherwise stated in the *Academic Appeal Process*.

#### **Academic Probation – All Programs**

Students must meet the minimum standards and requirements set by the institution in order to remain in good academic standing. Students will be placed on academic probation if they receive a grade of unsatisfactory in any course or clerkship, fail to successfully complete licensure exams and/or fail to meet the minimal cumulative weighted academic requirements. A student will be removed from academic probation only after successfully remediating the course or clerkship, achieving the minimal cumulative weighted academic requirements and

successfully completing licensure exams. Students who are directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

When a student is placed on academic probation, the appropriate academic officer will notify the student in writing, including the reasons for probation.

A student on academic probation may not campaign, be appointed to, or serve as an officer of any official University club or organization. A student on academic probation may not serve as a representative of the College in the operations of the Admissions Office or on University committees. A student on academic probation may not attend or serve as a representative of the College at off-campus conferences or sponsored events.

### **Remediation**

Certain academic programs offer remediation. Students should consult with their academic program to determine if remediation is offered. Remediation is to be regarded as a privilege which must be earned by a student through active participation in the educational program as demonstrated by regular attendance, individual initiative and utilization of resources available to him/her. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. Decisions will be made by written notification to the student by the School Director or Senior Associate Dean (DO program only).

### **Academic Appeal Process – All Programs**

Following notification (traceable letter delivery) of a decision for dismissal, suspension, repeating of a course(s), repeating of a semester(s), repeating of a year(s), a student may wish to appeal the decision. He or she has seven working days within which to submit a formal written appeal of the decision to the College Dean. The appeal request must be submitted in writing and delivered to the Office of the Dean within this seven day period. Appeals must clearly outline the sanction(s) a student is appealing along with any compelling argument as to why the student is requesting any part of this decision be overturned. For example, if part of the process was perceived as being “unfair”, the student should be specific and include this in the appeal. Disagreement with University policy is not considered a compelling argument for appeal. If a student appeals, he or she may continue classes and/or field work until the appeal process is exhausted.

The Dean may grant an appeal only on showing one of the following:

- Bias of one or more of the members of the academic progress committee, School Director, or Senior Associate Dean (DO program only).
- New material, documented information not available to the academic progress committee, School Director, or Senior Associate Dean (DO program only).
- Procedural error.

The Dean may choose any of the following options when an appeal is under consideration:



- Concur with the decision of the School Director or Senior Associate Dean (DO program only).
- Amend the decision of the School Director or Senior Associate Dean (DO program only) by making the decision either more or less severe.
- Convene an ad-hoc committee consisting of three members to review the decision of the School Director or Senior Associate Dean (DO program only). The ad-hoc committee will present their findings to the Dean for consideration.

The decision of the College Dean is final unless the sanction includes academic dismissal. In cases of academic dismissal, the student has additional appeal rights as outlined below.

### **Academic Dismissal – All Programs**

The College Dean will inform the student of the decision to dismiss ordinarily within five working days. The student may appeal the dismissal to the Provost of the University. He or she has seven working days within which to submit a formal written appeal of the decision to the Provost of the University. The appeal request must be submitted in writing and delivered to the Office of the Provost within this seven day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the decision. If a student appeals, he or she may continue classes and/or field work until the appeal process is exhausted. The decision of the Provost of the University is final. If the appeal is denied, the dismissal shall be effective the date of the college dismissal letter. Once the dismissal is final, the student may no longer enroll and/or participate in classes at the University. Dismissal notice shall be recorded on the student's academic transcript.

## Course Evaluations and Surveying

Touro University Nevada engages in practices to support continuous improvement. Critical to this endeavor is data collected from students, employees and community affiliates. Data from a variety of sources and stakeholders is gathered and reviewed regularly in order to ensure that our educational programs and community service is of high quality and value to our consumer groups. It is the expectation of accreditation agencies that processes be in place to gather needed data to critically assess our practices and the effectiveness of the classroom and clinical/clerkship experiences. It is also expected that TUN regularly evaluate services and campus climate to best ensure a quality experience for all. At Touro University Nevada, the majority of activities related to course evaluation and surveying is overseen by the Office of Institutional Effectiveness.

Throughout their academic experience at TUN, students should expect to participate in evaluation of academic course instruction, content and satisfaction with services. Alumni will be asked to participate in annual alumni surveys conducted by the respective Program and institution. Alumni surveys are designed to obtain important data needed for reporting to accreditors and to improve services to current and students and alumni. Also important for accreditation, employers and other community affiliates may be asked to offer feedback on community needs and how TUN may be able to prepare students to meet those needs. It is a professional expectation that students participate in these important evaluative activities, as the feedback is reviewed by faculty, staff and administrators and subsequently used in planning activities and to affect improvement at TUN.

Evaluations of instructors and the overall course presentation are offered for completion by each student at the end of instruction in each course throughout the curriculum. Results of the evaluations are made available to the School Director, Academic Dean and course faculty member(s) only after grades are submitted. Confidentiality of the evaluation data is maintained through the process. Course evaluation results are used in faculty annual performance reviews, course and curriculum planning and improvements and for accreditation purposes. Results from surveying of current students, alumni and community affiliates are used to assess the quality of services, for planning activities and to affect improvement at TUN. Questions about course evaluations and surveying activities may be directed to the Office of Institutional Effectiveness.

# Tuition

## TUITION PAYMENT

All payments should be made through the TouroOne student portal on TouchNet. If tuition payments are made through the mail, please address the envelope as follows:

Touro University Nevada  
Office of the Bursar  
874 American Pacific Drive  
Henderson, NV 89014

## TUITION AND FEES

### A. College of Osteopathic Medicine

#### 1. Osteopathic Medicine

Tuition – Full Time Students (each of two semesters)	\$26800
Tuition – Per Clerkship (only applies to less than full time 3 <sup>rd</sup> and 4 <sup>th</sup> year)	\$5450
Per Credit Fee (only applies to less than full time students not on clerkships)	\$1,000
Application Fee	\$100
Deposit Non-Refundable	\$3,000

#### 2. Medical Health Sciences

Tuition – Full Time (each semester of two semesters)	\$12950
Per Credit Fee	\$820
Deposit Non-Refundable	\$500
Withdrawal Fee	See General Fees

### B. College of Health & Human Services

#### 1. Camp Administration and Leadership

Per Credit Fee	\$520
Deposit Non-Refundable	\$250
Withdrawal Fee	See General Fees

#### 2. Education

Per Credit Fee – Graduate	\$365
Per Credit Fee- Advanced Studies	\$175
Withdrawal Fee	See General Fees

#### 3. Nursing Program

BSN Undergraduate- Full Time (each of three trimesters)	\$11,160
BSN Per Credit Fee	\$855

RN-BSN-Per Credit Fee	\$250
MSN-FNP- Per Credit Fee	\$625
• Clinical Intensive Lab Fee	\$700*
MSN-ED-Per Credit Fee	\$625
Doctorate-Per Credit Fee	\$625
• DNP Project Fee	\$500*
Deposit Non-Refundable	\$500
Withdrawal Fee	See General Fees

4. Occupational Therapy Program

Tuition – Full Time (each of three trimesters)	\$11,450
Per Credit Fee	\$835
Deposit Non-Refundable	\$500
Withdrawal Fee	See General Fees

5. Physical Therapy Program

Tuition- Full Time (each of three trimesters)	\$11,485
Deposit Non-Refundable	\$3,000
Withdrawal Fee	See General Fees

6. Physician Assistant Program

Tuition – Full Time (each of three trimesters)	\$13,035
Per Credit Fee	\$650
Deposit Non-Refundable	\$500
Withdrawal Fee	See General Fees

General Fees – All Programs

Student Fee- except online programs- (annual)	\$275
Technology Fee -per trimester	\$35
Technology Fee- per semester	\$50
Laptop Fee- except online programs	\$1,355
DO and MHS Software	\$30
Application Fee (except DO)	\$75
Late Registration Fee	\$100
Returned Check Fee	\$40
Transcript Fee – per copy	\$10
Withdrawal Fee-prior to start of classes	Refer to <i>Policy on Program Refunds</i>

\*Clinical Intensive Lab Fee effective for students matriculating in Winter 2016 and beyond. Fee charged for each clinical intensive lab I, II, III.

\*DNP Project Fee effective for students matriculating in Winter 2017 and beyond. Fee charged for each project course (DNPV 761, 763, 767).

**The fees listed are the most accurate available as of this printing and are subject to change. Please contact the Office of the Bursar at (702) 777-3170 for current information.**

# Financial Aid

## FINANCIAL AID

Touro University Nevada participates in various types of financial assistance programs to assist students with funding their education related expenses. All students attending TUN are strongly encouraged to complete the financial aid process, regardless if they plan to request federal aid or not. By completing the financial aid process students are in a position to be prepared for unexpected emergencies, to be considered for non-federal financial aid funding from internal and external sources as scholarship opportunities become available to TUN students throughout the academic year, and to participate in various work-study opportunities that may compliment their academic studies and career goals.

Some of the financial assistance programs TUN participates in are the Federal Work-Study Program, Federal Stafford Loan Program, Federal Graduate PLUS Loan Program, Federal Parent PLUS Loan Program, Federal Pell Grant Program, Federal Supplemental Education Opportunity Grant Program, Army Health Professions Scholarship Program, Air Force Health Professions Scholarship Program, Navy Health Professions Scholarship Program, and Veterans Administration Benefits Program. Information regarding these and other types of funding may be found on the Office of Financial Aid website.

The information published here reflects current procedures and regulations affecting financial aid. Touro University Nevada reserves the right to change, at any time, schedules, rules and regulations. Notice of any such changes will be given, whenever possible, before changes take effect.

Eligibility for financial assistance is determined by means of a federally recognized Needs Analysis System. The Needs Analysis System reviews and evaluates information reported on the *Free Application for Federal Student Aid (FAFSA)* and determines the amount of personal resources a student may have available to use toward educational expenses. If resources are less than expenses, students are considered to have financial need and **may** be eligible for need-based financial aid funds such as Federal Subsidized Loans (undergraduates only), Federal Work-Study, Federal Pell Grant funds (first bachelor degree seeking students only for Pell Grant funds) and Federal Supplemental Education Opportunity Grant (first bachelor degree seeking students, with Pell Grant eligibility). Additional funding may be available in Federal Unsubsidized Loans, Federal Graduate PLUS Loans, Federal Parent PLUS Loans (undergraduate students only), and Private Alternative Loans.

The Touro University Nevada financial aid philosophy assumes that all students should be prepared and willing to provide some of the financial resources needed during their enrollment. Students may do this by providing funds to cover their living expenses (rent, food, utilities, and transportation). If necessary, students may apply for credit based Federal Graduate PLUS Loans or Private Alternative Loans to help with living expenses and any remaining tuition and fees due.

The financial aid funds that a student will receive while in attendance at TUN are primarily student loans, some of which are credit based (Federal Graduate PLUS and Private Alternative Loans). In order to maintain as limited indebtedness as possible, TUN encourages students to budget carefully and borrow conservatively, as well as, investigate private resources for possible grants and scholarships. Private resources include religious organizations, professional associations and other organizations with which students or family members are currently affiliated, as well as scholarship search sites.

### **COST OF ATTENDANCE**

A student is eligible to receive federal, institutional, and private funding for their education up to the amount of their designated cost of attendance (or budget) for each academic year. The cost of attendance for each program varies due to the varying length of the program and the anticipated costs associated with the following variables: tuition, fees, books and supplies, exam fees, required health insurance coverage, room and board, personal expenses, and transportation. The cost of attendance for each respective program is posted on the Office of Financial Aid website at <https://tun.touro.edu/current-students/financial-aid/>

### **APPLICATION PROCESS**

To apply for federal financial aid students are invited to complete the *Free Application for Federal Student Aid (FAFSA)*, available at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The *FAFSA* is accepted throughout the year and in some cases, students may be awarded retroactively. It is strongly recommended that the financial aid application process be completed a minimum of six weeks prior to the beginning of the term for which funding is being requested. The *FAFSA* is good for one academic year (July 1 through June 30). Students who transfer to TUN mid-year must cancel all aid at other institutions for the period of enrollment at TUN.

**NOTE:** When completing the *FAFSA*, students must use the Touro University California (Vallejo, CA) school code 041426. Failure to use this designated code may cause a delay in the processing and determination of student aid, causing a delay in the disbursement of student aid.

### **TYPES OF FINANCIAL AID**

Students can fund their education in various ways and often utilize multiple resources. Brief descriptions of the general types of funding available are described below.

#### **Federal Work-Study**

The purpose of the Federal Work-Study Program is to stimulate and promote part-time employment, for those students who demonstrate financial need. Part-time positions available through the Federal Work-Study Program may involve work at the University or in a public or private non-profit organization. Students may work no more than 20 hours per week, the amount of hours a student may work is subject to change depending on available funds, nature of the position in which a student is hired, and/or other circumstances warranting less hours to be worked by the student.

### **Federal Direct Stafford Loans**

Federal Direct Stafford loans are funded and guaranteed by the federal government and may be subsidized or unsubsidized. Typically students will enter repayment six months after the student graduates or drops below six credits in a degree-seeking or approved certificate program. If you have used a portion of your six month deferment period you will want to confirm with your loan servicer the amount of time remaining for your deferment period.

#### *Direct Subsidized Stafford Loans*

Direct Subsidized Stafford loans are for undergraduate students with demonstrated financial need, as determined by federal regulations. No interest accrues while a student is in school at least half-time, during the grace period and during deferment periods.

#### *Direct Unsubsidized Stafford Loans*

Direct Unsubsidized Stafford loans are not based on financial need; interest accrues during all periods, even during the time a student is in school and during grace and deferment periods.

NOTE: Some undergraduate students may have eligibility for both subsidized and unsubsidized loans. Graduate students are only eligible to receive unsubsidized loans, as per federal regulations which went into effect July 1, 2012.

Current interest rates and origination fees for Federal Direct Stafford loans for the current academic year are posted on the [www.studentloans.gov](http://www.studentloans.gov) website and the Office of Financial Aid website at <http://tun.touro.edu/current-students/financial-aid>. Interest rates and origination fees are posted as set by the federal government and are subject to change.

### **Federal Direct Graduate PLUS Loans**

The Federal Direct Graduate PLUS loan is a federally sponsored education loan for graduate students. Graduate PLUS Loans help pay for education expenses up to the cost of attendance minus all other financial assistance. Interest accrues during all periods. A credit check is required for all Federal Direct Graduate PLUS borrowers. If you are not eligible based on your own credit rating, you may become eligible if you obtain an endorser for the loan.

Current interest rates and origination fees for the Federal Direct Graduate PLUS loan for the current academic year are posted on the [www.studentloans.gov](http://www.studentloans.gov) website and the Office of Financial Aid website at <http://tun.touro.edu/current-students/financial-aid/>. Interest rates and origination fees are posted as set by the federal government and are subject to change.

### **Federal Direct Parent PLUS Loans**

The Federal Direct Parent PLUS Loan is a federally sponsored education loan for parents of dependent undergraduate students to assist with the cost of educational expenses of the dependent student. A credit check is required for all Federal Direct Parent PLUS borrowers. If a parent is not eligible based on their credit rating, the parent may become eligible if they obtain an endorser for the loan.

Current interest rates and origination fees for the Federal Direct Parent PLUS loan for the current academic year are posted on the [www.studentloans.gov](http://www.studentloans.gov) website and the Office of Financial Aid website at <http://tun.touro.edu/current-students/financial-aid/>. Interest rates and origination fees are posted as set by the federal government and are subject to change.

### **Private Alternative Loans**

Private alternative loans are available to students who are in a degree seeking or approved certificate program at Touro University Nevada. Students are encouraged to research interest rates and loan products offered by banks and credit unions before applying for loans. Most private alternative loans allow a student to borrow up to the cost of attendance minus any other aid the student has received for the respective academic year.

The interest rate and fees associated with a private alternative loan varies. Student seeking private alternative loans will need to discuss the terms of the loan product with the lender.

### **Federal Pell Grant (PELL)**

Federal Pell Grants are considered the foundation of federal financial aid to which aid from other federal and non-federal sources might be added for undergraduate students. The Federal Pell Grant is awarded only to undergraduate students who have not previously earned a bachelor's or professional degree. The amount awarded depends not only on financial need, but also on costs to attend school, status as a full-time or part-time student and plans to attend school, the number of credits in which the student is enrolled for each semester, and the time period in which the student is enrolled during the academic year.

### **Federal Supplemental Education Opportunity Grant (FSEOG)**

The Federal Supplemental Education Opportunity Grant (FSEOG) is a secondary fund that may be awarded to Pell grant recipients who exhibit exceptional need as determined by the *FAFSA*, and is contingent upon available federal funds within this program.

### **Veterans Benefits**

For more information regarding Veteran Benefits please visit the Office of the Registrar.

### **Scholarships**

As a result of the generosity of donors from our community, faculty/staff and our alumni, Touro University Nevada is able to offer TUN General Scholarships each year. The amount and number of scholarships available will vary each year depending on the amount of donations received by the Office of Advancement. Private scholarship opportunities presented to the institution will be posted throughout the campus. Students will be notified of scholarship opportunities via the student listserv, as well as, postings on the TUN Office of Financial Aid website.

### **Disbursement of Financial Aid Funds**

Financial aid will first pay any outstanding tuition and fees for the semester and any remaining funds will be provided to the student as a refund to be used for education related expenses.



Refunds are made available to students within fourteen (14) days of funds being disbursed to the student's tuition and fee account each semester.

For more information about the financial aid disbursement procedure please visit <http://tun.touro.edu/wp-content/uploads/TUNDisbursementProcedure.pdf>.

## **SATISFACTORY ACADEMIC PROGRESS**

### **\*\*For the purpose of financial aid eligibility\*\***

The following information is a summary of the Satisfactory Academic Progress Standards students must meet in order to be eligible for financial aid. To acquire a more in depth understanding of the Satisfactory Academic Progress Policy (e.g., SAP Notification; SAP Suspension/Probation; Appeal Process; effect of withdrawals, tentative grades, repeating courses, and transfer credits), **students must review and be aware of the Satisfactory Academic Progress Policy, which is available on the TUN Financial Aid website under Policies and/or Procedures (<http://tun.touro.edu/current-students/financial-aid/policies-and-or-procedures/>)**.

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

### **Standards of Satisfactory Academic Progress**

The standards of satisfactory academic progress measure a student's performance in three areas:

1. Cumulative grade point average.
2. Completion rate based on total credit hours completed compared to total credit hours attempted.
3. Maximum time frame for program completion.

Satisfactory Academic Progress, as it relates to financial aid eligibility, is reviewed annually following the posting of spring grades. Students who fail to maintain satisfactory academic progress at the conclusion of the academic year will be placed on financial aid suspension, with the option to submit an appeal. In addition, a student's failure to maintain established academic standards of their respective program may also result in the cancellation of financial aid eligibility.

This satisfactory academic progress policy applies to all semesters of enrollment at Touro University, regardless of whether financial aid is awarded.

### **Cumulative Grade Point Average (GPA)**

Students are required to maintain a minimum cumulative GPA as designated by their program at the end of each semester.

Please see the table below for the minimum cumulative GPA requirement by program. Students are encouraged to review their respective program handbook for more details regarding the minimum academic requirements.

### **Pace/Completion Rate**

Students must be on target to complete their academic program within the set time frame, which is measured by the pace at which they complete their required coursework. To determine if a student is meeting this standard, total cumulative earned credit hours at Touro plus accepted transfer credit hours are divided by the total cumulative attempted credit hours, including accepted transfer credits. Please see the table below for the minimum completion rate requirement by program. Students can also review the University Catalog and/or respective program handbook for more details regarding the minimum academic requirements.

### **Maximum Timeframe**

All students are expected to finish their degree or certificate program within a maximum time frame, no longer than 150% of the published length of their program. For undergraduate students, the maximum time frame is measured in credit hours; for graduate and professional students the maximum time frame is measured by the actual length of the program. As defined in the Satisfactory Academic Progress Policy available on line for each respective program.

If at the end of any semester it is determined that a student cannot possibly complete the program's graduation requirements within the maximum credit attempts allowed, the student will be determined to not be making satisfactory academic progress (unsatisfactory academic progress) and will be suspended from receiving federal financial aid.

### **Minimum Standards by Program**

\*\*Please review your respective program handbook for the most up-to-date requirements of your program.

<b>Satisfactory Academic Progress Standards by Program</b>			
<b>Program</b>	<b>Minimum Grade Standard</b>	<b>Minimum Cumulative GPA Standard</b>	<b>Minimum Completion Rate</b>
Doctor of Osteopathic Medicine	70%, H, or P	2.00	67%
Doctor of Nursing Practice	83% or P	3.15	67%
Doctor of Physical Therapy	75% or P – Didactic 80% or P – Clinical	3.0	67%

Master of Physician Assistant Studies	70% or P PA 672 requires 80%	2.0	67%
Master of Science in Camp Administration & Leadership	83% or P	3.15	67%
Master of Education	83% or P	3.15	67%
Master of Science in Medical Health Sciences	70% or P	2.0	67%
Master of Science in Nursing	83% or P	3.15	67%
Master of Science in Occupational Therapy	73% or P	3.0	67%
RN-BSN	80% or P	3.0	67%

For additional information about the Satisfactory Academic Progress Policy visit the TUN Financial Aid website Policies and Procedures page at <http://tun.touro.edu/current-students/financial-aid/policies-andor-procedures/>. It is the student's responsibility to be aware of the policy as it may impact financial aid eligibility. Any questions regarding the policy should be directed to the Office of Financial Aid.

#### **WITHDRAWALS – RETURN OF TITLE IV FEDERAL FINANCIAL AID FUNDS**

Students who withdraw from the University while using federal funds may be required to repay a portion of the financial aid advanced to them for tuition, fees, and other education-related expenses, such as living expenses. Federal law requires the amount of student assistance a student has earned up to the point of withdrawal be calculated using the Federal Return of Title IV Federal Financial aid calculation. The calculation determines the amount of aid a student was eligible to receive for the time in which they were attending classes. Repayment of federal aid is calculated and executed with strict adherence to federal guidelines. In some instances, a student may owe funds back to TUN and/or to the federal programs from which the student received financial assistance. Students who are on a temporary leave of absence are subject to the Return of Title IV Federal Financial Aid Funds process.

If a student withdraws from all of their courses during the 100% refund period, as designated by TUN policy, all financial aid must be returned. If a student receives financial aid and subsequently withdraws from some of their courses later in the semester during a 100% refund period and are enrolled in less than half-time enrollment (less than 6 credits), the student is not eligible for the financial aid funds they've previously received and all financial aid will be required to be returned.

**For additional information about financial aid please visit the Office of Financial Aid website at <http://tun.touro.edu/current-students/financial-aid/>**

# Policy on Program Refunds

## **POLICY ON PROGRAM REFUNDS**

Touro University Nevada's Policy of Program Refunds is in accordance with NRS 394.449, and is as follows:

NRS 394.449 Requirements of policy for refunds by institutions.

1. Each postsecondary educational institution shall have a policy for refunds which at least provides:

- (a) That if Touro University Nevada (TUN) has substantially failed to furnish the training program agreed upon in the enrollment agreement, TUN shall refund to a student all the money he has paid.
- (b) That if a student cancels his or her enrollment before the start of the training program, the institution shall refund to the student all the money the student has paid, minus: Ten percent of any amount paid to retain his or her seat in the training program or \$150, whichever is less and any amount paid as a nonrefundable deposit which was designated as nonrefundable in materials provided to potential applicants for the purpose of qualifying students for admission to the training program, including, without limitation, to perform a background investigation, obtain transcripts, evaluate the applicant or any other such activity.
- (c) That if a student withdraws or is expelled by Touro University Nevada after the start of the training program and before the completion of more than 60 percent of the program, TUN shall refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
- (d) That if a student withdraws or is expelled by Touro University Nevada after completion of more than 60 percent of the training program, TUN is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

2. If a refund is owed pursuant to subsection 1, Touro University Nevada shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:

- (a) Date of cancellation by a student of his enrollment;
- (b) Date of termination by the institution of the enrollment of a student;
- (c) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
- (d) Last day of attendance of a student, whichever is applicable.

3. Books, educational supplies, or equipment for individual use are not included in the policy for refund required by subsection 1, and a separate refund must be paid by Touro University Nevada to the student if those items were not used by the student. Disputes must be resolved by the Administrator for refunds required by this subsection on a case-by-case basis.

4. The purchase of laptops and program software from the university are required for all on campus students. Laptops and software are non-refundable after the first week of enrollment of the first semester.

5. For the purposes of this section:

(a) The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences.

(b) The period of time for a training program is the period set forth in the enrollment agreement.

(c) Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and do not include books, educational supplies or equipment that is listed separately from the tuition and fees.

(Added to NRS by 1985, 989; A 1989, 1460; 1995, 325; 2005, 635)

If the student has not paid full tuition and fees for the term in which the withdrawal takes place, he or she must pay the proportionate amount noted above before leaving the University. The withdrawal date is the date that the Dean of Students receives written notice of withdrawal, i.e., a completed Official Withdrawal Form. In cases of academic dismissal, tuition paid in advance for the term immediately following the dismissal date will be 100% refundable.

# Campus Life and Student Resources

## CAMPUS FACILITIES

- 135,000 square foot facility
- 5,600 sq. ft. Gross Anatomy Laboratory
- 5,500 sq. ft. state of the art Autism & Developmental Disabilities Center and 15,800 sq. ft. multispecialty clinic, to include a Quest Laboratory draw station. Open to the public, most major insurances accepted.
- 3,600 sq. ft. Interdisciplinary Laboratory with 88 stations
- 3,600 sq. ft. Osteopathic Manipulative Medicine lab with 38 tables
- 3,200 sq. ft. Independent Skills and Motor Skills laboratories for Occupational Therapy
- 3,000 sq. ft. Basic Science Research Laboratory
- Three lecture halls with full intra/internet access to all seats (two accommodate 167 students and one accommodates 125 students); 3 additional 85-seat classrooms with wireless access and 4 additional 40-seat classrooms
- Virtual Library with electronic access to medical databases, electronic journals, and educational sources
- Bookstore
- Work out facility
- Study Rooms
- Basketball court
- Student lounges
- Computer labs
- Faculty office space
- Student Health Center
- Academic counseling
- Full time student counseling services
- On and off campus parking for students
- 24 hours a day, 7 days a week, 365 days a year on-campus security.

## VEHICLE CITATION/TOWING

Vehicles parked illegally are subject to citation and towing. The cost of towing and retrieval of the vehicle is the responsibility of the owner. Touro University assumes neither liability nor responsibility for operational or structural damage incurred as a result of towing or storage of a vehicle in such instances. All faculty, staff, and students must register their vehicles in order to receive a parking permit. Vehicles parked on TUN property that do not display a parking permit will be subjected to ticketing or towing. Parking is enforced 24 hours each day, 365 days a year. Please review the entire section on website for parking management

<https://tun.touro.edu/parking>.

## LOCKERS

Upon matriculation, students may be issued lockers for personal use while enrolled at the University. No fee is charged for use of the lockers. Students must provide their own locks and are encouraged to lock their valuables. Contact the Division of Student Affairs for locker assignment.

### **LIBRARY**

Jay Sexter Library provides information resources and services to support and advance the overall Touro University Nevada mission of educating students to serve, to lead, and to teach. The Library is not open to the public. The Library houses more than 4,500 circulating print and audiovisual items and subscribes to over 60 databases, providing access to over 55,000 electronic journals and over 100,000 electronic books. The mission of Jay Sexter Library is to meet the information needs of faculty, staff and students by:

- Providing access to current electronic resources;
- Educating users to successfully utilize the electronic and print collections;
- Creating a stimulating environment where learning is the priority.

### **TOURO BOOKSTORE**

Touro University Nevada has partnered with Matthews Medical Bookstores to operate our campus bookstore. The campus bookstore offers merchandise in addition to textbooks and other related materials to make life more convenient for students and faculty. For more information please call 702.777.3200. Website: [www.touronevada.com](http://www.touronevada.com).

### **INFORMATION TECHNOLOGY SERVICES**

The Department of Information Technology is responsible for all technology resources such as computing, audio-visual, telephone/fax services, instructional technology (such as audience response, learning management, and lecture capture systems), University web sites, and electronic security, including compliance with electronic privacy laws. Students benefit, directly and indirectly, from the work of the Department of Information Technology in a variety of ways. The Department's services and resources are integral to every process from applying to the University, throughout your education at Touro, and after graduation.

Upon matriculation to the University, students will be given a user account and a University email address. The user account will permit access to the University's network resources, including wireless access, printing resources, password protected web services, and the Internet. Touro University Nevada is a Microsoft Windows campus. The Department of Information Technology does not guarantee access to University resources for computers that do not use the correct version Microsoft Windows operating system as specified by the Department.

The University-provided email address is the principal and official means of communication between the University and students. Students are responsible for checking their email and maintaining their mailboxes. Student email is hosted by Google Apps for Education. Students will have this email address while they are a student in good standing and after graduation. Students in on-site programs will be required to purchase a laptop through the University's laptop program. This computer, a Dell laptop with the Windows 7 operating system, is a high-level computing device adequate for your educational needs. The computer was selected with

the program requirements in mind. Additionally, it enables the Department to offer an improved level of technical support to students.

The University operates several web sites, including Blackboard™ Learning Management System which is used for courses at Touro University Nevada (TUN-My Courses), TUNfo, on-line meeting places, calendaring systems, scheduling systems, password management, and other web-based systems, including access to the University lecture capture portal.

Students are required to read, sign, and comply with the University's Appropriate Use of Technology Policy. Abuse of the policy may result in disciplinary proceedings outlined in the Student Handbook. In addition, students may not illegally transmit or receive copyrighted materials such as music and videos. Failure to comply may result in University disciplinary procedures and prosecution which may lead to fines and/or prison terms.

Graduates will retain all electronic privileges for six months following their degree conferral date.

### **UNIVERSITY WEBSITE**

The Touro University Nevada web site ([www.tun.touro.edu](http://www.tun.touro.edu)) includes resources important to students. Touro University Nevada has created a web site which provides prospective and continuing students with information on academic programs, student life, and services available to students.

### **STUDENT HEALTH CENTER**

The health and safety of our students are primary concerns for Touro University Nevada. Students pay an annual student health fee which covers the costs for student drug screenings, review, record maintenance, and certification to necessary outside parties of immunizations, acute care office visits and one well check examination in the academic year by a licensed medical provider in the Touro University Nevada Student Health Center. The fee does not cover "certain" lab fees, x-rays, specialist referral, prescription medication, or immunizations. The student may be responsible for these costs. Students who use any other healthcare provider will be responsible for the costs of that visit. Each student is required to provide their own health insurance to cover those rare circumstances where they may become more seriously ill. Proof of such coverage is a requirement to matriculate. At the time of registration, if a student does not have such a policy, they will be required to purchase a policy provided by the university. It is the student's responsibility to make certain that this individual health insurance policy remains in effect throughout the time that you are a Touro University Nevada student.

Vaccines are administered in the Student Health Center and your insurance is billed for those vaccines through the Touro Health Center Patient Clinic. As a courtesy to you, we will bill your insurance company, provided that you submit all the necessary information. You are responsible for any portion of your charges remaining unpaid by your insurance company. Once a claim has been submitted with appropriate documentation, payment is at the discretion of the health plan.

Please be advised it is your responsibility to know and understand your insurance coverage, policy and plan.



## **MEDICAL RECORDS**

Information provided by students at matriculation (e.g., immunization records, emergency medical form, medical history and physical information) is collected and retained at the Student Health Clinic.

## **EMPLOYEE ASSISTANCE PROGRAM (EAP)**

Students may contact the Dean of Students and/or the Director of OASIS to discuss options for counseling. Students may use the University's Employee Assistance Program (EAP), a free short-term counseling program. The EAP is strictly confidential and free, 24 hours a day, 7 days a week. EAP can be reached at (800) 865-1044.

## **Student Counseling Services**

Students may receive free, confidential therapy sessions on campus with a licensed clinical psychologist. This is a short term benefit for many issues that can be used in addition to the EAP program. Information can be obtained through the Dean of Students, the Student Health Center or other university personnel.

## **DISABILITY SERVICES**

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

Disabled students' rights are protected under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Amendments Act of 2008. It is the policy of Touro University Nevada to insure that no qualified student with a disability is excluded from participation in or subjected to discrimination in, any University program, activity, or event.

If a student feels he or she has been discriminated against because of a disability by another student or by University personnel, he or she has the right to request an investigation into such a matter through the stated grievance policies and procedures stated in Appendix B of this catalog. Please refer to Appendix B: Policy and Procedure for Accommodating Students with Disabilities.

## **OASIS--OFFICE OF ACADEMIC SERVICES AND INSTITUTIONAL SUPPORT—LEARNING RESOURCES**

Services are available to assist students experiencing academic difficulties, as well as preparation for professional examinations. In addition to tutoring and study skills enhancement, accommodations for documented disabilities are provided through this office.

## **PEER TUTORING**

Through OASIS, Touro University offers students peer tutoring services without charge. Tutoring is available during all academic years and is designed to help students enhance their test taking skills, modify their study habits and/or focus on critical material/content.

Students are eligible to apply to tutor a subject if they earned at least a “B” in that subject and are approved by the chair of the department in which the course is taught. Tutors must be able to communicate effectively, have mastered the course material, and be in good academic standing. Tutors receive an hourly honorarium for their services. Student tutors must have applied to and been approved by OASIS to be eligible for reimbursement of tutoring services. Initially, students need not be in academic difficulty to request peer tutoring. However, following the first examination, those students who are earning a grade of less than 80% in a course will be given priority in the program. Applications to tutor and requests for tutoring services are available through OASIS. Students requesting a tutor must complete and submit a request form to OASIS.

### **CAREER SERVICES**

Exploring career options in education, medicine, and allied health involve a significant amount of decision making. The Division of Student Affairs and your academic department are here to assist you with the following processes: examining career choices, organizing a timeline, preparing necessary documents, and applying for employment or residencies. For further information, please contact Dr. Philip Tompkins, Dean of Students, at the Division of Student Affairs at (702) 777-3077 or contact your academic program director.

# Office of Student Involvement

The mission of the Office of Student Involvement is to strive to cultivate a campus community where students enhance accountability, execute effective planning, improve communication, and can achieve success. The Office of Student Involvement supports the university's mission to serve, to lead, and to teach. The Office of Student Involvement provides assistance to student organizations in the planning, management, and evaluation of programs and organizational activities. By encouraging student leadership and social skills, the Office of Student Involvement cultivates a personal standard of ethics and values while providing opportunities to enhance the Touro community.

## Services

- Provide programming that exposes students to various cultures, ideas, and issues.
- Facilitate communication and interaction among students, staff and faculty, and community members.
- Facilitate communication and interaction among student organizations to increase collaboration and co-sponsorship of events, to share resources and to develop a sense of community.
- Address the needs of the non-traditional students and increase their awareness of, and participation in, campus services and activities.
- Provide opportunities for students to practice leadership, decision making, and organizational skills.
- To be a student-centered department where we provide a balance between challenge and support.

## STUDENT GOVERNMENT ASSOCIATION (SGA)

With the exception of RN-BSN, Education, Doctor of Nursing Practice and Master of Science in Nursing programs, each program has a student government that is the official voice for the students.

The responsibilities of SGA include: collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body with the university administration, promoting professional education, supporting club and class activities, and working to improve the quality of life for all students at Touro University Nevada.

## FORMING NEW STUDENT ORGANIZATIONS:

1. The students and faculty advisor seeking group recognition must complete a petition for recognition with the SGA to which they desire to be under.
2. The petition must include the organization's name and goals, proposed charter, name of faculty advisor, and list of charter members.
3. The petition requires 5 student signatures of students interested in the organization
4. A complete copy of a proposed charter or constitution and by-laws must be attached to the recognition petition. These must include a nondiscrimination statement.

5. The SGA will review the petition. The petition will move forward to the appropriate SGA
6. The SGA has the authority to recommend for a one-year probationary period or disapprove the organization. Appeal of the decision may be made to the Dean of Students.
7. The SGA shall ensure that a group submitting an unapproved application may resubmit its application at any time after having satisfied the objections of the SGA.

### **RENEWAL OF RECOGNITION**

Each student government has policies and procedures pertaining to renewal of recognition.

### **OFFICIAL REPRESENTATION**

To ensure that a positive image of Touro University Nevada is maintained, Touro University Nevada students may not officially represent the University and/or its colleges or any institutional committees on any local, state, or national student-oriented organization that is not recognized by Touro University Nevada.

### **STUDENT REPRESENTATION ON COLLEGE/UNIVERSITY COMMITTEES**

Student representation is solicited on appropriate College/University committees. Any full-time student in good academic standing (i.e., not on any form of probation) is qualified to seek appointment or election to serve in a representative capacity on these College/University committees. Interested students must apply by the posted deadlines for consideration. Students who have committee assignments and are placed on academic probation will be required to resign their position, and another student will be elected to serve on the committee.

### **ON-CAMPUS STUDENT EVENTS**

To provide a mechanism for student groups (organizations, classes, etc.) to have on-campus student events, all student groups seeking to have an on-campus student events must have prior approval of Student Involvement and the organization's faculty advisor. The faculty advisor in consultation with the Department of Student Involvement will advise the student organizer of the necessary steps to schedule the event. This will assist the student organization to coordinate the scheduling of the event, obtain any permission, coordinate food catering, follow the Kosher Food Policy, and provide other assistance as needed. Any event sponsored by student groups which violates any of the provisions of the policy on "On-Campus Student Events" will be subject to cancellation or termination.

### **STUDENT ORGANIZATION EVENT POLICY**

All events held must be sponsored by an approved organization and approved by the Department of Student Involvement. All events must be registered with the Department of Student Involvement. Events are registered using the Event Registration form which is available from Student Involvement. Events that require meeting space on campus must be reserved through the room reservation system. Events are defined, but are not limited to, such things as:

- |                                 |                                |                     |
|---------------------------------|--------------------------------|---------------------|
| a. Meetings (general/executive) | b. Intramurals/Sporting Events | c. Socials          |
| d. Blood Drives                 | e. Mixers                      | f. Service Projects |

g. Dinners/Banquets  
j. Programs

h. Community Outreach  
k. Trips

i. Fundraisers

l. Seminars/Lectures/Debates

Prior to planning an event at an off campus facility, students must consult with the faculty advisor and receive their approval and the approval of the Director of Student Involvement. Student organizations must choose appropriate venues for off campus activities (kosher, observance of Sabbath, etc.). Appeal of the decision may be made to the Dean of Students.

Organizations must be aware of the following guidelines in reference to legal contracts to secure the services of venues, performing artists, vendors, and/or entertainment supplies:

1. Students Organizations will not sign contracts in order to secure services of performing artists, vendors, and or entertainment. **Organizations signing contracts do so in their own name – not in the name of Touro University Nevada.** Contracts require the universities permission. Submit contracts for Dean of Students approval prior to signing documents.

Ultimate responsibility for any actions at a student organization event rests with the organization. Individual students are at all times accountable to the University while attending on-campus, off-campus and overnight events.

Events may not be scheduled during the following times without written permission from the Dean of Students:

- Friday after 3 p.m. through one hour after sun down on Saturday. Please check the Shabbat Calendar for accurate times. A calendar is available at reception or with Student Involvement.
- Saturday-Thursday past midnight
- During University and/or Jewish holidays
- To conflict with Orientation, Commencement Ceremonies, or White Coat Ceremonies

#### **EVENT REGISTRATION POLICY**

Any and all events run by a student, student group, student organization, student government, or program, must be registered with the Office of Student Activities and Major Events and the Dean of Students. **The Office of Student Involvement will make available an Event Registration Form that must be completed for any and all events including those off campus, on University grounds, and inside the University.** The Event Registration Form must be completed at least 2 week prior to the event. The Director of Student Involvement will review and conditionally approve or deny the request. Some events may require an advisor or advisor proxy to be present.

Events that are open to the community or are inviting nonaffiliated guests, must be approved by Security.

Events in which medical services are provided by students (e.g. blood glucose testing, blood pressure monitoring, therapy, etc.), are required to have a faculty member who is a licensed physician or physician assistant. Failure to have a licensed medical professional may result in disciplinary action.

Events that are not approved by the Director of Student Involvement can be appealed to the Dean of Students. The decision of the Dean is final.

Failure to register an event or to hold an event after the event request was denied may result in a probation period where the student, student club, student organization, student government, or program will be denied use of university facilities and/or approval of events for the duration of the probation. The terms and length of the probation will be at the discretion of the Dean of Students. In addition, those students involved may be subject to further disciplinary action under the Student Conduct Code.

All events must follow the kosher food policy.

The student, student club, student organization, student government, or program will adhere to all other university policies and procedures.

If any further action is needed (e.g. signature of the Head of Security) a supplemental form will be given to the student, student group, student organization, student government, or program representative to be signed. This form must be returned with the proper signatures within 1 week of the event.

### **Fundraising**

Student groups may raise funds or collect donations for their organization, the University, or an outside organization. The group must declare what type of organization they are raising funds for. If the group will be raising funds or collecting donations for the University or an outside organization, the fund raiser must be approved by the Office of Advancement on the supplemental form.

### **EXTRA-CURRICULAR ACTIVITIES**

Students or student organizations wishing to host events involving extracurricular academic activities, i.e., speakers, mini-courses, drug fairs, or non-credit courses, must have the approval of the organization's faculty advisor and School Director. Requests to approve the sponsored extracurricular activities by a student or student organization should be submitted in writing to the faculty advisor.

### **UNIVERSITY LOGO AND SEAL USAGE**

To use and/or purchase items bearing the University logo or seal, a student organization must have received approval from TUN Office of Advancement.

## **STUDENT ORGANIZATION PUBLICITY POLICY**

Student organizations may produce publicity in order to advertise for their events, activities, and programs. Designs and messages on all products must be in good taste, the Director of Student Involvement reserves the right to remove publicity materials should the content be deemed inappropriate or offensive. Appeal of the decision may be made to the Dean of Students.

### **Print Publicity**

Flyers, handouts, and table tents must include the Who, What, When, Where, Why (if applicable) and contact information for the organizer or organizing organization pertaining to the event. All publicity should include the date the publicity was posted.

Approved flyers may be posted on bulletin boards. Do not post on doors, walls, or windows.

All printed publicity must be removed from public areas no later than one week after the event has occurred.

Email publicity may be sent out via Blackboard listserv. Emails must be related to the event and follow the same guidelines as Print Publicity. Abuse of the email distribution list may result in disciplinary action.

## **PUBLICATIONS**

Yearbooks and other sanctioned student publications may only be published under the auspices of the University.

## **ALCOHOL POLICY FOR STUDENT EVENTS**

As a general policy, Touro University Nevada prohibits the possession, consumption, or transportation of alcoholic beverages on its campus. The University will not authorize the use of general student fees and/or student organization monies for the purchase, supply, or serving of any alcoholic beverage. There are certain special occasions in the life of the university where alcohol may be permitted on campus and/or at university-wide events scheduled at other venues. Petitions to serve alcohol at an event must be submitted in writing to the Dean of Students for review. The Dean's decision is final.

### **Procedures:**

The following procedures should be followed if you have been asked to plan or assist with a university event where alcohol will be served:

- Enforce the university's expectations that members of the campus community and our guests will make informed decisions and act responsibly regarding the use of alcoholic beverages.
- Be sure that you know and follow all applicable university, city, county, and state regulations related to serving alcohol.

- For events or activities involving students, garner the needed approvals from the Dean of Students as outlined in the Alcohol Policy. Discuss the source of funding for the alcohol purchase before moving forward with purchase.
- Unless you receive written permission from the Dean of Students to serve the alcohol yourself, all alcohol must be served by a TAM-certified individual employed by the event's caterer. TAM certification comes from the Techniques Alcohol Management program and is responsive to regulations and statutes regarding alcohol on university campuses.
- Design and implement a process for checking identification prior to serving alcohol.
- Follow all kosher regulations related to the selection and serving of alcohol.
- Food and non-alcoholic beverages must be served at all events where alcohol is served and must be available throughout the time alcohol is served.
- Report any infractions of university rules and regulations as soon as possible to the Dean of Students.
- As a general statement, the storage of kosher alcohol will be done in a location approved by the Executive Council.
- The use of a designated driver service is required.

#### **STUDENT ORGANIZATION INFRACTIONS OF STUDENT INVOLVEMENT POLICIES**

The Office of Student Involvement is charged with the responsibility to ensure student organization compliance with University policies and procedures as presented in this document. The Office of Student Involvement, therefore, has the right and responsibility to investigate infractions and violations by student organizations and their members. Infractions will be investigated by Student Involvement and the Dean of Students.



# Institutional Environment

## **DRESS CODE**

Students must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance whenever the student is on University grounds, or on a clinical rotation or program.

On campus the mode of dress is determined by each student's professional judgment, unless a department has a dress code for particular activities. Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning environment is considered to be unacceptable attire, and demonstrates inappropriate professional judgment that is subject to review and action by the Dean of Students.

## **EATING AND DRINKING IN CLASSROOMS/LABORATORIES**

To ensure a safe, clean and healthy environment for all students on campus, no eating or drinking will be permitted in any laboratory. Care should be taken to remove all refuse to a trash container after eating.

## **SMOKING**

Touro University Nevada is a smoke-free campus. Smoking is not permitted anywhere on campus, in any of our health care facilities where patient care is delivered or inside University vehicles. The University recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain a healthy and safe environment for its faculty, students, employees and guests. Touro University is committed to the promotion of good health, wellness and the prevention of disease. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of Touro University Nevada.

## **DRUGS, ALCOHOL, FIREARMS & HAZING**

Touro University does not condone any form of drug, substance or alcohol abuse by its students. No alcoholic beverages or illegal drugs may be manufactured, consumed or distributed by students in any academic facility, clinic or hospital associated with Touro University. Any violation of this policy will result in disciplinary and appropriate legal action against the offending individual(s) or organization(s). Any student who attends class or a rotation or is on the premises of a facility affiliated with Touro University while under the influence of alcohol or drugs is subject to immediate suspension and probable expulsion. Only with the prior approval of the Dean of Students may alcoholic beverages be served at an on-campus student event (See Alcohol Policy for Student Events).

No firearms, ammunition, explosive devices or other weapons may be carried, (concealed or otherwise), by a student on institutional property. Violators of this policy are considered to be a

threat to the academic environment of the institution and are subject to immediate suspension or dismissal from the University.

No organization or individual(s) may engage in any form of hazing of any student enrolled in Touro University. Students engaged in such activities are subject to suspension or expulsion from the University.

### **SEXUAL HARASSMENT**

Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of: actual or threatened sexual contact which is not mutually agreeable to both parties, continued or repeated verbal abuse of a sexual nature, and/or a threat or insinuation that a lack of sexual submissiveness will adversely affect the victim's employment, academic standing or other vital circumstances.

Examples of sexual harassment include but are not limited to:

- pressure (subtle or overt) for sexual favors accompanied by implied or overt threats concerning one's job, grades or letters of recommendation;
- inappropriate display of sexually suggestive objects or pictures;
- unnecessary touching, pinching, patting or the constant brushing against another's body;
- use of sexually abusive language (including remarks about a person's clothing, body or bodily movement or sexual activities), and/or
- unwelcome sexual propositions, invitations, solicitations, and flirtations.

Any member of the University community must report such harassment or any form of harassment to the appropriate Program Director or Chair, Dean of Students or other member of the Touro University Nevada administration.

### **CRIME STATISTICS**

The annual Campus and Security Report, is available to the campus community. To obtain a copy of this report, please contact the Dean of Student's Office.

### **HIV/AIDS**

Information about and copies of the institutional policy and guidelines concerning HIV (Human Immune Deficiency Virus)/AIDS (Acquired Immune Deficiency Syndrome) are available upon request from the Division of Student Affairs.

### **IMPAIRMENT OF LIFE SAFETY DEVICES/SYSTEMS**

Destruction of or tampering with campus life safety systems or devices is prohibited. Any student found responsible for such acts is subject to disciplinary action, fines and/or costs to repair damaged systems or devices.

# Additional Policies

## **CHANGE IN RULES AND POLICIES**

Although every effort has been made to ensure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules and policies change from time to time and that these changes might alter the information contained in this publication. Changes might come in the form of rules and policies adapted by the Board of Trustees, by the President, or by an authorized designee of the campus. It is not possible in a publication of this size to include all the rules, policies and other information that pertain to students, the institution, and Touro University.

Nothing in this catalog shall be construed as, operate as, or have the effects of an abridgement or a limitation of any rights, power or privileges of the Board of Trustees or the President or the campus designee. The Trustees, the President, or the campus designee are authorized by law to adopt, amend or repeal rules and policies that apply to students. The relationship of the institution to the student is one governed by statute, rules, and policies adopted by the Trustees, the President, and their duly authorized designees.

## **ACADEMIC INTEGRITY POLICY**

Please refer to Appendix E: Academic Integrity Policy.

## **OATH OF ACADEMIC INTEGRITY**

Students will be asked to adhere to an Oath of Academic Integrity form which includes the following statements:

- I will behave in a professional manner that conveys academic integrity and honesty.
- I will diligently pursue academic credentials honestly and ethically.
- I make a commitment to refrain from behaviors that may be deemed as academically dishonest, including cheating, fabrication, plagiarism, facilitating dishonesty, and computer misuse.
- I will abide by all academic and ethical policies articulated by the Touro College and University System.
- I will make a commitment to uphold the highest standards of academic performance possible.

## **ACADEMIC FREEDOM FOR STUDENTS**

Academic Freedom is the right of students to learn, debate, explore and partake in educational activities. All principles, theories and other bodies of knowledge are open to review and critique. Academic freedom provides students with the opportunity to form independent judgments that promotes further discussion.

## **DIVERSITY POLICY**

The TUN campus community values diversity, which is an essential component of its excellence. The University is committed to the pursuit of excellence by being inclusive of individuals irrespective of race/color, ethnicity, age, sex, sexual orientation, gender, gender identity/gender expression, religion, belief system, physical or mental disability (not excluding academic program technical standards), or national origin. The University is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of those we serve.

The University cultivates and promotes inclusivity within our pedagogical, scholarly, and creative pursuits. Diversity within the campus community promotes enriched learning environments based on mutual respect derived from first-hand multicultural experiences and understanding. The University supports its campus community as they pursue their highest achievements while reducing barriers in the recruitment, retention, and advancement of students, faculty, staff and administration from marginalized and/or under represented populations or groups. Our commitment to social justice and service opportunities in the community ensures that our students, faculty, and staff develop the skills necessary to effectively interact with pluralistic populations. Through these actions, our students are prepared to engage and succeed in increasingly diverse inter-professional healthcare team environments.

## **STUDENT COMPLAINTS**

All members of the University community are expected to interact with civility and respect, recognizing at the same time the unique tradition of the University to provoke thought, stimulate discussion, and examine dissent. The University recognizes that complaints may result from alleged inequitable or improper treatment, including harassment, of a student by another student, by a University employee, through enforcement of an inherently unfair policy, or through failure by members of the University to adhere to University policy.

The University encourages resolution of disputes in a fair and collegial manner. It is expected that every effort will be made to resolve differences at the informal level, ideally on a one-to-one basis. If that process is not satisfactory a third party will be engaged to assist in resolving the dispute.

A process for students to request redress and resolution of alleged inequitable or improper treatment not covered by other established processes is implemented through the Division of Student Affairs.

The Division of Student Affairs will be available to assist students in selecting the most appropriate complaint procedure to resolve a dispute. The Dean of Students will make the final decision as to the most appropriate procedure to be employed for resolution of the complaint.

## Addressing Concerns

Touro University Nevada is committed to continuous quality improvement. This section is intended to allow students faculty, staff and community members to share feedback about the services and educational opportunities the university provides. Each of the below areas allow individuals to share their questions and/or concerns.

Grade Appeal Process – After final grades have been submitted, a failing course grade may be changed only by the course faculty or by the Grade Appeal Committee. Learn more about this process in the Grade Appeal section of the Catalog.

Academic Appeal Process – Following notification of a decision for dismissal, suspension, repeating of a course(s), repeating of a semester(s), repeating of a year(s), a student may wish to appeal the decision. Learn more about this process in the Academic Standards section of the Catalog.

F.E.R.P.A. – The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.), as amended, was designated to protect the privacy of educational Records. The Act affords students certain rights with respect to their educational records. Learn more about F.E.R.P.A. in Appendix A of the Catalog.

Students have the right to file complaints concerning alleged failures by the University to comply with the requirements of F.E.R.P.A. and regulations promulgated there under, with The Family Policy Compliance Office located at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

Student Conduct Code – which governs the university’s expectations for individual students and student organizations, outlines student responsibilities, student rights, and established procedures that will be used when the university’s standards of conduct are violated. Learn more about the Student Conduct Code in Appendix C of the Catalog.

Members of the university community have the right and responsibility to report violations of the conduct code. Forms to report a violation are available in Student Services; the report will require the specific nature of the violation. The individual making the report ideally would have first-hand knowledge of the violation; it can be difficult to investigate charges that are based on hearsay, so if individuals report what others have shared with them, they will need to provide the name(s) of individuals who might have first-hand knowledge of the infraction.

All Student Conduct Code complaints should be written out on an Incident Report, signed, and turned into the Dean of Students.

State of Nevada Commission on Postsecondary Education – Students enrolled at Touro University Nevada have the right to register a legitimate complaint with the Commission on

Postsecondary Education. Prior to filing a complaint, students must attempt to resolve the issue with Touro University Nevada. If students are unable to reach a resolution, they may contact the Commission by calling (702) 486-7330.

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

Disabled students' rights are protected under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the Americans with Disabilities Amendments Act of 2008. It is the policy of Touro University Nevada to insure that no qualified student with a disability is excluded from participation in or subjected to discrimination in, any University program, activity, or event.

If a student feels he or she has been discriminated against because of a disability by another student or by University personnel, he or she has the right to request an investigation into such a matter through the stated grievance policies and procedures stated in the Catalog.

Students can appeal any accommodation decision made by the Director of OASIS to the Dean of Students. The Dean of Students may be reached at (702) 777-3073 or email Cheryl Tessier, Executive Assistant to the Dean of Students at Cheryl.tessier@tun.touro.edu.

General and Non-Grade Concerns - Touro University Nevada promotes an open educational environment. The university encourages all students and community members to first direct their complaints and non-grade concerns to the staff or administrator specifically involved. If the situation cannot be remedied at this level, students and community members should then direct their concerns to the direct supervisor of the faculty, staff or office specifically involved. Once this avenue has been exhausted, a student may contact Dr. Philip Tompkins, Dean of Students, (702) 777-3073. In each instance, the appropriate established grievance or other procedures will be employed to address the matter.

## **TITLE IX**

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities which receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Consistent with the requirements of Title IX, Touro University Nevada maintains a policy of non-discrimination against any person in employment or in any of its programs.

Title IX protects students and employees from discrimination based on sex in the school's education programs and activities. This means that Title IX protects students and employees in connection with official academic, educational, co-curricular and other programs of the school, whether those programs take place on school grounds or at an officially sanctioned offsite location.

Title IX requires that students and employees receive fair and equitable treatment in all areas of education. Examples include educational activities and programming directly related to a course of study, recruitment, admissions, financial aid, hiring and retention of employees and benefits and leave.

Please contact any of the following individuals if you have concerns related to Title IX at TUN:

**Weldon Havins, MD, JD**

Title IX Coordinator

(702) 777-3131

[Weldon.Havins@tun.touro.edu](mailto:Weldon.Havins@tun.touro.edu)

**Philip Tompkins, Ed.D.**

Dean of Students

(702) 777-3073

[Philip.Tompkins@tun.touro.edu](mailto:Philip.Tompkins@tun.touro.edu)

# College of Health and Human Services

## MISSION STATEMENT

The mission of the College of Health and Human Services (CHHS) is to prepare outstanding graduates who demonstrate professional competence, critical thought, leadership ability, creativity, and commitment to compassionate service. Our graduates in nursing, occupational therapy, physical therapy, and education are committed to enriching the lives of others, promoting respect for diverse populations, lifelong learning, championing innovative approaches to meeting the needs of the region and state, and becoming recognized professionals in their chosen field.

To fulfill its mission, the College of Health and Human Services has established the following goals:

- To be recognized as the institution of choice for professional programs dedicated to service, leadership and teaching.
- To offer quality education programs which link classroom instruction with clinical and/or field practice, and value, creativity, and innovation.
- To promote interdisciplinary collaboration and cooperation in meeting regional and state needs.
- To encourage and support research, scholarship, and faculty practice as integral components of an enlightened learning environment.
- To promote and support academic and community leadership as a means to achieve the institutional mission.
- To influence social and health care policies which enhance the quality of life within the region and state.
- To create a stimulating learning environment supportive of personal and professional growth and achievement.

## PROGRAMS

Programs of instruction leading to the following degrees offered by the college are listed in the catalog in separate sections.

Master of Education (MEd)

Master of Science in Camp Administration and Leadership (MS)

Advanced Studies Certificate

Doctor of Education in Education Administration and Leadership (EdD)

Doctor of Nursing Practice (DNP)

Master of Science in Nursing (MSN)

Bachelor of Science in Nursing (BSN)

Post MSN Graduate Certificate

Master of Science in Occupational Therapy (MS)

Occupational Therapy Doctorate (OTD)

Doctor of Physical Therapy (DPT)

Master of Physician Assistant Studies (PA)



**CONTACT INFORMATION**

Andrew Priest, Dean

Dolly Contreras, Executive Assistant to the Dean, (702) 777-3180

For more information, visit the website for the College of Health & Human Services at

[www.tun.touro.edu](http://www.tun.touro.edu)

# School of Education

Master of Education-Curriculum and Instruction (8 concentrations)  
Master of Education- Literacy and Language  
Master of Education-School Administration Program  
Master of Education-Secondary Education  
Master of Education-Special Education  
Teaching English as a Second Language-TEFL Endorsement  
Autism Endorsement  
Doctor of Education in Education Administration and Leadership

Master of Science in Camp Administration and Leadership (MS)

## PROGRAM DESCRIPTION

Touro University Nevada education programs were established on the basis of a firm conviction that education is one of the most important tools for bringing about continuous improvement in the conditions of life for all people. Solidly committed to the goal of universal education of high quality, the School of Education of Touro University Nevada has the vision of developing and implementing educational programs that would supply schools and other educational settings with the most professionally competent teachers, administrators, and educational support personnel.

A central philosophical concept on which the School of Education at Touro University Nevada is based, is the notion that the goal of learning is more learning and that the primary mission of education is to enhance educability, to stretch minds, and to increase each person's ability to learn independently and to be continuous learners.

The program recognizes that not all children come to school equally prepared to exercise their own intelligence and to derive maximum benefit from the school experience. This recognition led to the important goal of placing in the hands of all learners the essential tool of learning, personal logic systems, a solid knowledge base about methods of learning, habits of thinking about one's own thinking process, and a motivation structure that makes learning its own reward.

The School of Education emphasizes excellence in the education of teachers and the recruiting of instructors over a broad spectrum. The instructional program at Touro University Nevada is dedicated to a professional orientation for teachers with an emphasis on elementary, middle, secondary, special education, and school administration. This framework includes a multicultural, family, and community emphasis in understanding and promoting positive development in all children.

**Special Features:** Evening and Sunday classes/ Extensive online library

### **GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Education to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the physical standards (if applicable) and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Education Admissions Committee for selection to the School. The School of Education also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Master of Education degree program, applicants must:

- Complete TUN admissions application and payment of application fee (if applicable).
- Have obtained a baccalaureate or higher degree from a regionally accredited institution of higher education.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Submit two letters of recommendation (one must be from a supervisor).
- Submit a typed personal statement.
- Have a minimum 2.75 undergraduate GPA.

Be aware that completion of the requirements of any program or endorsement does not grant licensure by the Nevada State Department of Education, nor does it grant employment by any public or private school.

### **Program Specific Admissions Requirements:**

#### **School Administration**

- Have two years teaching experience
- Provide copy of state teaching license

#### **School Counseling**

- Have two years teaching experience
- Provide copy of state teaching license

### **Admission Procedures**

Admission to the Education program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website.

### **Interviews**

Personal interviews are not conducted on the Touro University Nevada campus for Education applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

Students enrolled in the Education program are not required to submit a background check. Immunizations are required for on-ground courses as indicated in the Touro University Nevada Catalog and the School of Education Handbook.

### **Transfer Policy Statement**

Transfer credits are reviewed and accepted on a case-by-case basis.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student's petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

## **GRADUATE PROGRAMS**

Touro University Nevada School of Education offers five masters of education degree programs:

1) Curriculum and Instruction (8 concentrations offered)

- with an emphasis in Brain-Based Learning (an online program)
- with an emphasis in Differentiated Instruction (an online program)
- with an emphasis in Response to Intervention (an online program)
- with an emphasis in ELL and an endorsement in TESL (an online program)
- with an emphasis in School Counseling (an online program)
- with an emphasis in Educational Technology (an online program)
- with an emphasis in Diversity and National Board Teacher Certification
- with an emphasis in Humanities

2) Language and Literacy

3) School Administration

4) Secondary Education

5) Special Education

## **GRADUATION REQUIREMENTS**

Students recommended for graduation must successfully complete the appropriate required/elective academic courses and the required fieldwork (internship or student teaching as applicable) with a grade of 83% or better to accumulate the required number of credit hours. All financial obligations to Touro University Nevada must be met. Any state required licensing for subsequent employment is solely the responsibility of the graduate. Up to twelve (12) upper division credits may be transferred into a master of education degree program. Each

program provides opportunities for learning about theory, methodology, assessment, evaluation, research, and curriculum development.

Students can only be enrolled in one academic program per enrollment period.

#### **FULL TIME FACULTY**

Robert Askey, Ed.D

Warren Hagman, M.Ed

Patrick Leytham, Ph.D

Tonya Walls, M.S.Ed

#### **CONTACT INFORMATION**

Robert Askey, Director & Associate Professor, (702) 777-3053

[robert.askey@tun.touro.edu](mailto:robert.askey@tun.touro.edu)

Warren Hagman, Assistant Professor, (702) 777-3948

[warren.hagman@tun.touro.edu](mailto:warren.hagman@tun.touro.edu)

Patrick Leytham, Assistant Professor, (702) 777-4754

[patrick.leytham@tun.touro.edu](mailto:patrick.leytham@tun.touro.edu)

Tonya Walls, Assistant Professor, (702) 777-4753

[tonya.walls@tun.touro.edu](mailto:tonya.walls@tun.touro.edu)

Gina Cozzolino, Administrative Assistant, (702) 777-1779

[gina.cozzolino@tun.touro.edu](mailto:gina.cozzolino@tun.touro.edu)

Fax: (702) 777-1738

For more information, visit [www.tun.touro.edu](http://www.tun.touro.edu)

## PROGRAM REQUIREMENTS

### Master of Education-Curriculum & Instruction

#### Master's of Education in Curriculum and Instruction with an Emphasis in Brain-Based Instruction (online)

Course #	Course	Credits
ECIV 639	Teaching Diverse Students and Understanding Developmental Needs	3
ECIV 640	Brain-Based Learning	3
ECIV 641	Developing Curriculum for a Brain-Based Learning Environment	3
ECIV 642	Understanding Multiple Intelligences in the Classroom	3
ECIV 643	Instructional Strategies that Make the Most Difference in Student Learning	3
ECIV 644	Teaching Strategies that Prepare Students for Testing	3
ECIV 645	What Every Teacher Should Know About Today's Diverse Learning Styles	3
ECIV 646	Teaching to Students of Different Learning Abilities	3
ECIV 647	Classroom Management in a Brain-Based Classroom	3
ECIV 648	Brain-Based Learning and Classroom Applications	3
ECIV 649	Managing the Needs to Today's Classroom	3
ECIV 650	Motivation in the Classroom	3
	<b>Total Credits</b>	<b>36</b>

#### Master's of Education in Curriculum and Instruction with an Emphasis in School Counseling (online)

Course #	Course	Credits
ECIV 657	Introduction to School Counseling	3
SPDV 628	Human Development and Learning in the Cultural Context	3
ECIV 658	Legal Issues in School Counseling	3
ECIV 659	Individual Counseling in a School Setting	3
ECIV 660	Group Counseling in a School Setting	3
ECIV 661	Multicultural Counseling in a School Setting	3
SPDV 603	Introduction to Special Education	3
ECIV 662	Testing and Assessment	2
ECIV 663	Career Counseling in a School Setting	2
ECIV 664	Child and Family Counseling	2
ECIV 665	Organizations and Administration of School Counseling Programs	3
ECIV 667	Parental Involvement & Family Engagement	3
ECIV 666	Internship in School Counseling	3
	<b>Total Credits:</b>	<b>36</b>

**Master's of Education in Curriculum and Instruction with an Emphasis in Differentiated Instruction (online)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
ECIV 605	Creating and Managing a Successful Classroom	3
ECIV 606	Introduction to Differentiated Instruction	3
ECIV 607	Integrating Your Curriculum in a Differentiated Environment	3
ECIV 608	Understanding Special Education in Today's Classroom	3
ECIV 609	Professional Responsibilities of the Teacher	3
ECIV 610	Introduction to Diversity in the Classroom –Teaching Diverse Learners	3
ECIV 611	Processes and Resources for Teaching Diverse Learners	3
ECIV 612	Designing Your Curriculum for High Stakes Testing	3
ECIV 613	Instructional Assessment Practices and Procedures- Aligning Diverse Classroom for Standardized Testing	3
ECIV 614	Developing a Classroom to Include English Language Learners	3
ECIV 615	The Inclusive Classroom: Strategies for Effective Instruction	3
ECIV 616	Differentiated Instruction for the English Language Learner and The Challenged Student	3
<b>Total Credits:</b>		<b>36</b>

**Master's of Education in Curriculum and Instruction with an Emphasis in Diversity and National Board Teacher Certification**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
ECIV 600	Foundations of Standards-Based Teaching: Introduction to National Board Certification	3
SPDV 628	Human Development and Learning in Cultural Context	3
SPDV 626	Principles of Cognitive Education	3
ESLV 671	Theory and Practice of Bilingual and Multicultural Education	3
ESLV 635	Curriculum Development and Class Management: Theory and Practice of Second Language Learning	3
ESLV 673	Methods and Materials for Teaching English as a Second Language	3
ESLV 639	Trends and Current Issues in Second Language Acquisition	3
EDLL 602	Foundation of Literacy and Applied Linguistics for Teachers of Literacy	3
ECIV 601	Gifted and Talented Education	3
ECIV 604	Practicum	3
ECIV 602	Applications of Curriculum and Instruction for National Board for Professional Teaching Standards	3
ECIV 603	Research Project Seminar: Teacher Work Sample-Independent Study	3
<b>Total Credits:</b>		<b>36</b>

**Master's of Education in Curriculum and Instruction with an Emphasis in Educational Technology (online)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
ECIV 639	Teaching Diverse Students and Understanding Developmental Needs	3
ECIV 641	Developing Curriculum for a Brain-Based Learning Environment	3
ECIV 646	Teaching to Students of Different Learning Abilities	3
ECIV 647	Classroom Management in a Brain-Based Classroom	3
ECIV 648	Brain-Based Learning and Classroom Applications	3
ECIV 649	Managing the Needs to Today's Classroom	3
ECIV 651	Educational Technology Fundamentals, Pt. I	3
ECIV 652	Educational Technology Fundamentals, Pt. II	3
ECIV 653	Web 2.0 and social Networking in Education	3
ECIV 654	Digital Storytelling and New Media Narrative in Education	3
ECIV 655	Digital Citizenship in Education	3
ECIV 656	Leadership Issues in Educational Technology	3
	<b>Total Credits</b>	<b>36</b>

**Master's of Education in Curriculum and Instruction with an Emphasis in ELL (English Language Learners and an endorsement in TESL (Teaching English as a Second Language)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
ECIV 605	Creating and Managing a Successful Classroom	3
ECIV 606	Introduction to Differentiated Instruction	3
ECIV 609	Professional Responsibilities of the Teacher	3
ECIV 612	Designing Your Curriculum for High Stakes Testing	3
ESLV 613	Instructional Assessment Practices and Procedures- Aligning Diverse Classroom for Standardized Testing	3
ECIV 629	Effective Classroom Discipline	3
ECIV 611	Processes and Resources for Teaching Diverse Learners	3
ECIV 632	Positive Role Models and Proactive Educators	3
ESLV 635	Curriculum Development and Class Management: Theory and Practice of Second Language Learning	3
ESLV 639	Trends and Current Issues in Second Language Acquisition	3
ESLV 671	Theory and Practice of Bilingual and Multicultural Education	3
ESLV 673	Methods and Materials for Teaching English as a Second Language	3
	<b>Total Credits:</b>	<b>36</b>



**Master's of Education in Curriculum and Instruction with an Emphasis in Humanities**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
ECIV 617	Introduction to Humanities	3
ECIV 618	Using New and Old Technology in the Classroom	3
ECIV 619	Integrating the Theatre Arts into the Curriculum	3
ECIV 620	Using Music to Accelerate Learning	3
ESLV 621	Art and Tactile Learning Strategies	3
ECIV 622	Creativity and the 21 <sup>st</sup> Century Classroom	3
ECIV 623	Current Issues in Education	3
ECIV 624	History: The Past-Present-Future	3
ECIV 625	Introduction to Research	3
ECIV 626	Children's Literature for All Students and Adults	3
ECIV 627	Communication	3
ECIV 628	Research Project	3
	<b>Total Credits:</b>	<b>36</b>

**Master's of Education in Curriculum and Instruction with an Emphasis in RTI (Response to Intervention)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
ECIV 605	Creating and Managing a Successful Classroom	3
ECIV 606	Introduction to Differentiated Instruction	3
ECIV 609	Professional Responsibilities of the Teacher	3
ECIV 612	Designing Your Curriculum for High Stakes Testing	3
ESLV 613	Instructional Assessment Practices and Procedures- Aligning Diverse Classroom for Standardized Testing	3
ECIV 629	Effective Classroom Discipline	3
ECIV 633	RRI: Introducing the 3-Tiered Approach	3
ECIV 634	RTI: Tiered Intervention Strategies in the CORE Academic Subjects	3
ECIV 635	RTI: Educators' and Specialists' Role and Responsibilities	3
ECIV 636	RTI: Collaborating Successfully in an Inclusive RTI Environment	3
ECIV 637	RTI: Using Differentiated Instruction to Implement RTI	3
ECIV 638	RTI: Motivating Underachievers Using the RTI and DI Approach	3
	<b>Total Credits:</b>	<b>36</b>

**Master of Education-Language and Literacy**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
EDLL 602	Foundation of Literacy and Applied Linguistics for Teachers of Literacy	3
SPDV 667	Assessment, Diagnosis, and Remediation of Reading Disabilities Grades 1-6	3
EDLL 619	Curriculum Evaluation-K-12 Literacy Programs	3
EDLL 692	Practicum I/Field Experience-Diagnosing and Treating Reading Disabilities K-12	3
EDLL 665	Basic Reading Instruction-Grades 1-6	3
EDLL 609	Literacy Instruction-Elementary and Secondary Methods K-12	3
EDLL 693	Practicum II/Field Experience-Diagnosing and Treating Reading Disabilities for English Language Learners K-12	3
ESLV 639	Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language Learners	3
ESLV 671	Theory and Practice of Bilingual and Multicultural Education	3
ESLV 673	Methods and Materials for Teaching English as a Second Language	3
ESLV 635	Curriculum Development and Class Management: Theory and Practice of Second Language Learning	3
EDLL 691	Survey of Research in Reading and Literacy-Teacher Work Sample	4
	<b>Total Credits:</b>	<b>37</b>

**Master of Education-School Administration Program**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
EDUV 610	Research in Education	3
EDUV 611	Leadership for the 21st Century School Leader-Theory and Practice	3
EDUV 612	Curriculum Development and Implementation for The School Leader	3
EDUV 613	Personnel Functions of School Leaders	3
EDUV 615	Supervision of Instruction	3
EDUV 616	Managerial and Financial Functions of a School District/Building Leader	3
EDUV 617	Educational Law and Ethics of School Leaders	3
EDUV 620	Administration and Supervision of Special Education and Compensatory Programs	3
EDUV 628	Communicating, Collaborating, Partnering and Community Building for School Leaders	3
EDUV 691	Essentials of Measurement-Research Projects	3
EDUV 692	Internships in School Administration I	3
EDUV 693	Internships in School Administration II	3
	<b>Total Credits:</b>	<b>36</b>

### Master of Education-Secondary Education

Course #	Course	Credits
EDTE 625	Foundations of Education	2
EDTE 626	Educational Psychology	2
EDTE 627A	Interdisciplinary Issues in Education: Special Learners	1
EDTE 627B	Interdisciplinary Issues in Education: Multiculturalism	1
EDTE 628	Instructional Methods and Strategies: Secondary Education	6
EDTE 629	Organization, Management, and Assessment: Secondary Education	3
EDTE 694	Student Teaching: Secondary	8
EDTE 695	Professionalism Seminar	1
	Additional coursework for Master's in Education. Courses must be in the areas of English, Math, or Science.	
EDTE	Elective Coursework	3
EDTE	Elective Coursework	3
EDTE	Elective Coursework	3
EDU 691	Essentials of Measurement, Evaluation and Research Analysis	3
	<b>Total Credit:</b>	<b>36</b>

### Master of Education-Special Education

Course #	Course	Credits
SPDV 603	Introduction to Special Education	3
SPDV 625	The Study of Learning Disabilities	3
SPDV 626	Principles of Cognitive Education	3
SPDV 645	Severe Developmental Disabilities and Responsive Programming Transition for Student with Disability	3
SPDV 628	Human Development and Learning in the Cultural Context	3
SPDV 629	Basic Reading Instruction for Students in General and Special Education	3
SPDV 630	Teaching Mathematics, Science, and Technology in Special Education	3
SPDV 667	Assessment, Diagnosis, and Remediation of Reading Disabilities	3
SPDV 631	Parent Involvement with Students with Disabilities	3
SPDV 633	Curriculum Development for Students with Special Needs	3
SPDV 634	Principles of Classroom Management for Students with Special Needs	3
SPDV 694	Student Teaching-Special Education	8
SPDV 696	Special Education Elective	
SPDV 682	Research Project: Teacher Work Sample	1
	<b>Total Credits:</b>	<b>42</b>

## ENDORSEMENTS

### *Teaching English as a Second Language*

Course #	Course	Credits
ESLV 639	Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language Learners	3
ESLV 671	Theory and Practice of Bilingual and Multicultural Education	3
ESLV 673	Methods and Materials for Teaching English as a Second Language	3
ESLV 635	Curriculum Development and Class Management: Theory and Practice of Second Language Learning	3
	<b>Total Credits:</b>	<b>12</b>

### *Autism Endorsement*

Course #	Course	Credits
ATSV 600	Behavioral Management Analysis and Intervention for Autism	3
ATSV 601	Communication, Speech and Language for Students with Autism	3
ATSV 602	Assistive Technology and Communication for Autism Spectrum Disorder (ASD) Students	3
ATSV 603	Characteristics of Students with Autism	3
ATSV 604	Curriculum Development and Strategies for Students with Autism	3
SPDV 629	Basic Reading Instruction for Students in Special Education	3
SPDV 630	Teaching Mathematics, Science, and Technology in Special Education	3
SPDV 625	The Study of Learning Disabilities	3
SPDV 645	Severe Developmental Disabilities and Responsive Programming	3
SPDV 631	Parental Involvement with Students with Disabilities	3
SPDV 603	Introduction to Special Education	3
	<b>Total Credits:</b>	<b>33</b>

## COMPLETE COURSE LISTINGS

### *School Administration*

#### **EDU 610 Research Issues in Education (3 credits)**

The course content addresses a broad array of current issues faced by school building leaders and district leaders, including sharing leadership to collaboratively identify goals and objectives; the need to communicate effectively with parents, staff, students, community leaders, and community members from diverse backgrounds. The role of a leader in comprehensive long-range planning in student and family relations will be discussed. The course will examine the current federal, state and local regulations as they impact on school program development and school change.

#### **EDU 611 Leadership for the Twenty-first Century School Leader-Theory and Practice (3 credits)**

The course examines the current research on leadership and provides for the exploration of leadership in practice. The course will emphasize the development and implementation of an educational vision through the establishment of collaborative relationships with internal and external elements of the school community. The importance of establishing an ethical standard of leadership will be addressed.

#### **EDU 612 Curriculum Development and Implementation for The School Leader (3 credits)**

The course acquaints students with the need to lead comprehensive long-range planning in curriculum development, instructional strategies and technology, classroom organization and practices, and assessment. Current curricula are discussed, including methods of changing, updating and evaluating effectiveness.

#### **EDU 613 Personnel Functions of School Leaders (3 credits)**

Contemporary models for effective personnel administration are presented and discussed. Criteria for establishing accountability standards for staff evaluation and supervision are examined. The importance of succession planning will be emphasized.

#### **EDU 615 Supervision of Instruction (3 credits)**

The objectives, functions, procedures and evaluation of teaching are discussed from a supervisory perspective. The importance of utilizing data from the evaluation and supervision of staff to inform long-range comprehensive planning in professional development and support of staff so staff is capable of addressing student learning needs is emphasized.

#### **EDU 616 Managerial and Financial Functions of a School District/Building Leader (3 credits)**

Students are acquainted with the need to lead comprehensive long-range planning in facilities development to support instruction, and to create a safe, healthy, and supportive environment. Emphasis is placed on current practices in school/district budget development and management of facilities to support achievement of educational goals and objectives.

**EDU 617 Educational Law and Ethics for School Leaders (3 credits)**

The course focuses on the application of statutes and regulations as required by law. Students discuss legal principles based on constitutional principles, legislation, and case law that enable, restrict, or challenge the functioning of school districts and school building leaders. The need for school/district leaders to establish and ethical standard of behavior and to effect change through ethical decision-making is emphasized.

**EDU 620 Administration and Supervision of Special Education and Compensatory Programs (3 credits)**

Students will become acquainted with the need to lead comprehensive long-range planning in student support services for students with disabilities, English Language Learners, and students in need of academic intervention services. Emphasis will be placed on the development of pre-referral interventions to address student needs in the general education setting. Students will be acquainted with the law and regulations governing special education, services to English Language Learners and reimbursable programs.

**EDU 628 Communicating, Collaborating, Partnering and Community Building for School Leaders (3 credits)**

Students will be provided with verbal and written communication models in order to develop the skills necessary to effectively interact and communicate an educational vision leading to the achievement of Nevada State learning standards to school board members, district and school staff, and the community. This course is required for degree candidates seeking certification as a School District Leader.

**EDU 691 Essentials of Measurement - Research Projects (3 credits)**

This course provides background for a simple classroom research known as Action Research. Action Research is easily learned, and adaptable to any classroom setting. Action Research is a more manageable process of information gathering and synthesis, using readily available tools. Action Research presents a simple, reliable process that can be used to focus a teacher's researchable questions. The process of gathering data, organizing the many classroom data sources, analyzing the data, and preparing the findings will be used to complete an applicable project to the student's educational setting.

**EDU 692 Internship In School Administration I (3 credits)**

Students are provided with a closely supervised experience in applying the principles and concepts acquired through course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts will be applied to practical situations that are presented to the administrative and supervisory practitioners. Candidates seeking certification as school district leaders will be placed in regional and district offices. Requirement: 150 field experience hours.

**EDU 640 Student Teaching (6 credits)**

This course will provide students with immersion in the classroom setting where they can apply the skills they have learned to real life experiences in the classroom. This course does not meet the requirement for Master's in Special Education or Secondary education.

**EDU 693 Internship In School Administration II (3 credits)**

Students are provided with a closely supervised experience in applying the principles and concepts acquired through course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts will be applied to practical situations that are presented to the administrative and supervisory practitioners. Candidates seeking certification as school district leaders will be placed in regional and district offices. Requirement: 150 field experience hours.

***Curriculum and Instruction***

**ECIV 600 Foundations of Standards-Based Teaching: Introduction to National Board Certification (3 credits)**

This course is a study and analysis of the National Board for Professional Teaching Standards in relationship to standards-based teaching and learning environments in schools. Theory and research-based instructional strategies, and commitment to achieving standards for high performance for diverse learners will be the focus. Examination of teacher responsibility for engaging all students in meaningful work around content using clearly articulated performance standards for standards-based assessment.

**ECIV 601 Gifted and Talented Education (3 credits)**

Identification and characteristics of gifted students in order to develop a deeper understanding of the issues in gifted education, develop more complex responses to addressing the needs of gifted students in the classroom, and be confident in sharing these skills with colleagues and parents and the community.

**ECIV 602 Applications of Curriculum and Instruction for National Board for Professional Teaching Standards (3 credits)**

This course acquaints students with methods to lead comprehensive long-range planning in curriculum development, instructional strategies and technology, classroom organization and practices; and meeting the needs of the diverse students using individual and group assessments. Current curricula are discussed, including methods of changing, updating and evaluating effectiveness.

**ECIV 603 Research Project Seminar: Teacher Work Sample-Independent Study (3 credits)**

Independent research study on curriculum content which supports the academic/professional objectives; each student will meet individually with his/her advisor to receive approval of the topics and to discuss ongoing research prior to project presentation.

**ECIV 604 Practicum (3 credits)**

Additional intensive, 18 week practicum experience organized in settings relevant to a student's chosen area of concentration, and as approved by the program; every student will be expected to practice cognitive education in one of these settings under faculty supervision with individuals and small groups of children; the advisor and a second reviewer will evaluate student research reports.

**ECIV 605      Creating and Managing a Successful Classroom (3 credits)**

This course will assist teachers understand why teaching is about multiple choices made daily, why poor teachers must be instructed how to teach before interacting with parents, students and others, why it's imperative that principals impart confidence to their teachers, and how teachers can most effectively behave towards their students. The course will highlight the implications of "No Child Left Behind" changes in school accountability; increased funding opportunities for assessment, before and after-school programs, and parental involvement. Emphasis will be placed on accountability measures, the development of school-based content and instructional leaders, creative examples of developmental responsiveness, curriculum mapping, content integration of math skills across the curriculum, and more.

**ECIV 606      Introduction to Differentiated Instruction (3 credits)**

The course will demonstrate the properties of "Quality" differentiation and "Quality" curriculum and invite teachers to revisit the purpose of differentiation and reflect what constitutes quality. Demonstrated strategies for differentiation include instructional strategies helpful in addressing student readiness, interest, and learning profile. The course will examine some assessment strategies that help teachers uncover their students' learning needs, as well as strategies such as learning contracts, Entry Points, and addressing students' varying reading and writing needs.

**ECIV 607      Integrating Your Curriculum in a Differentiated Environment (3 credits)**

In this course educators will be presented with ways to design lessons that meet standards and provide meaningful learning environments for all types of students. Participants will learn Backwards Design, the characteristics of high quality curriculum, and the Learning Cycle. They will learn various classroom activities so that they can build their learning environments to accommodate everyone's needs. Activities and descriptions let participants explore ways of assessing their students. Additionally, resources are offered for those wishing to go deeper into this topic.

**ECIV 608      Understanding Special Education in Today's Classroom (3 credits)**

This course is designed to help educators become knowledgeable about the techniques that may be used to adapt the regular classroom curriculum and activities to meet the learning needs of their most academically capable students. The program includes attention to strategies for compacting the regular curriculum and standards and providing consistent opportunities for gifted students to be engaged in appropriately differentiated learning experiences.



**ECIV 609 Professional Responsibilities of the Teacher (3 credits)**

Within this course students will gain a full understanding of how to create a classroom that will meet the standards the NCLB act requires while meeting the needs of their students. Students will be introduced to the Strategic Instruction Model which is a way to organize and teach their specific content to all students, most students, and some students, depending on their abilities. Students will explore core curriculum and why teachers need to be involved in promoting literacy and the professional development model that will allow the model to be implemented. Students will be able to understand the ISLLC Standards and what is expected from them. It is imperative for teachers to understand what their principals and superintendents expect and what their school should be striving to meet.

**ECIV 610 Introduction to Diversity in the Classroom –Teaching Diverse Learners (3 credits)**

This course will provide teachers of any grade level and discipline with realistic information, strategies, and practices related to teaching students today. Participants will look at the factors that make students diverse and the instructional implications for teaching to diverse populations. Information on building resiliency, fostering a sense of community within the classroom, the importance of teaching to student modalities and the effects of poverty on student learning are included. Emphasis is placed on working with English Language Learners, students from poverty and urban learners.

**ECIV 611 Processes and Resources for Teaching Diverse Learners (3 credits)**

The purpose of this course is to provide information on diversity and its implications for the classroom to the teacher. Emphasis is on the urban learners, students from generational poverty and English Language Learners. The meaning and use of contextualizing and pluralizing will be an important part of the lessons. Specific ideas for the classroom teacher will be included. Participants will examine the seven types of bias and will plan for identifying and eliminating bias in their classrooms. They will also prepare a lesson that makes modifications for students from generational poverty, the urban poor and English Language Learners.

**ECIV 612 Designing Your Curriculum for High Stakes Testing (3 credits)**

Today, as educators, we live and work in the age of No Child Left Behind and increasing expectations by federal, state and local governments for accountability in the form of improved test scores by all students. These initiatives have moved us from an educational philosophy that says all kids CAN learn, to a philosophy that all kids MUST learn. This course will provide the essential curriculum designs and effective ways to adjust the curriculum to meet the needs of the diverse learner. It will also provide effective instructional strategies that underpin success on high stakes tests.

**ECIV 613 Instructional Assessment Practices and Procedures- Ailing Diverse Classroom for Standardized Testing (3 credits)**

This course will help the student prepare to meet the requirements of the NCLB act. The instructor will provide students with an understanding of the difference between the Industrial Model of Education and current models through the driving forces behind the A Nation at Risk

report and the influence that that report has had on current educational thinking. The student will be shown what the Effective School Movement was and what that movement accomplished. Teachers need to be aware of how state standards are created in order to set up a classroom to meet and exceed NCLB standards.

**ECIV 614      Developing a Classroom to Include English Language Learners (3 credits)**

This course will give the foundation to creating an environment that is conducive to learning. Participants will reflect upon the concept of teachers as role models, working with children because they are the future of our society, and setting and meeting goals that reflect the needs of teachers and students. Teachers will engage in activities that may sensitize them, educate them, and enrich the strategies that they will bring to their schools and classrooms. This course will show that becoming aware of the expanding frame of reference for the word literacy is necessary to a student's education. From books to mathematics to visual literacy, students are expected to have a wide array of skills; thus teachers must understand, accept and be able to address these needs in their teaching. The instructors will encourage teachers to be aware of their personal learning preferences and styles and are to build upon those as they address the needs and strengths of their students.

**ECIV 615      The Inclusive Classroom: Strategies for Effective Instruction (3 credits)**

This course will comprehensively cover topics relating to research in neuroscience, psychology, and education that have merged their scientifically based results and support specific strategies in the classroom so that all students can learn. The neurobiology of different brains will be presented and studied. Participants will work in groups to further study a specific brain difference. Classroom strategies will be researched and shared.

**ECIV 616      Differentiated Instruction for the English Language Learner and The Challenged Student (3 credits)**

This course will comprehensively cover differentiated instruction for the English Language Learner. The students will learn ways to tap into prior knowledge and build background knowledge as a means to effectively plan, deliver and differentiate instruction to a classroom of diverse learners. This course will also explore the research and practice of Grouping Strategies that foster community, facilitate the acquisition of language and allow students to process academic language and content in a non-threatening environment. An in-depth look at Interactive Learning Techniques that help to provide students with equal access to the curriculum will be demonstrated and discussed. Vocabulary Research and Development will be addressed to identify key strategies that target both comprehension and usage. Finally, information on Language Acquisition Levels, language behaviors and the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) will be presented.

**ECIV 617      Introduction to Humanities (3 credits)**

The following course is designed to give teachers an overview of global humanities. It will present a brief study in architecture, dance, music, photography, film, sculpture, theatre, and literature. These studies will include ancient and modern cultures and significant pieces of

artwork related to them. Students will be required to create a presentation of a specific culture or time period. Each will also be encouraged to study their personal cultural history and create a small project representing this. Collaborative credits will be designed and a collection of resources will be gathered to plan future experiences in the classroom and/or at their school site.

**ECIV 618 Using New and Old Technology in the Classroom (3 credits)**

This course is designed to improve the skills of the technological “immigrant”; those who have not grown up with these technologies, but understand the necessity for becoming proficient with it and agree that integration of it can only enhance and accelerate the learning process. Classes will focus on improving skills with each of these and combining activities in order to create a final project. An integrated credit for the classroom will also be developed.

**ECIV 619 Integrating the Theatre Arts into the Curriculum (3 credits)**

If “all of the world is a stage”, then studying the theatre arts is an essential piece of a child’s education. Research shows that the theatre arts and modern education have many similar objectives: critical thinking, social growth, creative and aesthetic development, self-knowledge, and development of moral values are only a few of these. World history, world culture, geography, politics, literature and philosophy are others. This course is designed for teachers to study and explore the theatre arts and their connection to the modern classroom. Teachers will review specific types of dramatic interpretation, puppetry, free expression, the “classics”, story-telling and their connections to the curriculum. We will also review various dramatic techniques and the application of theses in the classroom. Teachers will participate in creation of an original dramatic piece and perform it.

**ECIV 620 Using Music to Accelerate Learning (3 credits)**

This course is designed to demonstrate easy ways to incorporate the study of music in the classroom to enhance learning. Teaching children how to “listen” and what to listen for, ways to use music as a creative motivator, to increase language skills, enhance math reasoning and scientific analysis, and create memory and cultural connections will be studied and applied. Teachers will have the opportunity to create lesson plans and credits of study integrating music into their curriculum. They will also achieve a better understanding of where and how music may be used in planning future experiences for their students.

**ECIV 621 Art and Tactile Learning Strategies (3 credits)**

This course is designed to explore the various forms of visual arts and integrate them into the curriculum. Teachers will study and experiment with all types of visual art, research specific uses and create credits including them. Use of digital photography, computer software, paints, drawing, and cartooning techniques will be demonstrated and practiced. Collaboration and application to the language arts curriculum will be key. A final project will be required, integrating the elements of visual arts and the language arts.

**ECIV 622 Creativity and the 21<sup>st</sup> Century Classroom (3 credits)**

This course is designed to increase knowledge about the current research and application of creativity. Students will research current information and look for ways to apply these findings

in the classroom. Creative techniques such as association and visualization will be used as well as new methods that have been found to stimulate creativity. Visual and spatial thinking will be reviewed and applied in math and science and creative writing techniques will also be examined. Students will design lesson plans using some of these techniques, apply them in their classrooms and present the results. Active participation in weekly lessons will be critical to understanding the creative process.

**ECIV 623 Current Issues in Education (3 credits)**

This course is designed to examine the current issues in today's world. The constant changing of the social conditions, cultural influences, governmental controls, laws, and with emphasis on testing the influences of No Child Left Behind, it is important to use the higher levels of Bloom's Taxonomy to help solve these issues. By debating these controversial topics and their impact on today's students as well as society, the Touro student will better understand their own educational philosophy. By analyzing these topics and their impact on society, students will use critical thinking techniques and skills to make philosophical decisions to take a personal stand on these issues and become better teachers.

**ECIV 624 History: The Past-Present-Future (3 credits)**

This course will examine the content and skills associated with history and the social sciences, analyze the nature of citizenship education and its potential impact on students, examine ways in which the history may fit within other curricula, and evaluate applicable Internet resources for use in historical instruction. Additionally, it will analyze the student's perspective of history with the reality of history, integrate history instruction with other content areas, devise curriculum that expands student's knowledge of the world community, and formulate strategies for curriculum mapping.

**ECIV 625 Introduction to Research (3 credits)**

This course will introduce students to the information needed to critique research in educationally related topics. Students will explore the strengths and limitations of both qualitative and quantitative research methods and will analyze a variety of examples from educationally related literature. Students will develop constructive critiques of each method for content related material through a literature review and will present their findings to their colleagues. The course will concentrate on the concepts of the methodologies rather than the computational skills.

**ECIV 626 Children's Literature for All Students and Adults (3 credits)**

This course will inspire and motivate the use of children's literature and storytelling in the classroom. Various genres will be studied and methods of incorporating these genres into all content areas will be examined. Storytelling and children's literature can be used as a strategy to teach and model desired higher levels of thinking skills in any curriculum area and at any grade level. It also creates the need for the student to apply critical thinking skills and discover that problems are often opportunities to use familiar strategies to arrive at solutions.

Children's literature and storytelling experiences can be the foundation of all language arts experiences: listening, speaking, reading, writing and vocabulary development. (3 credits)

**ECIV 627    Communication (3 credits)**

This is an introductory course in human communication and facilitation. The students will learn about core communication theories and techniques, and explore different types of communication such as interpersonal, small group, public communication, sign language and body language. Effective questioning skills will be presented and demonstrated. It will also discuss the new communication methods such as email, text messaging and podcasting.

**ECIV 628    Research Project (3 credits)**

This course will introduce students to the information needed to conduct research in educationally related topics. Students will study a variety of research design issues. Students will design and present a research proposal that will include the elements covered in both semesters.

**ECIV 629    Effective Classroom Discipline (3 credits)**

Anger and violence in the media, community, and classrooms create an environment that inhibits learning. This course will comprehensively cover topics related to understanding the relationship between anger, the brain, violence prevention, and effective discipline in schools. Participants will come away with a better understanding of the nature of anger, ways to effectively manage one's own anger, how to respond appropriately to students' expression of anger, and strategies for effective discipline.

**ECIV 632    Positive Role Models and Proactive Educators (3 credits)**

Teachers can change the cultural dynamics that influence students by creating an environment conducive to learning, by encouraging students to take personal responsibility for their actions, and by creating a positive moral climate for solving conflicts. Students emulate behaviors they see and hear; therefore, establishing positive role models at home, within the community, and in the classroom is fundamental to establishing a positive character development program.

**ECIV 633    RTI: Introducing the 3-Tiered Approach (3 credits)**

In RTI, all educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail." In this course, educators learn the administrators' roles in implementing an effective three-tier RTI model. They will also study teachers' and other in-school professionals' roles in behavior management and the impact that processing disorders have across academic areas.

**ECIV 634    RTI: Tiered Intervention Strategies in the CORE Academic Subjects (3 credits)**

In RTI, all educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail." In this course, educators will learn interventions at tier 1, 2, and 3 levels as they relate to math, spelling, language, and writing interventions. They will also study various assessment and progress-monitoring tools using technology. The Response to Intervention (RTI) model takes a proactive approach to student learning by integrating screening and intervention within a 3-tiered prevention system designed to maximize student achievement.

**ECIV 635 RTI: Educators’ and Specialists’ Role and Responsibilities (3 credits)**

This course identifies the roles and responsibilities of all the RTI stakeholders. Under the RTI model, general educators and paraprofessionals become the primary tier 1 level interventionists by identifying and implementing processing, reading, math, spelling, written language, spoken language, and behavior interventions. Special educators, speech therapists, and occupational therapists become the tier 2 and 3 level interventionists. The school psychologist’s role changes from the traditional role of tester to identifier of student intervention needs. In addition, the school psychologist determines the formal referral to special education if RTI fails.

**ECIV 636 RTI: Collaborating Successfully in an Inclusive RTI Environment (3 credits)**

Parents, guardians, and educators must all participate in a successful RTI implementation to change the outcome of students at risk of failure including students from linguistically or culturally diverse backgrounds. Participants of this course will first learn parents' roles as they hear presenter Dr. Connie Russo address parents' concerns and answer questions about special education eligibility and its irrelevance under a successful RTI model. Educators will also discover that they must participate in a successful implementation in various collaborations and partnerships as they observe, refer, and monitor student progress through RTI's three-tiered interventions

**ECIV 637 RTI: Using Differentiated Instruction to Implement RTI (3 credits)**

How are Response to Intervention (RTI) and Differentiated Instruction (DI) related to one another? In order to successfully address the varying needs of students under the RTI model, educators must clearly differentiate their instructional strategies in the classroom. This concept translates into assuring that students’ questions are asked and answered, that the ways students learn are engaged, that their attention is caught and held, and that their skills are used and extended. Educators will learn to build and rebuild a repertoire of strategies and consistently adapt, modify, scaffold, and tier content as needed. Educators are guided through the process of creating a truly differentiated classroom, ripe with energy and equity, and organized around students learning.

**ECIV 638 RTI: Motivating Underachievers Using the RTI and DI Approach (3 credits)**

Stepping in to assist underachievers before a pattern of failure becomes engrained can lead to success in school and the world beyond school. In this course, educators look at the strategies from Response to Intervention (RTI) and Differentiated Instruction (DI) that can help these particular students—including gifted students as well as those who may eventually be identified for special education. Educators will learn to identify prototypes of underachievers, as well as some of the specific issues they struggle with, including fear of failure and lack of motivation. They will then learn to select strategies from the three-tiered RTI system and from a repertoire of differentiated instructions to target students’ particular needs.

**ECIV 639 Teaching Diverse Students and Understanding Developmental Needs (3 credits)**

Course Overview:

Students will research “Best Learning Practices.” Students will become familiar with which tools are most effective for teaching (based on the goal for the teaching process). The four elements that have profound effects on student learning will be reviewed and how to use those elements in teaching will be demonstrated.

**ECIV 640 Brain-Based Learning (3 credits)**

Course Overview:

This course examines how learning occurs and the implications for helping all students to be successful. Participants will look at the factors that identify being smart and the factors that label us as slow learners or overachievers. Participants will look at the factors that help students take in information at a more efficient rate and the factors that help students to retrieve information from long-term memory.

**ECIV 641 Developing Curriculum for a Brain-Based Learning Environment (3 credits)**

Course Overview

This course is designed to help educators plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum, and constructing, implementing and evaluating a long-term instruction plan in specific content areas. The importance of modifying instruction in the curriculum for today’s various student populations will be examined.

**ECIV 642 Understanding Multiple Intelligences in the Classroom (3 credits)**

Course Overview:

Understanding Multiple Intelligences is the corner stone of the No Child Left Behind initiative by the government. The teaching philosophy is based on the premise that teachers should maximize student growth by meeting each student where he/she is and helping the student to progress. Students will be focusing on using several different learning experiences in response to students’ varied needs. Students will be shown that Brain-Based Learning is a way of thinking about teaching and learning.

**ECIV 643 Instructional Strategies that Make the Most Difference in Student Learning (3 credits)**

Course Overview:

The research on what constitutes “Best Teaching Practices” will be researched. Student will become familiar with which tools are most effective for teaching (based on the goal for the teaching process). The four elements that have profound effects on student learning will be reviewed and how to use those elements in teaching will be demonstrated.

**ECIV 644 Teaching Strategies that Prepare Students for Testing (3 credits)**

Course Overview:

This course examines a model for mapping practices that will meet the standards and better prepare students for high stakes tests. This is not a model for cramming for the test or even for teaching to the test. The instructional strategies in this course are research-based practices. This model has been utilized for helping schools attain AYP (Annual Yearly Progress).

### **ECIV 645 What Every Teacher Should Know About Today's Diverse Learning Styles**

#### Course Overview:

This course begins with a brief description of education in the last 50 years in terms of diversity; then to the explanation of diversity in learning modalities, socioeconomic status, and ethnicity that can be found in the classroom. Students will discuss several signs of bias and suggest ways the teacher can eliminate such bias. In addition, this course will focus on stereotyping, exclusion, unreality, selectivity linguistic bias, and isolation.

### **ECIV 646 Teaching to Students of Different Learning Abilities (3 credits)**

#### Course Overview:

In this course, students will read, reflect, and respond to information that is relevant to teaching in a mixed ability classroom. Students will design, prepare, analyze and reflect upon their instruction and upon their pupil's responses to instruction. Participants will focus on understanding approaches for different learning styles. Additionally they will: discuss the principles of brain-based learning and instruction, application to the individual student, learn effective strategies for managing flexible groups, and acquire ideas for providing student with a variety of options.

### **ECIV 647 Classroom Management in a Brain-Based Classroom (3 credits)**

#### Course Overview:

Participants will gain teaching skills needed to create a positive classroom community. This course presents fundamental principles of classroom management and discipline along with ways to involve their students in the creation of their individual learning environment. This course will demonstrate and allow the participants to learn from some of the foremost educational experts in the industry. The participants will share examples and show how to effect change through classroom management using brain-based strategies.

### **ECIV 648 Brain-Based Learning and Classroom Applications (3 credits)**

#### Course Overview:

This course focuses on brain-based learning which is the interweaving of decisions about students' learning styles, the teaching methodology, and the process and the product developed by the students through which they demonstrate understanding of concepts and content. The content exposes participants to ideas and approaches behind brain-based learning so that they are able to have a clearer understanding of how this approach impacts educational policies and practices.



**ECIV 649 Managing the Needs of Today's Classroom (3 credits)**

Course Overview:

This course is designed to provide a broad overview of the field of gifted education, special education, and the English language learner. A brief history of the field, different conceptions of giftedness, various identification methods, characteristics and needs of a wide range of multiple learners will be included. Participants will be shown programming option, and curriculum and instruction methods for dealing with all types of students learning abilities.

**ECIV 650 Motivation in the Classroom (3 credits)**

Course Overview:

This course will look at the root causes of temporary lack of motivation, the more serious de-motivation, and the steps teachers can take to change these conditions in the classroom. It will also provide information on intrinsic and extrinsic motivation, the effects of rewards on learning, and how to build positive self-esteem. Participants will review current thinking on motivation and learning and will walk through a structure for changing de-motivation to high intrinsic motivation. Ways to prevent and change off-task behavior through motivational strategies will also be included.

**ECIV 651 Educational Technology Fundamentals, Pt. 1**

Course Overview:

Today's teachers need to be grounded in the tools, standards, methods and perspectives that will enable them to use technology effectively, creatively and wisely with their students. Above all, they need to be able to engage today's digital students in the use of technology in ways that are academically sound, and that bridge the worlds of school, work and home. This course addresses these goals by introducing students to the world of teaching and learning in the digital age in broad terms. It also provides examples of activities that teachers can use in their classrooms. This course serves as the first of two foundational courses that provide a starting point for the Master's concentration.

**ECIV 652 Educational Technology Fundamentals, Pt. II**

Course Overview:

This course builds on ECIV 651, expanding the types of digital tools and applications used in the K-12 classroom to include social media, Web 2.0 resources and multi-media tools. Students learn how to create narrative to address academic goals using new media. In addition, students begin a more in-depth exploration of the world of social media, identifying and exploring tools they can use in their professional practice. Standards and evaluation are addressed throughout the course.

### **ECIV 653    Web 2.0 and Social Networking in Education**

#### Course Overview:

Web 2.0 represents an unending avalanche of free digital tools available through the web. While this course acknowledges that this is certainly part of the Web 2.0 revolution, it digs deeper, looking at how specific kinds of Web 2.0 tools can be used to build bridges between digital age learners and academic goals, as well as to improve the kinds of communication and lifelong learning opportunities that are so much a part of the digital world. This course develops strands begun in ECIV 652 with regard to using online communities and Web 2.0 tools to support teaching and learning.

### **ECIV 654    Digital Storytelling and New Media Narrative in Education**

#### Course Overview:

In this course students will develop one of the strands begun in ECIV 651 and 652: media production in the classroom. The goal in this course is to help students become knowledgeable in the use of new media, digital storytelling and new media development so they can help their learners create media as part of classroom activities. In addition, this course will help students apply considerations of standards, media evaluation, and media literacy to the media activities that they undertake in their classrooms.

### **ECIV 655    Motivation in the Classroom**

#### Course Overview:

This course develops one of the strands introduced in ECIV 651: digital citizenship. This is a broad area of inquiry that focuses on helping you and your students develop a balanced approach to understanding technology's opportunities and limitations. The goal of this course is to make students conversant in the terms, perspectives and resources associated with digital citizenship in their professional practice, and to consider ways to integrate digital citizenship into their professional practice. Topics addressed include understanding technological bias, technological impacts on individuals, society and the environment, integrating media literacy into the curriculum, and addressing online behavior and safety, as well as "hot button" issues, such as sexting and cyberbullying.

### **ECIV 656    Leadership Issues in Educational Technology**

#### Course Overview:

In this course students will consider a number of special issues related to educational technology in a K-12 environment. Topics include but are not limited to educational technology leadership, the use of assistive technology, classroom management in an age of digital technology, and the use of gaming and immersive environments in education. The goals are for students to develop an understanding of the basic opportunities and concerns associated with each issue, as well as where to find related resources related. Most importantly, students will be able to understand these issues in terms of the leadership required to address them.

**ECIV 657 Introduction to School Counseling (3 credits)**

Course Overview:

This course offers an introduction and summary of basic counseling skills and interpersonal relations theories. The course will familiarize students to various theories, roles, functions, and current issues of school counseling. The course will focus on initial skills needed by today's school counselors to work with varied populations in educational and professional settings.

**ECIV 658 Legal Issues in School Counseling (3 credits)**

Course Overview:

This course familiarizes legal and ethical practices and principles for the school counselor. Significance will be placed on the legal and ethical issues school counselors will meet with their varied populations such as Individuals with Disabilities Education Act (IDEA), Individual Education Programs (IEPs), 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, family and student rights, counseling Code of Ethics, and Federal and State laws.

**ECIV 659 Individual Counseling in a School Setting (3 credits)**

Course Overview:

This course focuses on basic helping-relationship practices based on individual's personal, academic, and/or social intervention and guidance. Techniques, skills, and previous learned theories are investigated and applied to situations commonly faced by counselors in a school setting. A ten hour practicum is required with this course.

**ECIV 660 Group Counseling in a School Setting (3 credits)**

Course Overview:

In this course, students will study the dynamics and primary methods to group counseling with importance on starting a counseling group, leading groups effectively, and evaluating outcomes. Understanding of group procedures, leadership, and membership is stressed. Support and self-help groups are included along with the ethical issues distinctive to group settings. A ten hour practicum is required for this course.

**ECIV 661 Multicultural Counseling in a School Setting (3 credits)**

Course Overview:

This course is intended to familiarize students to multicultural issues involved in counseling. The course will highlight both the cultural components and the social environment of social groups present in schools. Subjects of prejudice and discrimination, as well as cultural differences among these groups, will be discussed. The development of becoming an effective multicultural counselor in terms of becoming more aware of the ideals and customs of persons from other racial/ethnic groups will be stressed. Self-awareness of ones sensitivities, presumptions, expectations, and behaviors towards various social groups, including one's own groups, will be incorporated. A ten hour practicum is required for this course.

**ECIV 662      Testing and Assessment (2 credits)**

Course Overview:

This course is designed to familiarize students with various state and national assessments and analyzing scores for educational use. Students will be familiarized with different testing programs which show student growth. Students will evaluate the quality of tests and measures for reliability, measurement error, validity, normative groups and test scores, as well as standards-based assessments. Students will examine the psychology of test success and failure as well as the role that gender plays in test taking.

**ECIV 663      Career Counseling in a School Setting (2 credits)**

Course Overview:

This course provides an outline of the main career development theories. Vocational guidance and occupational/educational information sources and systems are studied. Career development program planning, resources, computerized information systems, and evaluation will be included. Significance will be placed on how career counseling and vocational guidance are practiced by the school counselor. A five hour practicum is required for this course.

**ECIV 664      Child and Family Counseling (2 credits)**

Course Overview:

This course examines methods for including parents, families and communities in schools. It stresses a systems perception that incorporates consultation and partnership in addressing academic, career and personal/social achievement for students. Family dynamics and influence on school success will also be addressed. A five hour practicum is required for this course.

**ECIV 665      Organizations and Administration of School Counseling Programs (3 credits)**

Course Overview:

This course is expected to educate students of how guidance and counseling services are efficiently structured in schools. In organizing guidance program, students are trained of the philosophy, the goals and objectives of which these services are meant to fulfill in the school. The course will examine the needs, nature and the objectives of the services offered in schools.

**ECIV 666      Internship in School Counseling (3 credits)**

Course Overview:

Students are provided with a closely supervised experience in applying the principles and concepts acquired through course work. The internship takes place in an educational organization under the supervision of a practicing school/district counselor and a Touro faculty member. Theories and concepts will be applied to practical situations that are presented in a school counseling environment. Requirement: 600 field experience hours.

***Special Education-Generalist***

**SPDV 603 Introduction to Special Education (3 credits)**

The historical background to current approaches to teaching children with disabilities; special education and Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management, and technologies; educational challenges and instructional approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners.

**SPDV 625 The Study of Learning Disabilities (3 credits)**

This course focuses on: the theories of learning disabilities; and, intervention with and assessment of children and adolescents with learning disabilities. 10 field experience hours.

**SPDV 626 Principles of Cognitive Education (3 credits)**

This course focuses on: the theory and research that provide the bases for cognitive education; the structure of human cognition; information processing and mediated learning approaches in cognitive education; and, cognitive and meta cognitive mediation.

**SPDV 628 Human Development and Learning in the Cultural Context (3 credits)**

This course focuses on: the nature of motor, cognitive, emotional, social, and moral development with implications for classroom teaching; integration of theory and research findings from the fields of developmental and educational psychology; and exploration of multicultural contexts for growth, development, and learning. 10 field experience hours.

**SPDV 629 Basic Reading Instruction for Students in Special Education (3 credits)**

Current approaches to teaching reading in developmental context; creation of language-rich environments; the nature of oral and written communication; assessment of language and reading skills; factors influencing literacy development at home and school; approaches to organizing a functional reading program; approaches to working with English learners and students with special needs. 10 field experience hours.

**SPDV 630 Teaching Mathematics, Science, and Technology in Special Education (3 credits)**

Mathematics, science, and technology instruction and remediation; curriculum development in developmental context; methods of teaching and remediation in mathematics, science, and technology; application of mathematical concepts and skills in the study of science; application of mathematical and scientific concepts and skills in real life settings; critical approach to the benefits and hazards of technology. 10 field experience hours.

**SPDV 631 Parent Involvement with Students with Disabilities (3 credits)**

Parents and families as the context for growth, development and learning; similarities and differences in family structures and parenting styles in various cultural groups; parents and family members as teachers and collaborators with educators; ways in which education and

intervention programs build and expand upon the foundation provided by parents; parental and family responses to and coping with a child with special needs; how educators form constructive educational partnerships with parents; awareness of community resources for parents and their children.

**SPDV 633 Curriculum Development for Students with Special Needs (3 credits)**

This course emphasizes teaching strategies, methods, curricula, and classroom management for teaching students with special needs. Students will study procedures for specialization, modification and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction. Knowledge of theory as well as practicum experience will be required. Curriculum development and management strategies for MR, LD, ED, and Autism will be addressed in this course. 10 field experience hours.

**SPDV 634 Principles of Classroom Management for Students with Special Needs (3 credits)**

General guiding concepts and skills in the teaching of reading, math, language arts, social studies, and science, with modifications of instructional methods and materials for middle school students with disabilities; creating a physical and social school environment that fosters literacy development, maximized learning productivity, and prevents unnecessary behavior problems; emphasis on developmental and cultural contexts in approaches to understanding and intervening with children with emotional and behavioral problems in the middle school years; attention to the importance of self-awareness and critical self-reflection in teachers of middle school students with special needs. Curriculum development and management strategies for MR, LD, ED, and Autism will be addressed in this course. 10 field experience hours.

**SPDV 645 Severe Developmental Disabilities and Responsive Programming Transition for Student with Disability (3 credits)**

Characteristics of children and adults whose degree of developmental disability requires labor-intensive and/or specialized intervention in clinical and educational settings; severe-to-profound motor, sensory, or multiple handicapping conditions; use of educational and developmental models to facilitate functioning and optimize development.

**SPDV 667 Assessment, Diagnosis, and Remediation of Reading Disabilities (3 credits)**

The developmental and cultural contexts for understanding symptoms and causes of reading disabilities; diagnostic instruments and approaches to assessment of reading disabilities; programs, materials, and methods for nurturing literacy and for instruction of students with reading disabilities; one-on-one field work with a child with reading disabilities and presentation of case studies by students. 10 field experience hours.

**SPDV 682 Research Project: Teacher Work Sample\* (1 credit)**

Independent research study on an appropriate topic consistent with MEd Course of study which supports the academic/professional objectives; each student will meet individually with his/her advisor to receive approval of the topics and to discuss ongoing research prior to project presentation.

**SPDV 694 Student Teaching-Special Education\*** (8 credits)

Additional intensive, second full-semester practicum experience organized in settings relevant to a student's chosen area of concentration, and as approved by the program; every student will be expected to practice cognitive education in one of these settings under faculty supervision with individuals and small groups of children; the advisor and a second reviewer as assigned by the Dean will evaluate student research reports.

***Literacy and Language***

**EDLL 602 Foundation of Literacy and Applied Linguistics for Teachers of Literacy** (3 credits)

In this course students will study the historical perspectives and fundamental aspects of literacy and the current research in literacy development including areas such as perception, cognition and linguistics, developmental and cultural aspects. The course will also focus on an examination of the structure of language, language acquisition, and language variations applied to the teaching of literacy with respect to reading principles, methods and materials. Students will take an in-depth analysis of the stages of the first and second language acquisition and the interdependence between literacy background and language acquisition. Research which focuses on the relationship between language and literacy will be examined. Basic understanding of the process of learning to read and write will be emphasized.

**EDLL 609 Literacy Instruction-Elementary and Secondary Methods K-12** (3 credits)

This course is designed to examine and analyze effective literacy instruction for kindergarten through grade twelve. Focus on the skills and knowledge necessary to support the developmental reading and literacy skills of those grade levels. Additional focus on the exploration of appropriate techniques for literacy instruction to English language learners as well as students with special needs; the practical application of methods in the classroom such as observation records, planning lessons, evaluation and continued assessment; approaches for creative teaching of language arts; and stages of language and literacy development for children. A further focus on methods of teaching reading across the curriculum, literature for individual, group and whole-class reading, and report writing.

**EDLL 619 Curriculum Evaluation-K-12 Literacy Programs (3 credits)**

Guided by current research, best practices and assessment and evaluation data, students will learn to evaluate school-wide literacy programs. Sample curricula will be analyzed and examined. Students will evaluate appropriateness of curricula with respect to school population, learning outcomes, congruence with state standards in reading, language arts and No Child Left Behind. A field-based project is required. A variety of options will be available including applied projects and research in areas of development, implementation, delivery and assessment of literacy programs. Students will be assigned an advisor who will approve their topic and supervise their progress.

**EDLL 665 Basic Reading Instruction-Grades 1-6 (3 credits)**

This course focuses on current approaches to teaching reading in developmental context; creation of language-rich environments; the nature of oral and written communication; assessment of language and reading skills; motivational factors in literacy development at home and in school; approaches to organizing a functional reading program; approaches to work with English language learners and students with special needs.

**SPDV 667 Assessment, Diagnosis, and Remediation of Reading Disabilities Grades 1-6 (3 credits)**

Guided by current research, best practices, and assessment and evaluation data, students will learn to evaluate school wide-literacy programs. Sample curricula will be analyzed and examined. Students will evaluate appropriateness of curricula with respect to school population, learning outcomes, congruence with state standards in language arts, and general quality of materials. A field-based project is required. A variety of options will be available including applied projects and research in areas of development, implementation, delivery and assessment of literacy programs. Students will be assigned an advisor who will approve their topic and supervise their progress.

**EDLL 691 Survey of Research in Reading and Literacy-Teacher Work Sample (4 credits)**

An examination and analysis of current scientific studies relating to realities, this course focuses on current approaches to teaching reading, writing, listening and speaking. Conclusions and data attained will be explored in relation to implications for instruction, limitations, and curriculum development and areas of investigation meriting further study.

**EDLL 692 Practicum I/Field Experience-Diagnosing and Treating Reading Disabilities K12 (3 credits)**

Students will perform 90 clock hours of college-supervised practicum at the designated grade level. Students will acquire proficiency in the use of various test materials in the diagnosis of reading difficulties and practice with remedial procedures under the guidance and supervision of appropriately certified cooperating teachers who assess the student needs and evaluate student progress. A faculty member who has expertise in the area also observes and evaluates the students on at least four occasions. In addition, scheduled group meetings are held for all students participating in the practicum. Students are required to complete a culminating



project in which they analyze and discuss the ways in which various aspects of the program have impacted upon their understanding and ability to diagnose and treat reading difficulties.

**EDLL 693      Practicum II/Field Experience-Diagnosing and Treating Reading Disabilities for English Language Learners K-12 (3 credits)**

Students will perform 90 clock hours of college-supervised practicum at the designated grade level with English language learners. Students acquire proficiency in the use of various test materials in the diagnosis of reading difficulties and practice with remedial procedures under the guidance and supervision of appropriately certified cooperating teachers who assess the student needs and evaluate student progress. A faculty member who has expertise in the area also observes and evaluates the student on at least four occasions. In addition, scheduled group meetings are held for all students participating in the practicum. Students are required to complete a culminating project in which they analyze and discuss the ways in which various aspects of the program have impacted upon their understanding and ability to diagnose and treat reading difficulties.

**ESLV 635      Curriculum Development and Class Management: Theory and Practice of Second Language Learning (3 credits)**

This course will provide participants with the opportunity to review linguistically appropriate integrated curricula. Comparison of second language learning approaches to language acquisition, full fluency and full literacy. The role of the teacher in guiding second language learners in the development of language and social skills necessary for success in school and the society at large will be explored.

**ESLV 639      Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language Learners (3 credits)**

This course addresses the emphasis on society, culture, and diversity with a focus on the practice of second language acquisition. Methodology, instructional strategies, current assessments, evaluations, management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in program design for general and special education students whose native language is not English.

**ESLV 671      Theory and Practice of Bilingual and Multicultural Education (3 credits)**

This course will provide participants with the opportunity to explore mechanisms of cultural transmission, the effects of culture on development and social perspective, issues of leaving one's homeland, minority status, and bilingualism, getting to know and understand specific populations and an examination of exemplary bilingual and second language programs.

**ESLV 673      Methods and Materials for Teaching English as a Second Language (3 credits)**

This course will provide for participants to explore the various strategies, techniques, and approaches which are effective when teaching limited English proficient students. Research, methodology, and theories of language acquisition will be reviewed. Participants will develop a comprehensive instructional plan (content curricula) which can be implemented in the bilingual/ESL classroom. Historical review, different approaches, and/or related technologies as

instructional strategies to enhance the learning of English as a second language in multicultural groups will be addressed.

### ***Secondary Education***

#### **EDTE 625 Foundations of Education (2 credits)**

This course traces the history of American education and the associated themes in educational philosophy, including the basic knowledge and skills necessary to become a successful teacher. Teacher education students will review and analyze traditional and contemporary movements in American education. Students will formulate their own beginning philosophy of education based upon their analysis of the values, practices, and strategies reviewed in this course and will begin work on a standards-based professional portfolio. Other topics include legal and ethical issues in education and the teacher as a professional.

#### **EDTE 626 Educational Psychology (2 credits)**

This course addresses the impact of developmental psychology and learning theory in education. It also examines current theories of educational psychological research and relates that information to teaching. This course emphasizes motivation, behaviorism, cognitive views of learning, personal, social and emotional development, thinking skills, brain-compatible learning, individual variation in learning, productive learning environments, classroom management, and testing and assessment.

#### **EDTE 627 A Interdisciplinary Issues in Education: Readings and Seminars in Special Learners (1 credit)**

This seminar is designed to teach teacher education students about three types of exceptional learners: those with disabilities, those who are gifted and talented, and those at risk of school failure. The majority of class time is devoted to students with disabilities. One of the major goals of the course is to leave teacher education students with a positive anticipatory set about mainstreaming, their ability to be a team member, and their skills in teaching exceptional children in regular education. Emphasis is placed on practical materials and methods that can be used to adapt instruction for special education students. Content is also devoted to the role of regular education teachers in referral, assessment, IEP development, instruction and evaluation of students with disabilities.

#### **EDTE 627 B Interdisciplinary Issues in Education: Reading and Seminars in Multiculturalism (1 credit)**

This seminar series examines the broad range of cultural diversity in our society with special emphasis focusing on implications in education including ethnicity, socioeconomic level, and gender. Emphasis will be placed on concepts, resources and strategies needed in a multicultural, pluralistic environment. Focus on respecting diversity and meeting the educational needs of all learners. Examines ethical issues in education and invites teacher education students to develop a personal ethical stance regarding educational practice.

**EDTE 628 Instructional Methods and Strategies: Secondary Education (6 credits)**

In this course the student studies the curriculum and methods of teaching secondary (7-12) school students in the areas of business, drama, English, foreign language, mathematics, science, social studies, or speech. The student will learn to design lessons, both daily and unit, based upon the curriculum and standards of their secondary educational endorsement. The student will be responsible for researching and analyzing new theories in a specific area of endorsement. The course has a large field component where students should be afforded the experience of putting some of these designs into practice.

**EDTE 629 Organization, Management, and Assessment: Secondary Education (3 credits)**

In this course the teacher education student studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. The student will become familiar with both standardized and informal methods of assessment for the secondary classroom. The course also contains a minimum practicum component of ten hours that can be adjusted to the needs of individual students as determined by the faculty.

**EDTE 694 Student Teaching: Secondary (8 credits)**

The student teacher will work in a secondary (7-12) classroom full time for 400 student contact hours (75 consecutive days, 15 weeks) under the supervision of a licensed, master teacher. During this time the student will observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. The student teacher will also attend appropriate in-services or faculty meetings and become a part of the school community.

**EDTE 695 Professionalism Seminar (1 credit)**

This course is the supporting seminar for student teachers. It is taken concurrently with student teaching/practicum. During the course students discuss and reflect upon classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers.

**AUTISM ENDORSEMENT**

Credits required: 33

**ATSV 600 Behavioral Management Analysis and Intervention for Autism (3 credits)**

This course provides students with hands-on strategies and practical theories for teaching classroom management and behavioral strategies for Autism Spectrum Disorder (ASD). An emphasis will be placed on current methodologies and process learning. Different techniques will be explored. An observational practicum component with log documentations will be required.

**ATSV 601    Communication, Speech and Language for Students with Autism (3 credits)**

This course will focus on assessment of speech and language development of Autism Spectrum Disorder (ASD) students. Discussions of sign language, PEC's system as well as varied communication styles will be discussed. Additional areas that will be addressed include working with speech pathologists, symbolic play, and strategies for promoting language acquisition for children with ASD.

**ATSV 602    Assistive Technology and Communication for Autism Spectrum Disorder (ASD) Students (3 credits)**

This course focuses on assessment and intervention strategies for addressing challenging behaviors in the classroom, at home, and in the community. Positive behavioral support, functional behavioral assessment, functional communication training, and other more traditional management strategies will be discussed. The role of augmentative communication strategies for nonverbal/minimally verbal students will be an additional element of the course, as the specific focus on the difference in the needs of the ASD student is examined.

**ATSV 603    Characteristics of Students with Autism (3 credits)**

This course will focus on identifying student's behaviors that address the challenges of Autism Spectrum Disorder (ASD). The history of ASD will be discussed. The course covers diagnosis, social behavior, language, interests and routines, cognition, sensitivity issues, and gross and fine motor abilities. Observation hours and practicum component will be required.

**ATSV 604    Curriculum Development and Strategies for Students with Autism (3 credits)**

This course emphasized teaching strategies, methods, curricula, and classroom management for teaching students with Autism Spectrum Disorder (ASD). Students will study procedures for specialization, modification and/or adaptation of materials and curriculum for these students as well as learn how to develop and teach programs for individualized instruction.

**SPDV 629    Basic Reading Instruction for Students in Special Education (3 credits)**

Current approaches to teaching reading in developmental context; creation of language-rich environments; the nature of oral and written communication; assessment of language and reading skills; factors influencing literacy development at home and school; approaches to organizing a functional reading program; approaches to working with English learners and students with special needs. 10 field experience hours.

**SPDV 630    Teaching Mathematics, Science, and Technology in Special Education  
(3 credits)**

Mathematics, science, and technology instruction and remediation; curriculum development in developmental context; methods of teaching and remediation in mathematics, science, and technology; application of mathematical concepts and skills in the study of science; application of mathematical and scientific concepts and skills in real life settings; critical approach to the benefits and hazards of technology. 10 field experience hours.

**SPDV 625 The Study of Learning Disabilities (3 credits)**

This course focuses on: the theories of learning disabilities; and, intervention with and assessment of children and adolescents with learning disabilities. 10 field experience hours.

**SPDV 645 Severe Developmental Disabilities and Responsive Programming Transition for Student with Disability (3 credits)**

Characteristics of children and adults whose degree of developmental disability requires labor-intensive and/or specialized intervention in clinical and educational settings; severe-to-profound motor, sensory, or multiple handicapping conditions; use of educational and developmental models to facilitate functioning and optimize development.

**SPDV 631 Parent Involvement with Students with Disabilities (3 credits)**

Parents and families as the context for growth, development and learning; similarities and differences in family structures and parenting styles in various cultural groups; parents and family members as teachers and collaborators with educators; ways in which education and intervention programs build and expand upon the foundation provided by parents; parental and family responses to and coping with a child with special needs; how educators form constructive educational partnerships with parents; awareness of community resources for parents and their children.

**SPDV 603 Introduction to Special Education (3 credits)**

The historical background to current approaches to teaching children with disabilities; special education and Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management, and technologies; educational challenges and instructional approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbance, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners.

## ADVANCED STUDIES CERTIFICATE PROGRAM

### Advanced Studies Certificate Program with an Emphasis in Teacher Leadership (online)

Course #	Course	Credits
CTEV 616	Charlotte Danielson – Becoming a Teacher Leader	3
CTEV 617	Urban Studies Support for learning in the urban setting	3
CTEV 618	Collaboration for Learning	3
CTEV 619	Collegial Coaching and Mentorship for Teacher Leaders	3
CTEV 620	Shared Accountability for the Learning Community	3
CTEV 621	Refining Best Practices for School Success	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Technology (online)

Course #	Course	Credits
CTEV 629A	Introduction to Instructional Technology: Using Hardware Doesn't Have to be Hard	3
CTEV 629B	Standards in Instructional Technology: Don't go Changing to Try to Please Me	3
CTEV 629C	Presentation and Learning Applications: How many Medias Equal One Multimedia	3
CTEV 629D	Software Applications for Productivity: Why are Merlin and Rocky in my Office	3
CTEV 629E	Web Resources for K-12 Teachers: Our Sources Reveal Their Sources	3
CTEV 629F	Introduction to Online Education: Teaching in your pajamas, is it Just a Dream	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Beginning Spanish

Course #	Course	Credits
CTEV 635	ELL: Streamlining Multicultural Education	3
CTEV 636	ELL: Hands-on Strategies and Resources	3
CTEV 690A	ELL: Conversational Spanish	3
CTEV 690B	ELL: Conversational Spanish	3
CTEV 690C	ELL: Conversational Spanish	3
CTEV 690D	ELL: Conversational Spanish	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Intermediate Spanish

Course #	Course	Credits
CTEV 658A	Curriculum Development for the Diverse Learner	3
CTEV 658B	Grammar and Language Structure	3
CTEV 658C	Spanish in Their Words and Culture	3
CTEV 658D	Innovative Instructional Strategies for the ELL Student	3
CTEV 658E	Conversing and Communicating with the Community	3
CTEV 658F	Assessment and Transition to the Regular Classroom	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in School Nurse (online)

Course #	Course	Credits
CTEV 660	School Nurse Practice: Foundation and History	3
CTEV 661	School Nurse Practice: The Well Child	3
CTEV 662	School Nurse Practice: Episodic Illness of School Children	3
CTEV 663	School Nurse Practice: Chronic Conditions of School Children	3
CTEV 664	School Nurse Practice: High-Rick Behaviors	3
CTEV 665	School Nurse Practice: Legal Concerns and Health Services	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Coaches 1

Course #	Course	Credits
CTEV 666	Wellness: The Ramifications are Astronomical	3
CTEV 667	Attacking the Myth of the urban School	3
CTEV 668	Healthy Choices: Healthy Bodies + Healthy Minds = Healthy Kids	3
CTEV 669	Caution: Don't Let the Details Do You In	3
CTEV 670	A New Angle on the Old Line: How to Teach the "Old Stuff" Using Technology and Modern Techniques	3
CTEV 671	Building a Better Teacher, Mentor, and Coach	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Humanities I

Course #	Course	Credits
CTEV 672	The Beat Goes On: Using Music to Accelerate Learning	3
CTEV 673	Things are Not Always as They Seem: Thinking Outside the Box Creativity and the Classroom	3
CTEV 674	Everything you Always Wanted to Know About Video Production But were Afraid to Ask: Experimenting with Digital Videography, iMovie, MovieMaker and PowerPoint Production	3
CTEV 675	Looking into the Human Spirit: Global Humanities, an Introduction	3
CTEV 676	A Picture is Worth a Thousand Words: Using the Visual Arts and Technology to Teach Language Arts	3
CTEV 677	To Be or Not Top Be: Integrating the Theater Arts into the Curriculum	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in High Stakes Testing in a Diverse Classroom (online)

Course #	Course	Credits
CTEV 678	Successfully Teaching Children of Diversity	3
CTEV 679	Effective Teaching Using a Standards Based Curriculum	3
CTEV 680	Curriculum Designed for High Stakes Testing	3
CTEV 681	Aligning Diverse Classrooms for Standardized Testing	3
CTEV 682	Closing the Achievement Gap: Assessing, Analyzing Student Reading Skills	3
CTEV 683	Using Data to Develop Curriculum for the Struggling Student	3
	<b>Total Credits</b>	<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Differentiated Instruction (online)

Course #	Course	Credits
CTEV 684	Motivating Underachievers with RTI and DI	3
CTEV 685	Challenging Gifted and All Students with the Cluster Grouping Model	3
CTEV 686	Grading and Reporting for All Students	3
CTEV 687	Becoming a Reflective Teacher	3
CTEV 688	Differentiation and Assessment for Middle School	3
CTEV 689	Differentiation and the Brain	3
	<b>Total Credits</b>	<b>18</b>



**Advanced Studies Certificate Program with an Emphasis in Counseling**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTEV 691	Counseling: Where are We Now? Where are We Going?	3
CTEV 692	Counseling: You Promise Not to Tell	3
CTEV 693	Counseling: Meeting the Needs of All Student – Especially Boys	3
CTEV 694	Counseling: Measurements, Judgements, and Opinions	3
CTEV 695	Counseling: Mom Always Loved You Best	3
CTEV 696	Counseling: The Big Picture Outside Your Door	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Sports Management**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 601 A	Sports Management – The Nuts and Bolts	3
CTAV 601 B	Sports Management – Risk Management	3
CTAV 601 C	Sports Management – Assets Management	3
CTAV 601 D	Sports Management – Management Strategies and Organizational Techniques	3
CTAV 601 F	Sports Management – Assessment, Supervision and Decision Making	3
CTAV 601 E	Sports Management – Student Centered, Community Centered, and Coach Centered Educational Athletics	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Empowerment – Building a Community**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 606	The Speed of Trust	3
CTAV 607	Build a Bond Not a Gap	3
CTAV 608	Information is Power	3
CTAV 609	Education and Social Justice	3
CTAV 610	Ms. Cahill for Congress – Why to Participate in Politics and How to Participate Effectively	3
CTAV 611	It’s Your Community – Isn’t it Time you Owned it?	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Humanities II – A Voice to the Future**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 612	Voice of the Future: The Power of Words – Creative Writing	3
CTAV 613	Voice of the Future: Artistic Dream – Makers	3
CTAV 614	Voice of the Future: Empowering the Bright Learner – Teaching the Gifted and Talented	3
CTAV 615	Voice of the Future: Ethics and Social Mores as Related to the Educational Environment	3
CTAV 616	Voice of the Future: Once Upon a Time Literature – For All Ages	3
CTAV 617	Voice of the Future: Planet Green – Environmental Issues	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Political Structures in Education**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 623A	Clark County School District – School Board – Governance	3
CTAV 623B	Legislative Bills and Their Impact on Education	3
CTAV 623C	Individual Rights vs Civil Rights	3
CTAV 623D	Partnership and Influences of Community Business	3
CTAV 623E	Lobby Groups – CCEA Union and CCSD Negotiations	3
CTAV 623F	Application to the Classroom	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Effective Classrooms (online)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 624	Using Web 2.0 in Teaching and instruction	3
CTAV 625	Understanding the Digital Generation: Teaching and learning in the New Digital Landscape	3
CTAV 626	Anger Management & Effective Discipline to Prevent Violence, Part I	3
CTAV 627	Anger Management & Effective Discipline to Prevent Violence, Part II	3
CTAV 628	Becoming a Culturally Responsive Teacher	3
CTAV 629	Making Student Thinking Visible	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Effective Schools (online)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 630	Data, Data, Data Everywhere	3
CTAV 631	Powerful Coaching	3
CTAV 632	Improving Instruction Through Strategic Conversations with Teachers	3
CTAV 633	Charlotte Danielson’s A Framework for Teaching	3
CTAV 634	Building Academic Language	3
CTAV 635	Aiding Students with Learning Disabilities	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Response To Intervention RTI (Hybrid Online)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 636A	Solutions for Successful Learning	3
CTAV 636B	RTI: Introduction to the 3-Tiered Approach (Online)	3
CTAV 636C	Curriculum Development and Classroom Management for Students with Special Needs	3
CTAV 636D	RTI: Educators and Specialists Roles and Responsibilities (Online)	3
CTAV 636F	RTI: Motivating Underachievers Using the RTI and DI Approach (Online)	3
CTAV 636G	Urban Studies: Introduction to Teaching in the urban Setting	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Wellness**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 639	Wellness: Environmental, Political and Social Factors	3
CTAV 640	Wellness: Healthy Choices	3
CTAV 641	Wellness: Unsafe and/or Dangerous Habits	3
CTAV 642	Wellness: Chronic Conditions, Violence and Safety	3
CTAV 643	Wellness: Healthy Communities	3
CTAV 644	Wellness: Consumer Health	3
	<b>Total Credits</b>	<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Engage – Dropout Prevention (online)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 645	Motivation	3
CTAV 646	Communication	3
CTAV 647	Alternative Assessment	3
CTAV 650	Empowering Your Potential	3
CTAV 651	Sense of Humor – Avoiding Hostility – Anti-Bullying	3
CTAV 652	Education vs Media – Windows of Reality	3
<b>Total Credits</b>		<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Conundrums, Puzzles, Mysteries and Figures**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 653	Science and Mathematics Content and Standards	3
CTAV 654	Management in the Science and Mathematics Classroom	3
CTAV 655	Students as Learners of Mathematics and Science	3
CTAV 656	Problem Solving in Science and Mathematics	3
CTAV 657	Inquiry, Interactive Learning and Assessment in Science and Mathematics	3
CTAV 658	Integration of Science and Mathematics in Curriculum, Instruction and Technology	3
<b>Total Credits</b>		<b>18</b>

**Advanced Studies Certificate Program with an Emphasis in Teaching English as a Second Language (TESL)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 648	Methods and Materials for Teaching English as a Second Language Part 2	3
CTAV 649	Developing the ELL Teacher and the ELL Team	3
ESLV 635	Curriculum Development and Class Management: Theory and Practice of Second Language	3
ESLV 639	Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language	3
ESVL 671	Theory and Practice of Bilingual and Multicultural Education	3
ESLV 673	Methods and Materials for Teaching English as a Second Language	3
<b>Total Credits</b>		<b>18</b>

### Advanced Studies Certificate Program with an Emphasis in Adaptive Physical Education

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
CTAV 659A	Introduction to Adaptive Physical Education	3
CTAV 659B	Methods in Teaching Special (Adaptive) Physical Education	3
CTAV 659C	Assessment in Adaptive Physical Education	3
CTAV 659D	Practicum	3
CTAV 660	Parental Involvement and Family Engagement	3
CTAV 661	Introduction to Special Education	3
	<b>Total Credits</b>	<b>18</b>

## Course Descriptions

### **CTEV 616 - Charlotte Danielson – Becoming a Teacher Leader (3 Credits)**

This course is designed for teachers who demonstrate the characteristics of teacher leaders described in Teacher Leadership that Strengthens Professional Practice (2006), by Charlotte Danielson, and published by ASCD in 2006. These teachers demonstrate leadership skills and dispositions, but may not have the desire to become administrators. They may not even aspire to formal teacher leadership positions, such as department chair or instructional coach. However, they are undeniably, leaders, but may not have yet acquired the knowledge of skills to serve in a leadership role with their colleagues. This course is designed to provide that perspective. Students in this course will become better teachers and will be able to assist other teachers to evaluate, reflect, and improve their teaching.

### **CTEV 617 - Urban Studies: Support for Learning in the Urban School Setting (3 Credits)**

This course will address specific issues and challenges for educators working in culturally diverse urban school settings. The main components of the course include demographics of the urban community, expectations and attitudes of the urban societies, the classroom and school settings of the inner-city neighborhoods, motivational instructional strategies, relationship building in the classroom and the community, and facilitation of academic success. The learning topics will focus on the substantive, supportive role of the teacher leader in the classroom, in the school, and the learning community.

### **CTEV 618 - Collaboration for Learning (3 Credits)**

This course is designed to assist teachers to assume leadership roles in advancing school improvement efforts by adopting innovative teaching practices, encouraging leadership sharing innovative teaching practices, encouraging leadership sharing within schools, and energizing a commitment school-wide to improve student achievement and success. In addition, teachers will study effective tools for building this awareness such as publications, organizations, electronic resources, networking opportunities, and teacher exhibits.

### **CTEV 619 - Collegial Coaching and Mentorship for Teacher Leaders (3 Credits)**

This course is designed to further increase your teacher leadership capacity in the area of interpersonal skills. It focuses primarily on a set of skills that will enhance your ability to contribute meaningfully toward the school improvement efforts within your school. These include: Knowledge of Self, Building Trust, Increasing Communication Skills, Giving Feedback, and Running Effective Meetings.

### **CTEV 620 - Shared Accountability for the Learning Community (3 Credits)**

This course is designed to help teacher leaders contribute in greater measure to building strong school communities by promoting habits of the heart such as hope, courage, high expectations, responsibility, dependability, and friendship within their schools. The focus is primarily on setting goals, developing action plans, and implementing changes that address student needs and interests.

### **CTEV 621 - Refining Best Practices in Education: In Light of 21<sup>st</sup> Century Classrooms (3 Credits)**

In this course educators will consider a number of leadership issues as they relate to educational technology in a K-12 environment. Topics include but are not limited to educational technology leadership, the use of assistive technology, classroom management in an age of digital technology, and the use of gaming and immersive environments in education. The goal is for educators to develop an understanding of the basic opportunities and concerns associated with each issue, and as well as where to find resources related to them. Most importantly, educators will be able to understand these issues in terms of the leadership required to address them.

### **CTEV 629A - Introduction to Instructional Technology: Using Hardware Doesn't Have to be Hard (3 Credits)**

21<sup>st</sup> century teachers have technology tools that often remain elusive for either their use or their student's use due to connectivity issues, compatibility problems, lack of understanding of how they work or even how to connect devices to each other. While many teachers have instructional computing strategists to assist, situational instruction often requires knowledge of a teacher to change a configuration immediately. The lack of this knowledge may lead many teachers to avoid lesson planning using technology in the first place.

This course will focus on the hardware of technology and how it may be used in a classroom so that teachers will have a better understanding of how they can apply the variety of tools to improve their students' achievement, and become more self-reliant in the configuration of their equipment. Participants will gain "hands-on" experience in selecting the right tools, connecting them and configuring the equipment to work together. Participants will also explore the theory of learning, and how computer technology may be used to improve student achievement.

### **CTEV 629B - Standards in Instructional Technology: Don't Go Changing, to Try and Please Me**

(3 Credits)

Standards have become part of the normal scene of the instructional landscape. Standardized tests, standards for highly qualified teachers, curriculum standards and more are part of everyday conversation in schools. But technology standards are not as well known by today's

educators. National and state technology standards for students, teachers and administrators will be explored. An understanding of the technology standards including acceptable use policies, copyright law, and current topical issues regarding the use of instructional technologies by educators will be the goal of this class.

**CTEV 629C - Presentation and Learning Applications: How Many Medias Equal One Multimedia?** (3 Credits)

Multimedia is more than just a slide show with music. With the latest and greatest educational technology, all of it free to educators, teachers can produce movies and podcasts, and share them online with teachers, administrators, students and parents. The lessons learned can be passed along to students who will be able to use the products for creating learning objects, assessments, projects, and other presentations.

**CTEV 629D - Software Applications for Productivity - Why are Merlin and Rocky in My Office?**

(3 Credits)

Many educators use familiar productivity tools such as the Microsoft Office Suite, but often don't know of many of the available features that would make the software more effective (such as the office assistants named in the course title). This course will specifically address how software programs can improve the personal productivity of the educator, providing for a more efficient course preparation period, course delivery period, aid with course management, improve parent communication, and of course, increase student achievement through effective assessment using technology.

**CTEV 629E - Web Resources for K-12 Teachers: Our Sources Reveal Their Resources** (3 Credits)

The Internet and World Wide Web are full of resources for educators, but finding them and knowing how to navigate them are sometimes problematic. What is a safe web site, and what poses dangers to the students? How should web sites be evaluated? This course will introduce educators to a variety of resources they can use in their classrooms and direct students to for content. A variety of applications will be explored, including the new Web 2.0 applications.

**CTEV 629F - Introduction to Online Education** (3 Credits)

Nearly every major university offers online courses. More and more online courses are being offered at the k-12 level. Today's teachers might not only take such a course for professional development, but may find an opportunity to teach online. Teachers who are aware of the course design and delivery differences in an online course are going to be better prepared for the challenge of this inevitable eventuality, both for themselves and for their students.



**CTEV 635 - ELL: Streamlining Multicultural Education (3 Credits)**

This course will focus on methodologies and techniques of teaching in the ELL classroom. At the conclusion of this course, educators will be able to identify, describe and demonstrate curricular and pedagogical strategies that prove to be effective for both the academic as well as social development of students. Language acquisition theories and their implications will be discussed and researched. This course is designed for teaching the content areas of English as a Second Language (TESL).

**CTEV 636 - ELL: Hands-on Strategies and Resources; Conversational Spanish Session II (3 Credits)**

This eighteen-week credit program will provide teachers with the rudimentary Spanish necessary for understanding Spanish-speaking students and parents. The components and expectations of this course will allow the participant to enhance and ameliorate their oral communication, understanding, reading and writing of the Spanish language. Additionally, this class will discuss the limitations of traditional ELL curricula, and how teachers can meet the basic language and socio-cultural needs of ELL students in their classrooms. Students will explore topics on designing ELL curricula that helps students not only learn English, but also acquire the skills and knowledge necessary for success in content-area subjects. The pros and cons for using content-based curriculum will be discussed, as well as an awareness of assessment procedures for special education/ELL students. Designated "Spanish speaking only" periods within the class will be expected in order to maximize speaking and thinking in the target language.

**CTEV 660 - School Nurse Practice: Foundations and History (3 Credits)**

One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course include historical perspectives of school nursing in the United States and Europe as well as theories/models of school nurse practice. The learning activities will focus on the historical development of the role of the school nurse and evaluation of the theories and models that support school nurse practice.

**CTEV 661 - School Nurse Practice: The Well Child (3 Credits)**

One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on well children of all ages. Learning activities include demographics, growth and development, cultural competence, community collaboration, health promotion, and disease prevention.

**CTEV 662 - School Nurse Practice: Episodic Illness of School Children (3 Credits)**

One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on acute care for emergent health problems. Learning topics focus on health emergencies, common complaints, athlete health promotion, skin disorders, and infestations.

**CTEV 663 - School Nurse Practice: Chronic Conditions of School Children (3 Credits)**

One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on a review of selected common chronic health conditions of school age children. Learning activities focus on school setting management of these selected chronic health conditions.

**CTEV 664 - School Nurse Practice: High-Risk Behaviors (3 Credits)**

One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on behavior assessment and management, high-risk behaviors, pregnancy and parenting concerns of adolescents, and risk prevention. Learning activities focus on school nurse practice related to risk prevention and management strategies for various school concerns and settings.

**CTEV 665 - School Nurse Practice: Legal Concerns and Health Services Management (3 Credits)**

One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on legal issues, legislation and federal laws, management and funding of school health offices, staff management and staff health, controversial topics, leadership, and advocacy. Learning activities focus on school nurse practice related to these topics in various school health settings.

**CTEV 684 - Motivating Underachievers with RTI and DI (3 Credits)**

Every classroom teacher looks for ways to motivate, teach, and assess unmotivated students, those who are not working to their potential. In this practical, hands-on course, Dr. Carolyn Coil helps educators design interventions that help unmotivated students improve academic achievement and classroom behavior. She analyzes causes for underachievement, then helps teachers in the classroom identify the various learning styles and modalities that help students overcome their challenges. Early in the course, she explains why assessment is a critical aspect of differentiating instruction and focuses on assessment tools, Progress Monitoring Forms, Achiever Rubrics, and learning checklists that serve as tools to track what is working with individual students and what is not.

Dr. Coil's approach is both strategic and pragmatic. She demonstrates how differentiated instruction [DI] incorporates different levels of learning, adjustments in timing, and setting expectations for students involved in different classroom activities requiring different skills, each according to his or her needs. She shows how Response to Intervention [RTI] provides for

targeted interventions, academic and behavioral screening for all students, and frequent monitoring of particular students.

Finally, Dr. Coil demonstrates how assessment informs instructional plans, providing hands-on strategies for developing standards-related criteria to measure student product and performance. After completing this course, participants will have an excellent blueprint for implementing both differentiated instruction and RTI in their classrooms, helping their students to become lifelong and motivated learners.

### **CTEV 685 - Challenging Gifted and All Students with the Cluster Grouping Model (3 Credits)**

Gifted students and struggling learners have much in common. Both ends of the academic bell curve deserve to have their special learning needs met. Attending to the needs of gifted students through the Schoolwide Cluster Grouping Model (SCGM) techniques in the classroom—at all grade levels—can provide challenging curriculum options for advanced learners, lead to improved classroom behavior and, perhaps surprisingly, raise the performance of all students.

Susan Winebrenner and Dina Brulles introduce course participants to a variety of teaching strategies, classroom management techniques, alternative assignments including extension menus, and differentiated instructional options that help teachers meet the needs of their gifted students in the heterogeneous classroom. Participants also view classroom segments of teachers utilizing essential components of the Schoolwide Cluster Grouping Model. The presenters cover placement of all students, emotional issues, teacher support issues, relevant research, and how to communicate with all stakeholders.

Winebrenner and Dulles take viewers step-by-step through the process of beginning the SCGM using a two to three year plan for initial implementation. They also review aspects of flexible groupings, curriculum differentiation, and monitoring progress so that all students have the opportunity to experience continuous growth.

### **CTEV 686 - Grading and Reporting for All Student (3 Credits)**

While educational objectives and strategies have changed dramatically over the last century, grading practices have not kept up. Many experts in the field and practitioners find that current systems result in grades that are inaccurate, unfair, and often meaningless in what they communicate to their audiences. This course will help educators assess their grading practices and make modifications based on standards-based grading that provide students, their parents, and their teachers with precise information about where the student is succeeding and where he or she is struggling and what the teacher and student need to do differently to facilitate that student's continued achievement. Expert presenters Thomas Guskey and Lee Ann Jung look closely at tradition systems like percentages and letter grades, averaging, and assigning zeros that they argue fail students. They detail an Inclusive Grading Model that will enable educators to assess all their students—including such exceptional students as students with learning

disabilities, English language learners, and gifted students—in a manner that serves those whom they should serve most: the students themselves.

### **CTEV 687 - Becoming a Reflective Teacher (3 Credits)**

In this course, Dr. Robert J. Marzano, CEO of the Marzano Research Lab, posits teaching as a collection of skills that benefit from practice and reflection. He assists participants in developing those skills by reflecting on their personal strengths and weaknesses in relation to nine critical design questions, setting growth goals, engaging in focused practice to meet those goals, and soliciting feedback from students and colleagues. Participants will learn from a workshop setting, classroom footage, interviews, and models of reflection-in-process how to use systematic reflection to improve their practice in order to affect student achievement.

### **CTEV 688 - Differentiation and Assessment for Middle School (3 Credits)**

In this energetic course, Rick Wormeli brings his extensive expertise and boundless energy to the vital discussion of creating 21<sup>st</sup> century classrooms that allow for the success of each individual student. He makes a strong argument for the necessity of creating differentiated instruction and assessment in our middle schools and indeed, throughout the educational process.

Wormeli begins with a critical question to educators; how can we change the culture of our schools? He asserts that the traditional lecture and assessment methods that assume all kids learn the same way are not correct. He presents evidence of the value of knowing the students well and learning how to differentiate instruction to accommodate their needs. He stresses that in the classroom “fair is not necessarily equal.” When we differentiate instruction and assessment— we are taking this into account.

In subsequent credits Mr. Wormeli presents his case for the differentiated classroom and assessment techniques. Using current research by noted experts in the field, such as Rick Stiggins, Steven Covey, Carol Ann Tomlinson and Howard Gardner, he introduces educators to the essential techniques in creating differentiated learning environments and the rationale for implementing them.

Through citing of the essential literature and his own expertise and anecdotal experiences as a teacher, Mr. Wormeli challenges educators to have the courage to change their mindsets in order to make the changes necessary for their students’ success.

### **CTEV 689 - Differentiation and the Brain (3 Credits)**

Research is revealing so much about how the brain learns that educators can no longer ignore the implications of these discoveries for educational practice. Teachers need to find ways to use

this brain research to develop strategies that will allow students to succeed in classrooms with a diverse mix of student readiness, interest, and learning profile. This course, led by expert presenters Carol Ann Tomlinson and David A. Sousa, offers a model for teachers for setting up a differentiated and brain-friendly classroom. Through workshop and classroom footage and interviews with practitioners, participants will explore how teachers' and students' mindsets affect differentiation and learn how to develop learning environments most conducive to differentiation. They will study the major components of a brain-friendly quality curriculum; explore effective practices for assessing student achievement to inform instruction; learn how to respond to student readiness, interests, and learning profiles; and investigate effective management techniques for the differentiated classroom.

### **CTEV 690A - Conversational Spanish (3 Credits)**

This class, in addition to the other classes in this eighteen-credit program, will allow the participant with basic Spanish speaking skills to enhance their skills in oral communication, understanding, reading and writing Spanish. Through a selection of Spanish readings, students will explore innovative instructional strategies that include raising the level of achievement for ELL students in math, science and social studies. Specific methods of instruction will be covered for each of these areas and will include the use of cognates, teaching lists of words, sheltering academic content, using a lesson plan checklist, and modeling presentations.

### **CTEV 690B - Conversational Spanish (3 Credits)**

This class, in addition to the other classes in this eighteen-credit program, will allow the participant with basic Spanish speaking skills to enhance their skills in oral communication, understanding, reading and writing Spanish. Through a selection of Spanish readings, students will explore innovative instructional strategies that include raising the level of achievement for ELL students in math, science and social studies. Specific methods of instruction will be covered for each of these areas and will include the use of cognates, teaching lists of words, sheltering academic content, using a lesson plan checklist, and modeling presentations.

### **CTEV 690C - Conversational Spanish (3 Credits)**

This class, in addition to the other classes in this eighteen-credit program, will allow the participant with basic Spanish speaking skills to enhance their skills in oral communication, understanding, reading and writing Spanish. Through a selection of Spanish readings, students will explore innovative instructional strategies that include raising the level of achievement for ELL students in math, science and social studies. Specific methods of instruction will be covered for each of these areas and will include the use of cognates, teaching lists of words, sheltering academic content, using a lesson plan checklist, and modeling presentations.

### **CTEV 690D - Conversational Spanish (3 Credits)**

This class, in addition to the other classes in this eighteen-credit program, will allow the participant with basic Spanish speaking skills to enhance their skills in oral communication, understanding, reading and writing Spanish. Through a selection of Spanish readings, students will explore innovative instructional strategies that include raising the level of achievement for ELL students in math, science and social studies. Specific methods of instruction will be covered for each of these areas and will include the use of cognates, teaching lists of words, sheltering academic content, using a lesson plan checklist, and modeling presentations.

#### **CTAV 601 A - Sports Management – The Nuts and Bolts (3 Credits)**

This course provides an overview for interscholastic sports management. The course introduces the philosophy of educational athletics then focuses on the roles of the national organizations, state organizations and local organizations. It compares and contrasts high school athletics to its counterpart, club sports. It will examine the certification process available to those who have any role in the supervision of interscholastic athletics. The course will examine potential problems and possible solutions in areas such as budgets, transportation, scheduling, and parent/student/coach conflicts. The course also touches upon sample athletic/activity program philosophies, department organizational charts, activity procedures/checklist, public relations, coaching applications/assessments and emergency plans.

#### **CTAV 601 B - Sports Management – Risk Management (3 Credits)**

This course has in-depth coverage of all aspects of liability for sports injuries and risk management, including the duties imposed on sport managers, coaches, athletic trainers, and other athletic personnel. It will cover documentation requirements for an effective risk management program, and the development of a strategic plan for risk management in the context of an interscholastic athletic program. This course has an in-depth coverage of compliance issues regarding Title IX and gender equity in an interscholastic athletic program, including the methodology for a school to perform a Title IX self-audit. In-depth coverage of the issues and strategies related to the development of an effective policy for the prevention of sexual harassment in an interscholastic athletic program is provided. This course has in-depth coverage of the issues and strategies related to the development of an effective policy for the prevention of hazing in an interscholastic athletic program. Constitutional and statutory law issues affecting athletic programs including the impact of disabilities legislation on school athletics will be presented. Employment law concerns affecting athletic programs, including contract law, equal pay and FLSA issues will be presented.

#### **CTAV 601 C - Sports Management – Assets Management (3 Credits)**

This course provides sports managers with practical, cost-effective and scientific approaches to field management, indoor physical plant assets management, athletic player equipment management and the management of the sports medicine program.

This course will provide skills and knowledge required to maintain safe, resilient and attractive fields. It will help sports managers develop long range, operational and assessment plans and a documentation process for outdoor playing surfaces. This course will consider spectator facilities and special use gymnasiums, natatoriums, laundry rooms and locker rooms and the various systems that support them. Mechanical system checklists for use in regular inspections and maintenance programming will be provided. This course will make use of principles, strategies and best practices for fitting, adjusting, managing, reconditioning and maintaining athletic apparel, footwear, and protective equipment. This course will examine the role of the sports manager and other school personnel in supporting and developing the interscholastic sports medicine program within a school. Topics will include: 1. Philosophy, roles and responsibilities, roles of other members of the team, the high school sports medicine center, helping parents, athletes, and the general public understand the role of the athletic trainer, managing legal issues and risks, and providing contemporary response strategies.

**CTAV 601 D - Sports Management – Management Strategies and Organizational Techniques (3 Credits)**

This course is designed to inform sports managers how to more effectively organize and manage their time, apply time management principles, be more productive and have balance to life. Instruction will focus on 12 key components and strategies, including proven techniques and tips to teach participants how to: Set Goals, and Priorities, Plan for Results, Organize for Success, Process Paperwork, Delegate Effectively, Eliminate Time Wasters, enhance Decision-Making, Make Meetings Productive, Conquer Procrastination, Utilize Technology, Communicate Effectively and Reduce Stress. This course will also address the role in managing the public address program for athletic contests. It will provide announcing guidelines, emergency situations, unsportsmanlike situations, pre-game, during contest and post game announcement. Contest management methods and procedures currently in use throughout the United States will be reviewed. The course will emphasize the need for flexible plans and responses to various contest situations and contingencies. Basic prevention and intervention methods are examined. Finally this course will examine the causes of challenging or difficult personalities in society, with specific reference to athletic programs. Specific protocols will be defined for dealing with individuals who “must be right,” “must win,” “must be logical” and “must be accepted”.

**CTAV 601 E - Sports Management – Student Centered, Community Centered and Coach Centered Educational Athletics (3 Credits)**

This course will provide learning experiences for student athletes beyond the X's and O's. This course will support a value based curriculum that will demonstrate model behaviors and qualities that students should emulate both in and out of the athletic arena. Teachable moments beyond the classroom – center court, center field or center ice – provide the opportunity to promote and maximize the achievement of these educational goals and life skills. This course will provide character based coach to coach mentoring programs that utilize the talents, strengths and qualities of the entire team of coaches to maximize the potential of

the coaching staff. Mentoring is an attitude, a relationship and an investment which provides coaches the opportunity to support and nurture each other professionally, personally and ethically. This course will highlight mentoring models that demonstrate key behaviors to implement when establishing an effective mentoring program. Character based educational athletics can only truly succeed when the entire community – school board, superintendent, principal, parents and boosters – support and embrace the values and views lived daily in the school setting. Without question, teachable moments in athletics prepare students for life when the whole community supports and reinforces whose life lessons. This course will empower the sports manager to motivate the entire community to walk the talk by creating strategies to use in your school community.

### **CTAV 601 F - Sports Management – Assessment, Supervision and Decision Making (3 Credits)**

This course examines a philosophic rational and a variety of methods that may be used to assess athletic programs and personnel. The goals of this class are to improve the performance of athletic coaches and other athletic department personnel, the improvement of program operations and improvement of satisfaction among players, parents and employees. A central theme is to encourage assessments of needs, interests and opinions that can enhance goal setting and planning priorities. The course will examine the relevant strategies and principles that can be utilized to enhance the skills of sport managers in the areas of leadership, management and decision making. Learning begins with an interdiction to the differences between leadership, management and supervision and continues with an in-depth investigation of each. Through the analysis of specific leadership and management characteristics and techniques, students will be able to apply specific skills to improve their leadership effectiveness. Concepts and techniques of decision making strategies are discussed and demonstrated through various in-class exercises.

### **CTAV 605A - Best Practices for Teaching African American Boys (3 credits)**

According to the most recent statistics, the dropout rate for African American males in US schools is over 50%. Dr. Jawanza Kunjufu links this trend with the disproportionate placement of these students in special education classes, a dearth of African American male teachers, and a failure to teach to African American boys' learning styles. In *Best Practices for Teaching African American Boys*, Dr. Kunjufu prepares educators to implement solutions to these problems in their classrooms and schools. He offers strategies for preventing the referral of students to special education that include constructing Afro-centric classrooms, integrating black male role models, supporting students' transitions through school and boyhood, accommodating these students' needs for curriculum that appeals to their interests and other characteristics, and designing instruction that exploits the best of their energy and intelligence. The course is punctuated by workshop discussions and classroom footage that illustrate the complexity of and solutions to the issues at hand, so that African American boys have the same opportunities for success as all of their peers.

### **CTAV 605B - Courageous Conversations About Race (3 credits)**



In this course, you will gain the knowledge and skills to understand and examine the impact of race on student achievement and the role that racism plays in institutionalized racial disparities. You will learn a practical and accessible protocol that supports participants in challenging their personal beliefs around race. By the end of this course you will have the knowledge, skills, and practical strategies to participate in courageous conversations about race on a daily basis in both personal and professional contexts.

**CTAV 605C - No Nonsense Nurturer Classroom (3 credits)**

In classrooms in traditionally underserved communities, building strong relationships with students is fundamental to establishing a classroom culture where students are motivated to stay on task and achieve to a high level.

**CTAV 605D - Teaching Boys from Poverty (3 credits)**

School dropouts cost our society hundreds of billions of dollars each year and lead to millions of young people not achieving their potential. Boys from poverty, especially from generational poverty, constitute a significant percentage of this population, often ending up in jail and/or perpetuating their poverty in future generations. From this course, participants learn how to address the physical, cognitive, emotional, and social needs of boys in poverty in their classrooms and schools to help buck these devastating trends. Presenters Jim Littlejohn and Ruby K. Payne, along with a team of workshop participants, scrutinize the effects of poverty on boys' development in each category, promoting strategies to motivate and engage these boys in their educations and keep them in school. Participants will become informed educators who can reverse these students' odds, one relationship and one instructional strategy at a time.

**CTAV 605E - Understanding Culture and Race (3 credits)**

Interactions in classrooms and schools that recognize and respond to the cultures that shape the student and teacher are crucial to student learning and teaching success. In *Understanding Culture and Race*, participants study the building blocks of culture and why cultural differences can obstruct effective interactions between students and teachers. They learn how acknowledging cultural behavior and expectations should inform curriculum development, instructional and assessment strategies, and classroom management.

**CTAV 605F - Relationally Responsive Classroom Management (3 credits)**

This course provides teaching professionals with the strategies and tools needed to systematically evaluate and analyze student data, and subsequently implement and monitor action plans in order to improve student performance. You will learn a structured process for the ongoing investigation of data that focuses on collaborative inquiry. You will explore the phases of data analysis using multiple sources of data including aggregate, disaggregate, item data, and student work. Upon reviewing this data you will learn to identify student learning

problems, generate and implement solutions, and monitor results. Additionally, you will read and engage with a case study conducted at a middle school that outlines the Using Data approach to continuously, collaboratively, and effectively improve teaching and learning.

**CTAV 608A - Authentic Innovation in the 21<sup>st</sup> Century Classroom (3 credits)**

Today's global high-tech world requires instruction and assessment that incorporate the latest social, learning, and neuroscience research on critical thinking, multi-tasking, multimodal learning, collaboration, and engagement. From classroom footage and lectures educators will learn how to use technologically advanced tools that extend students' thinking by serving as a means to explore ideas, research questions, test hypotheses, compose thoughts, and come to conclusions. Educators will learn to teach their students to use these tools as vehicles for exploring rigorous academic concepts in authentic environments—i.e., the world around them. They will help their students become genuine innovators who will thrive in the 21<sup>st</sup> century culture of collaboration.

**CTAV 608B - The Flipped Classroom (3 credits)**

In this course, you will explore the pedagogical approach of flipped learning. You will gain an understanding of the theories that influenced its development as well as tools for designing and implementing both a flipped lesson and unit plan. Additionally, you will learn how to obtain buy-in from stakeholders, thus ensuring your implementation is successful. In the end, you will discover ways to combine flipped learning with other strategies to take your flipped classroom to another level.

**CTAV 608C - Teaching, Learning, Leading in the Digital Age (3 credits)**

There has been a large shift in the way student minds work, and the manner in which they engage and learn is different than it was in the past. As Meg Ormiston tells us, they are constantly wired and always connected, and they are facile with technology. Yet it has been said you can walk into a classroom today and it looks the same way it did 100 years ago. Today's learners cannot sit through the drawn out lessons of the past, being lectured and given worksheets to complete. Luckily technology, the cause of the new mind's evolution, can work in our favor as we facilitate learning for our students. They need images and video, new digital collaboration tools and pedagogical methods. They can engage and learn deeply when they are taught in ways that sync with their lifestyle. Although the gap between how students live outside the classroom and how they are being taught is wide, if educators teach themselves about Web 2.0 Tools, NETS guidelines, the language of the wired student, and what works for today's learners we can facilitate instruction that draws them in emotionally, motivates them, and fosters creativity. We are no longer training students to work in a factory in the industrial age, because this is the information age. If we are truly preparing them for the future, it is essential that we model collaboration and creativity. How can we be sure to engage these learners in our classrooms?

**CTAV 608D - Using Digital Media to Enhance Learning (3 credits)**

Digital media can provide highly engaging access to knowledge—particularly when students are the makers of that media. Research suggests that incorporating multimedia into instruction extends students' critical and creative thinking skills and increases their motivation and self-esteem. Concurrently, they develop skills essential to the 21<sup>st</sup> century, including technological expertise and productive collaboration. Participants will learn why and how to use a range of tools and strategies to empower their students to express themselves through digital media and to develop their learning of curriculum through such projects as creating slideshows, screen casts, audio, and video projects. Presenter Rushton Hurley's screen casts walk participants step-by-step through the essential stages of such projects; student projects provide models of good practice; and interviews with teachers who have

incorporated these projects into their curriculum highlight the benefits for students and provide inspiration for participants ready to embark on their own.

**CTAV 608E - Taking Action With Data (3 credits)**

Data can empower all stakeholders, including students, teachers, and families to improve student learning outcomes and provide access to personalized learning experiences for students within whole group and small group instruction. While data can be used purposefully to bridge the divide between standardized instruction and the personalized learning that students deserve, teachers need further development in linking data to standards to personalize learning. In this course, educators will use the Taking Action with Data Framework (TAWD) as their guide.

By the end of the course, you will have the knowledge and skills to use data effectively. To build your understanding, you will complete a data inventory and a data action plan to support all students reaching mastery of the standards and using on-going evidence to personalize learning.

**CTAV 608F - Using Data for Meaningful Classroom Change (3 credits)**

This course provides teaching professionals with the strategies and tools needed to systematically evaluate and analyze student data, and subsequently implement and monitor action plans in order to improve student performance. You will learn a structured process for the ongoing investigation of data that focuses on collaborative inquiry. You will explore the phases of data analysis using multiple sources of data including aggregate, disaggregate, item data, and student work. Upon reviewing this data you will learn to identify student learning problems, generate and implement solutions, and monitor results. Additionally, you will read and engage with a case study conducted at a middle school that outlines the Using Data approach to continuously, collaboratively, and effectively improve teaching and learning.

**CTAV 623A – Clark County School District – School Board – Governance (3 Credits)**

This course will increase the participant’s knowledge of the interworking of Clark County School District, the School Board and the Governance Policy. It will also encourage all the participant’s to ask powerful questions, and have meaningful conversations with those involved.

**CTAV 623B – Legislative Bills and Their Impact on Education (3 Credits)**

This course will increase the participant’s knowledge of the interworking of Legislative procedures and the legislative bills. The participants will do a study of the bills and their impact on education both in the state and specifically Clark County School District.

**CTAV 623C – Individual Rights VS Civil Rights (3 Credits)**

This course will increase the participant’s knowledge of the teacher, student and parent rights. The participants will determine the TORT Law and other significant laws and their impact on teachers and schools.

**CTAV 623D – Partnership and Influences of Community Business (3 Credits)**

This course will increase the participant's knowledge of different types of business partnerships and how to determine the appropriate partnerships for their classrooms and schools.

**CTAV 623E - Lobby Groups-CCEA Union & CCSD Negotiations (3 Credits)**

This course will increase the participant's knowledge of the different lobby groups and their purpose in the legislative actions. The participant will determine the type of funds for lobbies. They will also study and determine the state lobbyists who are pro or anti education and why.

**CTAV 623F – Application to the Classroom (3 Credits)**

This course will increase the participant's knowledge on how to apply their newly gained information in their individual classrooms and in the school as a whole. The participants will determine the limits as to what they can legally do to improve education.

**CTAV 624 - Using Web 2.0 in Teaching and Instruction (3 Credits)**

Note: All handouts referenced in this course may be accessed by clicking on the Resources button. Additional handouts may be found on Bill Ferriter's "Teaching the iGeneration" wiki: <http://plugusin.pbworks.com/w/page/21228408/FrontPage>

**CTAV 625 - Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape (3 Credits)**

Because of digital bombardment and the emergence of the new digital landscape, "digital natives" process information, interact, and communicate in fundamentally different ways than any previous generations. In this course, Ian Jukes introduces neuroscientific and psychological research that explains how the use of technology, including frequent interruptions and shifts in attention, impacts the functions of the brain. These experiences are re-wiring and re-shaping students' cognitive processes. Consequently, in order to adapt, a fundamental shift in teaching is required to prepare teachers and students for the Information Age. Educators will learn to identify and challenge unconscious and outdated assumptions about schools and learning. They will analyze and revise their beliefs about what constitutes knowledge, critical thinking, and problem solving as they adapt their instructional practices and assessment strategies to the requirements of the digitized 21<sup>st</sup> century. Educators will focus on the eight core learning attributes of their digital learners and the eight core teaching and assessment strategies that appeal to millennial learners. They will learn to develop research-based constructivist models that will enable students to think, explore, and develop their own learning—to succeed not only in high-stakes testing but also in the real world. Finally, educators will learn that informational, technological, and media fluency can and should be taught in a structured manner, embedded at every grade level, in every subject area, the responsibility of every teacher throughout the entire school experience.

**CTAV 626 - Anger Management & Effective Discipline to Prevent Violence, Part I (3 Credits)**

The unhealthy expression of anger disrupts instruction, creates a hostile environment and negatively impacts the relationships and emotional well-being of educators, students, and parents. By helping educators understand the relationships among anger, the brain, violence prevention, and effective discipline, Diane Wagenhals empowers educators with knowledge, skills, and principles to help them become more aware and confident in managing and responding to anger, and better equipped to teach students, colleagues, and parents effective ways to be in charge of their own anger. In addition to providing detailed information on the complex nature of anger, Ms. Wagenhals also presents information and strategies for dealing with anger's related emotion, shame, including ways to eliminate shame-based discipline approaches, and replace them with methods that protect and promote relational and emotional health in children and adults. By the end of the course, educators will incorporate healthy philosophies of anger and discipline into their teaching practice.

**CTAV 627 - Anger Management & Effective Discipline to Prevent Violence, Part II (3 Credits)**

Expanding upon the material presented in Anger Management & Effective Discipline, Part I, Diane Wagenhals provides further information about the connections among anger, the brain, violence prevention, and effective discipline. Educators are introduced to current brain research that clearly illustrates the effects of anger on brain functioning and development in children. Drawing a distinction between discipline and punishment, Ms. Wagenhals explains the principles behind effective discipline, presenting educators with specific strategies for disciplining assertively while promoting emotional and relational health. Research clearly indicates that students learn more readily when they are emotionally safe and functioning in a calm brain state. With the information, skills and techniques learned in this course, educators will develop healthy philosophies of anger and discipline that will improve their ability to manage and respond to anger.

**CTAV 628 - Becoming a Culturally Responsive Teacher (3 Credits)**

In this course, you will gain the knowledge and skills to reach students who are culturally and racially different from you. You will explore your own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. You will learn principles of Culturally Responsive Teaching, including affirming students' cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control.

**CTAV 629 - Making Student Thinking Visible (3 Credits)**

In this course, Dr. Robert J. Marzano, CEO of the Marzano Research Lab, posits teaching as a collection of skills that benefit from practice and reflection. He assists participants in developing those skills by reflecting on their personal strengths and weaknesses in relation to nine critical design questions, setting growth goals, engaging in focused practice to meet those goals, and soliciting feedback from students and colleagues. Participants will learn from a workshop

setting, classroom footage, interviews, and models of reflection-in-process how to use systematic reflection to improve their practice in order to affect student achievement.

**CTAV 630 - Data, Data, Everywhere (3 Credits)**

Learn how to increase student achievement at every grade level, in every subject area, and with every student group. In this course, and her book, *Data, Data Everywhere*, presenter Victoria Bernhardt describes what one school staff did to get those results. Through interviews, workshop footage, and lectures, course participants engage in the Education for the Future Institute's Continuous School Improvement process. As they trace one school's progress, participants also engage in the stages of data collection and analysis, self-assessment, and the identification of specific problems and pathways to solutions. Dr. Bernhardt maps out a plan for achieving school improvement goals: the articulation of a vision, the design of a plan to implement the vision, and the strategies for assessing all school data against that vision.

**CTAV 631 - Powerful Coaching (3 Credits)**

This course explores coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. With the growing presence of coaches in our schools, it is essential that educators understand the skills necessary for successful coaching that promotes change. Karla Reiss clarifies the coach's roles and responsibilities in facilitating personal and organizational change. Participants learn about the International Coaching Federation (ICF), a professional organization that sets standards for the coaching profession. The ICF's standards and skills, the Professional Coaching Core Competencies, are explored and practiced in this course. Reiss also introduces her 5-step POWERful Coaching Framework as a rubric for practice coaching sessions. Workshop participants will observe teachers, superintendents, and other educators role-play coaching skills in model scenarios, and in practice sessions with fellow seminar participants.

**CTAV 632 - Improving Instruction through Strategic Conversations with Teachers (3 Credits)**

This course presents the delicate art of conversations between educational leaders and teachers. Dr. Robyn Jackson, master teacher and teacher trainer, presents cogent strategies to help instructional leaders shift from supervisory feedback to strategic conversations that respect the needs of individuals. Four different types of strategic conversations—reflective, facilitative, coaching, and directive—empower educational leaders to motivate and support teachers. They target teachers' combined will and skill, which in turn directly affect student achievement. Dr. Jackson concludes with valuable tips for instructional leaders to help them maintain focus and confidence for using strategic conversations. She offers encouragement and support for educators in their continuing efforts to improve the quality of instruction and impact student learning.

**CTAV 633 - Charlotte Danielson's A Framework for Teaching (3 Credits)**

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, defines teachers' responsibilities, which for education consultant and expert presenter Danielson fall into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Through lectures, classroom observations, and vigorous panel discussions, educators work through how to use the Framework to scrutinize and strengthen classroom teaching practices to improve student learning. Danielson and her panel assess classroom footage for strengths and weaknesses in each domain. At various intervals, participants pause to consider their experiences before and after they hear the panel members describe theirs. Educators then begin to assess their practice through Danielson's detailed levels of performance and through the ongoing task of self-reflection. Punctuated by worksheets, reflection questions, and quizzes, the course prepares educators to use the Framework to become their best professional selves.

### **CTAV 634 - Elementary Reading Intervention Strategies (3 Credits)**

Proactive reading instruction—in everything from phonics to comprehension—is required both to prevent problems with and to promote authentic literacy. This course offers elementary educators a research-based menu of reading intervention strategies that prepare educators to intervene immediately and effectively at the first signs of students' struggles. The course equips educators with routines and activities that will make confident, able readers of all their students.

### **CTAV 635 - Aiding Students with Learning Disabilities (3 Credits)**

In this course Dr. Donna Walker Tileston covers a broad range of topics in the worlds of brain research and special education. Because she ends every unit with a hands-on practitioner's approach to improving classroom strategies, the brain research is an introduction and provides vital background to a classroom teacher who is working to enlarge his or her toolbox for working with students with special needs. Many of the ideas and classroom strategies, however, apply equally to the regular education teacher and classroom.

After presenting a brief history of special education, Dr. Tileston introduces and explains the key legislation that has changed the lives of people with special needs. She discusses the services schools are required to provide and makes suggestions for what schools can do to best implement the standards set in federal and state laws. Dr. Tileston then focuses on three systems of thinking and the roles they play in learning. She then draws a distinction between declarative knowledge and procedural knowledge, definitions that are used throughout her presentations. She offers many examples of mental models that students may learn to construct in order to increase their ability to recall and organize pieces of information.

Shifting gears to emotional and behavioral disorders, as well as attention disorders and solutions, Dr. Tileston looks first at the brain's involvement in emotions and behavior and attention disorders. For all of the disabilities she explores, Dr. Tileston recommends a variety of tactics to better engage students, including providing much structure, such as scaffolding in

curriculum and behavioral expectations; consistency in every aspect of classroom life; and constant positive and specific feedback. Ultimately, this course's goal is to ensure that all students receive a high quality education and become independent and empowered in their learning.

### **CTAV 636A - Solutions for Successful Learning (3 Credits)**

This course will examine problems and issues in special education intended to assist teachers in their understanding of students with learning disabilities, explore educational considerations and life span issues; and investigate community agencies and support services needed by students with learning disabilities. Participants will research current instructional methodologies appropriate for children and adolescents with learning disabilities in elementary, secondary and special education classrooms. Emphasis on the analysis of classroom situations and application of theories and educational techniques to create positive learning environments for learners with mild, moderate and severe learning disabilities will be explored.

### **CTAV 636B - Response to Intervention (RTI): Introducing the 3-Tiered Approach (3 Credits)**

In Response to Intervention (RTI), all educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail." In this course, participants learn the administrators' roles in implementing an effective three-tier RTI model. They will also study teachers' and other in-school professionals' roles in behavior management and the impact that processing disorders have across academic areas. The Response to Intervention (RTI) model takes a proactive approach to student learning by integrating screening and intervention within a 3-tiered prevention system designed to maximize student achievement and to reduce classroom behavior problems. Using the RTI model, students are no longer required to meet eligibility requirements to get much needed support services. Instead, practitioners identify any student who is at risk of underperforming or failing, provide interventions, monitor the student's progress, and adjust the intensity or type of intervention depending on the student's responsiveness. As a result, the RTI model dramatically changes the roles of all educators within the school site.

### **CTAV 636C - Curriculum Development and Classroom Management Methods**

#### **(As Applicable to RTI) (3 Credits)**

In RTI, all educators play a crucial role by observing, referring, implementing, and monitoring progress as the identified students move through the tiered intervention model. This course emphasizes teaching strategies, methods, curricula, and classroom management for teaching students who are at risk of failing. Students in this course will study procedures for specialization, modification, and/or adaptation of materials and curriculum for these identified



students as well as how to develop goals and programs for individualized instruction. Curriculum development and classroom management for students at risk will be addressed in this course.

**CTAV 636D - Response to Intervention (RTI): Educators' and Specialists' Roles and Responsibilities (3 Credits)**

This course identifies the roles and responsibilities of all the RTI stakeholders. Under the RTI model, general educators and paraprofessionals become the primary tier 1 level interventionists by identifying and implementing processing, reading, math, spelling, written language, spoken language, and behavior interventions. Special educators, speech therapists, and occupational therapists become the tier 2 and 3 level interventionists. The school psychologist's role changes from the traditional role of tester to identifier of student intervention needs. In addition, the school psychologist determines the formal referral to special education if RTI fails. All educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail"

**CTAV 636F - Response to Intervention (RTI): Motivating Underachievers using the RTI and DI Approach (3 Credits)**

Stepping in to assist underachievers before a pattern of failure becomes engrained can lead to success in school and the world beyond school. In this course, participants look at the strategies from Response to Intervention (RTI) and Differentiated Instruction (DI) that can help these particular students—including gifted students as well as those who may eventually be identified for special education. Educators will learn to identify prototypes of underachievers, as well as some of the specific issues they struggle with, including fear of failure and lack of motivation. They will then learn to select strategies from the three-tiered RTI system and from a repertoire of differentiated instructions to target students' particular needs and to teach to students' differently learning preferences. By the end of the course, participants will know how to help more students close the gaps between their abilities and performance, ushering them toward more and more success.

**CTAV - 636G Urban Studies: Introduction to Teaching in the Urban Setting (As Applicable To RTI) (3 Credits)**

This course will address specific issues and challenges for educators working in culturally diverse urban school settings. The main components of the course include demographics of the urban community, expectations and attitudes of the urban societies, the classroom and school settings of the inner-city neighborhoods, motivational instructional strategies, and relationship building in the classroom and the community, and facilitation of academic success. The learning topics will focus on the substantive, supportive role of the teacher leader in the classroom, in the school, and the learning community.

### **CTAV 639 - Wellness: The Environmental, Political and Social Factors (3 Credits)**

This course will introduce TUN students to the basic concepts of wellness and how these concepts can have carryover value in their learning environment. It will ask the students to explore their own understanding of their place on the continuum of wellness. The students will be asked to commit to an exercise (wellness) program that will continue throughout the CTE program. The students will be asked to research and participate in a personally new exercise or wellness program.

This course will also examine the environmental, political and social factors that have both a direct and an indirect effect on the wellness of individuals and groups (such as classrooms, schools and communities). Throughout all six courses an ongoing discussion of emotional issues, time management, stress reduction and the prevention of illness will be considered.

By the end of the session, students will have established a personal wellness plan. They will also have gained a basic understanding of the concept of wellness as it will be used throughout the next five courses.

### **CTAV 640 - Wellness: Healthy Choices (3 Credits)**

This course will introduce TUN students to the concept of healthy choices and how these selections can have carryover value in their learning environment. Students will study how a healthy lifestyle is affected by physical, mental, social, intellectual, and financial choices. Diet and exercise will also be emphasized. The function and components of foods will be explored, as will the use of supplements – their time, place, and value. How nutrition and exercise affect the brain, food safety, food additives, and fads, fallacies, and falsehoods of dietary and exercise programs will be examined. This class will help teachers and coaches encourage their students to develop a sense of the importance of proper diet and exercise in their lives.

Stressors and their affect on healthy choices will also be studied. The class will explore mental and emotional health issues, time management, stress reduction and prevention of illness. By the end of the session, students will understand the concepts of making healthy choices. They will understand the resources available to help make healthy choices and improve their quality of life.

### **CTAV 641 - Wellness: Unsafe and/or Dangerous Habits (3 Credits)**

This course will introduce TUN students to the concept of unsafe and/or dangerous habits and how these concepts can have carryover value in their learning environment. It will ask the students to examine the concepts of drug use and abuse. The students will examine the overuse of legal drugs and the influences of drug advertising on drug use, with a special focus on the hazards and controversy of using tobacco. The students will examine the effectiveness of alcohol policies and how they contribute to behaviors that may become addictive. Other activities and habits having the potential to be unsafe or dangerous including but not limited to

gambling, road rage, and texting/phoning while driving will be reviewed. Throughout all six courses on ongoing discussion of emotional issues, time management, and stress reduction and prevention of illness will be considered. By the end of the session, students will understand the basics of dangerous habits. They will also be knowledgeable of the helping resources available in the community.

### **CTAV 642 - Wellness: Chronic Conditions, Violence and Safety (3 Credits)**

This course will introduce TUN students to the concept of chronic conditions, violence and safety and how these conditions can have carryover implications in their learning environment. It will ask the students to examine the concepts of long term illnesses and disabilities. Included in this study will be the death and dying processes. Illness and risk reduction practices will be studied for both individuals and groups. From simple injuries and accidents to chronic conditions will be considered. In all of the processes the effects of medication will be examined.

Violence and the trend of increasing violence in society will be examined. Home and community safety will be reviewed as will work place safety. Available prevention and assistance programs will be researched. Throughout all six courses on ongoing discussion of emotional issues, time management, and stress reduction and prevention of illness will be considered.

By the end of the session, students will understand the concepts of chronic conditions, violence and safety. They will understand the community resources available to individuals and groups in each of these areas.

### **CTAV 643 - Wellness: Healthy Communities (3 Credits)**

This course will introduce TUN students to the concept of healthy communities. The students will explore both mental health and mental illness. Students will study building healthy relationships. Professional relationships with colleagues, administration, and staff will be one focus. Professional relationships with students, parents, and family will be a second focus. The final focus will be professional relationships with the community stakeholders.

The physical health of a school will be studied with an emphasis on the prevention of illness and risk reduction practices. Throughout all six courses ongoing discussion of emotional issues, time management, and stress reduction and prevention of illness will be considered.

By the end of the session, students will have an understanding of their role in helping to shape a healthy community. This course will tie together the information presented in all six courses.

### **CTAV 644 - Wellness: Consumer Health (3 Credits)**

This course will introduce TUN students to the concept of Consumer Health. Students will study the body's systems and develop an understanding of how this knowledge can help prevent illness and disease. They will also become aware of health care and alternative medicine choices and explore the benefits and pitfalls. The function and components of foods will be explored and weight control programs will be studied as a part of managing a healthy weight. The role of a positive mental attitude will be examined in relation to wellness. This class will also help students become better able to evaluate advertisements for health care products/services and make more informed choices.

Health Insurance issues will be discussed and students will become more educated about ways to become better consumers of health, beauty, and medical services. By the end of the session, students will understand the concepts of making healthy choices when it comes to consumer needs and wants. They will understand the resources available to help make healthy choices and improve their quality of life.

**CTAV 648 - Methods and Materials for Teaching English as a Second Language - Part 2 (Teaching English Language Learners Across the Curriculum, Part II) (3 Credits)**

In part 2 of this course, Jiménez shifts her focus to sheltered instruction (or SDAIE). Participants observe several classrooms where English language learners are engaged in content-based ESL lessons, with Jiménez commenting on how to plan for and address task difficulty through sheltered instruction techniques. She surveys a number of ESL techniques and presents the benefits of various instructional supports, such as team teaching, peer tutoring, educational technology, and working with bilingual paraprofessionals to support student learning. Participants explore the importance of students' culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. Through demonstrations, classroom observations, anecdotal examples, and interviews with students and educators, participants learn to apply ELL strategies to their own classrooms in all four domains of language: reading, writing, speaking, and listening.

**CTAV - 649 Developing the ELL Teacher and the ELL Team (Teaching Reading and Comprehension to English Language Learners K through 5) (3 Credits)**

In this course, Dr. Margarita Calderón outlines techniques for elementary teachers seeking to improve the reading and comprehension skills of English learners in their classrooms. With straightforwardness, patience, and humor, Dr. Calderón leads workshop participants through the steps needed to select vocabulary for reading, pre-teach this vocabulary, and model comprehension strategies like think-alouds and partner reading. Writing and editing strategies complete the picture.

Dr. Calderón connects instructional practice with the Common Core State Standards, and backs up her recommendations with research:

- Command of a large vocabulary frequently sets high-achieving students apart from less successful students (Graves, 2006).
- English learners benefit from discussions about cognates, affixes, pronunciation, decoding, multiple meanings, phrasal clusters, and idioms using the word in question (Calderón et al., 2009).
- Strategies for learning vocabulary and strategies for reading comprehension should not be taught separately but in the context of the text students are about to read (Calderón, 2009).
- For English learners, vocabulary knowledge, reading, and writing are connected and must be practiced in all the disciplines (National Research Council, 2010).

How easily can Dr. Calderón's suggestions be implemented in the classroom? Participants will get an immediate answer to that question, as workshop participants demonstrate the principles they've learned. Educators will also observe first-hand that the techniques that strengthen the skills of English learners provide sound instruction for all students.

**CTAV 659A - Introduction to Adapted Physical Education (3 Credits)** Introduction to adapted physical education programming for students with physical and/or cognitive challenges. Emphasis on curriculum development, programming, equipment, and teaching methods in developing the adapted physical education program in primarily inclusive settings.

**CTAV 659B – Methods in Adapted Physical Education (3 Credits)** Adapted Physical Education (APE) is a special education service that provides school-aged children with special needs access to the physical education curriculum. Services are provided to students identified as needing APE intervention to facilitate their access to physical education. This course will emphasize: the identification of students requiring APE support; degree of support required; delivery models (continuum of services); characteristics and educational needs of students with disabilities; and instructional techniques which can be used with these students in the general classroom. It will also include: legal mandates and regulations; 504 regulations; least restrictive environment; reporting and documentation; disability sport, community resources and therapeutic recreation.

**CTAV 659C - Assessment in Adapted Physical Education (3 Credits)** An overview of motor and fitness assessments available for students with disabilities being served by adapted physical education specialists in physical education. Emphasis will be placed on the application of appropriate motor and physical fitness tests to make subsequent effective placement decisions and to determine provision of services for children with disabilities in school settings. Practical experience selecting, utilizing and scoring assessment instruments and writing diagnostic narratives provided.

**CTAV 659D - Practicum in Adapted Physical Education (3 Credits)** Adapted Physical Education (APE) is a special education service that provides school-aged children with special needs access to the physical education curriculum. Services are provided to students identified as needing APE intervention to facilitate their access to physical education. As part of the requirements for

the Adapted Physical Education endorsement a practicum is required. This forty-five hour practicum experience will include pre-practicum symposium, 35 hours of hands-on experience, and conclude with a post-practicum symposium. The hands-on experience will expose practicum students to school-aged children with several different disabilities, and will allow practicum students to plan and execute a variety of sports and recreation activities. Practicum experiences will be recorded by each student in a detailed log.

**CTAV 660 - Parental Involvement and Family Engagement (3 Credits)** This course will emphasize the importance of school and family communication and collaboration in order to support the student learning environment in school and at home. Participants will discuss the importance of promoting an equal partnership between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs.

**CTAV 661 - Introduction to Special Education (3 Credits)** This course focuses on: the historical background to current approaches to teaching children with disabilities; special education and the Individuals with Disabilities Education Act; current theories and methodologies in special education; inclusion and the concept of the least restrictive environment; early intervention; special education programs, curricula, classroom management, and technologies; educational challenges and instructional approaches with children whose disabilities are associated with mental retardation, physical and sensory impairments, language delays, emotional disturbances, and learning disabilities; introduction to approaches and debates on reading and language arts instruction for native English speakers and English language learners.

**ESLV 635 - Curriculum Development and Class Management: Theory and practice of Second Language Learning (3 Credits)**

Join presenter Gary Howard as he leads workshop participants in activities that explore historical and personal perspectives. What groups were empowered to take part in government when the Constitution was drafted? What voices have been added to the conversation since then, and how has a history of disenfranchisement affected the ways in which we view each other? Mr. Howard makes a compelling case for knowing who your students really are, advocating an approach that celebrates culture and history, rather than requiring students to give up parts of their identities in order to survive in school.

Finally, we hear from teachers who are trying a new approach to cultural difference, and visit their classrooms to see the results.

**ESLV 639 - Trends and Current Issues in Second Language Acquisition (TESL Course 5) (Strategies for Teaching English Language Learners) (3 Credits)**

In this highly informative and pragmatic course, David Noyes, a coach in English language development and sheltered instruction, introduces participants to concepts and strategies that will help them meet the unique needs of English language learners in today's classrooms.

Participants study the stages of language acquisition and language development, styles of communication, the public and private voices of language, and their implications for classroom instruction. Noyes presents discourse patterns in academic and social language.

In addition, he explores methods for engaging students in cooperative learning, using instructional strategies that appeal to multiple intelligences and applying language in formal and social context. Next, he tackles strategies in vocabulary building and leveraging prior and background knowledge to improve comprehension and create opportunities for interactive learning.

Participants discover how to adapt difficult texts and assess for understanding. They learn how to apply these strategies and instructional practices in the classroom to help English language learners develop proficiency in all the domains of language development: listening, speaking, reading, and writing, all skills.

### **ESLV 671 - Theory and Practice of Bilingual and Multicultural Education (Understanding Culture & Race) (3 Credits)**

Interactions in classrooms and schools that recognize and respond to the cultures that shape the student and teacher are crucial to student learning and teaching success. In Understanding Culture and Race, participants study the building blocks of culture and why cultural differences can obstruct effective interactions between students and teachers. They learn how acknowledging cultural behavior and expectations should inform curriculum development, instructional and assessment strategies, and classroom management.

Participants learn how culture shapes both the student and the educator. They learn to interpret, understand, and incorporate culture into the education setting and study how culture shock can affect a teacher's interpretations of behavior, discipline decisions, and assessment of a student's ability to learn. The course provides a framework that participants can use to pursue their learning about culture, behaviors, and expectations in their classrooms and school environments. Participants will also increase their capacity to develop their students' awareness of these issues and their skills at negotiating them.

### **ESLV 673 - Methods and Materials for Teaching English as a Second Language - Part 1 (Teaching English Language Learners Across the Curriculum, Part I) (3 Credits)**

How can academic content be delivered in the classroom so that English language learners succeed in all subjects? This course provides participants with model instructional and assessment practices that enhance English language learners' understanding and achievement across all content areas. Participants first learn the foundations of language development and language acquisition, which prepares them to design and modify activities for their ELL's different English proficiency levels. Presenter Elizabeth Jiménez demonstrates strategies for assessing student knowledge, identifying language learning objectives, and developing differentiated instructional lessons. She introduces research-based pedagogical practices that

promote comprehension, such as background building; frontloading vocabulary; using graphic organizers to enhance higher order thinking; leveraging the primary language to facilitate learning; using culturally responsive materials; and employing media, technology and other visual supports to enhance learning. Participants learn how to preview their textbooks for idiomatic expressions and multiple meaning words and to plan lessons that incorporate academic language development and utilize primary language cognates.



## Doctor of Education in Education Administration and Leadership

Course #	Course	Credits
EDDV 800	Perspectives and Current Issues in Education	3
EDDV 801	Leadership in Education	3
EDDV 802	Research Methodology I: Quantitative	2
EDDV 803	Ethics & the Law	3
EDDV 804	Capstone Project: Skills Demonstration, Social Justice Focus I	1
EDDV 805	Capstone Project: Skills Demonstration, Social Justice Focus II	1
EDDV 806	Education Policy and Planning	2
EDDV 807	Research Methodology II: Qualitative	3
EDDV 808	Summer Intensive I	2
EDDV 809	Curriculum, Learner Assessment, and Technology in Education	3
EDDV 810	Organizational Management and Culture	2
EDDV 811	Capstone Project: Dissertation, Service to Humanity I	1
EDDV 812	Capstone Project: Dissertation, Service to Humanity II	1
EDDV 813	Community Engagement and Relations	2
EDDV 814	Student Learning: Andragogy and Pedagogy	3
EDDV 815	Finance and Business Administration	3
EDDV 816	Accountability: Personnel Management and Accreditation or Compliance	3
EDDV 817	Capstone Project: Dissertation Work, Service to Humanity III	1
EDDV 818	Summer Intensive II	3
EDDV 819	Working with Diverse Populations	3
EDDV 820	Capstone Project: Dissertation Work, Intellectual Pursuit I	3

EDDV 821	Capstone Project: Dissertation Work, Intellectual Pursuit II	6
EDDV 822	Capstone Project: Dissertation Work, Intellectual Pursuit III	6
	<b>Total Credits</b>	<b>60</b>

**EDDV 800 Perspectives and Current Issues in Education (3 credits)**

This course will examine the issues impacting education such as diversity, testing, distance learning, and funding as well as many others. Educational institutional leaders need to understand and consider how multiple forces influence educational programs, and how those influences effect what is taught in the classroom.

**EDDV 801 Leadership in Education (3 credits)**

This course will review the historical and foundational theories of leadership in education. A variety of educational settings will be examined in order to gain insight into how successful leaders navigate toward institutional goals. Students will also explore how educational leaders advance institutional culture and develop faculty and staff.

**EDDV 802 Research Methodology I: Quantitative (2 credits)**

This course will identify how to utilize multiple sources and resources when conducting research. Students will explore how to interpret, analyze, critique, and synthesize research related to education and learn the basic principles of data collection, measurement, and assessment.

**EDDV 803 Ethics & the Law (3 credits)**

This course will explore legal and ethical issues in education as well as the legal responsibilities and the powers of states and local governments. Students will also explore federal and state statutes, due process, liability, equal protection, and the rights of teachers and students in order to navigate the ethical and legal risks in education.

**EDDV 804 Capstone Project: Skills Demonstration, Social Justice Focus I (1 credit)**

This course will focus on the concept of current issues related to social justice. Topics of racism, classicism, sexism, and religious oppression will be explored and their impact on education.

**EDDV 805 Capstone Project: Skills Demonstration, Social Justice Focus II (1 credit)**

This course will expand on the EDDV 804 course focus on the concept of current issues related to social justice. Topics of racism, classicism, sexism, and religious oppression will be explored and their impact on education.

**EDDV 806 Education Policy and Planning (2 credits)**

This course will examine the social, cultural, and political issues that shape the direction of contemporary education. Educational policy and planning are essential to the success of institutions and future leaders need to be prepared to infuse necessary changes into the

institution when necessary. Students will explore the function of institutional governance, analyze policy, and discuss the importance of strategic planning.

**EDDV 807      Research Methodology II: Qualitative (3 credits)**

This course will expose participants to the fundamentals of qualitative research. Educational leaders are confronted with educational research on a regular basis, and leaders will need to be able to glean necessary information relevant to the future of education as it pertains to the institution. Students will discover how to evaluate validity and reliability in research as well as how to present qualitative data.

**EDDV 808      Summer Intensive I (2 credits)**

This course will focus on the IRB review process and introduce participants to the dissertation concept development process. Students will also explore library databases for the purposes of efficiently collecting resources relevant to individual research interests.

**EDDV 809      Curriculum, Learner Assessment, and Technology in Education (3 credits)**

This course will elaborate on the importance of curriculum goals and how to effectively measure the success of the educational program in terms of learner assessment. Twenty-first century education currently relies on the efficient implantation of technology. This technology is closely tied to the classroom and the delivery of curriculum. Technology is also essential in educational assessments used to evaluate both program and student success.

**EDDV 810      Organizational Management and Culture (2 credits)**

This course exposes participants to a broad analysis of individual and group behavior in organizations. Students will develop an understanding of how an organization's human capital are managed to be efficient more effective. Organization culture is an essential element to successful institutions. Educational leaders need to be proficient in creating and maintain a cultural structure that is stable and yet receptive to change.

**EDDV 811      Capstone Project: Dissertation, Service to Humanity I (1 credit)**

This course will focus on the Jewish service to humanity and how it translates to education. Students will discuss *Mitzvahs (commands)* concepts like *Tikkun Olam* which are acts of kindness used to improve the world and decency toward others and *Kavod* which is respect for people, the environment, and community. Students will begin exploring concepts for the Introduction chapter of the dissertation. The Introduction of the dissertation presents the general description of the area being studied, states the significance of the problem, analyzes the study, synthesizes the literature, provides a problem statement, and presents a research question and hypotheses.

**EDDV 812      Capstone Project: Dissertation, Service to Humanity II (1 credit)**

This course will expand upon EDDV 811 focus on the Jewish service to humanity and how it translates to education. Students will discuss *Mitzvahs (commands)* concepts like *Tikkun Olam* which are acts of kindness used to improve the world and decency toward others and *Kavod* which is respect for people, the environment, and community. Students will begin reviewing

literature for the Literature Review for dissertation chapter two. The Literature Review of the dissertation includes a historical background supported by current literature, and theory or theories relevant to the research questions and hypotheses.

**EDDV 813 Community Engagement and Relations (2 credits)**

This course will evaluate the importance of community engagement and relationships that impact educational institutions. Current institutional educational strategies often seek to include the needs of community when creating curriculum, budget, support, and other critical areas. Students will discuss the importance of community engagement and its complexities in policy design, and study approaches to implement a successful community presence in an educational institution.

**EDDV 814 Student Learning: Andragogy and Pedagogy (3 credits)**

This course will examine the differences between andragogy and pedagogy. Educational institutional leaders will likely need to consider a vast range of student age learning groups. Participants will be exposed to both andragogy and pedagogy learning theories throughout this course in order to be more capable at understanding how best to engage students within their institution.

**EDDV 815 Finance and Business Administration (3 credits)**

This course will examine the importance of reliably managing institutional educational budgets. Educational leaders work within a framework that must consider fiscal solvency and remain in compliance with accreditation, state, and federal government regulations. Students will be exposed to the financial business planning and practices that will enable them to evaluate budgets reliably in order to determine that both long term and short term financial goals are being addressed appropriately.

**EDDV 816 Accountability: Personnel Management and Accreditation or Compliance (3 credits)**

This course will elaborate on educational institutions management of human capital and how it relates to accreditation or compliance. Educational institutions have an obligation to students to maintain a faculty and support staff that provides an educational experience that meets accepted accreditation requirements. Institutions should be staffed with properly qualified instructors as well as maintain a culture of faculty and staff development that allows the institution able to grow as educational practices evolve.

**EDDV 817 Capstone Project: Dissertation, Service to Humanity III (1 credit)**

This course will appraise information in EDDV 811 and EDDV 812 on the Jewish service to humanity and how it translates to education. Students will discuss *Mitzvahs (commands)* concepts like *Tikkun Olam* which are acts of kindness used to improve the world and decency toward others and *Kavod* which is respect for people, the environment, and community. Students will demonstrate how this knowledge influenced their dissertation. Students will begin developing their research methods for the Method chapter three of the dissertation. The

Methods chapter of the dissertation contains the methodology of the project which often include the participants, instruments, materials, procedure, and analysis.

**EDDV 818 Summer Intensive II (3 credits)**

This course will focus on the development of the first three chapters of the dissertation. Students will discuss the concept of the oral defense and strategize how they may design a defense for their dissertation.

**EDDV 819 Working with Diverse Populations (3 credits)**

This course will discuss the importance of valuing diverse populations in the institution's educational community. Modern educational practices must consider the impact on diverse populations in order to efficiently impact students. Participants will examine diversity issues related to culture, ethnicity, sexual orientation, gender, social class, disability and other topics relevant to educational institution diversity.

**EDDV 820 Capstone Project: Dissertation Work, Intellectual Pursuit I (3 credits)**

This course will focus on the continued development of the dissertation. Students will be reviewing what they learned in completing the first three chapters of the dissertation and begin to formulate dissertation chapter four, the Results. The Results chapter of the dissertation is where the author presents the results learned from completing the Methods chapter.

**EDDV 821 Capstone Project: Dissertation Work, Intellectual Pursuit II (6 credits)**

This course will focus on the continued development of the dissertation. Students will begin to formulate dissertation chapter five, the Discussion. The Discussion chapter of the dissertation is made up of a brief summary, conclusions, limitations, and recommendations for future research.

**EDDV 822 Capstone Project: Dissertation Work, Intellectual Pursuit III (6 credits)**

This course will focus on the continued development of the dissertation. Students will finalize edits to the dissertation.

## **Master of Science (MS)**

### **PROGRAM DESCRIPTION**

#### **MASTER OF SCIENCE IN CAMP ADMINISTRATION AND LEADERSHIP**

The Master of Science in Camp Administration and Leadership enables current and aspiring camp leaders to acquire knowledge and competencies associated with camp leadership, operations, and profitability. This practitioner-oriented degree program prepares students to engage in strategic and tactical activities focused on camp management, operations and logistics, human capital management, budgeting and finance, and productivity metrics. The program employs an interdisciplinary curriculum integrating foundational topics including leadership style, ethics, and program design with high performance best practices resulting in a broad-based inquiry and focused application translating into successful camp leadership. The degree enables students to organize, manage, and lead camps emphasizing organizational productivity, achieving competitive advantage, and developing marketplace sustainability.

#### **Features:**

1. This practitioner-oriented degree program will be offered via a distance education format
2. Acceptance into the program is contingent on submitting transcripts of having earned a bachelor's degree. The student must also be working in a camp environment during the summer. The anytime/anywhere convenience of online education enables students to continue their year-round camp position while working on their MS degree
3. This program is being offered with the support of the American Camp Association which accredits camps in the United States
4. A typical student is expected to complete all requirements for the program in four semesters and one summer.

#### **Program Objectives:**

1. Graduates will be able to organize, manage, and lead camps emphasizing organizational productivity, achieving competitive advantage, and developing marketplace sustainability.
2. Graduates will be able to engage in strategic and tactical activities focused on camp management, operations and logistics, human capital management, budgeting and finance, and productivity metrics.
3. Camp leaders will acquire knowledge and competencies associated with camp leadership, operations, and profitability.
4. Camp professionals will be able to look at the camp industry from a wide lens and not only through the viewpoint of their specific camp or organization. Both private and not-for-profit professionals will benefit from this course of study.

## 5. Admission Requirements AY 2016-2017

- Completion of a baccalaureate degree or its equivalent from an U.S. regionally accredited academic institution.
- Submit all official transcripts from all institutions attended including undergraduate and graduate. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)) or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).
- Two letters of recommendation (academic or professional)
- Have at least two summers of camp experience, preferably at the administrative level.
- Hold a U.S. citizenship or permanent resident status at the time of the application. We also accept students who reside in Canada and who hold Canadian citizenship. Students who are Canadian citizens cannot be in the U.S. on a student visa.
- A completed TUN online admissions application and payment of required fees.

### Technology Competence

For success in the program, students must be competent in basic computer technology, such as word processing, internet research and email. Students are required to have access to a personal computer. Please see TUN Technology Requirements.

### Curriculum

Course #	Course	Credits
CMPV 601	Foundations of Camp Administration	3
CMPV 602	Leadership for the Camp Professional	3
CMPV 603	Camp Law and Ethics	3
CMPV 604	Communication and Collaboration	3
CMPV 605	Management and Marketing	3
CMPV 606	Curriculum and Program Development	3
CMPV 607	Personnel and Human Resources	3
CMPV 608	Supervision of Program and Personnel	3
CMPV 609	Inclusion and Special Needs in the Camp Setting	3
CMPV 610	Practicum in the Camp Setting	6
<b>Total Credits:</b>		<b>33</b>

**PROGRESSION AND GRADUATION REQUIREMENTS** - The courses will run for 5 weeks consecutively in fall and spring semesters in an online format. Students may enter the program in January and September each year. Each course is given once in the three semester cycle. The practicum may be scheduled only in the summer following completion of the other nine courses.

- Students must earn an 83 or higher in each course to pass and move forward to graduation.
- The program is ideally completed in 2 years (four semesters and one summer) although individual cases will be reviewed if a longer time is needed.
- Courses must be taken as they are given and students cannot advance at their own pace to complete the program more quickly.
- Students will graduate once all 33 credits are completed and an 83 or higher was earned in all 10 courses.

## **CONTACT INFORMATION**

For more information, visit [www.tun.touro.edu/camp](http://www.tun.touro.edu/camp)

David Malter

Director of Camp Administration and Leadership

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917-292-1486

## **COMPLETE COURSE LISTINGS**

**CMPV 601 Foundations in Camp Administration (3 credits)** The purpose of this course is to educate camp professionals regarding “best practices” and procedures generally followed within the camp industry. Special emphasis will be on educating camp directors and owners in the key aspects of camp administration. The primary topics will include physical site and food-services, health/wellness of campers, transportation, insurance, operational-management including risk management, human resources and program standards.

**CMPV 602 Leadership for the Camp Professional (3 credits)** This course will provide an overview of the research on effective leadership practices and the characteristics that people most admire in their leaders. Students will explore Kouzes’ and Posner’s research into the five exemplary leadership practices and Peter Senge’s view of the leader as designer, steward and teacher. The research and theories will be applied throughout the course to contemporary camp situations and students will explore their own preferred leadership style.

**CMPV 603 Camp Law and Ethics (3 credits)** The course focuses on basic legal principles and how they affect the management of a camp. Students will learn about contracts, torts, and various laws and regulations that are relevant. Students will also become versed in the essential legal documents that pertain to servicing individuals with disabilities. They will apply this learning to some of the challenging situations that arise in the camp setting. Strategies for



avoiding lawsuits will be highlighted. The need for camp leaders to balance legal concerns with ethical considerations will be explored. Students will also learn how to impact legislative and rule making processes through participation in camping organizations and through independent action.

**CMPV 604 Communication and Collaboration (3 credits)** Students will develop the necessary skills to interact and communicate effectively with board members, staff, media, parents, and campers. Skills to master “critical conversations” are taught and practiced. How to communicate challenging news to parents in a positive, concise way is a feature of the course. Steps to build successful collaborations are presented and applied to real life situations.

**CMPV 605 Management and Marketing (3 credits)** This course will survey some of the major management skills needed by a camp professional. Topics include: Yearly cycle of planning, running effective meetings, delegation of tasks, evaluation of SOP and policies, time management, working with a volunteer board and budgeting. In addition, an overview in modern marketing techniques will be presented. As the senior professional, it is important to have an understanding of every aspect of your camp – regardless of whether you are operating a non-for profit or profit making camp, and regardless of whether you are directly supervising this area or not.

**CMPV 606 Curriculum and Program Development (3 credits)** This course will provide an overview of curriculum and program development and evaluation for camp leaders. The program is the heart of camp and the curriculum design is the key to success. This course will take the future camp leader from the process of program design to program evaluation. Participants will learn to design programs that meet campers’ needs while developing new experiences and skills. Students will determine who on the leadership team provides direction and is ultimately responsible.

**CMPV 607 Personnel and Human Resources (3 credits)** This course will prepare you to be well informed in the arena of human resources and development. Hiring, training, evaluating and retaining terrific staff is the goal of any camp director. Personnel issues can bring unwanted challenges. Students will survey best practices and standards for recruiting, screening viable candidates, interviewing, training personnel, and implementing fair, firm, and consistent personnel policies.

**CMPV 608 Supervision of Program and Personnel (3 credits)** This course addresses one of the most important challenges of the camp director: supervision of personnel and the camp program. Students will explore how to guide staff, foster professional growth, become a reflective practitioner and know the difference between supervision and evaluation. You will learn various approaches to supervision, using a variety of tools and techniques for observation and begin to hone the skills you need to be a successful supervisor.

**CMPV 609 Inclusion and Special Needs (3 credits)** This course will provide an overview of special needs camping for camp leaders. The course will begin with an exploration of lifespan development in order to understand developmental norm variations in special needs

populations. A review of current specialty camp options will provide camp directors with a variety of alternatives for connecting campers to services that best meet their needs. Lastly, the course will provide a comprehensive examination of the director's role in providing a camp experience for special needs campers, with a focus on prevention, intake, programming, staff training, intervention, accommodations, and more.

**CMPV 610 Practicum in the Camp Setting (6 credits)** The practicum is a culminating experience that provides extensive, hands-on opportunities for the student to reflect on his/her practice through the lens of the theories and practice previously learned. Under the guidance of a field mentor, each student will develop two comprehensive projects that will demonstrate mastery of the University Student Learning outcomes and the knowledge of the coursework. This will culminate in a portfolio project that demonstrates mastery of multiple topics studied in the program with a focus on assessment. The practicum experience provides the student with growth and development opportunities in their own camp setting with mentoring from a qualified camp professional. A portfolio must be submitted demonstrating the competencies and achievements during the practicum. Upon completion of the practicum as the culminating course of the program, the student should be able to function at a much higher level competence in his/her professional role.

# Nursing

**Bachelor of Science (BSN)**  
**Master of Science (MSN)**  
**Doctor of Nursing Practice (DNP)**

## PROGRAM DESCRIPTIONS

### REGISTERED NURSE TO BACCALAUREATE DEGREE PROGRAM (RN-BSN)

This fully online program utilizes a progression model to allow registered nurses to earn a baccalaureate degree in nursing. Central to this program is the expansion of the knowledge, skills, and abilities of registered nurses with diverse backgrounds and varying experiential preparation. With an individualized and balanced blend of didactic and practicum course work, students transition into professional nursing practice through student-centered learning opportunities. This program emphasizes basic research, community health, leadership and management in nursing, and evidence-based health care delivery.

#### Features:

- For students who have completed 60 credits prior to admission including general education and prerequisite requirements at a regionally-accredited institution.
- Three 16 week sessions, providing flexibility to meet the needs of the working adult.
- May be completed in 12 months of study while taking one course at a time.
- Thirty-six (36) semester credits plus validation credit from previous RN program.
- Online course delivery.
- Awarded a Bachelor of Science Degree in Nursing (minimum 120 semester credits).

#### Program Objectives

##### The graduate:

1. Integrates concepts and principles from the natural and behavioral sciences, humanities, and nursing into professional nursing practice.
2. Applies theory-based clinical judgment and demonstrates effective decision-making processes as the basis for professional nursing practice.
3. Is a caring and competent nurse in the delivery of nursing therapeutics in diverse settings with individuals, families, and communities throughout the lifespan.
4. Uses critical thinking when integrating technological information, research, health information, and client needs to practice evidence-based nursing.
5. Applies concepts of leadership, autonomy, and advocacy in designing, implementing, coordinating, and evaluating nursing care for individuals, families, and communities throughout the lifespan.
6. Implements effective interpersonal communication processes when interacting with clients, peers, and other healthcare providers.

7. Collaborates with other healthcare providers and members of the community in promoting health and well-being for all.
8. Exhibits responsibility and accountability as a member of the nursing profession through life-long learning, personal growth, leadership, and advancement of the profession.
9. Demonstrates attitudes, values, and behaviors consistent with legal and ethical nursing practice.
10. Participates in the advancement of the profession to improve healthcare for the betterment of the global society.

### **GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Nursing to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Nursing Admissions Committee for selection to the School. The School of Nursing also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the RN to Bachelors of Nursing degree program, applicants must:

- Complete TUN admissions application and payment of application fee (if applicable).
- At this time, the RN to BSN program will have limited admissions restricted to students from specific states.
- Have a diploma or ADN nursing degree with at least 60 transfer credit hours of course work.
- Submit official transcripts from all the institutions of higher education attended and present evidence that an RN degree has been conferred prior to acceptance into the program. All Foreign graduates must have their transcripts evaluated by World Education Services ([www.wes.org](http://www.wes.org)) to determine the United States educational credit or equivalency.
- Possess an active, unencumbered United States RN license. Candidates can apply to the RN to BSN program prior to obtaining an active RN license. However, official admission will not be conferred until an active unencumbered RN license is submitted and verified by Touro University Nevada (TUN).
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Have a course in general chemistry or pathophysiology. If students have not taken a course in general chemistry or pathophysiology, nursing pathophysiology must be taken online at TUN during the regular program course of study and prior to enrolling in Health Assessment.
- Have a course in Nevada and US Constitution. If students have not taken Nevada and US constitution, these courses must be completed prior to graduation. This is a

state-mandated requirement and the courses will be offered online through Touro University Nevada on an as needed basis.

### **Admission Procedures**

Admission to the RN to BSN program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. Only complete applications will be reviewed.

### **Interviews**

Personal interviews are not conducted on the Touro University Nevada campus for RN to BSN applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)) or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

Students enrolled in the RN to BSN program are not required to submit a background check or immunization records.

### **State Authorization**

States expect institutions to obtain approval for regulated activities that occur in their state. These activities may include; online learning, practical experiences, faculty teaching from another state, marketing, advertising, and more. The requirements as to which activities require authorization, the application processes, and the costs to comply vary greatly from state-to-state (<http://wcet.wiche.edu/focus-areas/policy-and-regulation/state-authorization>). The statuses of TUN's state authorizations are listed within the **State Authorization listing (hyperlink)**. If you are a prospective or current student and do not find the state you are interested in, please contact the TUN Office of Admission for assistance. They can be reached at (702) 777-1750.

### **Transfer Policy Statement**

Course credits from prior work will be evaluated on an individual basis. Transfer credits from a regionally accredited institution will be accepted as prerequisites to the RN to BSN program provided they meet TUN minimum standards for baccalaureate general education.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student's petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

## **PREREQUISITIES**

1. Graduation from a regionally accredited institution with a diploma or ADN nursing degree with at least 60 transfer credit hours of course work
2. Active unencumbered US RN license

### **RN-BSN Curriculum**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
BSNV 499	New Student Orientation	0
BSNV 451	Transition to Professional Practice	6
BSNV 452	Research and Scholarly Inquiry for Evidence Based Practice in Nevada	6
BSNV 458A	Nursing US/Nevada Constitution ( <i>State-mandated course may be fulfilled through prior coursework</i> )	3
	or	
BSNV 458B	Nevada Constitution ( <i>State-mandated course may be fulfilled through prior coursework</i> )	1
BSNV 456	Health Delivery, Information Management and Technology in Nursing	6
BSNV 454	Nursing Health Assessment and Pharmacology	6
BSNV 457	Pathophysiology for Nurses (This requirement may be met through prior course work in chemistry or pathophysiology)	3
BSNV 455	Family, Community, & Global Population-Based Care	6
BSNV 453	Health Policy & Leadership in Nursing	6
	Validation Credits (awarded upon successful completion of above courses)	24
	<b>Total Credits:</b>	<b>60+</b>

### **MASTER OF SCIENCE IN NURSING**

This graduate program has two tracks that prepare the registered nurse as either a graduate-level nurse educator or family nurse practitioner (Advanced Practice Registered Nurse track). The learner-centered coursework emphasizes the application of evidence to clinical or education practice. The MSN courses provide the nurse with the foundation to practice in an advanced nursing capacity and continue academic study at the doctoral level if desired. This program is designed for students who hold a bachelor's degree in nursing and are licensed as registered nurses. The online program runs year-round with three trimesters per calendar year. Short-term on-campus clinical intensives are required during FNP clinical trimesters 5, 6 and 7. Awarded a Master of Science in Nursing degree with specialty Family Nurse Practitioner or Nurse Educator.

#### **Program Objectives**

**The graduate will be able to:**

1. Analyze and synthesize knowledge from nursing and related sciences to design and deliver advanced, ethical and evidenced based clinical prevention and population care and services for diverse populations in a variety of care settings.
2. Evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and affect change in the healthcare system.
3. Apply organizational and systems leadership concepts to function as a leader and change agent in one's nursing specialty.
4. Contribute to the development of new knowledge within their specialty area by identifying gaps and disparities in available evidence and formulating research questions to meet the identified knowledge and practice needs.
5. Function as a leader while collaborating in inter and intra disciplinary teams to optimize patient and population health outcomes.
6. Create a professional development plan to promote the personal and professional growth of oneself and others that fosters implementation of best practices to ensure optimal patient outcomes.
7. Evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
8. Participate in development and evaluation of informatics and healthcare technologies for appropriate integration into practice to contribute to enhanced patient safety and care outcomes.

#### **GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Nursing to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Nursing Admissions Committee for selection to the School. The School of Nursing also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

#### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Master of Science in Nursing degree program, applicants must meet the following minimum requirements:

- Complete TUN admissions application and payment of application fee (if applicable).
- At this time, the MSN program will have limited admissions restricted to students from specific states.
- Cumulative GPA of 3.0. Applicants with a GPA of 2.7-3.0 will be considered for conditional admission and will have to maintain a 3.0 in the first trimester of the MSN program.
- A bachelor's of science in nursing degree from an accredited university.
- Unencumbered active licensure as a registered nurse in a U.S. state or territory.
- Resume or Curriculum Vitae.
- A personal statement of education and career goals in relation to the MSN program.

- One letter of reference from a Nursing supervisor/professional.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- Be able to comply with TUN's required Nursing Technical Standards and Good Moral Character Behavior policy which includes the physical, emotional, and mental abilities necessary to perform as a nurse.

### **Additional Requirements for FNP applicants:**

Be eligible for and obtain a registered nurse license in Nevada.

Must submit receipt from the Nevada State Board of Nursing for the license application with the online program application. If the Nevada State Board of Nursing will not grant a Nevada license for any reason admission may be denied/revoked.

Prior to FNP clinical coursework students must ensure that immunizations required by the clinical site are provided, a background check and drug screen are completed, and CPR (American Heart Association) certification is current. Any other criterion that the clinical site requires is the student's responsibility to obtain in order to complete clinical hours within the appropriate timeframe.

CPR-American Heart Association certification at the healthcare provider level prior to entry into clinical courses.

### **Admission Procedures**

Admission to the MSN program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website.

### **Interviews**

Personal interviews are not conducted on the Touro University Nevada campus for MSN applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

All students enrolled in the MSN program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Nursing Handbook.

### **Transfer Policy Statement**

- Applicants who have completed MSN coursework at a regionally accredited institution may be eligible for transfer credits. Credits must have been earned from



- a program accredited both regionally and by a nursing accreditor, including CCNE, NLNAC, CNEA, or ACEN.
- Credits may only be transferred for core coursework. To qualify for possible transfer credit the course grade must be a B or higher.
  - If an applicant has not completed an MSN previously, they are eligible to transfer up to six credits (two courses) of core coursework.
  - If an applicant has completed an MSN and is returning to earn an MSN in a different specialty area, they are eligible for up to 12 credits (four courses) of core coursework.
  - The applicant is required to submit:
    - Official transcripts with the course names, credits granted, and official grade.
    - Course description from a university catalog or other official university publication. Applicants may be required to submit the course syllabi to verify course contents.
  - Transfer credit will be evaluated on an individual basis by the Program Director.
  - If the applicant graduated from a previous MSN program at Touro University Nevada, they may be eligible for up to 15 transfer credits of coursework.

**Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student’s petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

**MSN Curriculum**

**MSN Core:**

**TRIMESTER 1 (6 credits)**

Course #	Course	Credits
MSNV 600	Value-driven Leadership Roles and Implications for Care	3
MSNV 601	Research and Ethics in Advanced Practice Nursing	3

**TRIMESTER 2 (6 credits)**

MSNV 602	Theoretical Applications in Advanced Nursing Practice Roles	3
MSNV 603	Systems, Policy, & Contextualization: Impact on Healthcare	3

**TRIMESTER 3 (6 credits)**

MSNV 604	Cultural Understanding and Population Health	3
MSNV 605	Pathophysiology Across the Lifespan for Advanced Nursing Practice OR	3

MSNV 606	Advanced Pathophysiology, Pharmacology, and Physical Assessment for Nurse Educators	3
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**FNP Specialty (degree total 53 credits):**

**TRIMESTER 4 (6 credits)**

Course #	Course	Credits
MSNV 620	Pharmacology for Advanced Nursing Practice	3
MSNV 621	Physical Assessment for Advanced Nursing Practice	2
MSNV 622	Physical Assessment for Advanced Nursing Practice Practicum	1

**TRIMESTER 5 (10 credits)**

MSNV 623	Primary Care and Differential Diagnosis	3
MSNV 624	Primary Care Adult Practicum & Seminar	3
MSNV 625	Primary Care for Disease Prevention & Wellness	2
MSNV 626	Primary Care for Disease Prevention & Wellness Practicum	1
MSNV 627	Clinical Intensive I (on campus, 3 days)	1

**TRIMESTER 6 (10 credits)**

MSNV 628	Primary Care of Childbearing Families & Children	3
MSNV 629	Primary Care of Childbearing Families & Children Practicum	2
MSNV 630	Primary Care of Mental Health Across the Lifespan	2
MSNV 631	Primary Care of Mental Health Across the Lifespan Practicum	2
MSNV 632	Clinical Intensive II (on campus, 3 days)	1

**TRIMESTER 7 (9 credits)**

MSNV 633	Primary Care of the Aging Adult	2
MSNV 634	Primary Care of the Family Practicum	5
MSNV 636	Clinical Intensive III (on campus, 3 days)	1
MSNV 637	Capstone (includes preparation for board exam)	1

**Nurse Educator Specialty (degree total 38 credits):**

**TRIMESTER 4 (6 credits)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
MSNV 650	Curriculum development: Course Building	3
MSNV 651	Teaching & Learning	3

**TRIMESTER 5 (7 credits)**

MSNV 652	Curriculum Development: Program Planning	3
MSNV 653	Teaching & Learning: online	2
MSNV 654	Practicum I	2

**TRIMESTER 6 (7 credits)**

MSNV 655	Assessment & Evaluation	3
MSNV 656	Practicum 2	2
MSNV 657	Scholarly Project	2

**POST MSN GRADUATE CERTIFICATES**

If a student has completed a Master of Science in Nursing degree at a regionally accredited and nursing specialty accredited institution (CCNE, NLNAC, CNEA, ACEN), they may apply to Touro University Nevada to obtain a Post-MSN Graduate Certificate in another specialty.

Certificates offered include:

- Nurse Educator
- Family Nurse Practitioner

**GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Nursing to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Nursing Admissions Committee for selection to the School. The School of Nursing also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Master of Science in Nursing Graduate Certificate program, applicants must meet the following minimum requirements:

- Complete TUN admissions application and payment of application fee (if applicable).
- At this time, the certificate program will have limited admissions restricted to students from specific states. Please see State Authorization section.
- Cumulative GPA of 3.0. GPA of 2.5-3.0 will be considered for conditional admission and will have to maintain a 3.0 in the first trimester of the certificate program.
- MSN degree from a program of nursing accredited regionally and nationally and by a nursing accreditor, including CCNE, NLNAC, CNEA, or ACEN.
- Resume or curriculum vitae.
- A personal statement of education and career goals in relation to the certificate program.
- One letter of reference from a nursing supervisor/professional.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- Be able to comply with TUN's required Code of Conduct, Nursing Technical Standards and Good Moral Character Behavior policy which includes the physical, emotional, and mental abilities necessary to perform as a nurse.

### **Additional requirements for FNP Certificate applicants:**

- Be eligible for and obtain a registered nurse license in Nevada. Must submit receipt from the Nevada State Board of Nursing for the license application with the online program application. If the Nevada State Board of Nursing will not grant a Nevada license for any reason admission may be denied/revoked  
Prior to FNP clinical coursework students must ensure that immunizations required by the clinical site are provided, a background check and drug screen are completed, and CPR (American Heart Association) certification is current. Any other criterion that the clinical site requires is the student's responsibility to obtain in order to complete clinical hours within the appropriate timeframe.

### **Admission Procedures**

Admission to the certificate program is conducted on a rolling basis. Touro University Nevada website.

### **Interviews**

Personal interviews are not conducted on the Touro University Nevada campus for MSN post-certificate applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

All students enrolled in the post-certificate program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Nursing Handbook.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student’s petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

### **POST MSN GRADUATE CERTIFICATE CURRICULUM**

Family Nurse Practitioner (FNP): total 29-38 credits

The 9 credits of “3 P coursework” (MSNV 605, 620, 621, 622) may have transfer credit applied. The Program Director will evaluate past MSN transcripts to determine if the course titles and objectives are adequate to grant transfer credit. Student may be required to supply previous course syllabi.

The 9 credits of “3 P coursework” (MSNV 605, 620, 621, 622) may have transfer credit applied. The Program Director will evaluate past MSN transcripts to determine if the course titles and objectives are adequate to grant transfer credit. Student may be required to supply previous course syllabi.

#### **TRIMESTER 1 (9 credits)**

<b>Course #</b>	<b>Course</b>	<b>Credits</b>
MSNV 605	Pathophysiology Across the Lifespan for Advanced Nursing Practice	3
MSNV 620	Pharmacology for Advanced Nursing Practice	3
MSNV 621	Physical Assessment for Advanced Nursing Practice	2
MSNV 622	Physical Assessment for Advanced Nursing Practice Practicum	1

#### **TRIMESTER 2 (10 credits)**

MSNV 623	Primary Care and Differential Diagnosis	3
MSNV 624	Primary Care Adult Practicum & Seminar	3

MSNV 625	Primary Care for Disease Prevention & Wellness	2
MSNV 626	Primary Care for Disease Prevention & Wellness Practicum	1
MSNV 627	Clinical Intensive I (on campus, 3 days)	1

**TRIMESTER 3 (10 credits)**

MSNV 628	Primary Care of Childbearing Families & Children	3
MSNV 629	Primary Care of Childbearing Families & Children Practicum	2
MSNV 630	Primary Care of Mental Health Across the Lifespan	2
MSNV 631	Primary Care of Mental Health Across the Lifespan Practicum	2
MSNV 632	Clinical Intensive II (on campus, 3 days)	1

**TRIMESTER 4 (9 credits)**

MSNV 633	Primary Care of the Aging Adult	2
MSNV 634	Primary Care of the Family Practicum	5
MSNV 636	Clinical Intensive III (on campus, 3 days)	1
MSNV 637	Capstone (includes preparation for board exam)	1

**Nurse Educator: total 20 credits**

**TRIMESTER 4 (6 credits)**

Course #	Course	Credits
MSNV 650	Curriculum development: Course Building	3
MSNV 651	Teaching & Learning	3

**TRIMESTER 2 (7 credits)**

MSNV 652	Curriculum Development: Program Planning	3
MSNV 653	Teaching & Learning: online	2
MSNV 654	Practicum I	2

**TRIMESTER 3 (7 credits)**

MSNV 655	Assessment & Evaluation	3
MSNV 656	Practicum 2	2
MSNV 657	Scholarly Project	2

**DOCTOR OF NURSING PRACTICE PROGRAM**

The Doctor of Nursing Practice (DNP) program at Touro University Nevada enhances the preparation and abilities of graduate nurses, while providing a non-research intensive option for obtaining a terminal nursing degree. The program requires completion of didactic and practicum nursing courses that comprise a total of 33 semester credits. Each course focuses on knowledge, skills, and attitudes necessary to fully implement the role of the Doctor of Nursing Practice. Graduates are prepared to function as nursing leaders in a variety of practice settings.

Students will choose a topic of interest and then engage in a practice immersion experience through the design, implementation, and evaluation of a scholarly project that impacts change within the specialty practice of nursing leadership. Didactic courses are completed over eight weeks whereas practice based courses are completed over a 16 week trimester.

A total of 1,000 hours of academic practice experience must be documented at the graduate level. Students may count practicum hours completed during their MSN education toward this requirement. A flexible and engaging format for completion of 528 hours is built into the 12 month program. If additional hours are needed they may be added to courses during the program or the program may be extended an extra trimester, depending on the number of practice hours needed to complete the 1,000 total hours needed. All practicum experiences are completed in the student's geographical area and travel to the campus is not required.

Reliable computer resources and high speed Internet access is required. Web conferencing and teleconferencing will be utilized throughout the program.

**Features:**

- For students who are licensed as registered nurses and who hold a Master's degree in nursing
- Accelerated Program
  - Minimum of three semesters; year-round program
  - Minimum of 33 semester credits
  - Online with no residency requirement
  - Awarded a Doctor of Nursing Practice degree

**Program Objectives**

The American Association of Colleges of Nursing (AACN) is advocating a transformational change in education for professional nurses who practice at the most advanced level. In October 2004, AACN, the “national voice” for America’s nursing education programs, adopted a position statement on the Doctor of Nursing Practice (DNP) degree. This statement recommends that nurses practicing at the highest level should receive doctoral-level preparation. The DNP degree is a response to the demands associated with increasing complexity in the health care system, expansion of scientific knowledge, and growing concerns regarding the quality of patient care delivery and outcomes.

The DNP program outcomes are derived from the AACN document, *The Essentials of Doctoral Education for Advanced Nursing Practice*. A DNP is expected to demonstrate the competencies required for the highest level of nursing practice.

**The graduate will be able to:**

1. Integrate nursing science, theories, and concepts with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Selects appropriate organizational and systems leadership models and theories to promote quality improvement and systems thinking.
3. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
4. Design, implement, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, and equitable nursing and health care services.
5. Synthesize information systems/technology and patient care technology concepts to improve and transform nursing practice.
6. Critically analyze policy/laws/ethics to develop, evaluate, and advocate for, change that shapes financing, regulation, and delivery of nursing and health care services.
7. Employ effective communication and collaborative skills in the development and implementation of evidence-based nursing practice.
8. Analyze epidemiological, biostatistical, environmental, cultural, and other appropriate scientific data related to individual, aggregate, and population health.
9. Design evidence based practice that integrates nursing science with the science of other applicable disciplines to improve healthcare delivery and outcomes.
10. Perform, competently and effectively, all responsibilities of the nursing leader.

**GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Nursing to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Nursing Admissions Committee for selection to the School. The School of Nursing also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School’s programs.



### Admission Requirements for Academic Year 2017-2018

To be considered for acceptance in the Doctor of Nursing Practice (DNP) program, applicants must meet the following minimum requirements:

- Complete TUN admissions application and payment of application fee (if applicable).
- At this time, the DNP program will have limited admissions restricted to students from specific states.
- Hold a Master's degree in Nursing conferred by a regionally accredited college or university.
- Have a cumulative graduate school GPA of 3.0 or greater.
- Be licensed as a registered nurse with an unencumbered license in the state the practicum will be completed.
- Hold a U.S. citizenship or permanent resident status at the time of application.

### Admission Procedures

Admission to the DNP program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website.

### International Transcript Evaluations

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### Background Check & Immunizations

All students enrolled in the DNP program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Nursing Handbook.

### Admission Decisions

The Admissions Committee reserves the right to admit students on an individual basis based on the student's application, and other required documentation. Decisions of the Admissions Committee are final.

### Curriculum – Accelerated track

Course #	Course	Credits
	<b>Trimester 1</b>	
BSNV 499	New Student Orientation	0
DNPV 760	DNP I: Introduction to DNP	4
DNPV 761	DNP Project I	3
DNPV 762	DNP II: Principles of Research Methods & Biostatistics	4
	<b>Trimester 2</b>	
DNPV 763	DNP Project II	3
DNPV 764	Leadership Practicum	2

DNPV 765	DNP III: Advanced Leadership	3
DNPV 766	DNP IV: Evidence-Based Practice	3
	<b>Trimester 3</b>	
DNPV 767	DNP III Project	3
DNPV 768	DNP V: Healthcare Policy	4
DNPV 769	DNP VI: Nursing Leadership Approaches to Population Health	4
	<b>Trimester 4 (If needed)</b>	
DNPV 756	DNP Practicum	1-6
	<b>Total Credits:</b>	<b>33+</b>

### Curriculum – Standard Track

Course #	Course	Credits
	<b>Trimester 1</b>	
BSNV 499	New Student Orientation	0
DNPV 760	DNP I: Introduction to DNP	4
DNPV 762	DNP II: Principles of Research Methods and Biostatistics	4
	<b>Trimester 2</b>	
DNPV 765	DNP III: Advanced Leadership	3
DNPV 767	DNP IV: Evidence Based Practice	3
	<b>Trimester 3</b>	
DNPV 764	Leadership Practicum	2
DNPV 769	DNP VI: Nursing Leadership Approaches to Population Health	4
	<b>Trimester 4</b>	
DNPV 768	DNP V: Healthcare Policy	4
DNPV 761	DNP Project I	3
	<b>Trimester 5</b>	
DNPV 763	DNP Project II	3
DNPV 756	DNP Practicum ( <i>If needed</i> )	1 - 6
	<b>Trimester 6</b>	
DNPV 766	DNP III Project	3
DNPV 756	DNP Practicum ( <i>If needed</i> )	1 - 6
	<b>Total Credits:</b>	<b>33 +</b>

\*note that standard track may not be eligible for financial aid in Trimesters 5 or 6 depending on credit load

### PROGRESSION AND GRADUATION REQUIREMENTS

For the undergraduate program, satisfactory completion requires a grade of 80% or better in each nursing course, in addition to achieving an overall GPA of 3.0. A student who receives lower than an 80% grade in two nursing courses within the program may be dismissed.

In the graduate programs an 83% or better is required in each course, in addition to achieving an overall GPA of 3.15. A graduate student who receives lower than an 83% in two graduate courses may be dismissed from the nursing program. Opportunity to repeat nursing courses will depend upon the number of students enrolled in courses, the schedule for courses, and availability of clinical experiences.

Students must comply with all the legal and financial requirements of Touro University Nevada. Students must also submit an application for graduation and complete an exit survey.

### **CONTACT INFORMATION**

School of Nursing Administrative Assistant, Phone: (702) 777-1737, Fax: (702) 777-1747

### **COMPLETE COURSE LISTINGS**

The School of Nursing reserves the right to determine whether to offer any course that has an enrollment of fewer than ten students.

#### **BSNV 451 Transition to Professional Practice and Current Trends in Nursing (6 credits):**

This course is designed to increase awareness of current issues and trends affecting the nursing profession. Transitional concepts will be addressed as they relate to the professional nursing role in an overview of the conceptual and theoretical foundations of professional nursing practice.

#### **BSNV 452 Research and Scholarly Inquiry for Evidence Based Practice in Nursing (6 credits):**

This course introduces research design, methodology, and analysis for the professional nurse. Students explore researchable problems, develop a theoretical basis for a research study, and critique completed research. The course provides a basic understanding of nursing research, principles, and concepts.

#### **BSNV 453 Health Policy and Leadership in Nursing (6 credits):**

Students gain awareness of the complexities of major issues, such as quality of care, healthcare team coordination, patient safety initiatives, healthcare policy, and cost-effectiveness in settings which can include individuals, families, groups, communities, populations, and other members of the healthcare team. The students apply leadership, management, and supervision theories to clinical practice in various healthcare settings.

#### **BSNV 454 Nursing Health Assessment and Pathopharmacology (6 credits):**

This course prepares students to conduct comprehensive and holistic health assessments as well as apply principles of pharmacology and pathophysiology to complex patient scenarios. Concepts and techniques necessary for gathering, analyzing, and documenting data about the physical, psychosocial, cultural, volitional and spiritual aspects of a patient's state of wellness are emphasized. Students will integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences throughout the nursing process.

#### **BSNV 455 Family, Community, & Global Population-Based Care in Nursing (6 credits):**

This course focuses on care of the community with emphasis on preventative health needs of populations at risk and other community groups in various community settings. Utilizing interprofessional collaboration, students explore current public health problems, epidemiology, and community resources to identify strategies to improve the quality of life through health promotion and disease prevention. Students analyze the socio-cultural, political, economic, ethical, and environmental factors that influence community health. Clinical experiences will enable students to understand and enhance the factors that affect health and health care delivery.

**BSNV 456 Health Delivery, Information Management, and Technology in Nursing (6 credits):**

This course addresses issues related to the impact of information technology on healthcare practitioners and consumers of all ages. Students will learn about and gain experience with practical applications of information technology, such as handheld devices, telehealth, and Internet resources, which can improve the quality of healthcare communication and delivery, and facilitate healthcare research. Legal and ethical considerations as well as interprofessional collaboration will be included in this course.

**BSNV 499 New Student Orientation (0 credits)**

All nursing students should start with this Blackboard Student Orientation course! This course will introduce you to the School of Nursing and the nursing programs at Touro University Nevada. This interactive course details the Blackboard learning management system and how to use Blackboard in your program. Topics covered include: where to find course information, how to participate in online discussions, how to submit assignments in Blackboard, and how to use the TUN library. You will also have the opportunity to interact with other new nursing students at all program levels. Please access this course prior to the start of your first term at TUN

**MSNV 600 Value-driven Leadership Roles and Implications for Care (3 Credits)**

This course introduces the student to healthcare leadership. Emphasis includes nursing opportunities for leadership in various roles and at multiple levels of the organization. Content includes leadership theories, nursing contributions to the organization, stakeholder/agency partnerships, and resulting outcomes. Change processes and strategies in healthcare will be discussed. Both clinical and non-clinical nursing leadership roles are detailed in the context of the current healthcare environment.

**MSNV 601 Research and Ethics in Advanced Practice Nursing (3 Credits)**

This course emphasizes nursing's increasing scope of utilizing evidence to support practice, education, and the development of further evidence through research. Emphasis includes understanding statistics as they are reported in the nursing literature, and the associated implications for practice. Analysis of research frameworks to examine nursing issues will occur. Ethics related to research processes and utilizing the evidence base will be explored.

**MSNV 602 Theoretical Applications in Advanced Nursing Practice Roles (3 Credits)**

This course allows for critical analysis and evaluation of multiple theories utilized in nursing education and practice. Examines how different theories and models serve the profession and, ultimately, guide understanding of practice and outcomes. Theories examined will include the scope of grand nursing theories, middle range theories, and practice theories and models.

**MSNV 603 Systems, Policy, & Contextualization: Impact on Healthcare (3 Credits)**

This course describes the U.S. healthcare system and current policies. The associated organizational, social, legal, regulatory, and legislative factors that influence policy development and implementation will be explored. Policies significantly affecting nursing practice, such as the Patient Protection and Affordable Care Act, will be emphasized. The healthcare and educational system's responses to current health policies will be compared and contrasted.

**MSNV 604 Cultural Understanding and Population Health (3 Credits)**

This course demonstrates the impact nursing has on population health. Cultural understanding will be emphasized as a skill needed to aid in quality interpretation of epidemiological data. The course will also develop skills used in building health promotion programs for populations.

**MSNV 605 Pathophysiology Across the Lifespan for Advanced Nursing Practice (3 Credits)**

This course focuses on the physiologic mechanisms and pathophysiology of human body systems including both adaptive and maladaptive changes that occur throughout the lifespan. Pathophysiology of frequently encountered primary care conditions across the lifespan and special populations will be examined. This course provides foundational content for all future clinical courses. Content is presented within a holistic, culturally competent and evidenced based framework.

**MSNV 606 Advanced Pathophysiology, Pharmacology, and Physical Assessment for Nurse Educators (3 Credits)**

This course builds upon the undergraduate education and experience of the student to further develop advanced pathophysiology, advanced pharmacology, and advanced physical assessment knowledge and skills. The focus is on developing expertise needed by the nurse educator to plan, create and deliver nursing curricula. The student will focus on their area of interest related to educating students and/or other healthcare professionals

**MSNV 620 Pharmacology for Advanced Nursing Practice (3 Credits)**

This course emphasizes the development of pharmacological knowledge required for an advanced practice nurse to treat and care for patients. Students will analyze and synthesize clinical pharmacokinetics and pharmacodynamics concepts in the management of common disease processes occurring in patients across the lifespan.

Pre-requisite: MSNV 605 or credit awarded from previous coursework.

**MSNV 621 Physical Assessment for Advanced Nursing Practice (2 Credits)**

This course builds on the students' knowledge and physical assessment skills and provides a foundation for the advanced practice nurse to evaluate the health of individuals. Emphasis is on advanced assessment including advanced communication (i.e., clinical interviewing, focused history taking), biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making skills required to diagnose and treat individuals across the lifespan.

Pre-requisite: MSNV 605 or credit awarded from previous coursework.

Co-requisite: MSNV 622

### **MSNV 622 Physical Assessment for Advanced Nursing Practice Practicum (1 Credit)**

This course is a lab that accompanies MSNV 621 and provides the student the opportunity to apply advanced assessment skills. There is an emphasis on history taking, physical examination and acquiring and analyzing diagnostic data within a holistic, culturally competent framework and evidenced based framework. Course requires 45 hours of online simulation.

Pre-requisite: MSNV 605 or credit may be awarded by previous coursework.

Co-requisite: MSNV 621

### **MSNV 623 Primary Care and Differential Diagnosis (3 Credits)**

This course focuses on synthesizing knowledge from pathophysiology, assessment techniques and other previous courses to provide appropriate differential diagnosis and interventions in a primary care environment. The content is presented within a holistic and culturally competent framework and evidenced based framework.

Pre-requisite: MSNV 605, 620, 621, 622 or credit may be awarded by previous coursework.

Co-requisite: MSNV 624, 627

### **MSNV 624 Primary Care Adult Practicum (3 Credits)**

This practicum accompanies MSNV 623 and focuses on students applying theoretical and clinical concepts related to health assessment and differential diagnosis in the adult health population. The content is presented within a holistic, culturally competent framework and evidenced based framework. Course requires 135 hours of directly supervised clinical hours.

Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.

Co-requisite: MSNV 623, 627

### **MSNV 625 Primary Care for Disease Prevention & Wellness (2 Credits)**

This course focuses on the theoretical and clinical concepts related health promotion and disease prevention in a primary care environment. Both disease prevention and health promotion are presented within a holistic, culturally competent framework and evidenced based framework

Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.

Co-requisite: MSNV 626, 627

### **MSNV 626 Primary Care for Disease Prevention & Wellness Practicum (1 Credit)**

This practicum accompanies MSNV 625 and focuses on students applying theoretical and clinical concepts related health promotion and disease prevention in a primary care environment. Both disease prevention and health promotion are presented within a holistic,

culturally competent framework and evidenced based framework. Course requires 45 hours of directly supervised clinical hours.

Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.

Co-requisite: MSNV 625, 627

### **MSNV 627 Clinical Intensive I (1 Credit)**

This is the first of three clinical intensive experiences that focuses the NP student on application and development of primary assessment and diagnostic skills needed to care for patients across the lifespan. Clinical experiences will be chosen to allow the student the opportunity to apply, develop and broaden nursing practitioner skills. On-campus.

Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.

Co-requisite: MSNV 623, 624, 625, 626

### **MSNV 628 Primary Care of Childbearing Families & Children (2 Credits)**

This course prepares the Nurse Practitioner to provide holistic family-centered care during the childbearing years. Focus is on comprehensive assessment, intervention and preventive care for women and families throughout reproductive and childrearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced. Content will include management of both normal and pathological conditions.

Pre-requisite: MSNV 623, 624, 625, 626, 627

Co-requisite: MSNV 629, 632

### **MSNV 629 Primary Care of Childbearing Families & Children Practicum (3 Credits)**

This practicum accompanies MSNV 628 and focuses on students applying theoretical and clinical concepts related to provide holistic family-centered care during the childbearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced. Course requires 135 hours of directly supervised clinical hours.

Pre-requisite: MSNV 623, 624, 625, 626, 627

Co-requisite: MSNV 628, 632

### **MSNV 630 Primary Care of Mental Health across the Lifespan (2 Credits)**

This course prepares the Nurse Practitioner to provide for holistic care mental health care needs of individual and families across the lifespan. Focus is on comprehensive assessment, intervention and preventive care in a variety of patient settings. Content will include management of both normal and pathological conditions. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced.

Pre-requisite: MSNV 623, 624, 625, 626, 627

Co-requisite: MSNV 631, 632

### **MSNV 631 Primary Care of Mental Health across the Lifespan Practicum (2 Credits)**

This practicum accompanies MSNV 630 and allow for the NP student to apply theoretical and clinical concepts needed to provide mental health care needs across the lifespan. Focus is on comprehensive assessment, intervention and preventive care in a variety of patient settings. Content will include management of both normal and pathological conditions. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced. Course requires 45 hours of directly supervised clinical hours.

Pre-requisite: MSNV 623, 624, 625, 626, 627

Co-requisite: MSNV 630, 632

### **MSNV 632 Clinical Intensive II (1 Credit)**

This is the third of three clinical intensive experiences that focuses the NP student on application and development of primary assessment and diagnostic skills needed to care for patients across the lifespan. Clinical experiences will be chosen to allow the student the opportunity to apply, develop and broaden nursing practitioner skills. On-campus.

Pre-requisite: MSNV 623, 624, 625, 626, 627

Co-requisite: MSNV 628, 629, 630, 631

### **MSNV 633 Primary Care of the Aging Adult (2 Credits)**

This course prepares the Nurse Practitioner to provide for the unique health care needs of the aging adult. Focus is on comprehensive assessment, intervention and preventive care in a variety of patient settings. Content will include management of both normal and pathological conditions. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced.

Pre-requisite: MSNV 628, 629, 630, 631, 632

Co-requisite: MSNV 634, 636, 637

### **MSNV 634 Primary Care of the Family Practicum (5 Credits)**

This practicum allows the NP student to apply both theoretical and clinical concepts to the primary health care needs of patients across the lifespan within a safe, culturally competent, evidenced based framework. Emphasizes achieving clinical competence in collaboration with other healthcare professionals. Course requires 225 hours of directly supervised clinical hours.

Pre-requisite: MSNV 628, 629, 630, 631, 632

Co-requisite: MSNV 633, 636, 637

### **MSNV 636 Clinical Intensive III (1 Credit)**

This is the second of three clinical intensive experiences that focuses the NP student on application and development of primary assessment and diagnostic skills needed to care for patients across the lifespan. Clinical experiences will be chosen to allow the student the opportunity to apply, develop and broaden nursing practitioner skills. As the final clinical intensive this course synthesizes and integrates knowledge from previous courses. On-campus.

Pre-requisite: MSNV 628, 629, 630, 631, 632

Co-requisite: MSNV 633, 634, 637



**MSNV 637 Capstone (1 Credit)**

The course serves as a review of all program content to prepare the NP student for the certification exam. The content will also include exploration of the certification exam requirements and the test blueprint

Pre-requisite: MSNV 628, 629, 630, 631, 632

Co-requisite: MSNV 633, 634, 636

**MSNV 650 Curriculum Development: Course Level (3 Credits)**

This course provides students the opportunity to develop course curriculum as it relates to teaching in nursing programs. Students will utilize current nursing and education theory and the exploration of research-based concepts that will meet the unique needs of learners. Building of curriculum includes philosophical underpinnings, broad outcome statements, teaching strategies, and evaluation methods. Pre-requisite: MSNV 600, 601, 602, 603, and 604 or credit awarded from previous coursework.

**MSNV 651 Teaching and Learning (3 Credits)**

This course examines effective teaching/learning strategies in both the classroom and clinical settings. An exploration of learning domains will take place utilizing approaches based on processes that include teaching/learning theories, assessment of diverse learners and their needs, course design, and various assessment and evaluation of learning. Pre-requisite: MSNV 600, 601, 602, 603, and 604 or credit awarded from previous coursework.

**MSNV 652 Curriculum Development: Program Planning (3 Credits)**

This course allows students to examine, analyze, and evaluate program-level curriculum in nursing programs. Students will build on skills developed in MSNV 650 to determine whether curricula meet accreditation standards and professional practice standards. Curricula will also be examined for alignment of objectives from the course to the program level. Prerequisite: MSNV 650.

**MSNV 653 Teaching and Learning Online (2 Credits)**

This course introduces the student to instructional design concepts including a variety of computer and technology-based nursing education delivery methods. Educational delivery will emphasize teaching/learning strategies that link to desired learning outcomes within online/distance education settings. Prerequisite: MSNV 651.

**MSNV 654 & MSNV 656 Practicum 1 and 2 (2 Credits each)**

These courses provide students the opportunity to apply and synthesize teaching-learning theories and curriculum development during their practicum experiences. Students will obtain a qualified preceptor from where they reside.

**MSNV 654 \*Practicum 1 (Teaching and Evaluation) (2 Credits)**

This course requires the student to apply teaching and evaluation strategies in the institution or facility where the chosen preceptor works. The preceptor will guide the MSN student during this experience ensuring that course outcomes and created practicum objectives are met. Areas

of instruction may include classroom, clinical rotation, distance learning, and direct care settings. MSN student will be evaluated by the preceptor utilizing the grading rubric provided by the university. Course requires 90 practice hours, may be in education or clinical setting. Prerequisite: MSNV 653.

**MSNV 656 \*Practicum 2 (Curriculum Development) (2 Credits)**

This course allows students the opportunity to apply curriculum development concepts and strategies in the institution or facility where the chosen preceptor works. The preceptor will guide the MSN student during this experience ensuring that course outcomes and created practicum objectives are met. Areas of instruction may include classroom, clinical rotation, distance learning, and direct care settings. MSN student will be evaluated by the preceptor utilizing the grading rubric provided by the university. Course requires 90 practice hours; 45 hours minimum must be in the clinical setting. Prerequisite: MSNV 653.

**MSNV 655 Assessment & Evaluation (3 Credits)**

This course focuses on assessment and evaluation concepts integral to quality nursing education. Appropriate assessment conceptual frameworks will be addressed. Strategies for formative and summative evaluation for learning within classroom, clinical, and laboratory settings will be examined. Ethical and legal requirements will be considered. Prerequisite: MSNV 652.

**MSNV 657 Scholarly Project (2 Credits)**

Each MSN student is required to complete a scholarly project on their individual area of interest as future nurse educators. Theories, competencies, and concepts of the previous nurse educator courses will be analyzed, synthesized, and applied in creating an evidence-based teaching proposal. Prerequisite: MSNV 651.

**DNPV 756 DNP Practicum (1 – 6 credits)**

This course builds upon the development of the portfolio. Students requiring additional practicum hours should register for this course. Development of a portfolio to demonstrate successful completion of course and program outcomes is required. With the academic mentor's (AM) guidance, the student is responsible for identifying and participating in learning activities that address the DNP competencies within the course. Registration requires permission of the program coordinator. Each credit hour equals 48 practice hours.

**DNPV 760 DNP I: Introduction to the Doctor of Nursing Practice (4 Credits)**

This course provides an introduction to the Doctor of Nursing Practice role and focuses on the application of leadership abilities, professional values, and interprofessional collaboration to effect change in the complex health care system. There is a concentration on advancing the specialty of nursing leadership through scholarly inquiry and innovation. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisite: Admission to the DNP Program.

**DNPV 761 DNP Project I (3 Credits)**

This project course allows the student to systematically identify and examine issues and trends related to leadership in nursing and other related disciplines in order to promote human flourishing, enhance nursing practice, and enable nursing judgment. The student will explore the role of a scholar-practitioner in translation of research into practice through design, implementation, and dissemination of research findings. Students are encouraged to pull from content in the didactic courses to develop and bolster their DNP Project. The foundation of the doctoral nursing project will begin through development of a problem statement, project aims, literature review, and application of a theoretical framework to the project. Course requires 144 practice hours. Pre-requisite: Admission to the DNP Program

### **DNPV 762 DNP II: Principles of Research Methods and Biostatistics (4 Credits)**

This course explores various research and statistical methods within the scope of the Doctor of Nursing Practice and allows the opportunity for application of these methods to the specialty of nursing leadership. Exposure and application of the techniques used to evaluate the scholarly project in alignment with a rigorous project design will be provided. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisite: DNPV 762.

### **DNPV 763 DNP Project II (3 Credits)**

This project course allows the student to systematically identify and examine issues and trends related to leadership in nursing and other related disciplines in order to promote human flourishing, enhance nursing practice, and enable nursing judgment. The student will explore the role of a scholar-practitioner in translation of research into practice through design, implementation, and dissemination of research findings. Students are encouraged to pull from content in the didactic courses to develop and bolster their DNP Project. Development of a project plan including interventions and tools for implementation, identifying the project setting, population, stakeholders and exploring recruitment methods will be completed in this course. Course requires 144 practice hours. Pre-requisite: DNPV 761.

### **DNPV 764 Leadership Practicum (2 Credits)**

This practicum course provides an interactive experience with a practicum mentor. Students will apply strategies of the advanced practice nurse specializing in nursing leadership to practice. There is an emphasis on synthesis and translation of best practices to the nursing-leadership arena. Participants will be encouraged to apply such information to their DNP project as appropriate. Course requires 96 practice hours. Pre-requisite: DNPV 760, 762.

### **DNPV 765 DNP III: Advanced Leadership (3 Credits)**

This course explores the role of the doctorally prepared nurse as a leader. Students will apply principles of accountability, quality improvement, patient safety, and ethics. The role of the doctorally prepared nurse leader will be examined as it applies to leading innovative health care policy and practice through the spirit of inquiry, maintaining a professional identity, and exercising nursing judgment. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760, 761, 762.

**DNPV 766 DNP IV: Evidenced Based Practice (3 Credits)**

This course focuses on translating research to practice in the arena of nursing leadership through evaluation and synthesis of literature and evidence. Students will apply principles of nursing judgment, professional identity, and collaborative skills in the development and evaluation of evidence based practice models. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760, 762, 765.

**DNPV 767 DNP Project III (3 Credits)**

This project course allows the student to systematically identify and examine issues and trends related to leadership in nursing and other related disciplines in order to promote human flourishing, enhance nursing practice, and enable nursing judgment. The student will explore the role of a scholar-practitioner in translation of research into practice through design, implementation, and dissemination of research findings. Students are encouraged to pull from content in the didactic courses to develop and bolster their DNP Project. Implementation and evaluation will be completed in this course. Additionally, the significance of the DNP Project to the nursing profession and healthcare as a whole will be explored. Course requires 144 practice hours. Pre-requisite: DNPV 761, 763.

**DNPV 768 DNP V: Healthcare Policy (4 Credits)**

This course will address the design, influence and implementation of health policy and healthcare system issues on a local, state, national and international level. Advocacy related to population need, social justice, ethical practice, will be central to this course. Critical analysis, health policy proposals and healthcare leadership will be covered in relation to patient care, healthcare, and other client outcomes. Finance, regulations, delivery and scope of DNP education and practice are also included. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760, 762, 765, 766.

**DNPV 769 DNP VI: Nursing Leadership Approaches to Population Health (4 Credits)**

Community engagement, inter collaborative care delivery and education, as they relate to perspective and resources of diverse communities and health action, will be addressed. Economic framework, aggregate health outcome, cultural perspectives, health disparities and overall population health delivery will be explored in relation to educational interventions. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760, 762, 765, 766, 768.

# Occupational Therapy

**Master of Science in Occupational Therapy (MSOT)  
Occupational Therapy Doctorate (OTD)**

## **PROGRAM DESCRIPTIONS**

### **Entry-Level Master of Science in Occupational Therapy Degree**

The School of Occupational Therapy prepares caring, competent and strong leaders who are grounded in knowledge of the power of human occupation and its ability to influence one's health and ability to participate in the fabric of one's life. Occupational therapy graduates are skilled in therapeutic techniques, are consumers of evidence-based literature as well as contributors to evidence-based practice, are mindful of needs, challenges, and opportunities for their profession, and are armed with strength of leadership to enable advocacy for their profession, their clients, and themselves.

The occupational therapy curriculum is structured on a trimester system encompassing 24 months. There are 18 months of coursework including 6 months of fieldwork placements or up to 9 months of fieldwork if the student decides to extend his/her education by engaging in a third Level II (optional) placement.

The sequence of the coursework begins with fundamental knowledge laying the groundwork of the philosophical foundations of the profession and its unique theories. Students will gradually be led toward case-based learning approaches, team-based assignments, individual problem-solving opportunities, and professional documentation geared toward development of critical thinking skills in preparation for practice. Students are expected to complete and present a Professional Portfolio and an evidence-based systematic review project before final conclusion of the curriculum.

The 18-month didactic portion of the program is comprised of traditional lecture/lab and classroom activity sessions, structured community experiences, and includes experiences alongside students from other disciplines when possible. Courses will be built around interactive teaching techniques, including case-based learning sessions, faculty-led community interaction opportunities, an evidence-based project, on-going preparation of the student's portfolio, and community-based Level I fieldwork experiences. Specific practice competencies must be accomplished which are incorporated into didactic courses.

Courses are expected to be taken in concert with one another and in the sequence listed as evidenced by adherence to noted prerequisite and co-requisite courses. Students may not "test out" of a course because of previous educational or clinical experiences. The curriculum is subject to change and revision as deemed by the faculty and director of the School of Occupational Therapy. Student educational needs and educational integrity will take

precedence in consideration of programmatic changes.

Graduates of the Touro University Nevada School of Occupational Therapy will be prepared to think creatively with visionary clinical reasoning skills that are based on sound research evidence and they will provide occupation-based, client-centered care. Touro graduates will develop an appreciation of life-long professional development that extends beyond their own growth and on-going, life-long development, but also that of their professional community. Awareness of the needs of the community and the society will prepare Touro University Nevada Occupational Therapy graduates to advocate for client services, coverage by third-party payers, and impact governmental and legislative influences on the status of occupational therapy service delivery.

**Special Features:**

The overriding goal of the Touro University Nevada Occupational Therapy educational program is to prepare entry-level occupational therapists who are capable of innovative service delivery, leadership, and entrepreneurial endeavors designed to meet the needs of the various Nevada populations served, including the diverse urban and rural populations, work-age populations, retired populations, children and industry.

The learning experiences within the didactic and clinical phases of the curriculum are designed to develop each graduating student's ability to demonstrate competencies required to enter the field of occupational therapy.

Touro University Nevada Student Occupational Therapy Association, which is affiliated with the American Occupational Therapy Association, provides students with opportunities to form relationships with each other outside of classes and learn organizational skills while providing service to each other and the university, and gain benefits from collaboration on goals of mutual professional growth.

Potential for involvement with the Student Government Association provides students with opportunities within the university environment to exhibit leadership, personal growth, and professional affiliations. Students are also member of the Student Occupational Therapy Association which provides opportunities for leadership and personal growth though activities in the community and with the Nevada Occupational Therapy Association. Students who are in the top thirty-five percent of their cohort with a GPA above 3.5 are invited to Pi Theta Epsilon (PTE) honor society. The purposes of PTE are to recognize and encourage scholastic excellence of occupational therapy students, contribute to the advancement of the field of occupational therapy through the scholarly activities of student and alumni members, and to provide a vehicle for students to exchange information and to collaborate regarding scholarly activities.

The curricular themes – Evidence-Based Practice; Occupation-Based Practice; Leadership; and, Social Justice – reflect belief in the strength of occupation and commitment to service to the community through leadership and education of students who are skilled, competent, and providers of evidence-based services. The curricular themes support the university's mission to

offer professional education, social justice, and service to humanity. Each student will develop his/her own style/approach to hone skills in therapeutic use of self based on opportunities for self-discovery as we see ourselves through others.

### **Entry-Level Occupational Therapy Doctorate Degree**

The purpose of the Occupational Therapy Doctorate is to build a strong culture of forward thinking occupational-based practitioners who will develop and sustain programs while implementing primary care models and redefining healthcare with health & wellness approaches.

Students complete all of the Master of Occupational Therapy degree requirements prior to entering the Occupational Therapy Doctoral program. Only one degree is awarded for entry into the occupational therapy profession – Master’s or Doctoral. Courses in the Occupational Therapy Doctorate program specifically address advanced clinical practice, research, administration, leadership, program and policy development, advocacy, and education skills. Students will complete course assignments and their capstone project in collaboration with a community setting including the 16-week Doctoral Experiential Component.

Graduates of the Occupational Therapy Doctorate program will become advanced practice generalists with expertise in specialty and/or emerging practices areas with an ability to translate evidence into practice and contribute to the occupational therapy body of research. Students will engage in the creation of their own unique path via mentored learning and rich opportunities in a diverse community.

### **ENTRY LEVEL MASTER OF SCIENCE DEGREE PROGRAM ACCREDITATION FROM THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)**

In December, 2013, the School of Occupational Therapy achieved a seven-year accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. ACOTE’s telephone number c/o AOTA is (301) 652-AOTA. Graduates of the Touro University Nevada School of Occupational Therapy will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

In August, 2015, the School of Occupational Therapy received Candidacy Status for the Occupational Therapy Doctorate degree. The initial on-site evaluation will take place in Spring 2018 with final determination of accreditation in Summer 2018.

## **GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Occupational Therapy to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Occupational Therapy Admissions Committee for selection to the School. The School of Occupational Therapy also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

## **MSOT/OTD Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Occupational Therapy degree programs, applicants must meet the following admission requirements:

- Submitted a completed and verified application through OTCAS.
- Obtained a baccalaureate degree from a regionally accredited institution of higher education prior to matriculation.
- Earned a cumulative GPA of 3.0 or higher.
- Completed the following coursework and earned a C or better prior to applying:
  - 6 semester credits of English/Communication (technical and professional writing strongly encouraged)
  - 6 semester credits of Humanities (anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies and/or group dynamics)
  - 3 semester credits of Statistics (course must cover research qualitative, quantitative, methodology, correlation)
  - 8 semester credits of Human Anatomy & Physiology (only 4 credits can be taken online)
  - 3 semester credits of Natural Science (physics, kinesiology, biology, chemistry)
  - 3 semester credits of Human Development or Lifespan (must cover human development from birth to death)
  - 3 semester credits of Abnormal Psychology
  - 6 semester credits of Psychology (preferred courses are developmental or cognitive psych, behavioral psych and/or theories of personality)
- Natural Science and Anatomy/Physiology courses (11 credits) must have been completed within 5 years of matriculation into the program.
- Have basic computer literacy and be able to use of Microsoft Word and PowerPoint software.
- Knowledge of American Psychological Association (APA) writing style.
- Submit two letters of recommendation. One letter must be from a professor or supervisor. One letter must be from a practicing occupational therapist. Letters of recommendation should be sent directly by the recommenders on letterhead and must include contact information. The letters of recommendation must be submitted via OTCAS.
- Have performed a minimum 20 hours of work shadowing or volunteering alongside an occupational therapist. Additional 20 hours in a client-based setting as a



volunteer or employee with or without an occupational therapist (e.g., special education classroom, adult day care center, camp counselor with special populations). Hours must be logged on the [OT Student Experience Documentation Form](#).

- Hold a U.S. citizenship or permanent resident status at the time of application.
- Must meet the [OT Technical Standards](#), which includes the physical abilities necessary to perform as an occupational therapist.

### **Interviews**

Personal interviews (the final stage in the admissions process) are conducted on the Touro University Nevada campus for selected applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

All students enrolled in the OT program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Occupational Therapy Handbook.

### **Transfer Policy Statement**

The School of Occupational Therapy does not accept transfer students from other occupational therapy programs. Students currently admitted in another occupational therapy program are required to apply for admission to Touro University Nevada as a new applicant.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student's petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

### **Requirements for Graduation**

Stipulations regarding progression through the curriculum including parameters of Academic Probation and other factors are outlined in the Student Handbook. Students must successfully complete all semesters and all academic courses within the entry-level Master of Science and Occupational Therapy Doctorate degree programs including the two required Level II fieldwork placements and the Doctoral Experiential Component for the doctoral degree. Fieldwork placements must be successfully completed within 24 months of completion of the didactic course work.

Criteria for successful progression through the curriculum includes factors such as passage of all curricular courses with a grade of 73% or better, no more than 9 credits of a “C”, maintenance of a cumulative grade point average (GPA) of 3.0 or higher (80% or higher), no outstanding Incomplete grades, all financial obligations met, and a statement from clinical supervisor(s) of the final Level II fieldwork placement that the student has achieved entry-level status as an occupational therapist as evidenced by their performance on clinical fieldwork placements.

Student must comply with all the legal and financial requirements of Touro University Nevada. Student must also submit an application for graduation and complete an exit survey.

### **Technical Standards for Admission and Continued Enrollment**

Every applicant who seeks admission to the School of Occupational Therapy or is a continuing student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Once enrolled in the program each occupational therapy student must be able to quickly and accurately integrate all information received, maintain a safe environment for self and others, perform as a member of a team, maintain confidentiality according to professional and institutional standards, and demonstrate the ability to learn, integrate, analyze, and synthesize information and data.

The School of Occupational Therapy will make every effort to provide reasonable accommodations for physically challenged students based upon evaluation by a recognized practitioner in the area of disability. However, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of occupational therapy. Students entering the program with, or acquiring deficits of these standards while enrolled, will be evaluated by a team of faculty to determine if accommodation is feasible. Accommodations to meet technical requirements will be at the student’s expense.

**The School of Occupational Therapy, in consideration of the technical requirements of the practice of occupational therapy, requires that each student must meet the following elements:**

**Observation:** Occupational therapy students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at distances and for close details. Students must have sufficient visual skills to scan the area for environmental safety factors.

**Communication:** Occupational therapy students must be able to write, speak, hear, and observe in order to elicit information, examine, educate, and provide interventions, describe changes in mood, activity, and posture, and perceive non-verbal communication. Communication includes not only speech, but also reading and writing. Students must be able to communicate effectively and efficiently in oral and written formats.

**Motor Function and Strength:** Occupational therapy students must have sufficient motor function and strength to execute movements reasonably required to provide interventions with patients/clients in a therapeutically effective and safe manner. Examples of interventions reasonably required for the occupational therapy student include: cardiopulmonary resuscitation, lifting and transferring of clients/patients, provision of balance stability and guarding of falls during transfers and functional activities; administration of manual therapy techniques, setting up and moving equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.

**Sensory:** Occupational therapy students require enhanced sensory skills in coordination, proprioception, vestibular, tactile, and hearing senses in order to complete the examination, evaluation, and application of interventions to clients/patients in a therapeutically effective and safe manner. Occupational therapy students must be able to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements. Hearing skills must be sufficient to discriminate sounds in the environment for safety, communication with people, and utilize therapeutic equipment.

**Mobility:** Occupational therapy students must exhibit mobility in body movements and locomotion required to provide interventions to clients/patients and participate in emergency care if needed. Examples of mobility include: crawling, rolling, standing, walking, sitting

**Vision:** Occupational therapy students must possess sufficient vision to perform physical assessments of clients/patients, utilize required therapeutic equipment, and read documents such as medical records, textbooks, and computer screens. Visual integration must be consistent for the student to assess asymmetry, range of motion, and tissue color and texture changes, and monitor clients/patients during activity. It is essential for the student to have adequate visual capabilities for the integration of evaluation techniques and treatment of the client/patient

**Intellectual, Conceptual, Integrative, and Quantitative Abilities:** Occupational therapy students must be able to demonstrate ability in measurement, calculating, reasoning, comparison and contrasts, application, critical analysis, synthesis, judgment, and problem solving. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews and evaluations, and readings from textbooks, journals, and medical records. Students must be able to identify and respond accurately to factual information as well as subtle cues of mood, temperament, and gestures provided by others. The ability to comprehend three-dimensional relationships and understanding spatial relationships of structures is important. Students must be able to assess threats to safety and apply research methods to practice.

**Behavioral and Social Abilities:** Occupational therapy students must have appropriate social skills for forming and maintaining of mature and culturally sensitive relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their

families/significant others. Students must possess the emotional/psychological health required for full utilization of their intellectual abilities, exercise good judgment, prioritize and complete responsibilities in a timely manner. Students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in professional education and the fieldwork environments while treating clients/patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities assessed during the admissions and occupational therapy educational processes. Students must possess the ability to and work effectively as a group/team member.

**Participation in Skills Laboratories:** Occupational therapy students must be active participants in all laboratory sessions. Students are required to participate as patients, therapist, and observers with a variety of people representing different physical attributes, gender, age, abilities and disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

**Health.** Exposure to Hepatitis B and other contagious diseases is possible in the fieldwork experiences; immunizations are required as indicated in the Touro University Nevada Catalog and School of Occupational Therapy Student Handbook; students with pre-existing conditions which may impair their functioning ability are strongly advised to wear an appropriate medical alert bracelet and notify faculty and fieldwork educators.

Students with concerns about their ability to meet these technical standards should discuss them first with their academic faculty advisor. If a student requires accommodation of or exemption from educational activities the Director of the School of Occupational Therapy must be notified in writing. Students requiring exemption from any of the activities included in these technical standards on a temporary basis of greater than 90 days may be requested to resign from the occupational therapy program.

#### **Technical Standards Certification**

Touro University Nevada is committed to ensuring that otherwise qualified disabled students fully and equally enjoy the benefits of a professional education. Touro University Nevada will make reasonable accommodations necessary to enable a disabled student who is otherwise qualified to successfully complete the degree requirements for a Master of Science degree in Occupational Therapy. However, Touro University Nevada insists that all students meet the minimum essential requirements to safely, efficiently, and effectively practice as a professional occupational therapy student.

I, \_\_\_\_\_, hereby certify that I have read Touro University Nevada School of Occupational Therapy Technical Standards and that I can meet all requirements listed therein, either without accommodation or with reasonable accommodation from the university.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

## GRADUATE CURRICULUM

### PROFESSIONAL CURRICULUM – COURSES IN THE MAJOR MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)

All courses are required for the OCCUPATIONAL THERAPY DOCTORATE (OTD)

Credits required: 79 credits

Course #	Course Title	Credits
	<b>Semester 1</b>	<b>15</b>
OCTV 500	Fundamentals and Foundations of Occupational Therapy (3 lecture)	3
OCTV 502	Analysis of Movement in Occupation (2 lecture/1 lab)	3
OCTV 504	Introduction to Research and Quantitative Research (1 lecture/1 lab)	2
OCTV 506	Clinical Reasoning about Occupation (1 lecture/1 lab)	2
OCTV 508	Introduction to Fieldwork (1 lecture)	1
OCTV 514	Human Structure & Occupation (3 lecture/1 lab)	4
	<b>Semester 2</b>	<b>15</b>
OCTV 526	Occupations of Children/Adolescents (4 lecture)	4
OCTV 526A	Level I Fieldwork – Children/Adolescents (1 fieldwork)	1
OCTV 520	Occupation Skills Lab – Children & Adolescents (1 lecture/1 lab)	2
OCTV 525	Occupational Analysis & Evaluation I (1 lab)	1
OCTV 528	Brain, Behavior & Occupation (3 lecture)	3
OCTV 529	Group Process & Therapeutic Use of Self (1 lab)	1
OCTV 523	Qualitative Research and Evidence-Based Practice (3 lecture)	3
	<b>Semester 3</b>	<b>14</b>
OCTV 630	Occupations of Adults (4 lecture)	4
OCTV 630A	Level I Fieldwork – Adults (1 fieldwork)	1
OCTV 637	Occupation Skills Lab - Adults (1 lecture/1 lab)	2
OCTV 635	Occupational Analysis & Evaluation II (1 lab)	1
OCTV 649	Assistive Devices & Assistive Technology for Occupation (3 lecture)	3
OCTV 636	Special Topics: Emerging Practice (0 lecture/1 lab)	1
OCTV 527	Psychosocial Approach to Occupation (1 lecture/1 lab)	1
OCTV 527A	Level I Fieldwork – Psychosocial (1 fieldwork)	1
	<b>Semester 4</b>	<b>12</b>
OCTV 651	Occupations of the Older Adult (4 lecture)	4
OCTV 651A	Level I Fieldwork – Older Adult (1 fieldwork)	1
OCTV 640	Occupation Skills Lab – Older Adults (1 lecture/1 lab)	2
OCTV 645	Occupational Analysis & Evaluation III (1 lab)	1
OCTV 643	Systematic Reviews of the Literature in Occupational	3

	Therapy (3 lecture)	
OCTV 644	Preparation for Professional Practice (0 lecture/1 lab)	1
	<b>Semester 5</b>	<b>11</b>
OCTV 660	Fieldwork IIA – (6 fieldwork)	6
OCTV 655	Social Justice & Occupational Therapy (3 lecture)	3
OCTV 652A	Management of Occupational Therapy Service Provision (1 lecture)	1
OCTV 657A	Integration of Learning in Occupational Therapy (1 lecture)	1
	<b>Semester 6</b>	<b>12</b>
OCTV 657B	Integration of Learning in Occupational Therapy (2 lecture)	2
OCTV 650	Leadership In Occupational Therapy (3 lecture)	3
OCTV 652B	Management of Occupational Therapy Service Provision (1 lecture)	1
OCTV 662	Fieldwork IIB (6 fieldwork)	6

Independent study is available throughout curriculum

OCTV 681 Independent Study: Special Problems (1-3)

OCTV 682 Independent Field Study (1-6)

**PROFESSIONAL CURRICULUM – COURSES IN THE MAJOR  
OCCUPATIONAL THERAPY DOCTORATE (OTD)**

**Courses completed following the 79 MSOT/OTD Coursework**

**Credits required: 35 credits**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
	<b>Semester 7</b>	<b>12</b>
OTDV 701	Advanced Theoretical Applications in Occupational Therapy (3 lecture)	3
OTDV 702	Research/Evidence Based Practice I (3 lecture)	3
OTDV 703	Program Development for Occupational Therapy (3 lecture)	3
OTDV 704	Advanced Leadership in Occupational Therapy (3 lecture)	3
	<b>Semester 8</b>	<b>12</b>
OTDV 705	Teaching and Learning in Occupational Therapy (3 lecture)	3
OTDV 706	Capstone I / Evidence Based Practice II (3 lecture)	3
OTDV 707	Health and Wellness influences on Occupational Therapy Practice (3 lecture)	3
OTDV 708	Social Justice & Culture Aspects related to Occupational Therapy Practice (3 lecture)	3

	<b>Semester 9</b>	<b>11</b>
OTDV 709	Doctoral Experiential Component (DEC) (8 fieldwork)	8
OTDV 710	Capstone II (3 credits)	3

### **CAREER POSSIBILITIES**

Occupational therapy is a health and rehabilitation profession that offers the practitioner a wide variety of career opportunities. Occupational therapists work in many different types of practice environments. Some work environments may be highly medically-oriented such as hospitals, rehabilitation centers or outpatient clinics. Other therapists work within community-based organizations such as shelters for the homeless or victims of abuse, prisons, school systems or psychiatrically-oriented group homes. Some occupational therapists specialize in a specific practice area. One of the newest specialty areas is evaluation and rehabilitation of the older driver.

#### **Some common specialty areas include:**

- hand/arm/shoulder rehabilitation
- treatment of school aged children
- early childhood intervention services
- environmental or home modification
- treatment of people with neurological difficulties
- treatment of people with mental health difficulties
- geriatric rehabilitation practice

Regardless of the setting in which occupational therapists practice, their goal is to help people to be able to do whatever it is they want and need to do so they can participate fully in life.

The Bureau of Labor Statistics has estimated that there will be a shortage of occupational therapists nationwide by 2018. In Nevada, because there has never been a school for the professional level occupational therapy practitioner, there is a larger shortage than in other parts of the United States.

### **FULL TIME FACULTY**

Robyn Otty, OTD, OTR/L, BCPR  
Yvonne M. Randall, EdD, OTR/L, FAOTA  
Cynthia Lau, PhD, OTR/L, BCP  
Ashley Fecht, OTD, OTR/L  
Linda Frasier, OTD, OTR/L, CLT, CEAS  
William Wrightsman, MSOT, OTR/L  
Shannon Martin, OTD, OTR/L, BCG, CSRS  
Donna Costa, DHS, OTR/L, FAOTA

## **CONTACT INFORMATION**

Robyn Otty, OTD, OTR/L, BCPR, Director, (702) 777-3095  
Jammie Morgan, Administrative Assistant, (702) 777-3166  
For more information visit [www.tun.touro.edu](http://www.tun.touro.edu)

## **COMPLETE COURSE LISTINGS**

### **OCTV 500 Fundamentals and Foundations of Occupational Therapy (3 credits)**

This course presents an historical view of the occupational therapy profession and field of study including an introduction to philosophical and theoretical foundations of occupational therapy. Central foci will include: study of occupation as a central tenet and academic field of study; the importance of occupation across the lifespan; the occupational therapy process; person-centered care as a framework for assessment and intervention; the profession's core documents and major theoretical models underpinning the profession. **Prerequisite: None; Co-requisites: First semester courses.**

### **OCTV 502 Analysis of Movement in Occupation (3 credits)**

This course will explore how the principles of kinesiology and biomechanics apply to the study of occupations. Arthrology, tissue mechanics, goniometrics, muscle strength testing, kinesiological and biomechanics analysis of occupations will be presented in lecture, lab, case-based, and problem-based learning formats. **Prerequisite: None; Co-requisites: First semester courses.**

### **OCTV 504 Introduction to Research and Quantitative Research Methodology (2 credits)**

This two credit introductory course focuses on research in occupational therapy and quantitative research methodology. The course includes understanding of the research process, introduction to APA format, and writing skill development at the professional level. Search skill development will include knowledge of how to access literature through the virtual library; how to read, understand, and evaluate research as part of evidence-based practice in occupational therapy. **Prerequisite: None; Co-requisites: First semester courses.**

### **OCTV 506 Clinical Reasoning about Occupation (2 credits)**

This two credit course explores concepts and processes related to clinical reasoning and the analysis of occupations. Included in the course is how to formulate questions about individuals and their occupations including the impact of roles, habits and change. The principles of the teaching-learning process and of presenting information to others will be incorporated. **Prerequisite: None; Co-requisites: First semester courses.**

### **OCTV 508 Introduction to Fieldwork (1 credit)**

This course will introduce clinical fieldwork. Using the Fieldwork Handbook, students will focus on professionalism, professional behavior and advocacy for self and clients. Completion of requirements for fieldwork sites (i.e., infection control, CPR, HIPAA) will be addressed. Students will learn basic client care, basic positioning, client handling skills/techniques, and client education in preparation for subsequent fieldwork assignments. Portfolio development is



included in this course. **Prerequisite: None; Co-requisites: First semester courses.**

**OCTV 514 Human Structure & Occupation (4 credits)**

This course is a regional approach to the study of the structure and functions of the human body employing lectures, study of prosected human cadavers, surface anatomy on living individuals, and skeletal materials and models. Emphasis is: study of the musculoskeletal, nervous, cardiovascular, and respiratory system; the anatomical basis of normal human movement with emphasis on specific muscle actions; physiological and mechanical principles related to muscle function; the effects of injuries of specific nerves and muscles on movement; and the structural basis of movement at selected joints. The course will include a lab component that will involve an interactive gym experience. **Prerequisite: None; Co-requisites: First semester courses.**

**OCTV 520 Occupation Skills Lab – Children and Adolescents (2 credits)**

This lab course incorporates hands-on learning experiences focusing on occupational therapy treatment for children and adolescents. Students explore application of theory and frames of reference toward conditions typically seen in children and adolescents within multiple settings. Methods of learning include case studies and in-depth occupational analysis of children and adolescents. Students will participate in didactic course work, group discussion, research, and observations as they relate to child-based practice. **Prerequisite: First semester courses; Co-requisite: Second semester courses.**

**OCTV 523 Qualitative Research and Evidence-Based Practice (3 credits)**

This is a three credit course on evidence-based research and qualitative research methodologies focusing on how to read, understand, and evaluate research as part of evidence-based practice in occupational therapy. Students will be led through the process of selecting a topic, developing research questions, and distinguishing how the type of question determines the research design. Students will learn the basic parts of qualitative research including sampling and measurement, data collection, analysis and rigor in quantitative and qualitative research. **Prerequisite: First semester courses; Co-requisite: Second semester courses.**

**OCTV 525 Occupational Analysis & Evaluation I (1 credit)**

This one credit analysis and evaluation lab course provides the initial focus on the occupational therapy assessment process for infants, children, and adolescents. Specific tools for analysis and evaluation will be reviewed. Further development of student observation and clinical analysis skills will be emphasized. **Prerequisite: First semester courses; Co-requisite: Second semester courses.**

**OCTV 526 Occupations of Children/Adolescents (4 credits)**

This four credit course introduces the student to child-based occupational therapy practice focusing on occupational behaviors including exploration and application of developmental theories and frames of reference toward conditions typically seen in children and adolescents. The student will investigate a wide scope of childhood related conditions and research as it

relates to child-based practice. Students will participate in didactic course work, group discussion, and research as it relates to child-based practice. In concert with this course, the student will complete OCTV 526A. **Prerequisite: OCTV First semester courses; Co-requisite: Second semester courses.**

**OCTV 526A Level I Fieldwork – Children and Adolescents (1 credit).** *Pass/Fail grading option.* This one-credit community-based fieldwork placement occurs in concert with the theory course, OCTV526, and must be completed simultaneously with that course. Clinical field assignments will coincide with materials learned in the theory course. **Prerequisite: First semester courses; Co-requisite: Second semester courses.**

**OCTV 527 Psychosocial Approach to Occupation (2 credits)**  
This two credit course addresses psychosocial skills needed in the practice of occupational therapy as well as psychosocial issues which impact human occupation. Included in this course is use of self, individual and group interactions, and common psychosocial disorders and their impact on occupation. Death and dying and dealing with families will be addressed. **Prerequisite: OCTV First semester courses; Co-requisite: Second semester courses.**

**OCTV 527A Level I Fieldwork – Psychosocial (1 credit).** *Pass/Fail grading option.* This one-credit course addresses psychosocial skills needed in the practice of occupational therapy across the lifespan, as well as information related to specialized practice in mental health settings. Included in this course are general psychosocial approaches from an individual and group perspective, specific models of practice, and a review of common psychosocial disorders and their impact on occupation. Learning topics include: practice models, impact of specific psychosocial challenges on human performance, and occupational therapy assessment and intervention skills. **Prerequisite: OCTV First semester courses; Co-requisite: Second semester courses.**

**OCTV 528 Brain, Behavior & Occupation (3 credits)**  
A three credit lecture-laboratory course will instruct the student in recognizing clinically relevant structures of the nervous system, head, neck, and extremities. The course will develop an awareness of how these structures relate to one another spatially, functionally, and clinically. The student will learn via lecture and cadaver lab. **Prerequisite: First semester courses; Co-requisite: Second semester courses.**

**OCTV 529 Group Process & Therapeutic Use of Self (1 credit)**  
This one-credit course explicitly highlights self-awareness and interpersonal communication as integral to personal and professional development, working with other professionals and therapeutic use of self with occupational therapy clients, students, families, and populations. This course provides an introduction to the use of groups as a means of intervention across the full spectrum of occupational dysfunction. Students will explore the appropriate use of group interventions within an occupational framework, drawing upon various occupational therapy practice models and frames of reference. **Prerequisite: First semester courses; Co-requisite: Second semester courses.**

**OCTV 630 Occupations of Adults (4 credits)**

This four credit course will explore application of occupational therapy theory and frames of reference to individuals with conditions typically seen in adults including the impact of conditions on adult occupation. Occupational therapy treatment approaches and challenges to health and wellness will be explored. In concert with this course, the student will complete OCTV 630A, a Level I fieldwork experience in an adult treatment environment. **Prerequisite: First and Second semester courses; Co-requisite: Third semester courses.**

**OCTV 630A Level I Fieldwork – Adults (1 credit). *Pass/Fail grading option.***

This one-credit community-based fieldwork placement occurs in concert with the theory course, OCTV630, and must be completed simultaneously with that course. Clinical field assignments will coincide with materials learned in the theory course. **Prerequisite: First and Second semester courses; Co-requisites: Third semester courses.**

**OCTV 635 Occupational Analysis & Evaluation II (1 credit)**

This one credit analysis and evaluation lab course focuses on occupational therapy assessment process and evaluation tools used for adults. Specific tools for analysis and evaluation for this age group will be reviewed. Further development of student observation and clinical analysis skills will be emphasized. **Prerequisite: First and Second semester courses; Co-requisites: Third semester courses.**

**OCTV 636 Special Topics: Emerging Practice (1 credit)**

This course will examine current trends in emerging or potentially-emerging practice arenas, and the skill required to practice in an entrepreneurial environment. Students will prepare an emerging practice project of their particular interest and present the project to peers. **Prerequisites: First and Second semester courses; Co-requisite: Third semester courses.**

**OCTV 637 Occupation Skills Lab - Adults (2 credits)**

This two credit course incorporates hands on learning experiences focusing on occupational therapy treatment for adults. Included in this course is group skill development, handling techniques, transfer techniques, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, and safety awareness. **Prerequisite: First and Second semester courses; Co-requisites: Third semester courses.**

**OCTV 640 Occupation Skills Lab – Older Adults (2 credits)**

This two credit lab course incorporates hands on learning experiences focusing on occupational therapy treatment for older adults. Included in this course is group skill development, handling techniques, transfer techniques, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, and safety awareness. **Prerequisites: First, Second and Third semester courses; Co-requisites: Fourth semester courses.**

**OCTV 643 Systematic Reviews of the Literature in Occupational Therapy (3 credits)**

This course will provide opportunity for students to be guided toward construction of systematic review of the literature in contemporary Occupational Therapy practice.

**Prerequisites: First, Second and Third semester courses; Co-requisites: Fourth semester courses.**

**OCTV 644 Preparation for Professional Practice (1 credit)**

This one credit course addresses the teaming process (in particular the OT/OTA partnership) in medical, educational, and community settings. Students learn the importance of team service provision. Students will complete a critical analysis of team building and interactions within existing partnership settings. Students will generate special topics related to the collaborative relationships between practitioners for further analysis and discussion. **Prerequisites: First, Second and Third semester courses; Co-requisites: Forth semester courses.**

**OCTV 645 Occupational Analysis & Evaluation III (1 credit)**

This one credit analysis and evaluation course focuses on occupational therapy assessment process and evaluation tools used for older adults. Specific tools for analysis and evaluation for this age group will be reviewed. Further development of student observation and clinical analysis skills will be emphasized. **Prerequisites: First, Second and Third semester courses; Co-requisites: Fourth semester courses.**

**OCTV 649 Assistive Devices & Assistive Technology for Occupation (3 credits)**

This three credit foundational course addresses adaptive devices and assistive technology that assist clients function at optimal occupational performance. The course utilizes case studies for analysis of assistive technology throughout the lifespan. Students will complete a piece of assistive technology and apply it to a case study of their interest to enhance clinical analysis. **Prerequisite: First and Second semester courses; Co-requisites: Third semester courses.**

**OCTV 650 Leadership in Occupational Therapy (3 credits)**

This three credit leadership course will allow opportunity to reflect and explore personal mission and goals related to leadership potential, roles in relation to the scope of occupational therapy practice experienced thus far in the curriculum, and to begin to design their future aspirations in preparation of his/her portfolio project. Ethics, new and emerging fields, health promotion, prevention and advocacy for self-health educational interventions are included. Students will be able to create a personal/professional vision statement as a leader.

**Prerequisites: First, Second, Third and Fourth semester courses and OCTV 660; Co-requisites: Sixth semester courses.**

**OCTV 651 Occupations of the Older Adult (4 credits)**

This four credit course will explore application of occupational therapy theory and frames of reference to individuals with conditions typically seen in older adults. The impact of conditions on older adult occupation, treatment approaches and challenges to health and wellness will be explored. In concert with this course, the student will complete OCTV 651A, a Level I fieldwork experience in an older adult treatment environment. **Prerequisites: First, Second, and Third semester courses; Co-requisites: Fourth semester courses.**

**OCTV 651A Level I Fieldwork – Older Adults (1 credit).** *Pass/Fail grading option.*

This one-credit community-based fieldwork placement occurs in concert with the theory course, OCTV651, and must be completed simultaneously with that course. Clinical field assignments will coincide with materials learned in the theory course. **Prerequisite: First, Second, and Third semester courses; Co-requisites: Fourth semester courses.**

**OCTV 652A and OCTV 652B Management of Occupational Therapy Service Provision (2 credits combined)**

These two sections combined complete a three credit application level course which provides basic knowledge and skills necessary for the development, management and administration of occupational therapy services in a variety of practice settings. These courses are conducted in consecutive sessions in fifth and sixth semesters. Theoretical discussions as well as practical applications will be emphasized. **Prerequisite: First, Second, Third and Fourth semester courses and OCTV 660; Co-requisites: Fifth semester (OCTV 652A) and Sixth semester (OCTV 652B) courses.**

**OCTV 655 Social Justice & Occupational Therapy (3 credits)**

The social justice course will examine the definition of social justice, the prevalent issues, and the opportunities available for occupational therapists to impact social issues. Students will examine social justice issues in the local community, examine needs assessment of the Nevada population, and share their findings in group or individual presentations. Students will explore dialogue and conflict resolution as strategies to impact possibilities for social change in an effort to improve health status for populations. **Prerequisite: First, Second, Third and Fourth semester courses and OCTV 660; Co-requisite courses: Fifth semester courses.**

**OCTV 657A and OCTV 657B Integration of Learning in Occupational Therapy (3 credits combined)**

These two sections combined complete a three credit application level course which provides skills in critical thinking and clinical reasoning needed to practice in occupational therapy practice setting. These courses are conducted in consecutive sessions in fifth and sixth semesters. These courses are designed to integrate prior learning and foster application of critical thinking and clinical reasoning skills. **Prerequisite: First, Second, Third, and Fourth semester courses and OCTV 660; Co-requisites: Fifth semester (OCTV 657A) and Sixth semester (OCTV 657B) courses.**

**OCTV 660 and OCTV 662 Fieldwork IIA & B (12 credits). *Pass/Fail grading option.***

Fieldwork experience is designed for students to carry out professional responsibilities under supervision. Level II fieldwork includes an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and/or research, administration and management of occupational therapy services. The student is expected to achieve entry-level clinical expertise by the completion of the second Level II experience. **Prerequisite for OCTV 660: all didactic courses in semesters one through four; Prerequisite for OCTV 662: all didactic courses and OCTV 660.**

**OCTV 681 Independent Study - Special Problems (1 – 3 credits)**

Individual research, study and directed reading in an area not directly covered in the School's core courses, role preparations or electives. Students pursue a particular course of study on a one-on-one basis with a faculty member. Educational objectives must be specified in advance.

**OCTV 682 Independent Study - Field Study (1-6 credits)**

Experiences in an off-campus facility are provided for the continued development of clinical or functional role skills. Each student spends 45 hours per unit. Field study is not designed to be used in lieu of regularly scheduled field placements. This course requires permission of a faculty member who will serve as sponsor and coordinator of the experience.

**Occupational Therapy Doctorate (OTD) Curriculum**

**OTDV 701 Advanced Theoretical Applications in Occupational Therapy (3 credits)**

This doctoral-level course promotes student understanding of the more comprehensive theoretical views of occupation and occupational therapy through discussion as well as applied learning activities. This course will focus on advanced intervention planning processes at the individual client level while also addressing intervention at population levels.

**OTDV 702 Research/Evidence Based Practice I (3 credits)**

Upon completion of this course, the student will understand the importance of participatory research in occupational therapy to better serve stakeholders in the community. The student will be able to critically appraise an occupational therapy topic, evaluate research methods, compare and contrast qualitative and quantitative data collection methods used in occupational therapy research. Students will use critical thinking skills such as analyzing outcomes, synthesizing concepts, and evaluating outcome of the research process.

**OTDV 703 Program Development for Occupational Therapy (3 credits)**

Upon completion of this course, the student will have an advanced understanding of program development as well as various forces including theoretical frameworks that can impact program implementation and service delivery. A student will be expected to complete a thorough and detailed community needs assessment including a literature review, business plan and plan for analysis of program outcomes. The student will begin to implement a program with an at risk population that will continue throughout the remainder of the curriculum.

**OTDV 704 Advanced Leadership in Occupational Therapy (3 credits)**

In this course, students will expand on their previously acquired generalist knowledge base in order to address service delivery in the greater application toward community-based practice, social justice, leadership, and management of occupational therapy services. In addition, students will be able to explore factors of professional ethics, values, and responsibilities in greater depth and through application in community settings.

**OTDV 705 Teaching and Learning in Occupational Therapy (3 credits)**

Upon completion of this course, the student will understand the principles of learning theories, learn the process of developing a lesson plan and instructional design. Students will enhance teaching and presentation skills through structured classroom activities, online discussions, written assignments and peer learning.

**OTDV 706 Capstone I / Evidence Based Practice II (3 credits)**

The student will understand the importance of engaging in ethical scholarly practice through the implementation of their scholarly proposal (from OCCT Research/Evidence-Based Practice). The student will apply the approved institutional review board procedures to begin the next phase of their scholarly study for this course. Following, confidentiality and human subject research expectations, the student will recruit subjects, implement the program (as appropriate), collect, organize, code, and analyze the data. Throughout this process, the students will work directly with the course director(s) and assigned faculty mentor to ensure procedures are followed and provide any necessary guidance or training.

**OTDV 707 Health and Wellness influences on Occupational Therapy Practice (3 credits)**

Upon completion of this course, the student will be able to discuss the health challenges in today's society using an occupational lens and theoretical perspectives derived from health and wellness related concepts. Students will also identify expanded roles for occupational therapy practitioners to address society's occupational needs.

**OTDV 708 Social Justice & Culture Aspects related to Occupational Therapy Practice (3 credits)**

This course provides an opportunity to explore the correlation between culture, occupational justice, and health at multiple levels. The course design allows for in-depth examination of personal culture and its impact on practice, culture of clients and its influence on health beliefs, practices, and occupations; discussion of theories of justice, public policy, and participatory research as they relate to occupational justice issues; and the impact culture and issues of justice have on public health inequities.

**OTDV 709 Doctoral Experiential Component (DEC) (8 credits)**

Through completion of this course, the student will develop advanced skills and / or knowledge in one or more of the following areas: clinical practice skills, research, administration, leadership, program / policy development, advocacy and education.

**OTDV 710 Capstone II (3 credits)**

The student will appreciate and understand the importance of engaging in scholarly practice through with the completion of the final phase of their scholarly project. This final phase will encompass the sharing of their work with the community partners and TUN community. The student will work directly with the course director(s) and faculty mentors to develop a final scholarly paper, a professional proposal for presentation, and presentations of findings to the community partner and TUN community.

# Physical Therapy

The Doctor of Physical Therapy Program at Touro University Nevada is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).

## PROGRAM DESCRIPTION

The Doctor of Physical Therapy (DPT) is the only degree offered by the School of Physical Therapy.

### Entry-Level Doctor of Physical Therapy Track

The Entry-level Doctor of Physical Therapy is designed for those individuals with no formal education in physical therapy and wishing to enter the profession with the doctoral education credential. The Entry-level track requires 3-years of full-time enrollment. The curriculum includes 126 credits, including 32 weeks of full-time supervised clinical practice.

### Completion Requirements for the Doctor of Physical Therapy

Successful completion of the Doctor of Physical Therapy degree requires the following:

- Overall Numerical Grade Average of 80% (GPA 3.0)
- Completion of didactic courses with a minimum grade of 75%.
- Completion of all clinical education courses with a grade of 80%
- Submission of all forms required for graduation
- Payment of all tuition and fees to Touro University

## GENERAL STATEMENT ON ADMISSION

It is the policy of the School of Physical Therapy to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Physical Therapy Admissions Committee for selection to the School. The School of Physical Therapy also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### Admission Requirements for Academic Year 2017-2018

To be considered for acceptance in the Doctor of Physical Therapy (DPT) degree program, applicants must meet the following admission requirements:

- Submitted a completed and verified application through PTCAS.
- Obtained a baccalaureate degree or higher from a regionally accredited institution of higher education prior to matriculation.
- Earned a cumulative, science, and prerequisite coursework GPA of 2.75 or higher.



- Completed the following prerequisite coursework with a grade of C or better:
  - 4 semester credits of Biology with lab
  - 8 semester credits of Human Anatomy & Physiology with lab
  - 8 semester credits of General Chemistry with lab
  - 8 semester credits of Physics with lab
  - 6 semester credits of Behavioral Sciences
- Applicants for the class matriculating in 2017 must submit GRE scores to PTCAS that are no older than August 1, 2014. On the new GRE score system, applicants must have a minimum verbal score of 143 and quantitative score of 143 and a minimum analytical score of 3.0. GRE scores should be submitted no later than January 15, 2018.
- Submit two letters of recommendation to PTCAS. One letter must be from a college faculty member or advisor and one letter must be from a licensed health care professional.
- Have experience or observation in physical therapy. Applicants need a minimum of 100 hours of observation in physical therapy practice settings under the supervision of a licensed PT or PT assistant.
- Demonstrate academic competence, personal/professional achievements, leadership (through extracurricular, work or community activities), community service, diversity experiences, good oral and written communication skills, and personal/lifestyle management (such as coping mechanisms, critical thinking, unique life experiences and time management).
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Must meet the required [Physical Therapy Technical Standards](#), which includes the physical abilities necessary to perform as a physical therapist.

### **Admission Procedures**

Admission to the entry-level DPT program is conducted on a rolling basis. Applications are submitted through the Central Application Service for Physical Therapy (PTCAS). Qualified applicants will be required to submit a supplemental application.

### **Interviews**

Personal interviews are not conducted on the Touro University Nevada campus for PT applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations.**

All students enrolled in the PT program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or

receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Physical Therapy Handbook.

**Transfer Policy Statement.**

The School of Physical Therapy does not accept transfer students from other Physical therapy programs. Students currently admitted in another physical therapy program are required to apply for admission to Touro University Nevada as a new applicant.

**Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student’s petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

**Matriculation Date**

Matriculation (entry into the program) is in July (Summer term).

**THE CURRICULUM**

The DPT degree requires 3-years of full-time enrollment. The curriculum includes 120 credits with an optional 4 additional elective credits, including 32 weeks of full-time supervised clinical practice. The curriculum schedule will normally appear as below. The School of Physical Therapy reserves the right to change the sequence, content, and overall curriculum to meet current professional standards.

<b>Curriculum Sequence beginning July 2017</b>		<b>Credit</b>
<b>Summer Year 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 701	Human Anatomy	4
DPTV 708	Clinical Imaging I	1
DPTV 703	Physiology: Pathology	5
DPTV 704	Medical Terminology	1
DPTV 746	Patient Management and Communication	3
<b>Winter Year 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 702	Functional Anatomy	3

DPTV 752	Pharmacology in PT	3
DPTV 802	Basic Evaluative Skills	4
DPTV 705	Neuroscience	3
DPTV 714	Evidence Based Practice	2
DPTV 723	Professional Practice I	2
<b>Spring Year 1</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 729	Exercise Physiology	4
DPTV 812	Patient Management in Acute Care	4
DPTV 755	Orthopedic Assessment and Management I	4
DPTV 733	Physical Modalities and Electrotherapeutics	3
DPTV 707	Movement Science	3
<b>Summer Year 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 757	Orthopedic Assessment and Management II	4
DPTV 822	Neurological Conditions and Management I	3
DPTV 731	Integumentary Conditions and Management	3
DPTV 840	Management of Special Patient Populations	2
DPTV 711	Research Methods and Statistics	3
<b>Fall Year 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>

DPTV 759	Orthopedic Assessment and Management III	4
DPTV 824	Neurological Conditions and Management II	3
DPTV 814	Cardiopulmonary Conditions and Management	4
DPTV 722	Culture of Disability	2
DPTV 895	Terminal Project I	1
<b>Spring Year 2</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 810	Multiple Systems and Differential Diagnosis	3
DPTV 830	Pediatric Conditions and Management	4
DPTV 805	Health Promotion	2
DPTV 712	Clinical Imaging II	1
DPTV 896	Terminal Project II	1
DPTV 754	Science of Pain	2
DPTV 899	Comprehensive Exam	1
<b>Summer Year 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 724	Professional Practice II	2
DPTV 897	Terminal Project III	1
DPTV 874	Clinical Internship I	6
<b>Fall Year 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 817	Prosthetics and Orthotics	3
DPTV 898	Terminal Project IV	1

DPTV 845	NPTE Exam Prep	1
DPTV 875	Clinical Internship II	4
	<b><i>Optional Electives: May Choose up to 2 of the following:</i></b>	
DPTV 850	Musculoskeletal Imaging Ultrasound	1
DPTV 855	Advanced Musculoskeletal Seminar	1
DPTV 881	Advanced Neurology Seminar	1
DPTV 885	Advanced Pediatric Seminar	1
DPTV 860	Advanced Integumentary Seminar	2
DPTV 887	Advanced Electrodiagnostics Seminar	1
<b>Spring Year 3</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
DPTV 725	Professional Practice III	3
DPTV 877	Clinical Internship III	6

### Technical Standards for Admission And Continued Enrollment

Every applicant who seeks admission to the SOPT or is a continuing student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Once enrolled in the program each candidate for the DPT degree must be able to quickly and accurately integrate all information received, perform as a member of a healthcare team, and demonstrate the ability to learn, integrate, analyze and synthesize information and data.

The SOPT will make every effort to provide reasonable accommodations for physically challenged students based on evaluation by a recognized practitioner in the area of disability; however, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of physical therapy. Students

entering the program with, or acquiring deficits of these standards while enrolled, will be evaluated by a team of faculty to determine if accommodation is feasible. Accommodations to meet technical requirements will be at the student's expense.

Each student is required to possess and to demonstrate the ability to fulfill the essential functions of a physical therapist:

1. **Observation.** Physical therapists must be keen observers of physical movement, the environment, and the interactions of others. Observation requires the effective use of the senses (sight, hearing, touch, smell, proprioception, kinesthesia). Examples of observational skills include: assessing a patient's posture for asymmetry, monitoring a patient's performance of an exercise at a distance, examining the color and texture of the skin, identifying the odor of infection in a wound, identifying movement of a specific joint, using a stethoscope or sphygmomanometer.
2. **Communication.** Communication includes the use of speech, writing, and reading as well as computer literacy. Students must be able to communicate in an effective and professional way using a variety of media. Communication is often and largely non-verbal. It is essential that students develop the skill to recognize and respond promptly and sensitively to the needs of their patients, their colleagues, and other members of the healthcare team. Evidence-based practice requires students to become critical consumers of the literature. Students must be able to read, analyze, and prepare concise reports. Documentation is an integral part of physical therapy practice. Students must be able to communicate all aspects of patient care legibly, efficiently, and accurately.
3. **Motor function and strength.** Physical therapy can be physically demanding of both therapist and patient. Students must demonstrate sufficient mobility, coordination, and strength to perform examination and intervention techniques safely and effectively while attending to patient safety. Examples of interventions reasonably required for Physical Therapists are cardiopulmonary resuscitation, maximum assistance lifts and transfers of patients, provide balance stability and guard for falls during transfers, gait, exercise and functional activities; administer manual therapy techniques, set up and move equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.
4. **Intellectual, conceptual, integrative, and quantitative abilities.** Physical Therapists are problem solvers. Students must be able to collect, analyze, integrate and synthesize information accurately and efficiently. They must be able to comprehend three-

dimensional and spatial relationships and demonstrate good judgment as they integrate the relevant aspects of their examination to evaluate and plan effective treatment for their patients or strive to integrate the results of research into their clinical practice. Students must be self-aware and be able to communicate the limitations of their own knowledge when necessary.

5. **Behavioral and social abilities.** Physical Therapists are caring professionals who must possess the self-awareness and emotional skills to attend to the needs of others while developing mature, sensitive, and effective professional relationships as members of the healthcare team. They must personify the highest standards of integrity, honesty, empathy, and compassion and demonstrate ethical behavior in both the classroom and clinic. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be resilient and flexible adapting to the needs of their patients in a changing environment. Students must be able to accept constructive criticism and respond by modifying their behavior.
6. **Participation in skills laboratories.** Active participation in all laboratory sessions is required. Students will participate as patients, therapists, and observers with a variety of people representing different physical attributes, gender, age, disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

Students with concerns about their ability to meet these technical standards should discuss them first with faculty. Students requesting accommodations for a documented disability must first apply for accommodations with the Office of Academic and Institutional Support (OASIS). For more information see the University Catalog, appendix B. OASIS will notify the Program Director in writing of the request. Students requiring an exemption from any of the activities included in these technical standards on a temporary basis of greater than 90 days may be requested to take medical leave or resign from the program. Any period of disability during which the student is unable to fully participate in program activities may result in the delay of their progression and eventual completion of the program.

#### **FULL-TIME FACULTY**

Michael Laymon, PT, DSc, OCS

Gretchen Haase, PT, DPT

Tricia Catalino, PT, DSc, PCS

Stacy Fisher, PT, DPT, DBA

James McKivigan, DC, PT, DPT

Steven Liaos, PT, DPT, OCS, SCS, FAAOMPT

Andrew Mills, PT, MS, DPT, CCS

Jacqueline Randa, PT, DPT, PhD(c), OCS

Iman Akef Khowailed, PT, MPT, DSc

Lawrence Contreras, PT, DPT

### **CONTACT INFORMATION**

Michael Laymon, PT, DSc, OCS, Director

LaShon Brown, Administrative Assistant, (702) 777-3050

### **COMPLETE COURSE LISTINGS**

#### **DPTV 701 Human Anatomy: (4 credits)**

Advanced study of human anatomy with a major focus on the musculoskeletal system. Lab required with prosected human cadavers.

#### **DPTV 702 Functional Anatomy (3 credits)**

Functional anatomy is the study of human anatomy with emphasis on the neuromusculoskeletal, cardiopulmonary, and integumentary systems and their contribution to human movement. The key focus of this course will be to use a systematic and regional approach to provide a morphological basis for movement relevant to physical therapy clinical practice. The purpose of the course is to integrate anatomy to normal activities and dysfunctions.

#### **DPTV 703: Physiology: Pathology: (5 credits)**

Normal and pathological conditions of tissues will be presented as well as the application of this information to screen for referral in physical therapy. Normal and pathological processes common to physiological systems will be discussed as well as the impact of external and environmental stressors on the human body systems at rest and in motion. This course includes systems review, imaging integration, and concepts of tissue repair and healing as it applies to physical therapy practice.

#### **DPTV 704 Medical Terminology: (1 credits)**

At the end of this course, students will be proficient in oral and written use of medical terminology.

#### **DPTV 705 Neuroscience: (3 credits)**

This class is an integrated presentation of neuroscience and neurophysiology with emphasis on the sensory and motor functions of the human nervous system. In preparation for clinical studies, students are expected to learn the anatomy of the human nervous system, basic principles of neurophysiology, and muscle function, as well as the effects of disease on the nervous system. This class is devoted to regional gross structure and function of the nervous system, including the head, neck, upper extremity, superficial back, spine, thorax, abdomen, pelvis, and lower extremity. The student is introduced to clinical problem identification through discussion of the anatomical bases for somatic dysfunction. Emphasis is placed on building the relationship between structure and function of the neuromusculoskeletal system and the clinical implications of dysfunction.



**DPTV 707 Movement Science (3 credits)**

This course examines human motor development from conception throughout the life span. Through current research and practices, the course examines motor control theory, kinesiology, and biomechanics as they inform the development of posture, balance, gait, reaching and grasp. This course covers the effect of such diverse areas as reflexes, reactions and postural control, and voluntary and skilled movements.

**DPTV 708 Clinical Imaging I: (1 credit)**

The first of two courses designed as an introduction and overview of fundamentals of diagnostic medical imaging including radiography, diagnostic medical sonography, nuclear medicine, computed tomography, magnetic resonance imaging, positron emission tomography, and bone mineral densitometry for physical therapists. Includes the history, basic theories, interpretation, and application to patient management in physical therapy. This first course focuses on plain film radiography.

**DPTV 711 Research Methods and Statistics (3 credits)**

This is the first in a series of research and terminal doctoral project classes. Research methods and statistics pertinent to clinical research and evidence-based practice will be presented in this class. The course addresses research designs and statistical analyses used in physical therapy and rehabilitation research. Students will learn to conduct, interpret, and analyze descriptive and inferential statistics, including group comparisons and regression, for ordinal data or in literature. The course assumes a knowledge of fundamental principles of research and a working knowledge of spreadsheet calculations.

**DPTV 712 Clinical Imaging II: (1 credit)**

The second of two courses designed as an introduction and overview of the fundamentals of diagnostic medical imaging including diagnostic medical sonography, nuclear medicine, computed tomography, magnetic resonance imaging, and positron emission tomography (PET) for physical therapists.

**DPTV 714 Evidence Based Practice: (2 credits)**

This course is an introduction to research design and statistics for questions of diagnosis, prognosis, and intervention. Students will begin to appreciate the application of systematic reviews, clinical prediction rules, and clinical guidelines. Beginning here, and continuing through their subsequent courses in research methodology, students will learn to critically assess the results of their searches before choosing to incorporate them into their practice.

**DPTV 722 Culture of Disability (2 credits)**

This course will investigate the culture of disability in our society. The psychological, social, biological and cultural issues of acquiring, living with, coping, and dying with a disability will be discussed. Appropriate attitudes and responses of healthcare practitioners to clients with disabilities will be explored.

**DPTV 723 Professional Practice I: (2 credits)**

This course introduces students to the professional behaviors and skills of the physical therapist. Topics include professionalism, communication (verbal, nonverbal, and written), professional relationships, individual and cultural differences, ethics, legal issues, the professional association, and responsibility for professional development. Professional roles of the physical therapist as a clinician, administrator, educator, and consultant are discussed.

**DPTV 724 Professional Practice II: (2 credits)**

This course builds upon the professional behaviors and skills identified in Professional Practice I and will focus on developing the skills needed to provide physical therapy services in a manner that is consistent with legal and ethical guidelines for clinical practice. Students will discuss and apply course topics to case studies they encounter during Clinical Education. Topics include ethical and moral reasoning, advocacy for patients/clients and the profession, and taking responsibility for and providing health care services to the public.

**DPTV 725 Professional Practice III (3 credits)**

This course builds upon the professional behaviors and skills identified in Professional Practice I & II to focus on leadership, professional development, and expert practice expected of physical therapists. Topics related to skills necessary for assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services, and advocate for legislative changes to state and federal regulations related to the provision of health care services.

**DPTV 729 Exercise Physiology: (4 credits; lab)**

This course includes an introduction to motor control and motor learning and provides the student with knowledge of the physiological principles for understanding the response of the human body to exercise. The neuromuscular, musculoskeletal, pulmonary, and cardiovascular responses to exercise and their implications in physical therapy intervention will be explored. Basic principles of therapeutic exercise, exercise progression, and standard protocols for aerobic and anaerobic exercise to affect flexibility, strengthening, endurance, coordination and balance will be covered. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions. Lab attire required.

**DPTV 731 Integumentary Conditions and Management (3 credits)**

Pathophysiology of common conditions of the integumentary system will be presented in this course. Medical and surgical management of wounds, surgical incisions, burns, and dermatological conditions will be discussed. Rehabilitation guidelines, protocols and interventions related to patients with integumentary conditions will be presented.

**DPTV 733 Physical Modalities and Electrotherapeutics (3 credits; lab)**

Physical modalities including, but not limited to thermotherapy, cryotherapy, hydrotherapy, traction, compression, massage, and positioning devices will be covered in this course. Electrotherapy modalities including, but not limited to, biofeedback, electrical modalities for

pain control (TENS), strengthening (NMES and FES), and muscle re-education, (FES), will be covered. Laboratory and skills performance mastery level required in this course. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

**DPTV 746 Patient Management and Communication: (3 credits)**

This course will teach communication, documentation, and the patient interview in the context of clinical decision making. Students will be introduced to metacognition through a series of reflective essays. They will explore the various models of disablement, be introduced to coding in both International Classification of Functioning (ICF) and International Classification of Diseases (ICD) formats, and will be introduced to clinical decision making as a specific, hypothesis driven method of organizing data relevant in the diagnosis and treatment of the patient. Students learn the Functional Outcomes Report (FOR) method of documentation.

**DPTV 752 Pharmacology in PT: (3 credits)**

Principles of pharmacology and the impact of pharmaceuticals on physical therapy goals and functional abilities will be discussed in this class. All physiological systems in the human will be studied in the course.

**DPTV 754 Science of Pain (2 credits)**

Theories and mechanisms of the experience of pain in acute and chronic conditions will be presented in this course. Methods of evaluation and treatment including therapeutic neuroscience education and pharmacology will be discussed.

**DPTV 755 Orthopedic Assessment and Management I: (4 credits; lab)**

Evaluation and assessment of the spine (cervical, thoracic, lumbar), ribs, and pelvis. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopedic pathologies and disorders.

**DPTV 757 Orthopedic Assessment and Management II: (4 credits; lab)**

Evaluation and assessment of lower quadrant problems including the lumbar spine. Discussions of common conditions associated with the areas. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopedic pathologies and disorders.

**DPTV 759 Orthopedic Assessment and Management III: (4 credits; lab)**

Evaluation and assessment of upper quadrant problems including the cervical and thoracic spine, and temporomandibular joint (TMJ). Discussions of common conditions associated with the areas. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopedic pathologies and disorders.

**DPTV 802 Basic Evaluative Skills: (4 credits; lab)**

Students will learn to recognize the broad variation which characterizes normal movement and begin to appreciate how aberrant movement develops. They will learn how to perform the

foundation outcomes measurements in a valid and reliable way while appreciating the limitations of those tests. Specific skills instructed in this class include the assessment of posture, range of motion, muscle length and strength, reflex integrity, sensation, and functional movement. Instruments used for this course include the goniometer, dynamometer, tape measure, reflex hammer and, most importantly, the therapists own hands. Students will be introduced to standardized surveys and measures including assessments of pain, mental status, and Activities of Daily Living/Instrumental Activities of Daily Living (ADL/IADL) function.

**DPTV 805 Health Promotion: (2 credits)**

This course explores the role of the Physical Therapist in health promotion, wellness, and prevention, screening and early intervention, and in providing public health interventions to address chronic disease.

**DPTV 810 Multiple Systems and Differential Diagnosis: (3 credits)**

Evaluation and differential diagnosis of patients presenting with multiple systems dysfunction involving two or more systems (Neurological, Musculoskeletal, Cardiopulmonary, Integumentary). Development of problem list, goals, and treatment plan and priorities will be developed. Documentation, treatment progression, and outcome measures will be addressed.

**DPTV 812 Patient Management in Acute Care: (4 credits)**

Management of patients in the acute care setting (hospitals, skilled nursing facilities) requires an understanding of the unique characteristics of the facilities and standards of care. This course will explore the policies, procedures, equipment, and patient management considerations for physical therapy in acute care settings. Basic procedural skills used in health care and the rationale for their use will be taught in this course. Procedures will include but are not limited to, transfers, draping, positioning, universal safety precautions, Health Insurance Portability and Accountability Act (HIPAA), basic patient communication, professional behaviors, ambulation assistive aids, bandaging and patient care equipment. Students will be required to experience techniques under faculty supervision in laboratory sessions. Lab uniform required. Consideration for treatment based on diagnostic categories will be discussed through evaluation of case studies.

**DPTV 814 Cardiopulmonary Conditions and Management: (4 credits; lab)**

Pathophysiology of common conditions of the cardiovascular and pulmonary systems will be presented in this course. Acute and chronic management of studied conditions will be included. Rehabilitation guidelines and protocols will be presented. Patient/client management for cardiac, vascular, and pulmonary conditions and will cover screening, evaluation, treatment planning, interventions including techniques, outcome assessment, and patient education. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

**DPTV 817 Prosthetics and Orthotics: (3 credits)**

Introduction to types, use, application, fitting, and training of prosthetics and orthotics covering current trends and advancements in off the shelf and custom fabrication.

**DPTV 822 Neurological Conditions and Management I: (3 credits; lab)**

At the end of this course students will apply foundational concepts of development, pathology, systems theory, the physical therapist patient management model, and the ICF framework to patients with neurological conditions. Students will select, perform, and interpret appropriate tests and measures for a given case scenario to address body structures and functions, activity, and participation and develop a simple Plan Of Care (POC) with patient and/or family centered goals.

**DPTV 824 Neurological Conditions and Management II: (3 credits, lab)**

Building on Neurological Conditions and Management I, at the end of this course students will use and interpret examination findings to develop a POC, select & perform interventions, coordinate/communicate/document, assess outcomes, and address prevention, health promotion, fitness and wellness for patients with neurological conditions given case scenarios. Students will manage complicated case scenarios from initial PT evaluation to discharge including the entire patient management model, all components of the ICF, outcome assessment, discharge planning, reimbursement, and community prevention activities.

**DPTV 830 Pediatric Conditions and Management (4 credits; lab)**

This course introduces fundamental concepts necessary for the entry-level physical therapist to examine, evaluate, and treat the pediatric client. Lecture and lab experiences emphasize a problem oriented approach to physical therapy management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. Students will learn to recognize normal and abnormal development, particularly during the first year of life and during significant transitions as children with disabilities become adults.

**DPTV 840 Management of Special Patient Populations (2 credits)**

Patient/client management for special populations. Screening, evaluation, treatment planning, interventions, outcome assessment, and patient education will be covered. Students may be required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

**DPTV 845 NPTE Exam Prep (1 credit)**

This course covers information on the National Physical Therapy Exam and provides in class and online review and practice testing opportunities.

**DPTV 850 Musculoskeletal Imaging Ultrasound (2 credits)**

Advanced skills and hands-on use of imaging ultrasound which provides instructions on how and when to perform musculoskeletal ultrasound examinations to evaluate the shoulder, elbow, wrist, hip, knee, foot and ankle for the physical therapist. The course will review types of ultrasound equipment and selection of proper probes and examination techniques, interpretation of imaging results, documentation and communication of results, and how to incorporate imaging results into physical therapy care.

**DPTV 855 Advanced Musculoskeletal Seminar (2 credits)**

This course will cover advanced theory, skills, and decision making for the physical therapist in the area of musculoskeletal practice. The student will participate in three week modules on various topics as determined by the instructors.

**DPTV 860 Advanced Integumentary Seminar (2 credits)**

This course will cover advanced theory, skills, and decision making for the physical therapist in the area of wound care.

**DPTV 874 Clinical Internship 1 (6 credits)**

Clinical Internship 2 is the second of three full-time terminal clinical experiences under supervision of a licensed physical therapist. Students will participate in a 8 week full-time equivalent clinical experience at an assigned physical therapy facility. Students are responsible for all their transportation and living expenses if any. Clinical practice dress is required.

**DPTV 875 Clinical Internship II (4 credits)**

Clinical Internship 3 is the final of three full-time terminal clinical experiences under supervision of a licensed physical therapist. Students will participate in a 12 week full-time equivalent clinical experience at an assigned physical therapy facility. Students are responsible for all their transportation and living expenses if any. Clinical practice dress is required.

**DPTV 877 Clinical Internship III (6 credits)**

Clinical Internship 1 is the first of three full-time terminal clinical experiences under supervision of a licensed physical therapist. Students will participate in a 12 week full-time equivalent clinical experience at an assigned physical therapy facility. Students are responsible for all their transportation and living expenses if any. Clinical practice dress is required.

**DPTV 881 Advanced Neurology Seminar (2 credits)**

This course will cover advanced theory, skills, and decision making for the physical therapist in the area of neurological practice.

**DPTV 885 Advanced Pediatrics Seminar (2 credits)**

This elective course will allow students to pursue independent study, observe pediatric physical therapy in a variety of specialized settings, and participate in seminar discussion of selected topics related to management of the pediatric patient/client. Students will be exposed to advanced levels of literature and observations experiences in pediatrics. Prerequisite: Successful completion of DPTV 830.

**DPTV 887 Advanced Electrodiagnostics Seminar (2 credits)**

Theory, skills, and practice management for the physical therapist in electrodiagnostics. This course will provide the student entry-level skills in nerve conduction velocity, electromyography (EMG), and emerging technologies. Needle-stick EMG procedures will be taught and students will be expected to participate as subjects for classmates.

**DPTV 895 Terminal Project I: (1 credit)**

This course is the second in a sequence of research based courses. The course will explore the concepts, problems, needs, and issues involved in conducting and evaluating research in physical therapy. The nature, relevance, and application of qualitative and quantitative research methods will be examined as they related to assessment and intervention outcomes in evidence-based practice. Students will demonstrate competencies in preparation and development of a scholarly proposal for a keystone terminal doctoral research project as part the curriculum requirements for graduation.

**DPTV 896 Terminal Project II: (1 credit)**

This course is a continuation of the Terminal Project sequence. Student will perform data collection and analysis in conducting and evaluating research in physical therapy. Data collection and analysis will provide students the foundation research results to be used in the completion of their keystone research curriculum requirement necessary for graduation. Students will work in small groups in cooperation with and under the supervision of a research committee/research mentors.

**DPTV 897 Terminal Project III: (1 credit)**

Terminal Project III is a continuation of Terminal Project II. Student will finalize data collection and analysis in preparation for writing results and discussion sections.

**DPTV 898 Terminal Project IV: (1 credit)**

Terminal Project IV is the final course in the terminal doctoral research sequence. Students will complete their Cap Stone research project through the data analysis, results, and conclusion phases of their project. Students will prepare a research product for presentation and publication. Each student is responsible for the scholarship work and adhering to work product deadlines as presented. It is expected that each research product presented will be suitable for peer-review dissemination.

**DPTV 899 Comprehensive Exam (1 credit)**

Written and practical comprehensive exam of basic physical therapy assessments and interventions across the four practice areas described in the Guide to Physical Therapist Practice to determine the student's preparedness to progress to the clinical component of their education.

**DPTV 880 Independent Study (1 to 4 credits)**

Special study of an advanced topic not included in the published curriculum or elective offerings. May be repeated for a maximum of eight credits.

# Physician Assistant Studies

## MISSION

The Master of Physician Assistant Studies Program is committed to the education of highly qualified and compassionate Physician Assistants who are part of the health care team and are responsive to the developing health needs of their communities as culturally competent clinicians, educators, facilitators, and leaders.

## GOALS

- To provide comprehensive education in the basic, behavioral, and clinical sciences which will prepare graduates to practice evidence based medicine in the setting of their choice.
- To prepare graduates to be an effective member of the health care team through communication and negotiation skills, professionalism, and awareness of the role of a Physician Assistant.
- To prepare graduates to meet the needs of a culturally diverse population through the development of awareness, competency, and identification of resources.
- To prepare the graduate to view the patient as a whole person and develop an awareness to treat the patient's emotional needs as well as medical problems.
- To prepare the graduate to be an advocate of the community by assessing community needs, identifying resources, and developing a plan to meet the needs within the standard of care.
- To prepare the graduate to seek and assume health leadership roles within the profession and the community at large.
- To prepare the graduate to be an educator, patient advocate, facilitator, and coordinator of resources.

The school has been extremely successful in achieving its goals. Nearly all graduates are offered full time positions when they graduate. As the institution has an interdisciplinary program, the students learn to work with all health care team members. The service-learning course as well as the community presence the PA program has prepares graduates to be culturally sensitive and advocates of the community. Finally, graduates of the program have assumed leadership roles within the state and national PA organizations.

## REQUIREMENTS

The Master of Physician Assistant Studies program is 28 months in length and consists of 16 months of didactic coursework and 12 months of clinical rotations. The 16 month didactic phase is comprised of four 15 week sessions of classroom work which consists of basic science, clinical, and behavioral science courses. All of the science courses are clinically oriented to provide a substantial knowledge base for the clinical courses. The clinical courses provide experiences in problem solving techniques to prepare the students for their clinical rotations. The 12 month clinical rotation phase includes ten required rotations: Internal Medicine 1 & 2, Family Medicine 1 & 2, Women's Health, Pediatrics, Emergency Medicine, Surgery, Behavioral



Medicine, Community Medicine (a service-learning course), and 2 elective rotations. The program is responsible for arranging and monitoring all aspects of the rotations.

### **General Statement on Admission**

It is the policy of the School of Physician Assistant Studies to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Physician Assistant Studies Admissions Committee for selection to the School. The School of Physician Assistant Studies also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Physician Assistant Studies program, applicants must have completed all of the following admissions requirements:

- Submitted a completed and verified application through CASPA.
- Obtained a baccalaureate degree conferred from a regionally accredited institution of higher education. Applicants who are still in progress of conferring/completing their bachelor degree program must have their degree awarded on an official transcript prior to beginning the program.
- Earned a cumulative and science GPA of 2.75 or higher.
- Completed the following prerequisite coursework with a grade of C or better:
  - 8 semester credits of Human Anatomy and Physiology
  - 4 semester credits of General Chemistry
  - 4 semester credits of Organic Chemistry
  - 3 semester credits of Biochemistry
  - 3 semester credits of Microbiology*\*Three semester credits in general psychology and three semester credits in statistics are also recommended.*
- All prerequisite science courses must be completed within the past five years with the exception of organic and general chemistry. An applicant may have up to two prerequisite courses pending. All the prerequisite courses must be completed before the candidate begins the program.
- Human Anatomy & Physiology and Organic Chemistry courses taken in a classroom setting is preferred.
- Submitted two letters of recommendation to CASPA. One letter of recommendation must be from a medical provider such as a physician assistant, nurse practitioner or physician. It is recommended that one letter be from a PA.
- Submitted community service hours that show commitment to service to others.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Must meet the required PA [Technical Standards](#), which includes the physical abilities necessary to perform as a physician assistant.

### **Admission Procedures**

Admission to the MPAS program is conducted on a rolling basis. Applications are submitted through the Central Application Service for Physician Assistants (CASPA). Qualified applicants will be required to submit a supplemental application.

### **Interviews**

Personal interviews (the final stage in the admissions process) are conducted on the Touro University Nevada campus for selected applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)), NACES or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)). Foreign graduates must still complete the required prerequisites within the past five years.

### **Background Check & Immunizations**

All students enrolled in the PA program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Physician Assistant Studies Handbook.

### **Transfer Policy Statement**

The School of Physician Assistant Studies does not accept transfer students from other physician assistant programs. Students currently admitted in another physician assistant program are required to apply for admission to Touro University Nevada as a new applicant.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student's petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

### **Requirements for Graduation**

Satisfactory completion of all required course work and all graded and non-graded course work, rotations (required and elective), assignments and projects designated by the program.

1. Overall satisfactory rating on professionalism upon completion of the program.
2. Satisfactory completion of a summative evaluation.
3. Recommendation by the Promotion and Advancement (P&A) Committee for graduation and approval by the Program Director.
4. Has fulfilled all legal and financial obligations to Touro University Nevada.
5. Has satisfied all financial obligations at the clinical teaching sites, teaching hospitals, and/or other institutions or individuals associated with student instruction.

## PROGRAM REQUIREMENTS

### CURRICULUM

<b>SESSION I</b>		
PASV 657	Human Science	12.5
PASV 696	PA History and Role in the US Health Care System	2
PASV 693	A Case Approach to Ethics	1
PASV 659	Immunology	1
PASV 680	Medical Interviewing	1
PASV 670	Clinical Skills I	1
<b>SESSION 2</b>		
PASV 655	Principles of Pharmacology I	2
PASV 658	Infectious Disease/Diagnostic Microscopy	2
PASV 671	Clinical Medicine I	9
PASV 672	Physical Diagnosis I	3
PASV 691	The Vulnerable and Medically Underserved	2
PASV 685	Clinical Skills II	2
<b>SESSION 3</b>		
PASV 688	Principles of Pharmacology II	2
PASV 673	Clinical Medicine II	8.5
PASV 674	Clinical Correlations I	3
PASV 684	Introduction to Statistics and Epidemiology	3
PASV 681	Behavioral and Community Medicine	3
PASV 686	Clinical Skills III	2
PASV 640	Medical Nutrition	1
<b>SESSION 4</b>		
PASV 689	Principles of Pharmacology III	2
PASV 678	Emergency Medicine	2
PASV 679	Surgical Principles	1
PASV 675	Clinical Medicine III	6
PASV 676	Clinical Correlations II	3
PASV 654	Clinical Genetics	1
PASV 698	Introduction to Jurisprudence	1
PASV 687	Clinical Skills IV	2

<b>Clinical Rotations</b>		
PASV 699K and PASV 699L	Internal Medicine	8
PASV 699M and PASV 699N	Family Medicine	8
PASV 699C	Emergency Medicine	4
PASV 699D	Women's Health	4
PASV 699E	Pediatrics	4
PASV 699F	Surgery	4
PASV 699G	Elective	4
PASV 699H	Elective	4
PASV 699I	Community Medicine	4
PASV 699J	Behavioral Medicine	4
<b>Hours for graduation</b>		128

### **CAREER POSSIBILITIES**

The program is designed to prepare the graduate for a variety of job opportunities. Although the emphasis is on primary care, the graduate is encouraged to pursue any area of interest he/she may have. The opportunities in Nevada are varied and abundant.

### **FULL TIME FACULTY**

Phil Tobin, DHSc, MPAS, PA-C, Director, Associate Professor  
 Matthew Martin, DO, Medical Director, Associate Professor  
 Mary Anne Kidwell, MS, PA-C, Director of Didactic Education, Assistant Professor  
 Taylor Hough, MHA, Director of Clinical Education, Assistant Professor  
 Nancy Lee, MMSc, PA-C, Assistant Professor  
 Pearl Forman, MS, PA-C, Assistant Professor  
 Graceann Freeman, RN, MSN, APN, FNP-C, Assistant Professor  
 Brian Sady, MPAS, PA-C, Assistant Professor  
 Joshua Owens, MS, PA-C, Assistant Professor  
 Amie Duford, MPAS, PA-C, Assistant Professor

### **STAFF**

Lisa Jones, M.Ed., Associate Director of Clinical Education  
 Dee Anne Culmone, Program Specialist  
 Kathleen Embry, Administrative Assistant to the Clinical Coordinator

### **CONTACT INFORMATION**

Program- 702-777-1770

For further information, visit the Touro University website at [www.tun.touro.edu](http://www.tun.touro.edu).

## **COMPLETE COURSE LISTINGS**

### **PASV 654 CLINICAL GENETICS**

The course will introduce the student to the field of genetics and teach skills in identifying families for evaluation. Basic genetic principles will be discussed and their relevancy in counseling patients and disease processes. Ethical and legal issues will be discussed as well. The course will be taught via lecture and discussion. (1 credits)

### **PASV 655 PRINCIPLES OF PHARMACOLOGY I**

The course will introduce the student to the basic principles of pharmacokinetics and pharmacodynamics. The course will lay the foundation of the value of therapeutics in treating disease as well as preventive modalities. Students will learn the clinical therapeutics essential in treating conditions taught in PA 671, Clinical Medicine I. The course will be taught via lecture and discussion. (2 credits)

### **PASV 657 HUMAN SCIENCE**

The integrated lecture-laboratory course will instruct the student in gross anatomy, neuroanatomy, biochemistry and physiology. The course is taught by body systems in order to facilitate learning with an emphasis on clinical relevancy. The student will develop an awareness of how the various parts and systems of the human body are related spatially, functionally, and clinically which will provide a framework to understanding Clinical Medicine I, II, III as well as Pharmacology, Surgery, Emergency Medicine and Microbiology and Infectious Disease. (12.5 credits)

### **PASV 658 INFECTIOUS DISEASE AND DIAGNOSTIC MICROSCOPY**

The last fifty years have seen a sharp rise in the rates at which infectious diseases new to humans, such as SARS/MERS, AIDS, and West Nile virus infection, emerge and at which older diseases, such as malaria and tuberculosis, reemerge as new threats. These diseases and others are an increasing threat due to resistance to drug treatments and lack of development of new antibiotics. Emerging and reemerging infectious diseases (EIDS) greatly concern the scientific, medical and public health communities and a firm knowledge is necessary to provide primary care in any setting. The use of microscopy in primary care and the interpretation of such can be invaluable ability. Topics will include blood smears, parasites, urinalysis microscopy to include casts, vaginal swabs to identify pathogens and special smears used in dermatology. Providers that work in rural health care or around the world may not have laboratory services available and the provider must be able to perform basic functions to aid in the best diagnosis of patients. (2 credits)

### **PASV 659 IMMUNOLOGY**

The course will familiarize the student with basic immunology principles as it relates to diseases processes. An emphasis is placed on immunological disorders and its implication in the

infectious diseases. Special concepts including immune assessment, tumor and transplantation immunology will also be covered. (1 unit)

### **PASV 640 MEDICAL NUTRITION**

This will be a one credit hour course that will focus on clinical aspects of medical nutrition. Students will learn calculations for calorie intake during disease processes, the different diets that providers prescribe for different medical conditions and the important nutritional aspects of food and vitamins. The course will be taught via lecture, experiential and discussion (1 Unit)

### **PASV 670 CLINICAL SKILLS I**

The course will instruct the student on the value of utilizing various modalities in the diagnosis of diseases and medical conditions. It will include different laboratory tests, radiologic tests, and some specialty tests that will aid the student in the diagnostic process. The course will augment Clinical Medicine I, II, and III, Microbiology and Infectious Disease, Emergency Medicine, and Surgical Principles for the Primary Care PA courses. The course will be taught via lecture and discussion. (3 credits)

### **PASV 671 CLINICAL MEDICINE I**

The course will instruct the student on illnesses related to pulmonology, cardiology, endocrinology and dermatology. The student will review the pathophysiology of each organ system in relation to disease processes. Integration of this material as well as clinical presentation and history and physical findings will aid the student in developing a differential diagnosis and treatment plan. Information taught in this course will be utilized in the physical diagnosis courses. The course will be taught via lecture and discussion. (9 credits)

### **PASV 672 PHYSICAL DIAGNOSIS I**

The course will instruct the student on how to competently perform a comprehensive physical. Emphasis is placed on proper technique, efficiency, and patient sensitivity. The course will be taught via lecture and small group instruction. The students will be encouraged to study in a collaborative manner. (4 credits)

### **PASV 673 CLINICAL MEDICINE II**

The course will instruct the student on illnesses related to otolaryngology, gastroenterology, urology/nephrology, neurology, ophthalmology, and hematology/oncology. The student will review the pathophysiology of each organ system in relation to the disease processes. Integration of this material as well as clinical presentation, and history and physical findings will aid the student in developing a differential diagnosis and treatment plan. Information taught in this course will be utilized in the physical diagnosis courses. The course will be taught via lecture and discussion. (8.5 credits)

### **PASV 674 CLINICAL CORRELATIONS I**

The course will instruct the student on the problem oriented history and physical examination. The student will learn to identify and utilize relevant components of the history and physical examination in order to address and treat an illness or condition. The course will be problem

based and taught in small groups. (3 credits)

### **PASV 675 CLINICAL MEDICINE III**

The course will instruct the student on illnesses related to obstetrics and gynecology, rheumatology, orthopedics, pediatrics, and geriatrics. The student will review the pathophysiology of each organ system in relation to disease processes. Integration of this material as well as clinical presentation, and history and physical findings will aid the student in developing a differential diagnosis and treatment plan. The course will be taught via lecture and discussion. (6 credits)

### **PASV 676 CLINICAL CORRELATIONS II**

This course is a continuation of PA 674 Clinical Correlations I (3 credits).

### **PASV 678 EMERGENCY MEDICINE**

The course will introduce the student to the principles of the emergent patient, triage, and management. Included in patient management will be the management of the undifferentiated patient and development of a comprehensive differential diagnosis. The course will be taught via lecture, class participation, and discussion. (2 credits)

### **PASV 679 SURGICAL PRINCIPLES**

The course will discuss general surgical concepts in the management of the surgical patient. Included in the course are illnesses that require surgical intervention. The course will be taught via lecture, class participation and discussion. (1 credits)

### **PASV 680 MEDICAL INTERVIEWING**

The course will introduce the student to the medical interview and writing of the history of present illness. Included within the course is practicing the interview and presentation of the patient. The course will be taught via lecture and small group discussions. (1 unit)

### **PASV 681 BEHAVIORAL AND COMMUNITY MEDICINE**

The course will introduce the student to common psychiatric and mental health disorders frequently encountered in outpatient settings. Sexual concerns and dysfunction will also be discussed. The course will be taught via lecture and discussion. (3 credits)

### **PASV 684 INTRODUCTION TO STATISTICS AND EPIDEMIOLOGY**

The course will begin by providing the student with the basic knowledge and skills to effectively use biostatistics in different research design and data analysis, and to critically evaluate articles in related professional journals. The student will then utilize these skills in discussing in depth selected chronic diseases and how they impact on the overall health care of the nation. The course will be taught via lecture and discussion. (3 credits)

### **PASV 685 CLINICAL SKILLS II**

This will be a 2 credit hour course that will build on clinical skills one and be the basis for clinical 3 and 4. This course will focus on interpretation of laboratory, radiology, and the EKGs. This

course will also instruct students on the most common procedures done by primary care providers in practice. The course will shadow the clinical medicine course as much as possible so that disease processes and procedures are taught simultaneously. This course will be taught by Lecture, Laboratory, and one-on-one learning. (2 credits)

### **PASV 686 CLINICAL SKILLS III**

This will be a 2 credit hour course that will build on clinical skills 1 and 2 and be the basis for clinical skills 4. This course will focus on interpretation of laboratory, radiology, and the EKGs. This course will also instruct students on the most common procedures done by primary care providers in practice. The course will shadow the clinical medicine course as much as possible so that disease processes and procedures are taught simultaneously. This course will be taught by Lecture, Laboratory, and one-on-one learning. (2 credits)

### **PASV 687 CLINICAL SKILLS IV**

This will be a 3 credit hour course that will build on clinical skills 1, 2, and 3. This course will focus on interpretation of laboratory, radiology, and the EKGs. This course will also instruct students on the most common procedures done by primary care providers in practice. The course will shadow the clinical medicine course as much as possible so that disease processes and procedures are taught simultaneously. The student will also develop skills in interventional procedures and successfully complete BLS and ACLS. This course will be taught by Lecture, Laboratory, and one-on-one learning. (3 credits)

### **PASV 688 PRINCIPLES OF PHARMACOLOGY II**

The course is a continuation of PASV 655 Principles of Pharmacology I. Students will learn the clinical therapeutics essential in treating conditions taught in PASV 673, Clinical Medicine II. The course will be taught via lecture and discussion. (2 credits)

### **PASV 689 PRINCIPLES OF PHARMACOLOGY III**

The course is a continuation of PA 688 Principles of Pharmacology II Students will learn the clinical therapeutics essential in treating conditions taught in PA 675, Clinical Medicine III. The course will be taught via lecture and discussion. (2 credits)

### **PASV 691 THE VULNERABLE AND MEDICALLY UNDERSERVED**

The course will introduce the student to a variety of cultures prevalent in today's society and will heighten the student's awareness and management of these cultures. The course will teach some basic Spanish language medical terminology. Lecture, discussion, and interactive scenarios will be used. (2 credits)

### **PASV 693 A CASE APPROACH TO ETHICS**

The course will expose the student to medical ethical issues. The course will highlight situations that a practitioner may encounter while practicing medicine and will include issues not only related to patient care, but professional practices as well. The course will be taught via readings, discussion, and student presentations. (2 credits)



### **PASV 696 PA HISTORY AND ROLE IN THE US HEALTH CARE SYSTEM**

The course will introduce the student to the history of the Physician Assistant profession and provide an overview of the PA scope of practice in medicine. Students will acquire relevant knowledge of the existing relationships, similarities and differences among different health care providers and the critical role Physician Assistants play in today's health system. The course will be taught via discussion, student presentation, readings and lecture. (2 unit)

### **PASV 697 INDEPENDENT STUDIES**

This course consists of individual projects and directed reading for students who are competent to assume independent work. Admission to this course requires approval of a faculty member under whom the work is to be conducted. (1-3 credits)

### **PASV 698 INTRODUCTION TO JURISPRUDENCE**

The course will introduce the student to legal issues of health care to include professional liability, laws and regulations regarding prescriptive practice, and licensing. The course will be taught via discussion and lecture. (1 unit)

### **PASV 699K and PASV 699L INTERNAL MEDICINE ROTATION**

A two month required clinical rotation designed to provide the student with an understanding of adult medicine, which includes internal medicine and geriatrics, as practiced in the ambulatory and/or inpatient care setting. (8 credits)

### **PASV 699M FAMILY MEDICINE ROTATION**

A one month required clinical rotation designed to provide the student with an understanding of family medicine as practiced in the ambulatory care setting. The rotation will provide the student with practical opportunities to incorporate the multiple medical and surgical disciplines necessary in a diverse practice setting, integrating pediatric, adult, and geriatric population. The student will also gain exposure in Behavioral Health. (4 credits)

### **PASV 699N FAMILY MEDICINE FOCUS**

A one month required clinical rotation designed to provide the student with an understanding of family medicine focused in specialties encountered daily in Family Medicine. The rotation will provide the student with practical opportunities to incorporate the multiple medical and surgical disciplines necessary in a diverse practice setting. The Director of Clinical Education and the student will select from Family Medicine, ENT, Orthopedic, Dermatology or Urology, integrating pediatric, adult, and geriatric populations into an individualized student experience. (4 credits)

### **PASV 699C EMERGENCY MEDICINE ROTATION**

A one month required clinical rotation designed to provide the student with practical experiences working in an acute care emergency room. This rotation will augment and strengthen the student's skills in developing a systematic approach to common medical and surgical emergency problems and will afford the student the opportunity to formulate organized and complete emergency room records and problem lists. 4 credits)

**PASV 699D WOMEN'S HEALTH ROTATION**

A one month required clinical rotation designed to provide the student with practical clinical experience in the diagnosis, evaluation, and management of normal and abnormal obstetrical and gynecological conditions. The rotation is intended to augment and strengthen the students' skills in regard to a wide variety of problems as seen in the primary care setting. (4 credits)

**PASV 699E PEDIATRIC ROTATION**

A one month required clinical rotation designed to emphasize the care of the child from birth to adolescence. The focus of the learning experience is recognition and management of common childhood illness, assessment of variations of normal growth and development, preventive health care visits to include parental counseling, nutrition, injury prevention and common psychosocial problems. (4 credits)

**PASV 699F SURGERY ROTATION**

A one month required clinical rotation designed to provide the student with clinical experience in the care of the surgical patient. The student will demonstrate the ability to manage a surgical patient pre-operatively, peri-operatively and post-operatively and identify common surgical problems and conditions that require surgical intervention. Experiences will take place in the hospital as well as an outpatient clinic. (4 credits)

**PASV 699G ELECTIVE ROTATION****PASV 699H ELECTIVE ROTATION**

Two one month clinical rotations designed to afford the student the ability to pursue other disciplines of interest. This is a pass/fail rotation. (4 credits each)

**PASV 699I COMMUNITY MEDICINE ROTATION**

A one month required clinical rotation that is based on the concept of service-learning. Students will either be assigned to a community partners, or will develop their own. With those community partners, students will work directly with underserved communities using the skills learned as a physician assistant student. (4 credits)

**PASV 699J BEHAVIORAL MEDICINE ROTATION**

A one month required clinical rotation designed to provide the student with clinical experiences in behavioral medicine. The student will develop an understanding of management of the patient with mental health illnesses to include diagnosis and treatment. (4 credits)

# College of Osteopathic Medicine

## **MISSION STATEMENT**

Touro University Nevada College of Osteopathic Medicine prepares students to become outstanding osteopathic physicians, physician assistants and scientists. The College provides students with the most current biomedical information and supporting biomedical research.

Each student uses the knowledge from his or her discipline to make evidence – informed decisions in the context of the complex situations encountered in the professional world. Faculty emphasizes primary care and a holistic approach to the patient. The College serves its students and society through innovative education, research and community service.

## **PROGRAMS**

Programs of instruction leading to the following degrees offered by the college are listed in catalog in separate sections.

Doctor of Osteopathic Medicine

Master of Science in Medical Health Sciences

# Osteopathic Medicine

## DOCTOR OF OSTEOPATHIC MEDICINE

### Mission Statement

The Touro University Nevada Osteopathic Medicine program prepares students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

### Strategic Goals

- Provide a quality educational program that prepares students to be osteopathic physicians.
- To develop opportunities to enhance the public's knowledge of osteopathic medicine.
- To develop and administer research programs for faculty and students.
- To diversify the student body to meet the health care needs of the society it will serve.
- To create and maintain faculty development programs that encourage and enable faculty to improve and refine their skills in teaching and the creation of new knowledge.
- To create and continuously improve methods of assessment to ensure educational effectiveness and the achievement of student outcomes.

## PROGRAM DESCRIPTION

The educational program is centered on the basic concepts of osteopathic medicine with a focus on addressing and assessing components of the Core Competencies of the American Osteopathic Association. The academic program is intended to meet the following goals:

- To emphasize the role of the patient in the maintenance of health.
- To recognize and emphasize the inherent capacity within each person to overcome disease and maintain health; to educate physicians to cooperate with this therapeutic capacity in their methods of treatment.
- To offer a curriculum that will interest students in primary care and prepare them to provide quality and comprehensive health care to their patients.
- To provide sufficient academic training to make students analyze health-care decisions, promote wellness, and empower patients to assume responsibility for their own health.

## DO FACTS WEBSITE

Doctor of Osteopathic Medicine program strives to ensure the quality of education supports the success of the students and graduates in their career as a physician. For Graduate Medical Education placement and COMLEX pass rates please visit the following link:

<http://tun.touro.edu/programs/college-of-osteopathic-medicine/doctor-of-osteopathic-medicine/do-facts/>

### **GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Osteopathic Medicine to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Osteopathic Medicine Admissions Committee for selection to the School. The School of Osteopathic Medicine also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Osteopathic Medicine degree program, applicants must:

- Submitted a completed and verified application through AACOMAS.
- Obtained a baccalaureate degree or higher from a regionally accreditation of higher education prior to matriculation.
- Earned a cumulative and science GPA of 3.00 or higher.
- Completed the following coursework with a grade of C or better.
  - 8 semester credits of Biology/Zoology with Lab
  - 8 semester credits of Inorganic Chemistry
  - 8 semester credits of Organic Chemistry with Lab\*
  - 8 semester credits of Physics
  - \*Four semester credits of Biochemistry may be substituted for the second semester of Organic Chemistry.*
  - 6 semester credits of English
  - 6 semester credits of Behavioral Sciences
  - 3 semester credits of Math/Statistics
- Scored 500 composite score on the MCAT submitted through AACOMAS. Applicants for the class matriculating in 2017 must submit MCAT scores that are no older than June 2014. The previous version of the MCAT is no longer accepted.
- Submitted three letters of recommendation. Two letters must be from your college science instructors or one premedical/academic committee letter. One letter must be from a physician (D.O. or M.D.). Letters of recommendation should be sent directly from recommenders on letterhead and must be signed. Recommendations are also accepted via Virtual Evaluations, Interfolio, and AACOMAS.

- Have documented physician shadowing experience.
- Demonstrate academic competence, personal/professional achievements, leadership skills, creative abilities, experience in health care and a likelihood of practicing in underserved primary care areas.
- Hold U.S. citizenship or permanent resident status at the time of application.
- Must meet the [DO Technical Standards](#), which includes the physical abilities necessary to perform as an osteopath physician.

### **Admission Procedures**

Admission to the DO program is conducted on a rolling basis. Applications are submitted through the Central Application Service for Osteopathic Medicine (AACOMAS). Qualified applicants will be required to submit a supplemental application.

### **Interviews**

Personal interviews (the final stage in the admissions process) are conducted on the Touro University Nevada campus for selected applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)) or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

All students enrolled in the DO program must pass a Level I criminal background check and drug screen. A criminal background check may prevent a student from progressing in the program or receive licensure. Immunizations must be submitted prior to matriculation and are required as indicated in the Touro University Nevada Catalog and the School of Osteopathic Medicine Handbook.

### **Transfer Policy Statement**

The School of Osteopathic Medicine does accept transfer students from other Osteopathic Medicine programs. Students currently admitted in another Osteopathic Medicine program are required to apply for admission to Touro University Nevada as a transfer applicant.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student's petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

### **Student Health Insurance/Health Care**

Because the University is concerned for the health and welfare of its students, a policy of student health insurance is required. Proof of this insurance coverage must be presented at

registration and any change in insurance plan or status must be reported to the University. Failure to comply can lead to suspension or dismissal from the COM.

The student has exclusive responsibility for his/her own medical bills. The University assumes no responsibility to seek reductions or waivers. Prior to graduation, students must be free from any medical financial responsibility with any of the University's affiliated hospitals or clinics.

### **Technology Competence**

To be successful in the curriculum, students must be able to demonstrate competency in computer technology, such as word processing, use of the internet, e-mail, and database searches. As described in the Tuition section of the Catalog, the purchase of a laptop computer and program software from the university is required for each on-campus student.

### **REQUIREMENTS FOR GRADUATION**

In order to graduate, the TUN medical student must:

- Complete at least four years in an accredited osteopathic college or its equivalent.
- Have been enrolled in the Touro University Nevada College of Osteopathic Medicine during the final two academic years.
- Complete all prescribed academic requirements with a cumulative curriculum weighted average of 70% or higher, have no outstanding grade which is incomplete, have a passing grade for all courses, and not be on academic probation.
- Have taken and passed all components of COMLEX-USA Level 1, COMLEX-USA Level 2CE, and COMLEX-USA Level 2PE.
- Have performed and behaved in a manner that is ethical, professional, and consistent with the practice of Osteopathic Medicine.
- Comply with all the legal and financial requirements of Touro University Nevada.
- Complete an application for graduation and exit survey.
- Attend the graduation ceremony in person, unless special permission has been granted by the Dean.
- Complete the academic requirements within six years following matriculation (excluding approved non-academic leaves of absence).
- Additionally, a student who has completed and passed all clerkships but has been on LOA or any type of suspension for 90 days or more prior to graduation must pass an OSCE exam.

### **DESCRIPTION OF PROGRAM CURRICULUM**

The TUNCOM curriculum is structured to provide the student in the first two years with a strong base in the foundational sciences. Integration and application of clinical concepts occurs throughout the first year and is a point of emphasis in the second year. Course content is delivered via a combination of lectures, laboratory sessions, designated study assignments, and clinical case sessions. Interwoven throughout the curriculum are osteopathic principles and practice, osteopathic clinical skills, ethical and legal aspects of medicine, and medical informatics.

The final two years are based in the clinical environment with a rigorous academic program designed to prepare the student to succeed in their post-graduate studies.

Courses are subject to change through academic channels. New courses and substantive changes in existing course work are initiated by the responsible departments or programs and must be approved by the Curriculum Committee and the Dean. Some course credits may change pending approval by the Curriculum Committee and the Dean.

### **Clinical Experience**

The program educates students to become competent physicians who clearly recognize their roles as providers of comprehensive healthcare. The ultimate intent of the program is to prepare physicians who will impact positively on the quality of healthcare and healthcare delivery systems and will improve access for individuals and their families.

Students accomplish core clinical disciplines (Family Medicine, Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Psychiatry, Emergency Medicine) during their third and fourth year. In addition, students will accomplish a number of elective experiences which, in combination with the core requirements, lead to a cumulative credit hour minimum of 80 hours over the final two years. The list below identifies required clerkships as well as clerkships that require Department of Clinical Education approval prior to registration.

Additionally, students are required to take the Osteopathic Principles and Practices Clinical Integration courses (OMMV 700, OMMV 701, OMMV 810, and OMMV 811).

Courses are subject to change through normal academic channels. New courses and changes in existing course work are initiated by the responsible departments or programs approved by the Dean.

<b>First Year Curriculum</b>	<b>TOTAL</b>	<b>51.5 credits</b>
DOMV 650	Molecular and Cellular Mechanisms	3.5 credits
DOMV 610	Musculoskeletal System 1	5.5 credits
DOMV 630	Endocrine System 1	2 credits
DOMV 640	Cardiopulmonary System 1	5.5 credits
DOMV 605	Host Defense Mechanisms	3 credits
DOMV 615	Gastrointestinal System 1	3.5 credits
DOMV 635	Renal System 1	3.5 credits
DOMV 625	Reproductive Systems and Development	3 credits
DOMV 655	Neuroscience 1	6 credits
DOMV 620	Osteopathic Clinical Skills 1	4.5 credits
DOMV 665	Osteopathic Clinical Skills 2	4.5 credits
OMMV 610	Osteopathic Manipulative Medicine 1	3.5 credits
OMMV 622	Osteopathic Manipulative Medicine 2	3.5 credits



<b>Second Year Curriculum</b>		<b>TOTAL</b>	<b>48 credits</b>
DOMV 670	Neuroscience 2		4 credits
DOMV 671	Behavioral Medicine		3 credits
DOMV 672	Musculoskeletal System 2		3 credits
DOMV 673	Skin, Blood, and Lymph		4 credits
DOMV 674	Cardiovascular Medicine		3 credits
DOMV 680	Respiratory System Medicine		3 credits
DOMV 681	Endocrine System 2		3 credits
DOMV 682	Renal System 2		3 credits
DOMV 683	Gastrointestinal System 2		3 credits
DOMV 684	Reproductive Systems 2		3 credits
DOMV 685	Pediatrics		3 credits
DOMV 686	Clinical Reasoning		1 credit
OMMV 625	Osteopathic Manipulative Medicine 3		3 credits
OMMV 637	Osteopathic Manipulative Medicine 4		3 credits
DOMV 675	Osteopathic Clinical Skills 3		3 credits
DOMV 687	Osteopathic Clinical Skills 4		3 credits

**Third and Fourth Year Curriculum** **TOTAL** **82.5 credits**

COURSE NUMBER		COURSE TITLE		CREDITS	REQUIRED (YES)	
OMM	700		OPP Clinical Integration 1	0.5	YES	
OMM	701		OPP Clinical Integration 2	1.0	YES	
OMM	810		OPP Clinical Integration 3	0.5	YES	
OMM	811		OPP Clinical Integration 4	0.5	YES	
CLNV	730		Family Medicine	2 to 12	YES	
CLNV	731		Internal Medicine	2 to 12	YES	
CLNV	733		Obstetrics and Gynecology	2 to 12	YES	
CLNV	734		Pediatrics	2 to 12	YES	
CLNV	735		Psychiatry	2 to 12	YES	
CLNV	736		General Surgery	2 to 12	YES	
CLNV	830		Clinical Management Review	2 to 12	YES	
CLNV	831		Emergency Medicine	2 to 12	YES	
CLNV	860		Addiction Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	861	S	Addiction Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	803		Adolescent Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	803	S	Adolescent Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	817		Aerospace Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	817	S	Aerospace Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	857		Allergy/Immunology	E	2 to 12	CLIN ED APP REQ
CLNV	857	S	Allergy/Immunology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	881		Anatomic Pathology	E	2 to 12	CLIN ED APP REQ
CLNV	881	S	Anatomic Pathology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	740		Anatomy Research	E	2 to 12	CLIN ED APP REQ
CLNV	820		Anesthesiology	E	2 to 12	CLIN ED APP REQ
CLNV	820	S	Anesthesiology	Sub-I	2 to 12	CLIN ED APP REQ

CLNV	741		Anesthesiology Research	E	2 to 12	CLIN ED APP REQ
CLNV	742		Biochemistry Research	E	2 to 12	CLIN ED APP REQ
CLNV	882		Blood Banking	E	2 to 12	CLIN ED APP REQ
CLNV	882	S	Blood Banking	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	774		Body Imaging	E	2 to 12	CLIN ED APP REQ
CLNV	774	S	Body Imaging	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	841		Cardiology	E	2 to 12	CLIN ED APP REQ
CLNV	846		Cardiology	E	2 to 12	CLIN ED APP REQ
CLNV	846	S	Cardiology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	777		Cardiovascular Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	777	S	Cardiovascular Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	840		Clinical Independent Study	E	2 to 12	CLIN ED APP REQ
CLNV	826		Clinical Management Review II	E	2 to 12	CLIN ED APP REQ
CLNV	880		Clinical Pathology	E	2 to 12	CLIN ED APP REQ
CLNV	880	S	Clinical Pathology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	837		Clinical Topics in Medical Genetics	E	2 to 12	CLIN ED APP REQ
CLNV	786		Colorectal Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	786	S	Colorectal Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	833		Community Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	811		Community Pediatrics	E	2 to 12	CLIN ED APP REQ
CLNV	811	S	Community Pediatrics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	862		Critical Care Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	862	S	Critical Care Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	853		Dermatology	E	2 to 12	CLIN ED APP REQ
CLNV	853	S	Dermatology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	808		Developmental Pediatrics	E	2 to 12	CLIN ED APP REQ
CLNV	808	S	Developmental Pediatrics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	758		International Community Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	865		International Community Med	E	2 to 12	CLIN ED APP REQ
CLNV	864		Electrocardiogram Interpretation	E	2 to 12	CLIN ED APP REQ
CLNV	827		Emergency Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	827	S	Emergency Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	743		Emergency Medicine Research	E	2 to 12	CLIN ED APP REQ
CLNV	850		Endocrinology/Metabolism	E	2 to 12	CLIN ED APP REQ
CLNV	850	S	Endocrinology/Metabolism	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	816		Environmental Health	E	2 to 12	CLIN ED APP REQ
CLNV	816	S	Environmental Health	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	744		Family Medicine Research	E	2 to 12	CLIN ED APP REQ
CLNV	883		Forensic Pathology	E	2 to 12	CLIN ED APP REQ
CLNV	883	S	Forensic Pathology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	843		Gastroenterology	E	2 to 12	CLIN ED APP REQ
CLNV	843	S	Gastroenterology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	832		General Family Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	832	S	General Family Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	868		General Gynecology	E	2 to 12	CLIN ED APP REQ
CLNV	868	S	General Gynecology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	845		General Internal Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	845	S	General Internal Medicine	Sub-I	2 to 12	CLIN ED APP REQ

CLNV	870		General Obstetrics	E	2 to 12	CLIN ED APP REQ
CLNV	870	S	General Obstetrics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	875		General Obstetrics/Gynecology	E	2 to 12	CLIN ED APP REQ
CLNV	875	S	General Obstetrics/Gynecology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	879		General Pathology	E	2 to 12	CLIN ED APP REQ
CLNV	879	S	General Pathology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	804		General Pediatrics	E	2 to 12	CLIN ED APP REQ
CLNV	804	S	General Pediatrics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	813		General Preventive Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	813	S	General Preventive Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	818		General Psychiatry	E	2 to 12	CLIN ED APP REQ
CLNV	818	S	General Psychiatry	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	770		General Radiology	E	2 to 12	CLIN ED APP REQ
CLNV	770	S	General Radiology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	776		General Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	776	S	General Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	829		Geriatrics	E	2 to 12	CLIN ED APP REQ
CLNV	829	S	Geriatrics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	859		Gerontology	E	2 to 12	CLIN ED APP REQ
CLNV	859	S	Gerontology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	869		Gynecologic Oncology	E	2 to 12	CLIN ED APP REQ
CLNV	869	S	Gynecologic Oncology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	825		Healthcare Improvement	E	2 to 12	CLIN ED APP REQ
CLNV	822		Health-Care Management & Public Health Policy	E	2 to 12	CLIN ED APP REQ
CLNV	849		Hematology/Oncology	E	2 to 12	CLIN ED APP REQ
CLNV	849	S	Hematology/Oncology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	884		Hematopathology	E	2 to 12	CLIN ED APP REQ
CLNV	884	S	Hematopathology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	863		Hospice/Palliative Care	E	2 to 12	CLIN ED APP REQ
CLNV	863	S	Hospice/Palliative Care	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	844		Infectious Diseases	E	2 to 12	CLIN ED APP REQ
CLNV	844	S	Infectious Diseases	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	824		Integrated Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	746		Internal Medicine Research	E	2 to 12	CLIN ED APP REQ
CLNV	836		International Health	E	2 to 12	CLIN ED APP REQ
CLNV	773		Interventional Radiology	E	2 to 12	CLIN ED APP REQ
CLNV	773	S	Interventional Radiology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	866		Maternal Fetal Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	866	S	Maternal Fetal Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	739		Medical Education Research	E	2 to 12	CLIN ED APP REQ
CLNV	839		Medical Education Research	E	2 to 12	CLIN ED APP REQ
CLNV	851		Medical Genetics	E	2 to 12	CLIN ED APP REQ
CLNV	851	S	Medical Genetics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	867		Medical Genetics	E	2 to 12	CLIN ED APP REQ
CLNV	867	S	Medical Genetics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	838		Medical Genetics Research	E	2 to 12	CLIN ED APP REQ
CLNV	745		Medical Genetics Research	E	2 to 12	CLIN ED APP REQ
CLNV	823		Medical Informatics	E	2 to 12	CLIN ED APP REQ

CLNV	812		Medicine/Pediatrics	E	2 to 12	CLIN ED APP REQ
CLNV	812	S	Medicine/Pediatrics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	747		Microbiology Research	E	2 to 12	CLIN ED APP REQ
CLNV	886		Neonatology	E	2 to 12	CLIN ED APP REQ
CLNV	886	S	Neonatology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	856		Nephrology	E	2 to 12	CLIN ED APP REQ
CLNV	856	S	Nephrology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	848		Neurology	E	2 to 12	CLIN ED APP REQ
CLNV	848	S	Neurology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	782		Neurosurgery	E	2 to 12	CLIN ED APP REQ
CLNV	782	S	Neurosurgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	772		Nuclear Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	772	S	Nuclear Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	748		OB/GYN Research	E	2 to 12	CLIN ED APP REQ
CLNV	814		Occupational Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	814	S	Occupational Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	779		Ophthalmology	E	2 to 12	CLIN ED APP REQ
CLNV	779	S	Ophthalmology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	749		OPP Research	E	2 to 12	CLIN ED APP REQ
CLNV	785		Orthopedic Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	785	S	Orthopedic Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	878		Osteopathic Manipulation	E	2 to 12	CLIN ED APP REQ
CLNV	878	S	Osteopathic Manipulation	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	778		Otolaryngology/ENT	E	2 to 12	CLIN ED APP REQ
CLNV	778	S	Otolaryngology/ENT	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	821		Pain Management	E	2 to 12	CLIN ED APP REQ
CLNV	821	S	Pain Management	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	750		Pathology Research	E	2 to 12	CLIN ED APP REQ
CLNV	877		Pediatric Emergency Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	877	S	Pediatric Emergency Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	810		Pediatric Allergy/Immunology	E	2 to 12	CLIN ED APP REQ
CLNV	810	S	Pediatric Allergy/Immunology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	805		Pediatric Cardiology	E	2 to 12	CLIN ED APP REQ
CLNV	805	S	Pediatric Cardiology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	802		Pediatric Critical Care Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	802	S	Pediatric Critical Care Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	806		Pediatric Dermatology	E	2 to 12	CLIN ED APP REQ
CLNV	806	S	Pediatric Dermatology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	809		Pediatric Endocrinology/Metabolism	E	2 to 12	CLIN ED APP REQ
CLNV	809	S	Pediatric Endocrinology/Metabolism	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	898		Pediatric Gastroenterology	E	2 to 12	CLIN ED APP REQ
CLNV	898	S	Pediatric Gastroenterology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	801		Pediatric Genetics	E	2 to 12	CLIN ED APP REQ
CLNV	801	S	Pediatric Genetics	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	896		Pediatric Hematology/Oncology	E	2 to 12	CLIN ED APP REQ
CLNV	896	S	Pediatric Hematology/Oncology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	894		Pediatric Infectious Disease	E	2 to 12	CLIN ED APP REQ
CLNV	894	S	Pediatric Infectious Disease	Sub-I	2 to 12	CLIN ED APP REQ

CLNV	807		Pediatric Nephrology	E	2 to 12	CLIN ED APP REQ
CLNV	807	S	Pediatric Nephrology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	899		Pediatric Neurology	E	2 to 12	CLIN ED APP REQ
CLNV	899	S	Pediatric Neurology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	819		Pediatric Psychiatry	E	2 to 12	CLIN ED APP REQ
CLNV	819	S	Pediatric Psychiatry	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	897		Pediatric Pulmonary Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	897	S	Pediatric Pulmonary Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	771		Pediatric Radiology	E	2 to 12	CLIN ED APP REQ
CLNV	771	S	Pediatric Radiology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	751		Pediatric Research	E	2 to 12	CLIN ED APP REQ
CLNV	800		Pediatric Rheumatology	E	2 to 12	CLIN ED APP REQ
CLNV	800	S	Pediatric Rheumatology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	788		Pediatric Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	788	S	Pediatric Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	752		Pharmacology Research	E	2 to 12	CLIN ED APP REQ
CLNV	835		Physical Medicine & Rehabilitation	E	2 to 12	CLIN ED APP REQ
CLNV	835	S	Physical Medicine & Rehabilitation	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	753		Physiology Research	E	2 to 12	CLIN ED APP REQ
CLNV	784		Plastic Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	784	S	Plastic Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	834		Primary Care	E	2 to 12	CLIN ED APP REQ
CLNV	834	S	Primary Care	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	755		Psychiatry Research	E	2 to 12	CLIN ED APP REQ
CLNV	815		Public Health	E	2 to 12	CLIN ED APP REQ
CLNV	815	S	Public Health	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	842		Pulmonary Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	842	S	Pulmonary Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	775		Radiation Oncology	E	2 to 12	CLIN ED APP REQ
CLNV	775	S	Radiation Oncology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	756		Radiology Research	E	2 to 12	CLIN ED APP REQ
CLNV	876		Reproductive Endocrine	E	2 to 12	CLIN ED APP REQ
CLNV	876	S	Reproductive Endocrine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	754		Research in Preventive Medicine/Public Health	E	2 to 12	CLIN ED APP REQ
CLNV	847		Rheumatology	E	2 to 12	CLIN ED APP REQ
CLNV	847	S	Rheumatology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	789		Sports Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	789	S	Sports Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	757		Surgery Research	E	2 to 12	CLIN ED APP REQ
CLNV	780		Thoracic Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	780	S	Thoracic Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	885		Toxicology	E	2 to 12	CLIN ED APP REQ
CLNV	885	S	Toxicology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	783		Transplant Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	783	S	Transplant Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	787		Trauma Surgery	E	2 to 12	CLIN ED APP REQ
CLNV	787	S	Trauma Surgery	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	781		Urology	E	2 to 12	CLIN ED APP REQ

CLNV	781	S	Urology	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	828		Wilderness Medicine	E	2 to 12	CLIN ED APP REQ
CLNV	828	S	Wilderness Medicine	Sub-I	2 to 12	CLIN ED APP REQ
CLNV	905	A - X	COMPLEX PREP COURSE		1.5 each	CLIN ED APP REQ (NOT FOR HPSP STUDENTS)
CLNV	999		Independent Study		1 to 12	CLIN ED APP REQ; OPTIONAL

For further information, visit the website for the College of Osteopathic Medicine at [www.tun.touro.edu](http://www.tun.touro.edu).

## COURSE LISTINGS

### FIRST YEAR COURSE LISTINGS

#### **DOMV 650 Molecular and Cellular Mechanisms (3.5 credits)**

This course combines elements of biochemistry, cell biology, molecular biology, and genetics to provide the foundation necessary for the systems-based courses that follow. Among the topics presented in this course are cell structure, cell receptors and signaling, macromolecules, basic metabolism, DNA structure and function, protein synthesis, cell cycle, gametogenesis, embryogenesis, genetics, hematopoiesis, and erythrocyte structure and function. This course is largely lecture-based, but does include integrated case sessions and reading assignments.

#### **DOMV 610 Musculoskeletal System 1 (5.5 credits)**

The focus of the interdisciplinary Musculoskeletal System 1 course is the normal structure and physiology of the system. The cadaver dissection begins in this system and comprises a significant portion of the contact hours. The course includes clinical case discussions that tie the structure and function to musculoskeletal disorders.

#### **DOMV 630 Endocrine System 1 (2 credits)**

The Endocrine System 1 course provides an overview of the normal structure and function of the major endocrine glands. Steroid synthesis and the actions of many hormones are presented, as are disorders that arise from endocrine gland dysfunction.

#### **DOMV 640 Cardiopulmonary System 1 (5.5 credits)**

The Cardiopulmonary System 1 course includes the normal structure and function of the respiratory system, as well as cardiovascular system development, anatomy, and function. The cardiac cycle and physiological basis of the heartbeat, cardiac conducting system, and ECGs are detailed. Respiratory mechanics, gas exchange, lung function testing, and the acid-base balance relationship to respiratory function are among the topics presented. Clinical case discussions are based on pathophysiological changes that arise in the cardiovascular and pulmonary systems.

#### **DOMV 605 Host Defense Mechanisms (3 credits)**

This course serves as an introduction to immunology and microbiology. Among the topics, the course includes lectures on activation of immunity, antigen recognition, immunogenetics,

cytokines, inflammation and infection, and histology of organs related to the immune system. Clinical application sessions accentuate the function of the immune system.

**DOMV 615 Gastrointestinal System 1 (3.5 credits)**

This course encompasses the normal anatomy, development, and function of the gastrointestinal system. The course includes gross anatomy lectures and laboratory sessions as well as lectures on gastrointestinal genetics, immunity, physiology, embryology, and liver biochemistry. A number of self-study assignments and integrated case sessions round out the course.

**DOMV 635 Renal System 1 (3.5 credits)**

The Renal System course centers on the normal physiological mechanisms involved in urine formation, acid-base balance, and electrolyte and water regulation. These mechanisms are described via lectures and self-study assignments, and the application to the clinical setting is demonstrated during several integrated case sessions.

**DOMV 625 Reproductive Systems and Development (3 credits)**

Gross anatomy, microanatomy, development, and physiology of the female and male reproductive systems are taught in this course utilizing lectures and gross anatomy laboratory sessions. The course culminates with an integrated case session.

**DOMV 655 Neuroscience 1 (6 credits)**

This course is designed to introduce the student to the normal anatomy and function of the central nervous system. This comprehensive course covers basic neuroanatomy and neurophysiology in both a lecture and laboratory format. The course builds on knowledge of neural structure and function to encompass complex brain activities such as sleep, learning and memory, emotion, language, and cognition.

**DOMV 620 Osteopathic Clinical Skills 1 (4.5 credits)**

**DOMV 665 Osteopathic Clinical Skills 2 (4.5 credits)**

The goal of this course series is to prepare students to be able to perform appropriate, high-quality osteopathic history and physical examinations. The first course will stress interview techniques, appropriate interactions with a variety of patient behaviors including the difficult patient, and developing a consistent approach to performing a focused and complete history. In addition, students will be instructed to correlate knowledge in gross anatomy, awareness of surface anatomy and to correlate this knowledge with patient complaints. Over the two semesters, students will develop proficiency in acknowledging the patient, interviewing to obtain a thorough and pertinent history, understanding the use of screening versus focused exams, using basic diagnostic equipment, skillfully performing a physical examination, integrating the structural exam into the classical "visceral" exam, and documenting the examination findings. Students will have ample opportunity to practice these skills. These courses provide an overview of ethical principles in clinical practice and research, as well as an introduction to legal policies germane to today's healthcare setting. Clinical cases and

situations are discussed in terms of the rights of the patient and obligations of the physician. These courses serve as an introduction to medical informatics and the resources available through the Touro University Nevada library system. The course will equip students to efficiently access medical information and evaluate the validity of the information and its source.

**OMMV 610 Osteopathic Manipulative Medicine 1 (3.5 credits)**

**OMMV 622 Osteopathic Manipulative Medicine 2 (3.5 credits)**

This first year course series is designed to introduce and develop the history, philosophy, and principles and skills of osteopathic health care. The course series is offered throughout the two semesters of year I. Emphasis is on the sequential development of palpatory diagnostic and therapeutic skills of osteopathic manipulative medicine. Recognizing the contribution of the musculoskeletal system to health and disease, the course integrates the osteopathic philosophy with patient care. The courses will teach osteopathic approaches to problem solving and patient management, incorporating multiple osteopathic manipulative techniques as appropriate, including: muscle energy, fascial release, high velocity low amplitude, counter strain, articular techniques, and osteopathy in the cranial field and other course content areas.

**SECOND YEAR COURSE LISTINGS**

**DOMV 670 Neuroscience 2 (4 credits)**

This course applies the neurophysiology and neuroanatomy presented in Neuroscience 1 to neuropathology and clinical neurology. Neuroscience 2 is an intense course that includes lectures and study assignments, as well as case discussions that draw upon this content.

**DOMV 671 Behavioral Medicine (3 credits)**

This course covers a variety of topics in basic behavioral medicine and psychiatry, including, but not limited to: the psychiatric interview; emotional reactions to illness; anxiety disorders; mood disorders; sexual disorders; child and adolescent development and psychopathology; suicide; violence, including domestic violence; personality disorders; somatoform and factitious disorders; legal and ethical issues; and addiction medicine.

**DOMV 672 Musculoskeletal System 2 (3 credits)**

The focus of this course is the pathophysiology and clinical manifestations of musculoskeletal disorders.

**DOMV 673 Skin, Blood, and Lymph (4 credits)**

This course encompasses hematology, hematopathology, and dermatology. Lectures, self-guided study assignments, and case discussions cover dermatologic pathologies as well as hematopoiesis and related neoplastic and non-neoplastic red- and white-blood cell disorders, anemia, and bleeding disorders.

**DOMV 674 Cardiovascular Medicine (3 credits)**



The Cardiovascular Medicine course expands upon the physiology taught in the year 1 Cardiopulmonary course to develop the students' knowledge and understanding of cardiovascular pathophysiology. Clinical manifestations of common cardiovascular diseases, including signs, symptoms, diagnosis, and treatment protocols, are presented via lectures, self-guided study assignments, and case discussions.

**DOMV 680 Respiratory System Medicine (3 credits)**

Physiology taught in the first year Cardiopulmonary course serves as a foundation for the pathophysiology, diagnosis, and treatment of respiratory system disorders presented in this course. Lectures are augmented with self-guided study assignments and case discussions.

**DOMV 681 Endocrine System 2 (3 credits)**

Disorders that result in hyper- and hypo-secretion of major endocrine glands are presented, and the clinical manifestations that result are discussed. The pathophysiology of the hypothalamic-pituitary axis, adrenal, thyroid, parathyroid, and endocrine pancreas are emphasized.

**DOMV 682 Renal System 2 (3 credits)**

Pathological entities related to the kidney and urinary tract are the focus of the Renal System 2 course. Lectures, self-guided study assignments, and case discussions provide the pathophysiology, clinical presentation, and treatment of common kidney diseases and renal hypertension.

**DOMV 683 Gastrointestinal System 2 (3 credits)**

The Gastrointestinal System 2 course covers diseases of the gastrointestinal tract, hepatobiliary system, and exocrine pancreas. The pathophysiology underlying gastrointestinal diseases is presented, along with related case discussions.

**DOMV 684 Reproductive Systems 2 (3 credits)**

This course provides an overview of general obstetrics and the pathophysiology and clinical presentations for a wide spectrum of gynecological disorders. The pathophysiology and clinical manifestation of major male reproductive pathologies are also presented. Course content is delivered via lectures, study assignments, and case discussions.

**DOMV 685 Pediatrics (3 credits)**

Conditions and disorders common to the pediatric patient from the neonate to the adolescent are presented in this course. The clinical presentations, diagnosis, and treatments for genetic abnormalities, developmental abnormalities, and common illnesses are provided in lectures and case discussions.

**DOMV 686 Clinical Reasoning (1 credit)**

The Clinical Reasoning course is presented at the end of the second year and is the culmination of the preclinical curriculum. Students will analyze cases, applying the information and concepts from the two years of coursework. Each student makes case presentations to classmates in a grand rounds format. This course is Pass/Fail.

**OMMV 625 Osteopathic Manipulative Medicine 3 (3 credits)**

**OMMV 637 Osteopathic Manipulative Medicine 4 (3 credits)**

This second year course series is a continuation of the development of the basic philosophy and principles of osteopathic health care. Emphasis is on the sequential development of palpatory diagnostic and therapeutic skills of osteopathic manipulative medicine.

**DOMV 675 Osteopathic Clinical Skills 3 (3 credits)**

**DOMV 687 Osteopathic Clinical Skills 4 (3 credits)**

These second year courses provide lectures, simulated clinical settings, and small group experiences to develop students' practical clinical skills, proper patient interactions, and Subjective Objective Assessment Plan (SOAP) note preparation. Students gain practice in the development of patient history and physical skills, differential diagnosis, clinical reasoning, appropriate professional presentation and documentation, as well as specific procedures essential in clinical practice.

**THIRD AND FOURTH YEAR COURSE LISTINGS**

**Orientation to Clinical Clerkships (ACLS Advanced Cardiac Life Support, BCLS Basic Life Support)**

Students are required to attend this orientation week prior to entering the clinical years. As such, the orientation is designed to present and review areas of immediate importance to the primary care physician and provide BLS/ACLS certificate training, basic clinical skills such as suturing, venipuncture, gowning and gloving, sterile technique, routine office care, hospital badging and credentialing, OMM clinical year courses and medico-legal considerations. It is also an introduction to the general routine of the clinic or hospital setting and the responsibilities and expectations of the medical student in those settings.

**OMMV 700 Osteopathic Principles and Practices Clinical Integration 1 (.5 credit)**

**OMMV 701 Osteopathic Principles and Practices Clinical Integration 2 (1.0 credit)**

This course is presented during monthly callback sessions throughout the three terms of the third year and is designed to reinforce and build upon the basic foundation of the first two years of osteopathic medical education. It provides the student with more information on how to integrate and apply osteopathic principles and practices to patient care. Students will also continue to develop OMT skills through hands-on laboratory sessions, acquiring proficiency performing osteopathic manipulative treatment with faculty assistance and input. Thus, students will be better able to assess patients and apply osteopathic manipulative techniques with confidence and competency. This program will additionally serve the student in preparation for taking national licensure examinations. The program is designed to be completed either on campus at TUNCOM or off campus.

**OMMV 810 Osteopathic Principles and Practices Clinical Integration 3 (.5 credit)**

**OMMV811 Osteopathic Principles and Practices Clinical Integration 4 (.5 credit)**

This course is presented during monthly self-study sessions on Blackboard as well as multiple OMT practical opportunities throughout the first two terms of fourth year. It is designed to reinforce and build upon the basic foundation of the first three years of osteopathic medical

education. It provides the student with further information on how to integrate osteopathic principles and practice to patient care. Students also continue to develop OMT skills through a variety of practical opportunities, acquiring further proficiency performing OMT with faculty input and assistance. Students will be able to gain practical unit credit for OMT performed on clinical clerkships and from multiple other educational opportunities, which the student can choose from. Thus students will be better able to assess patients and apply OMT with confidence and competency. This self-designed course will additionally serve the student in continued preparation for taking national licensure exams. It allows enough choices of activities through which the student may fulfill the requirements that it can be completed either on campus at TUNCOM or off campus.

**CLNV 730 Family Medicine (2 - 12 credits)**

This core clerkship provides students with clinical exposure and training to further their understanding of family medicine. Students focus on ambulatory management of common, acute, and chronic medical problems within a primary care setting to prepare for more advanced study of the discipline. Emphasis is placed on prevention and wellness as they pertain to the community and population health.

**CLNV 731 Internal Medicine (2 - 12 credits)**

This core clerkship provides students with clinical exposure and training to better understand principles and practices of general internal medicine. Students focus on active participation in the care and management of patients to prepare for more advanced study of the discipline.

**CLNV 733 Obstetrics and Gynecology (2 - 12 credits)**

This core clerkship provides students with clinical exposure and training to further their understanding of obstetrics and gynecology. Students focus on the diagnosis, treatment and management of common OB/GYN conditions to prepare for more advanced study of the discipline. During the clerkship, students will continue to improve their abilities to obtain, record, analyze and communicate clinical information.

**CLNV 734 Pediatrics (2 - 12 credits)**

This core clerkship provides students with clinical exposure and training to further their understanding of general pediatrics. Students focus on inpatient and outpatient medical management of infants and children to prepare for more advanced study of the discipline.

**CLNV 735 Psychiatry (2 - 12 credits)**

This core clerkship provides students with clinical exposure and training to further their understanding of psychiatry. Students focus on assisting with the treatment and medical management of patients, both ambulatory and inpatient, with psychiatric disorders to better understand mental health and illness to prepare for more advanced study of the discipline.

**CLNV 736 General Surgery (2 - 12 credits)**

This core clerkship provides students with clinical exposure and training to further their understanding of general surgery. Students focus on active participation in the care of surgical patients in the operating room, the clinic and office.

**CLNV 830 Clinical Management Review (2 - 12 credits)**

This required elective is a self-paced study and review to improve the student's knowledge and application in clinical medicine.

**CLNV 831 Emergency Medicine (2 - 12 credits)**

This fourth-year required clerkship is designed to provide students with clinical exposure and training to further their understanding of emergency medicine. Students focus on the care, treatment and diagnosis of a variety of acute and sub-acute problems in the adult emergency medicine patient. Highlights how to stabilize and correctly triage critically ill patients to prepare for more advanced study of the discipline. Specific goals, learning objectives and reading assignments are outlined in the required curriculum modules.

**CLNV 700 and 800 level courses (2-12 credits)**

All other CLNV courses, requiring Department of Clinical Education approval, are either elective and sub-internship clerkships designed to provide students with clinical exposure and training to further their understanding within a selected area of interest as specified in the course title. These experiences take place in a wide variety of clinical, office and hospital settings presenting unique opportunities with regard to the spectrum of clinical situations encountered. Learning is enhanced with specific goals and learning objectives.

Sub-internships are restricted to fourth-year students and are designed to provide the student with an increased level of patient care responsibility in a hospital residency program setting. Students serve as the primary care provider under the direct supervision of the attending physician or faculty and may perform simple diagnostic procedures. Training focuses on self-education and includes more advanced study of the discipline. Sub-internships must be completed as full block experiences. These clerkships are all awarded four semester credits.

Electives are generally completed as full-block experiences and are awarded four semester credits. Up to three fourth-year elective blocks may be completed as two, two-week elective clerkships (minimum of 10 business days per experience) and be awarded two semester credits for each experience. All other electives and required clinical clerkships must be full block experiences. Exceptions to credit values are rarely made and only in extenuating circumstances, as approved by the Provost and Dean of COM.

**CLNV 905 (A-X) COMLEX PREP COURSE (1.5 credits)**

This course is required for students who fail COMLEX-USA Level 1CE or COMLEX-USA Level 2CE. The goal of this course is to assist students in achieving a successful passing score on the COMLEX board exams. The course will enable students to: identify their areas of weakness relative to the disciplines tested on the COMLEX; develop and initiate a study plan optimized for their COMLEX preparation (which will include working with OASIS and the Clinical Education Department); and demonstrate improved time management skills. A variety of assignments and activities will be tailored to achieve the course objectives.

**CLNV 999 Independent Study (1-12 credits)**

Individual research, study and directed reading in an area not directly covered in the core courses, elective clerkships, or sub-internship clerkships. Students pursue a particular course of study on a one-on-one basis with a faculty member. Educational objectives must be specified in advance.

# Medical Health Sciences

## PROGRAM DESCRIPTION

The Medical Health Sciences Program is a Master of Science degree-granting program designed to enrich the academic knowledge base and skills of students interested in strengthening their credentials for admission to health care professional programs. Unlike other institutions that offer post baccalaureate programs consisting of undergraduate curricula, the Master of Science program at Touro University Nevada provides its students a rigorous program consisting of 31 credits of quality graduate-level biomedical courses.

### Master of Medical Health Sciences

Students interested in pursuing the Master of Science in Medical Health Sciences can enroll in a one-year non-research program.

The one-year track includes coursework in biochemistry, cell biology, genetics, physiology, molecular biology, immunology, embryology, and anatomy, and emphasizes the acquisition of knowledge regardless of the field one chooses to enter.

The 12-month track is designed to augment and prepare the student's education in pursuit of successful enrollment into professional programs in health-care fields, (e.g., DO, MD, PA, DDS).

Finally, an important component of the program is the inclusion of ancillary support services to help the students' application to medical or professional schools. A MCAT preparation seminar is offered at the end of the first semester of the program along with tutorials in interviewing for professional schools.

## OVER ALL GOALS AND OBJECTIVES

The overall goal of the Master of Science in Medical Health Sciences (MHS) curriculum at Touro University Nevada is to increase the knowledge base, develop the motor skills, promote a humanistic and compassionate, as well as an ethical, respectful, and culturally competent approach to medical care or research activities, and encourage attitudes of professionalism expected of a prospective medical student or future health care practitioner. These goals can be accomplished through the following long-term objectives:

### Health Sciences Learning Outcomes

Graduates from the one-year Master of Medical Science Health track will:

1. Be able to understand the scientific basis of health sciences and acquire core basic medical and biomedical knowledge and facts.

2. Have a basic knowledge of the role and use of biostatistics in health research and be able to generate hypotheses and select appropriate statistical tests to properly evaluate and compare research data.
3. Demonstrate enthusiasm, critical thinking and commitment to lifelong learning, acquiring and demonstrating the ability to use independent learning methods and information management skills.
4. Be able to articulate interrelationships of diverse information and apply those relationships to current clinical situations.
5. Be prepared to succeed in doctoral programs in the health professions and life sciences.

### **GENERAL STATEMENT ON ADMISSION**

It is the policy of the School of Medical Health Sciences to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Medical Health Sciences Admissions Committee for selection to the School. The School of Medical Health Sciences also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

### **Admission Requirements for Academic Year 2017-2018**

To be considered for acceptance in the Master of Science in Medical Health Sciences degree program, applicants must have completed all of the following admission requirements:

- Obtained a baccalaureate or higher degree from a regionally accredited institution of higher education prior to matriculation.
- Earned a cumulative and science GPA of 2.9 or higher.
- Completed the following prerequisite coursework with a grade of C or better:
  - 4 semester credits of Biology/Zoology with lab
  - 4 semester credits of Inorganic Chemistry with lab
  - 4 semester credits of Organic Chemistry and/or Biochemistry with lab
  - 4 semester credits of Math/Computer Science
  - 2 courses of College English or TOEFL iBT of 80
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Have a strong desire to attend medical school or a physician assistant studies program.
- Be able to handle the rigors of and challenges of the basic science courses of medical school that are part of the MHS curriculum.

### **Additional Admissions Information**

- It is the applicant's responsibility to ensure all admission requirements are met for the medical or professional school they plan to apply for following the MHS program.
- Effective 2017-2018 application cycle-  
Touro University of Nevada – College of Osteopathic Medicine (TUNCOM) Grade Replacement Policy: For students enrolled in the Touro University Nevada Medical

Health Science (MHS) program, TUN's Doctor of Osteopathic Medicine applicant GPAs will be revised and grade replacement will be approved using the final attempt at repeated courses for the subsequent application cycle. This recalculation is only for students enrolled in the TUN MHS program and will occur after submission of the applicant's AACOMAS application. MHS applicants to the TUNCOM must meet all admission requirements prior to matriculation into the program and must adhere to the AACOMAS Repeat Coursework Policy when submitting their AACOMAS application.

### **Admission Procedures**

Admission to the MHS program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. Only complete applications will be reviewed.

### **Interviews**

Personal interviews are not conducted on the Touro University Nevada campus for MHS applicants.

### **International Transcript Evaluations**

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services ([www.wes.org](http://www.wes.org)) or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)).

### **Background Check & Immunizations**

All students enrolled in the MHS program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure in the future. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of MHS Handbook.

### **Resume and Letters of Recommendations**

Provide a resume or curriculum vitae.

Submit two letters of recommendation. The options are: A) Two letters from college science professors; (B) one premedical/academic committee letter; or (C) One letter from a physician (D.O. or M.D.) and one college science professor. Letters of recommendation should be sent directly from recommenders on letterhead and must be signed.

### **Transfer Policy Statement**

The School of Medical Health Sciences does not accept transfer students.

### **Admission Decisions**

The Admissions Committee reserves the right to admit students on an individual basis based on the student's petition and application, and other required application documentation. Decisions of the Admissions Committee are final.

Provide a resume or curriculum vitae.



## **SATISFACTORY ACADEMIC PROGRESS**

Students must achieve a score of 70% or better in each course to be eligible for degree granting. Students scoring below 70% in no more than 1 class/semester may be permitted to remediate that course and, if successful, receive a score of 70% thus making them eligible for degree granting. Failure in more than one course/semester places a student in the category for dismissal. Remediation of a failed Fall course will normally be offered during the first week of the second semester, while remediation of a Spring course will be offered up to 30 days after the last day of the final exam.

## **COURSE SCHEDULE**

### **Fall I**

Advanced Study Skills I	2 credits
Biomedical Ethics	2 credits
Current Topics in Biomedical Sciences I	1 credit
Human Anatomy I	3 credits
Human Physiology I	3 credits
Medical Biochemistry	3 credits
Survey of Immunology	2 credits

### **Spring I**

Advanced Study Skills II	1 credit
Anatomy II	3 credits
Current Topics in Biomedical Sciences	1 credit
Human Physiology II	3 credits
Introduction to Microbiology and Infectious Disease	2 credits
Laboratory Diagnostics	1 credit
Molecular Genetics	2 credits
Scientific Communications	2 credits

## **CONTACT INFORMATION**

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## **COMPLETE COURSE LISTINGS**

### **MHSV 600. BIOMEDICAL ETHICS (2 credit)**

Discussion of major ethical issues in biomedical sciences and research involving authorship, intellectual property, conflict of interest, privacy issues, confidentiality, informed consents, discrimination, misconduct, animal care and use and human subjects research.

### **MHSV 601. MOLECULAR GENETICS (2 credits).**

The course will introduce the student to basic science of molecular genetics and extend the student's knowledge into the application of the basic science to the practice of medical genetics including the clinical and laboratory diagnosis of genetic disease, genetic counseling and ethical and legal issues in relation to genetic disease. The course will be taught via lecture and discussion.

### **MHSV 605. SCIENTIFIC COMMUNICATIONS (2 credits)**

This course is designed to help students develop skills in reading and analyzing scientific literature, preparing oral and poster presentations, manuscripts for publication, and capstone project proposals.

### **MHSV 610 A & B. CURRENT TOPICS IN BIOMEDICAL SCIENCES I & II (1 credit each)**

The purpose of the course is to enable students to develop the skills to critically appraise the current literature on recent or seminal scientific discoveries in various fields of biomedical sciences and their impact on advancing our knowledge and understanding of disease pathology and development of new therapeutic targets. The objective will be achieved by participation in journal club sessions where the students will take turns reading, researching, analyzing and leading a class discussion evaluating and critiquing a paper from a pre-selected collection of articles from the scientific literature on a given topic.

### **MHSV 620. LABORATORY DIAGNOSTICS (1 credit)**

A practical course for students to learn techniques in biomedical sciences. Students will be instructed on the principles of common laboratory techniques through didactic lectures and hands-on application of the methodologies in the clinical laboratory.

### **MHSV 660. INTRODUCTION TO MICROBIOLOGY AND INFECTIOUS DISEASE (2 credits).**

The objectives of this course is to give students a basic understanding of the principles of microbiology, including bacteriology, virology, mycology, and parasitology. This introduction will integrate these concepts with the pathogenic mechanisms, diagnostics, and epidemiology of disease causing microorganism.

### **MHSV 667. SURVEY OF IMMUNOLOGY (2 credits).**

This course is designed to familiarize students with the basic immunology concepts and mechanisms associated with host defenses against infectious disease pathogens. Clinical and experimental studies will be employed to discuss how the immune response develops, and works to protect against pathogens. Students will also explore and present seminal studies in

the scientific literature that led to important advances in understanding of immunological principles. Specialized concepts including vaccination, hematology, tumor immunology, transplantation immunology, and hypersensitivity will also be covered in this course.

**670 A & B. HUMAN ANATOMY I & II (3 credits each semester)**

Involves studies of the human body through lectures, faculty-directed examination of human cadavers, medical images and skeletal material, small group discussions and student presentations. A regional approach to the study of the structure and function of the human body is used.

**MHSV 680. MEDICAL BIOCHEMISTRY (3 credits)**

The objective of this course is to provide in-depth knowledge of biochemical pathways and their relevance to human physiology, pathology and nutrition. Students are expected to integrate the concepts of this course with other basic science disciplines in order to understand how bodily functions relate to health and disease. The course contains both didactic lectures and clinical case-based team exercises.

**MHSV 681 A & B. ADVANCED STUDY SKILLS I & II (2 credits Fall, 1 credit Spring).**

This course is intended to enhance and develop the student's basic and advanced study skills. Instructors from relevant courses (eg. anatomy, biochemistry and physiology) will give helpful strategies to promote success in these courses. Classroom experiences will further prepare students for rigorous courses by emphasizing time and stress management, study skills and test taking strategies.

**MHSV 690 A & B. HUMAN PHYSIOLOGY I & II (3 credits each semester)**

This two semester course is a survey of human physiology. Covered are all organ systems. Integration of those to maintain homeostasis will be emphasized.

# Appendix A

## Guidelines for Access to and Disclosure of Educational Records

### ANNUAL NOTICE TO STUDENTS

#### The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.)

The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.), as amended, was designated to protect the privacy of educational Records. The Act affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the 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 the amendment of the student's education records that the student believes in inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student, in writing, 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 which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or

her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The following is considered "Directory Information" at Touro University may be made available to the general public unless the student notifies the Registrar, in writing, within 4 days from the beginning of the semester.

- Student's name, telephone listing, e-mail address, place of birth, college, major, honors, awards, photo, classification, dates of enrollment status, degrees conferred, dates of conferral, and graduation distinctions.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

### ***I. Definitions***

As used herein:

1. "University" means Touro University.
2. "Directory information" includes the following information relating to a student:
  - Student's name, telephone listing, e-mail address, place of birth, college, major, honors, awards, photo, classification, dates of enrollment status, degrees conferred, dates of conferral, and graduation distinctions.
3. "Disclosure" means permitting access to or the release, transfer or other communication of education records of the student or the personally identifiable information contained therein, orally or in writing or by electronic means, or by any other means to any party.
4. "Education records" means those records which are directly related to a student and are maintained by the University, or by a party acting for the University, as a part of its official records of a student's University work. The term does not include:
  - Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute (for the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who makes the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position);
  - Records of a law enforcement unit of the University which are maintained apart from educational records solely for law enforcement purposes and are not disclosed to individuals other than law enforcement officials of the same jurisdiction;

- Records relating to an individual who is employed by the University which are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee, and are not for use for any purpose (this sub-paragraph does not apply to records relating to any individual in attendance at the University who is employed as a result of his or her status as a student);
  - Personal health records of a student, which are created or maintained by a professional acting in his or her professional capacity, used only in connection with the provision of treatment to a student, and not disclosed to anyone other than individuals providing the treatment (provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice); and
  - Alumni records compiled after graduation.
5. "Personally identifiable" means that the data or information includes:
- The name of a student, the student's parent or other family member;
  - The address of the student;
  - A personal identifier, such as the student's social security number or student number;
  - A list of personal characteristics which would make the student's identity easily traceable; or
  - Other information which would make the student's identity easily traceable.
6. "Record" means any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, film, microfilm and microfiche.
7. "Student" means any person who has matriculated at the university and commenced classes, for whom the University maintains education records. The term does not include an individual who has applied for admission to but had not been in attendance at the University, nor does it include alumni status. "Student" status terminates at the time a student ceases to attend classes and leaves the institution.

## ***II. Inspection and Review of Education Records***

1. Education records maintained: The University shall maintain the following types of education records:
  - a. Personal data which identifies each student enrolled in the university, including full legal name, address, race, sex, date and place of birth, marriage status, names of spouse, name of parent or guardian.
  - b. Description of student academic status including grade level completed grades, standardized test scores and clinical evaluations of work competency and achievement.
  - c. Scores on standardized intelligence and aptitude tests.

- d. Scores on standardized professional examination boards.
  - e. Records of extracurricular activities.
  - f. Health data relevant to educational assignments.
  - g. Systematically gathered academic and clinical evaluations.
  - h. Reports of disciplinary and criminal proceedings provided the reports contain only factual information and not subjective information.
2. Retention and security of records
- a. The University Registrar shall maintain all education records as well as any and all records maintained by the central University administration, with the exception of the disciplinary and criminal records which shall be kept separately by the Dean of Students.
  - b. Security of all records shall be the responsibility of the Registrar, excepting those above-mentioned files which are the responsibility of the Dean of Students.
  - c. With the exception of records of disciplinary and criminal proceedings, the above-enumerated records of subsection 2.a. shall be kept for at least 6 years after the student leaves the school. Records of disciplinary and criminal proceedings shall be reviewed upon graduation to determine whether the record shall be maintained for professional certification or legally related reasons. If there is not sound legal or professional reason for such maintenance, the records shall be destroyed upon order of the Dean of Students.
  - d. The Registrar shall at any time deemed appropriate, review any and all records for which he/she shall have responsibility. Such review shall be done to eliminate those records which no longer have meaning in determining the educational accomplishments of the student or which are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
3. Right to inspect and review education records
- a. The University shall, permit a student who is or has been in attendance at the institution to inspect and review the education records of that student. This right to inspect and review includes the right to a response from the University to reasonable requests for explanations and interpretations of the records, and the right to obtain copies would effectively prevent a student from exercising the right to inspect and review.
  - b. Students shall not be permitted to inspect and review the following records:

- i. Financial records and statements of their parents or any information contained therein.
  - ii. Confidential letters and confidential statements of recommendation which were placed in the education records of a student prior to January 1, 1975, provided that: (1) the letters and statements were solicited with a written assurance of confidentiality or sent and retained with a documented understanding of confidentiality, and (2) the letters and statements are used only for the purposes for which they were specifically intended.
  - iii. Confidential letters and confidential statements of recommendation which were placed in the education records of a student after January 1, 1975, with respect to University admission, an application for employment, or the receipt of an honor or honorary recognition, provided that the student has waived in writing his or her right to inspect and review those letters and statements of recommendation. In the event of such a waiver: (1) the applicant or student shall be, upon request, notified of the names of all individuals providing the letters or statements; (2) the letter or statements shall be used only for the purpose for which they are originally intended; and (3) such waiver shall not be required by the university as a condition of admission to or receipt of any other service or benefit.. Such a waiver may be revoked at any time with respect to any actions occurring after the revocation.
- c. The procedure for inspection and review of records shall be as follows:
- i. A student desiring to inspect and review his/her records shall submit a written request directly to the person in charge of the desired records.
  - ii. Such request must specify the records requested.
  - iii. A request to inspect the desired records will be granted within a reasonable period of time, not exceeding 45 days after the request has been made.
  - iv. The student will be notified by mail as to when and where he/she may inspect the requested records.
  - v. Inspection of records will be made in front of the responsible administrator or designee.
  - vi. A notation will be placed in the file each time it is inspected, stating the date of inspection, person inspecting, and reason for the inspection. In the case of transcript transmittal, a student



must submit such request in writing and a notation shall be made on the file as to date and place sent.

- d. A student may request copies of his/her education records from the official in charge of keeping those records in accordance with the following:
  - i. A transcript of the student's academic record will be made at a charge of \$10.00 per copy to students and alumni. All other records shall be reproduced at a charge of 50 cents per page.
  - ii. Requests for reproduction of a transcript must be made in writing to the University Registrar on the appropriate form to be obtained from the Registrar.
  - iii. Requests for reproduction of other records must be made in writing to the appropriate official holding the desired records.
  - iv. All reproduction requests must be accompanied by the payment of record reproduction charges.
  - v. Reproduction shall be done as soon as feasible, but not to exceed 45 days after receipt of the request.

### ***III. Amendment of Education Records***

1. Request of education records
  - a. A student who believes that information contained in his/her education records is inaccurate or misleading, or violates privacy or other rights, may request that the records be amended.
  - b. Such a request shall be made in writing and submitted to the custodian of the disputed record, who shall decide whether to amend the record in accordance with the request within a reasonable period of time (not exceeding 45 days) of receipt of the request.
  - c. If the custodian of the disputed record, after consultation with the Dean of Students for of the individual college, refuses to amend the record in accordance with the student's request, he/she shall immediately notify the student in writing of such refusal and advise the student of the right to a hearing under subsection III.2 below.
2. Right to and conduct of hearing
  - a. If the request by a student to amend education records is denied, he/she may, in writing submitted to the custodian of the record within 45 days after the denial, request a hearing in order to challenge the content of the records to insure that information therein is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student.
  - b. The hearing shall be conducted before a review board composed of one member of the faculty who has no direct interest in the outcome of the

hearing, one administrator of the University (appointed by the CEO of the University) who has no direct interest in the outcome of the hearing and, at the option of the student requesting the hearing, one student representative of the SGA.

- c. The hearing shall be held within a reasonable period of time (not exceeding 45 days) after receipt of the request by the custodian of the record. The student shall be given notice of the date, place and time of the hearing at least 21 days prior thereto.
  - d. The student shall have a full and fair opportunity to present all evidence relevant to the issues, and may be assisted or represented at the hearing by an individual of his/her choice at his/her own expense, including an attorney.
  - e. The decision of the review board shall be based solely upon evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. The review board shall render its decision in writing within a reasonable period of time (not exceeding 60 days) after the conclusion of the hearing.
3. Results of hearing. If, as a result of the hearing, the University decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the student of the right to place in his/her education records a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the decision of the University. Any explanation placed in the education records of the student hereunder shall be maintained by the University as part of the education records of the student so long as the record or contested portion thereof is maintained, and shall be disclosed to any party subsequently receiving the education records of the student or contested portion thereof.

#### ***IV. Disclosure of Personally Identifiable Information from Education Records***

1. Prior consent for disclosure required
  - a. Except as provided in subsection IV.2 below and except with respect to directory information, the University shall obtain the written consent of a student before disclosing personally identifiable information from the education records of the student.
  - b. The written consent thus required shall be signed and dated by the student and shall include: a specification of the records to be disclosed; the purpose(s) of the disclosure; and the party or class of parties to whom the disclosure may be made.
  - c. Whenever a disclosure is made pursuant to the written request of a student, the University shall, upon request, provide a copy of the disclosed record.

2. Prior consent for disclosure not required. The University may, but need not, disclose personally identifiable information without the written consent of a student if the disclosure is:
  - a. To the student himself/herself, or to anyone who has the written permission of the student.
  - b. To University officials, including the heads of administrative departments as well as faculty members having classroom or advisory responsibility to the student, provided that such officials have legitimate educational interests in the information. For purposes hereof, "legitimate educational interest" shall mean any interest of those officials directly related to the performance of their duties, but shall not include any interest having as its principal source the personal prejudice of any such official.
  - c. To authorized representatives of: The Comptroller General of the United States; the Secretary of Health, Education and Welfare; the U.S. Commissioner of Education; the Director of the National Institute of Education, or the Assistant Secretary for Education; State educational authorities. It is provided that any such disclosures shall be only for use in connection with the audit and evaluation of federally supported education programs, or in legal requirements relating to such programs. When the collection of personally identifiable information is specifically authorized by federal law, any data collected by officials hereunder shall be protected in a manner which will not permit the personal identification of the student by other than those officials, and the personally identifiable data shall be destroyed when no longer need for such audit, evaluation or enforcement of or compliance with federal legal requirements.
  - d. In connection with financial aid for which a student has applied or which student has received, provided that personally identifiable information from the education records of a student will be disclosed only as may be necessary to: determine eligibility for financial aid; determine the amount of financial aid; determine the conditions which will be imposed regarding the financial aid; or to enforce the terms or conditions of the financial aid.
  - e. To state and local officials or authorities to whom information is specifically required to be reported or disclosed pursuant to state statute adopted prior to November 19, 1974.
  - f. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs and improving instruction. It is provided that the studies are conducted in a manner which will not permit the personal identification of students by individuals other than representatives of the organization and the

information will be destroyed when no longer need for the purposes for which the study was conducted.

- g. To accrediting organizations in order to carry out their accrediting functions.
- h. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1954.
- i. To comply with a judicial order or a lawfully issued subpoena, in which event the student will be notified in advance of compliance, if feasible, of the order or subpoena, the compliance date and of the University's intention to comply.
- j. To appropriate parties in a health or safety emergency, when the information is necessary to protect the health or safety of the student or other individuals, based upon the following factors: the seriousness of the threat to the health or safety of the student or other individuals; the need for the information to meet the emergency; whether the parties to whom the information is disclosed are in a position to deal with the emergency; and the extent to which time is of the essence in dealing with the emergency.

### 3. Record of disclosures

- a. The University shall maintain a record, kept with the education records of its students, of each request for and disclosure of personally identifiable information from the education records of its students. Such record shall indicate the parties who have requested or obtained personally identifiable information, and the legitimate interests these parties had in requesting or obtaining the information.
- b. Subparagraph IV.3.a above shall not apply to: disclosures to a student; disclosures pursuant to a written consent of a student when the consent is specific with respect to the party or parties to whom the disclosure is to be made; disclosures to University officials under subsection IV.2.b above; or disclosures of directory information under subsection IV.5 below.
- c. The record of disclosures may be inspected by: the student; the University official responsible for custody of the records; and the parties authorized in, and under conditions set forth in subsection IV.2 above, for the purpose of auditing the record-keeping procedures of the university.

### 4. Limitation on re-disclosure

- a. The University will disclose personally identifiable information from the education records of a student only on condition that the party to whom the information is disclosed will not disclose the information to any party

without the prior written consent of the student, except that such information disclosed to an institution, agency or organization may be used by its officers, employees and agents for the purposes of which the disclosure was made.

- b. Notwithstanding subparagraph IV.4.a above, the University may disclose personally identifiable information under subsection IV.2 above with the understanding that the information will or may be re-disclosed to other parties under that section, provided that the record keeping requirements of subsection IV.3 above are met with respect to each of those parties.
  - c. Except for the disclosure of directory information under subsection IV.5 below, the University will inform the party to whom a disclosure is made of the requirement of subparagraph IV.4.a above.
5. Disclosure of directory information
- a. The University may disclose personally identifiable information from the education records of a student who is in attendance at the institution if that information consists of "Directory information" as defined in subsection I.2 above. It is provided, however, that any student may refuse to permit the designation of any such information with respect to him/her as directory information by serving written notice to that effect on the University's Registrar within 30 days after the commencement of any academic year.
  - b. The University may disclose directory information from the education records of an individual who is no longer in attendance at the University without following any procedures under subparagraph IV.5.a above.

#### ***V. Annual Notification of Rights***

1. Notice requirement. The University shall give students in attendance at the institution annual notice of the following:
  - a. Their rights under the Federal Education Rights and Privacy Act of 1974 (FERPA), regulations promulgated there under, and the policies of the University adopted herein;
  - b. The location where copies of these Guidelines may be obtained; and
  - c. The right to file complaints concerning alleged failures by the University to comply with the requirements of FERPA and regulations promulgated there under, with The Family Educational Rights and Privacy Act Office (FERPA), Department of Health, Education and Welfare, 330 Independence Avenue SW, Washington, DC 20201.

Form of notice. The notice required under subparagraph V.1 above shall be given annually and shall be published in the student handbook or school catalog, or posted on bulletin boards at the University, or any other means reasonably likely to inform students of the aforesaid rights.

# Appendix B

## POLICY AND PROCEDURE FOR ACCOMMODATING STUDENTS WITH DISABILITIES

### POLICIES AND PROCEDURES CONCERNING REQUESTS TO ACCOMMODATE DISABILITIES AND COMPLAINTS REGARDING ALLEGATIONS OF FAILURE TO ACCOMMODATE AND DISABILITY-BASED DISCRIMINATION

#### 1.0 POLICY

It is Touro's policy that any students with a disability be afforded the same opportunities as every other student within the Touro community. This policy may be utilized when there is a dispute about discrimination, including harassment on the basis of disability, refusal to find a disabled student eligible for academic adjustments and auxiliary aids, denial of a requested prospective reasonable academic adjustment/auxiliary aid, and refusal of a faculty member to implement approved academic adjustments and auxiliary aids. Any adverse treatment in regards to a person's disability will not be tolerated.

#### 2.0 PURPOSE

All divisions of Touro University ("Touro") seek to foster a collegial atmosphere where all qualified students have full access to each of our programs and are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Adverse treatment of any kind in regards to an individual's disability, is anathema to Touro's mission, history, and identity, and will not be tolerated. Touro will endeavor to resolve claims of policy violations in an effective and timely manner. When a violation is found to have occurred Touro will take prompt and effective remedial action.

Those believing that they have been harassed or discriminated against on the basis of their disability should immediately contact the University Compliance Officer. When Touro has notice of the occurrence, Touro will take prompt and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

#### 3.0 SCOPE

This policy applies to all qualified students of the Touro University community.

## 4.0 DEFINITIONS

### 4.1 Individual with a Disability

An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these Federal laws.

### 4.2 Academic Adjustments/Auxiliary Aids

Title I of the Americans with Disabilities Act of 1990 (the "ADA") and Section 504 of the Rehabilitation Act require an institution to provide academic adjustments and auxiliary aids to qualified individuals with disabilities, unless to do so would cause undue hardship.

Students must provide documentation of disability from an appropriate professional, which vary depending on the nature of the disability. This documentation may be the student's medical records, or reports created by the student's medical provider or an appropriate professional who conducts a recent assessment of the student. The documentation of disability is kept confidential, though not strictly so, including but not limited to situations where it receives a subpoena. The Compliance Officer will determine what information needs to be shared with Touro staff and professors, on an "as needed basis," in order to facilitate academic adjustments/auxiliary aids or other services.

There are a number of possible academic adjustments/auxiliary aids that Touro may be required to provide to qualified students in connection with the scholastic environment.

An academic adjustment or auxiliary aid is practical depending on the:

- student's disability;
- the type of academic adjustment/auxiliary aid requested by the student; and
- the academic adjustment/auxiliary aid is effective in meeting the needs of the individual in the context of the educational setting.

An academic adjustment/auxiliary aid enables a qualified student with a disability to have an equal opportunity to participate in our programs. Finally, an academic adjustment/auxiliary aid allows a student with a disability an equal opportunity to enjoy the benefits and privileges of our programs that students without disabilities enjoy.

All that being said, Touro is not required to change the essential elements/requirements of its program to accommodate a student. For example, our Satisfactory Academic Progress Policy is blind to students with or without disabilities. Also, there are several academic adjustments/auxiliary aids that are considered appropriate provided that an academic adjustments/auxiliary aid does not cause a fundamental alteration or cause an undue burden to the program. If the latter is the case, Touro will work with the student to determine if there is

an alternative academic adjustments/auxiliary aid which can meet the needs of the student that does not cause a fundamental alteration or undue burden. This is because a person with a disability who is unable to meet one or more essential program requirements, with or without academic adjustments/auxiliary aids, is not a "qualified" individual with a disability within the meaning of the law.

Touro does not have to provide as academic adjustments/auxiliary aids, personal use items, otherwise known as personal appliances. Thus, Touro is not required to provide a prosthetic limb, a wheelchair, eyeglasses, hearing aids, or similar devices if they are also needed off campus.

#### 4.3 Compliance Officer

The Compliance Officer, or his or her designee ("Compliance Officer"), is trained and knowledgeable about the duties of the institution with regard to accommodating students with disabilities in a post-secondary setting.

#### 4.4 Interactive Dialogue for Academic Adjustments/Auxiliary Aids

Students who plan to request an academic adjustment/auxiliary aid should contact the Compliance Officer promptly, so there is time for the Compliance Officer to review the student's documentation and discuss the academic adjustment/auxiliary aid with the student before the student begins the class or program for which the academic adjustment/auxiliary aid is being requested.

In determining what appropriate academic adjustments/auxiliary aids are to be provided, the Compliance Officer (or other designated position) will engage in a dialogue and give careful consideration to the student's request. The student and the Compliance Officer will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in Touro's program, the types of academic adjustments/auxiliary aids the student has previously received (if any), and the academic adjustment/auxiliary aid being requested by the student from Touro. Academic adjustments/auxiliary aids needed during certain phases of the program, classroom, laboratory, externships, rotations, and for classroom instruction, skills based instruction and skills practice may differ.

#### 4.5 Decision of Academic Adjustment/Auxiliary Aids

The Compliance Officer will decide the appropriate academic adjustments/auxiliary aids to be provided to the student. They will consider any past academic adjustments/auxiliary aids that have been effective for the student. Alternate academic adjustments/auxiliary aids may be provided if there is an alternative that would be equally effective for the student.

Generally, within 10 days after receiving a complete set of required medical documentation and engaging in a dialogue, the Compliance Officer will list the approved academic adjustments/auxiliary aids in writing to the student. The Compliance Officer will then inform



the appropriate professors and Touro staff in the same timeframe of the academic adjustments/auxiliary aids they are responsible for providing to the student, how to provide the academic adjustments/auxiliary aids, and when to provide the academic adjustments/auxiliary aids. The Compliance Officer will keep a written record of these contacts about the student's academic adjustments/auxiliary aids. The student must inform the Compliance Officer when academic adjustment/auxiliary aid is not being fully implemented. The Compliance Officer will intervene with relevant staff members to ensure the academic adjustment/auxiliary aid is provided to the student. The student must not delay in bringing implementation issues to the Compliance Officer's attention.

A faculty member may not unilaterally make a determination as to whether the student has a disability, the extent of the student's disability or the appropriateness of an approved academic adjustment/auxiliary aid.

#### 4.6 Denial of Academic Adjustments or Auxiliary Aids

A denial of an academic adjustment/auxiliary aid may be justified if the student fails to follow procedure and supply the appropriate requested documentation. Further, a denial of an academic adjustment/auxiliary aid is warranted when Touro acts in good faith and when an attempt is made to assess the complainant's limitations or explore possible academic adjustments/auxiliary aids. A denial of academic adjustments/auxiliary aids may take place when the complainant's request is unreasonable for a variety of reasons, including, but not limited to: (a) a request for the academic adjustment/auxiliary aid is based on a stale evaluation<sup>1</sup> by an appropriate healthcare provider, and has not provided an updated evaluation upon Touro's request, (b) the academic adjustment/auxiliary aid would result in an undue burden to Touro<sup>2</sup>, (c) the complainant never notified Touro of the academic adjustment/auxiliary aid requirement, (d) providing an academic adjustment/auxiliary aid requested by a student with a disability would fundamentally alter the course or program requirements<sup>3</sup> or (e) the aid sought is to be applied retroactively (e.g. when a student has not

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<sup>1</sup> Touro defines a stale evaluation as one that is 1) not applicable or related to the technical standards of the program; 2) is over three years old; or 3) has been previously provided to another school or program that is not Touro and is a course of study that is dissimilar to the current program to which the student is enrolled.

<sup>2</sup> The factors to be considered in determining whether an academic adjustment/auxiliary aid causes an undue burden to Touro include, but are not limited to: (a) the nature and cost of the requested academic adjustment/auxiliary aid, and (b) the overall financial resources of the School and the effect of the academic adjustment/auxiliary aid on expenses and resources of the School.

<sup>3</sup> The factors to be considered in determining whether an academic adjustment/auxiliary aid is a fundamental alteration include, but are not limited to, the following: (a) the purpose or objective of the course, requirement, standard, testing practice, procedures or rule in question, (b) the purpose or objective related to the requirements for the student's program or degree, (c) the mastery of skills and knowledge required by a student in the course, (d) the minimum level of mastery that must be demonstrated by students, (e) the purpose of the chosen instructional methods, evaluation methods, and evaluation requirements, and (f) whether the evaluations to (a) through (e) above are generally consistent between all instructors of a course, or in a program.

previously requested accommodations or otherwise self-identified, and seeks accommodations for exams previously taken or grades previously received) when a student did not self-identify. Where such determinations arise, regarding a requested academic adjustment/auxiliary aid, the School will work collaboratively with the student to identify whether any alternative academic adjustments/auxiliary aids may be provided (see below regarding “Disagreements and Complaints about Disability Accommodations Determinations”).

#### 4.7 Retaliation

Retaliation is any kind of intimidation, harassment, reprisal, adverse action, or negative action taken against an individual that would not have occurred but for his or her: (1) filing or otherwise participation in the filing of or investigation of a complaint about alleged discrimination, (2) participation as a party or witness in an investigation relating to such allegations, or (3) participation as a party or witness in a court proceeding or administrative investigation regarding such allegations. Retaliation does not exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint at issue is ultimately found to lack merit, as long as the complaint was made in good faith.

Touro prohibits any conduct by any Touro community member that may be regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint through the method described in section 6.4 below, or for any other reason will not be tolerated. A student may also file a Complaint if the student feels that he or she has been retaliated against based on disability. Any individual who believes he/she has been subjected to retaliation may file a separate complaint under this procedure.

#### 5.0 **CONFIDENTIALITY**

Touro has independent obligations to report or investigate potential misconduct, even if a complainant does not wish to initiate an official process. Therefore, absolute confidentiality cannot be promised with respect to a complaint that is received by the Dean of Students in Nevada at 702-777-1761 or the Dean of Student Services in California at 707-638-5226

Touro wishes, however, to create an environment in which legitimate complaints are encouraged, while also protecting the privacy of all involved in an investigation. Complaints about violations of these policies will therefore be handled in strict confidence, with facts made available only to those who need to know in order for Touro to promptly and thoroughly investigate and resolve the matter.

#### 6.0 **COMPLAINT PROCEDURES & IMPLEMENTATION**

##### 6.1 Types of Complaints Covered Under This Procedure

The purpose of this procedure is to provide the resolution of student complaints and is not limited to any of the following: (a) complaints by individuals with disabilities when the

complainant believes that he or she has been retaliated or discriminated against on the basis of disability, (b) refusal to engage in the interactive process, (c) unreasonable denial of a requested reasonable academic adjustment/auxiliary aid, or (d) refusal to implement approved academic adjustment/auxiliary aid by a member of the community (including faculty and staff) whether the academic adjustment/auxiliary aid has been denied or if a previously approved academic adjustment/auxiliary aid has not been implemented. If the complainant does not wish to resolve the complaint informally, the receiving school authority must promptly forward the complaint to the Dean of Students in Nevada and the Dean of Student Services in California who will initiate an investigation, generally, no later than twenty (20) days after receipt of a complaint.

## 6.2 Duty to Cooperate and Facilitate

All members of the Touro community are required to cooperate fully with any investigation of discrimination, including harassment occurring in relation to any campus activity. A faculty member, staff member, or student who has relevant information and refuses to cooperate with an ongoing investigation will be subject to disciplinary action for, among other things, insubordination. Likewise, all Touro employees are required to ensure that complaints about discrimination, including harassment and retaliation are directed to the appropriate administrative office for investigation and evaluation. Touro is committed to conducting an inquiry that is thorough and impartial.

## 6.3 Compliance Officer

The Compliance Officer, or his or her designee, shall coordinate the enforcement, compliance, communication and implementation of Touro's policy.

The Compliance Officer shall communicate the policy via the following, without limitation: student orientations and catalogues, campus websites and publications, Student Affairs, Disabled Student Services, and Academic Affairs.

The Compliance Officers include:

Touro University Nevada:

Dr. Anne Poliquin

702-777-4769

[anne.poliquin@tun.touro.edu](mailto:anne.poliquin@tun.touro.edu)

Touro University California

Dr. James Binkerd

707-638-5883

[james.binkerd@tu.edu](mailto:james.binkerd@tu.edu)

#### 6.4 Duty to Report Violations

Any member of the Touro community including faculty, employees, or vendors have a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify the Dean of Students in Nevada and Dean of Student Services in California.

The Complaint procedure provides students the opportunity to file a complaint when they feel they have been discriminated against or retaliated against on the basis of disability. Touro then has the responsibility to objectively investigate the allegations in the complaint and determine whether the student has been discriminated or retaliated against. If Touro determines that discrimination or retaliation occurred, Touro must take appropriate steps to correct the discrimination or retaliation and prevent it from reoccurring.

##### 6.4(a) Reporting Procedure

Complaints should be filed as soon as possible after the date of the alleged misconduct, and a written complaint is preferable but not absolutely required.

A complaint, which must be submitted within the earlier of the following two dates:(a) 180 days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred. A complaint should include the following information:

- a. Complainant's full name, home address, email, telephone number, and Touro Student/Employee ID number.
- b. Name of the person against whom the complaint was made, including job title or student status, if known.
- c. A clear statement of the facts that constitute the alleged discrimination or retaliation, including dates on which the acts were committed and any information to identify witnesses.
- d. The term and year of his/her most recent active student status within the university.
- e. A student who is seeking admission to Touro should include the term and year in which he/she sought admission to the university.
- f. The specific harm that resulted from the alleged act and the remedy sought.
- g. The complainant's signature and the date on which the complaint was submitted.

##### 6.4(b) Intake Interview After Reporting

After receipt of a complaint, the Dean of Students-Dean of Student Services will meet with the complainant as soon as possible, but generally, not later than thirty (20) days after receipt. The complainant must make himself/herself available to meet.

The meeting will be an intake interview where the Dean of Students-Dean Student Services must inform the complainant about the investigation procedure and timeline. The student may

sign a formal complaint form at that time (under the above guidelines) if he/she has not already done so.

A thorough and impartial investigation of complaints will occur, which includes documented interviews of the complainant, the accused, and witnesses with relevant knowledge. Also, a review of relevant documents, if any, and other evidence also occurs.

#### 6.5 Disagreements and Complaints about Academic Adjustment/Auxiliary Aid Determinations

A student, who disagrees with a decision made by the Compliance Officer concerning the outcome of the academic adjustment/auxiliary aid review process, including whether the student is a qualified individual with a disability or the adequacy of the student's documentation regarding the student's disability, the functional limitations of the disability, or approved academic adjustments/auxiliary aids, a denial of the student's request for disability-related services such as a request for academic adjustments/auxiliary aids, delay in the provision of an approved academic adjustment/auxiliary aid, or non-implementation of an approved academic adjustment/auxiliary aid by faculty or staff may take the following steps:

a. Promptly make an appointment with the Compliance Officer after the decision has been made. Within 10 days of receiving the student's complaint, the Compliance Officer will discuss the disputed decision with the student, while providing necessary information. The Compliance Officer will forward the relevant information to a Fact Finder who will inform the student in writing, generally, within ten (10) calendar days whether they decide to change or uphold the original decision. This decision may take longer to process and investigate depending on the nature of the allegations. If the decision is to change the original determination, the Compliance Officer will ensure that the changes to the original determination are implemented based on the Fact Finder's determination.

(b. If the student disagrees with the Fact Finder's decision, the student may file a written appeal to the Dean of Student Services or his/her designee within ten (10) days of the Fact Finder's decision. The appeal must contain the decision that the student disagreed with, and the reasons for the disagreement, including any relevant documentation. The Dean of Student Services will contact the student and Compliance Officer to gather relevant information, will liaise with the complainant, and will provide a written determination response to the appeal, generally, within ten (10) calendar days of the date the appeal was received or longer if additional investigating or processing is necessary. The written determination will include the reasons for the determination and what remedial action that will be taken (if any). This determination is final.

#### Faculty and Staff Compliance

#### 6.6 Complaints about Faculty or Other Employees

Complaints against faculty or other employees shall be submitted according to the procedures set forth above. Upon receipt of a complaint against a faculty member or an employee of the Touro, the Compliance Officer shall conduct a thorough and impartial investigation regarding the circumstances surrounding the complaint. This investigation shall include documented interviews of the complainant, the person against whom the complaint is written, and witnesses with relevant knowledge, if any; as well as a review of relevant documents and any other evidence. A determination will be made by a Dean of Students-Dean of Student Services.

#### 6.8 Preponderance of the Evidence and Written Determination

This standard weighs the evidence in an investigation. One party's evidence outweighs the evidence of the other. All investigations conducted at any of Touro's schools rely on the preponderance of the evidence standard. A written decision will be provided to the Complainant that includes the outcome of the investigation, reasons for the decision, and whether corrective actions must be taken, if any. Consistent with the Dean of Students-Dean of Student Services decision, Touro will take prompt, effective, remedial action to resolve any identified discrimination and to ensure that the effects are remedied and to ensure that it will not recur again.

#### 6.9 Discipline

Supporting our students with Disabilities is an important aspect of creating an environment where student success is the norm. This policy helps to ensure that Touro is compliant with the American with Disabilities Act.

Employees, faculty and students who violate Touro's policies may be subject to disciplinary action. All disciplinary actions shall comply with applicable local, state and federal laws. Individuals who retaliate against someone who files a complaint, or against a witness, representative, or advocate for a complainant, will be subject to further disciplinary action. In the event that a faculty or staff member fails to allow the student to exercise his or her approved accommodation, then the matter will be forwarded onto the faculty-staff members supervisor and or human resources office to be followed up on through progressive discipline process.

Consistent with this Policy Touro will take prompt effective action to resolve any identified retaliatory acts, and take steps to avoid a reoccurrence.

#### 7.0 **EXTERNAL REMEDIES**

Members of the Touro community are always subject to local, state, and federal laws, and nothing in these procedures is intended to limit or postpone the right of an individual to file a complaint or charge with appropriate federal, state, or local departments or agencies.

Among other options, students may contact the Headquarters of the

Office of Civil Rights  
U.S. Department of Education,  
Lyndon Baines Johnson Department of Education  
Building, 400 Maryland Avenue, SW,  
Washington, D.C. 20202,  
by phone at (800) 421-3481,  
or via email at [OCR@ed.gov](mailto:OCR@ed.gov).

Or the student may contact the appropriate Regional Office at:

San Francisco Office (California)  
Office for Civil Rights  
U.S. Department of Education  
50 Beale Street, Suite 7200  
San Francisco, CA 94105-1813  
Telephone: 415-486-5555  
FAX: 415-486-5570; TDD: 800-877-8339  
Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

Seattle Office (Nevada)  
Office for Civil Rights  
U.S. Department of Education  
915 Second Avenue Room 3310  
Seattle, WA 98174-1099  
Telephone: 206-607-1600  
FAX: 206-607-1601; TDD: 800-877-8339  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov)

## 8.0 SOURCE DOCUMENTS

34 CFR 106.8 and 106.9

Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students, or Third Parties, dated January 19, 2001

“Dear Colleague Letter” from the Assistant Secretary, U.S. Department of Education, Office of Civil Rights, dated April 4, 2011.

# Appendix C

## Student Conduct Code

### Student Conduct Code Rights and Responsibilities of Students of Touro University Nevada Revised January 30, 2016 Revision implemented February 18, 2016

The primary purpose of Touro University Nevada (TUN) is the education of students enrolled in the academic programs. As members of an academic community, we all share responsibility for the quality of the community and the well-being of its members. For that reason, TUN has established rights and responsibilities that govern our actions with one another, and students are responsible for knowing and understanding both their rights and responsibilities. Students are expected to uphold the legal, moral, and ethical standards expected of professionals in their field and to display professional behavior that is consistent with these standards.

The Student Conduct Code, which governs the university's expectations for individual students and student organizations, outlines student responsibilities, student rights, and established procedures that will be used when the university's standards of conduct are violated.

### INTRODUCTION

#### Student Responsibilities

Students and student organizations of Touro University Nevada are responsible to:

- know, understand, and follow the Student Conduct Code including the Code of Responsibilities and Rights of the Students of Touro University's degree programs.
- help maintain a university community that is safe.
- engage in interactions and behaviors that are congruent with the university's commitment to tolerance and social justice and are consistent with professional behavior.
- promote positive public relations and perceptions through their behaviors and interactions
- maintain good academic standing in order to hold or maintain elected and/or appointed positions within Touro and/or to travel on behalf of student organizations representing the university.

#### Student Rights

Students and student organizations of Touro University Nevada shall have the right to a fair process when they face charges under the Student Conduct Code; the process will include an opportunity to:



- receive notice of the alleged violation.
- share their perception(s) of the incident prior to a decision being rendered.
- present witnesses who may provide information in the case.
- be accompanied by an advisor for the Formal Method of Resolution. Please note that the advisor may **not** speak or participate directly in the process (to include questioning witnesses, serving as a witness, and/or making arguments on the student's behalf).
- choose not to participate in or respond to questions at a hearing.
- question any statements made by others in writing, from a transcribed recorded interview as part of an investigation by the Dean of Students or designee, or at a hearing.
- challenge an individual selected as a member of a hearing panel (as outlined below).
- appeal the outcome of a conduct hearing for one or more of the following reasons (as outlined below):
  - established university procedures were not followed.
  - insufficient time to prepare a response to the charges.
  - evidence presented was insufficient to justify the decision.
  - sanction imposed was not in keeping with the gravity of the violation.

Students may view their disciplinary file in accordance with university regulations. Requests to review the file should be submitted to the Dean of Students in writing and will be responded to in timely fashion in accordance with University policy.

### **Conduct Violations**

The following acts are considered to be a violation of acceptable student conduct:

1. Disrupting the educational environment to include malicious obstruction or disruption of teaching, research, and/or administrative procedures.
2. Behaviors inconsistent with the qualities and ethics expected of professionals within the field for which the student is studying.
3. Conduct which could serve as a basis for professional licensure denial. Conduct which could result in a gross misdemeanor or felony accusation. Any attempt to commit one or more acts of the prohibited conduct may be sanctioned. Any attempt to conceal an act of prohibited conduct is subject to sanctions to the same extent as completed acts.
4. Violation of the confidentiality of any medical, personal, financial, and/or business information obtained through the student's educational activities in any academic or professional practice setting.
5. Neglect of responsibilities to include clinical assignments, hospital assignments, patients' rights, and/or pharmaceutical privileges.
6. Cheating (to include but not be limited to the unauthorized use of a text, notes, or other aids during an examination, copying the work of another student, obtaining and using a copy of an examination in advance of its administration, providing questions and/or answers from an exam to others).

7. Plagiarism (presenting as one's own work the work of another without proper acknowledgement) and self-plagiarism.
8. Deceitful practice (using a substitute or acting as a substitute for another in any academic evaluation or academic setting).
9. Unauthorized collaboration: working together on an exam, project, report, or assignment when the work was assigned to be complete individually and/or when expressly prohibited from doing so by a course instructor or proctor.
10. Initiating, causing, or contributing to any false or misleading information to the university.
11. Forgery, alteration, or misuse of university documents, records, identification, etc.
12. Conduct that threatens or endangers the health or safety of any person or oneself, or causing reasonable fear of such harm.
13. Theft of or damage to property of the university and/or of a member of the university community.
14. Use, possession, display or storage of any weapon, dangerous instrument, explosive device, fireworks, or dangerous chemical unless specifically authorized by a faculty member or administrator to be used in a course or as part of a course requirement, while on campus property or while participating in a University function.
15. Using, selling, possessing, distributing, or being under the influence of alcoholic beverages except as permitted by law and university policy. Members of the university community are accountable for their decisions regarding use of alcohol as well as behavior that occurs as a result of those decisions.
16. Using, selling, possessing, distributing an illegal drug or narcotics.
17. Disrupting the operations of the university through actions that interfere with, hinder, obstruct, or prevent the rights of others to freely participate in an activity, program, or service of the university.
18. Using and/or being under the influence of an illegal drug or narcotic during class, laboratory, externship, clerkship, or at any other situation under the jurisdiction of the university in which professional conduct is expected or required.
19. Possession or use of firearms, ammunition, explosive devices or materials, or other weapons on campus property (to include automobiles parked on the campus)
20. Conduct that threatens, causes harm to, or endangers the health or safety of any person (including but not limited to bullying, stalking, assault, battery)
21. Threatening harm to self in a manner that is disruptive to the university environment.
22. Harassment of any type including but not limited to sexual harassment. Harassment is conduct toward an individual that would disturb or annoy a reasonable person under similar circumstances. This conduct includes, but is not limited to, all forms of verbal, physical, and or racial harassment.

23. Engaging in conduct intended to, or that results in discrimination based on race, color, religion, sex, age, disability, sexual orientation, national origin, military status, or genetic test information.
24. Disorderly, lewd, indecent, or obscene behavior directed toward a member of the university community and/or at a university-related activity.
25. Failure to comply with the directions of and/or interfering with any university official or public safety officer who is acting in the performance of his or her duties.
26. Threatening, harassing, and/or intimidating any participant in a student conduct procedure.
27. Knowingly giving false information to a TUN official who is performing official duties (including making a wrongful accusation against a university official, fellow student, or other member of the university community).
28. Violating the terms of any disciplinary action imposed for an earlier violation of the student conduct code or other University rules.
29. Unauthorized presence in or unauthorized use of University property, resources or facilities.
30. Unauthorized access to, disclosure of, or use of any University document, record, or identification including, but not limited to, electronic software, data, and records. Misuses of University computing facilities, telecommunications, networking systems, associated facilities, resources, or equipment as outlined by University policies.
31. Misrepresenting oneself or an organization as an agent of the University.
32. Retention of property the student knows or has reason to believe may be stolen.
33. Hazing, solicitation to engage in hazing, or aiding and assisting another who is engaged in hazing of any person enrolled, accepted for enrollment, or intending to enroll in the University. Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other(s), against another student, and in which both of the following apply:
  - a. The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
  - b. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.
34. Violation of established university policies and procedures. Including, but not limited to the following:

- a. Attempting to commit an infraction of university policy, regardless of whether or not the attempt is or possibly could have been successful.
  - b. Associating or participating in any infraction of university policy or entering into an agreement with one or more individuals to commit an infraction of university policy where the infraction is ultimately committed or attempted by any one of more of the individuals.
  - c. Inducing or soliciting another to commit an infraction of university policy or providing assistance to another knowing that it is likely to result in an infraction of this Policy.
35. Engaging in any sexual offense, including but not limited to, sexual assault, public sexual indecency or indecent exposure.
36. Sexual Harassment--Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of: actual or threatened sexual contact which is not mutually agreeable to both parties, continued or repeated verbal abuse of a sexual nature, and/or a threat or insinuation that a lack of sexual submissiveness will adversely affect the victim's employment, academic standing or other vital circumstances.  
Examples of sexual harassment include but are not limited to:
- inappropriate display of sexually suggestive objects or pictures;
  - unnecessary touching, pinching, patting or the constant brushing against another's body;
  - use of sexually abusive language (including remarks about a person's clothing, body or bodily movement or sexual activities), and/or
  - unwelcome sexual propositions, invitations, solicitations, and flirtations.
37. Sexual Assault--An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. Or, any unlawful, nonforced sexual intercourse such as incest or statutory rape.
38. Non-Consensual Sexual Contact--Consent is defined as affirmative, unambiguous, and voluntary agreement to engage in a specific sexual activity during a sexual encounter. Nonconsensual sexual contact includes: any intentional sexual touching, however slight, with any object, by a person upon another person, that is without consent and/or by force.  
Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.
39. Sexual Exploitation--A person who induces another person to undertake or endure a sexual act by serious abuse of that person's position of dependency on the perpetrator, shall be guilty of sexual exploitation.

40. Domestic Violence is violence committed by:
- A current or former spouse or intimate partner of the victim
  - A person with whom the victim shares a child in common
  - A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner
  - A person similarly situated to a spouse of the victim, without regard to gender or
  - Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction
41. Dating Violence is violence committed by a person who is or has been in a social relationship or a romantic or intimate nature with the victim, where the existence of such a relationship shall be determined based on a consideration of the following factors:
- a. the length of the relationship,
  - b. the type of relationship, and
  - c. the frequency of interaction between the persons involved in the relationship.
42. Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or to suffer substantial emotional distress.
43. Bullying is an intentional course of conduct, individual act or series of acts that is intended to impose one's will or desire and causes harm to others, and may include verbal or non-verbal threats, assault, stalking or other methods of attempted coercion such as manipulation, blackmail or extortion (including, without limitation, offending conduct that is undertaken or effected in whole or in part through the use of electronic messaging services, commercial mobile services, electronic communications, social media or other technology). In addition, Bullying includes, but is not limited to, unwanted or uninvited aggressive behavior that intends to harm, threaten, frighten or intimidate another person and may involve a pattern of behavior that is repeated over time where an imbalance of power exists between the Respondent and the Complainant. *(Taken from Loyola Marymount University Student Code of Conduct)*

## **REPORTING ALLEGATIONS OF MISCONDUCT**

Members of the university community have the right and responsibility to report violations of the conduct code. Forms to report a violation are available in Student Affairs; the report will require the specific nature of the violation. The individual making the report ideally would have first-hand knowledge of the violation; it can be difficult to investigate charges that are based on hearsay, so if individuals report what others have shared with them, they will need to provide the name(s) of individuals who might have first-hand knowledge of the infraction.

## **RESOLUTION PROCESS FOR MISCONDUCT**

When an individual wishes to report that a student or group of students has violated the Student Conduct Code, they are to report that in writing in sufficient detail (appending any

documentation and/or list of witnesses) to the Dean of Students. Upon receipt of a written complaint, the Dean of Students will contact the student(s) involved to inform them of the alleged violation. Charges initially are investigated by the Dean of Students and/or her or his designee to determine whether the matter will move forward in the resolution process. Touro University Nevada uses, at the discretion of the investigative officer, either an informal or formal method of resolution. The resolution process is designed to determine whether a student or group of students should be held responsible for violating the Student Conduct Code. When students are found responsible for acts of misconduct, they receive sanctions that hold them accountable for those acts.

When the Dean of Students determines that the student's behavior is sufficiently egregious and/or disruptive to warrant it, a student may be temporarily suspended from the university, until a final decision is reached through the resolution process.

Following an investigation, the investigative officer may proffer an informal resolution to the accused student and/or move the issue forward using the formal method of resolution.

### **Informal Method of Resolution**

If the student and the investigative officer agree on an informal resolution, both will sign a written document to that effect, and the terms of that disciplinary action will take effect immediately. Informal resolution is not subject to appeal by the student as it is entered into voluntarily.

The student must decide whether to accept the informal resolution within three (3) business days of notification. If the student does not accept the informal resolution as proposed or amended by the investigative officer, the matter will move forward using the Formal Method of Resolution.

### **Formal Method of Resolution**

The formal method of resolution may be used when students are alleged to have violated the Student Conduct Code. The process is designed to ensure that students are treated fairly when their conduct is questioned and to ensure that disruptions to the educational environment are minimized and addressed. The steps in the formal method of resolution are as follows:

- Within ten business days of receiving the initial complaint, the charge(s) will be shared with the student, in written form, by the Dean of Students (or designee). Should a student refuse and/or fail to accept delivery of the statement after a bona fide attempt is made to deliver, the requirements of notification will be considered to have been met.
- The student, after being notified of an allegation, will meet with the investigative officer to discuss the charges. At this meeting, the investigative officer will explain the formal method of resolution and review students' rights and responsibilities in the process. If the student agrees, this discussion may occur by telephone.

- The Dean of Students (or designee) shall arrange a hearing as follows:
  - The hearing shall take place no earlier than three calendar days and no later than ten business days after notification of the decision to proceed with the formal method;
  - The hearing shall be heard by a hearing panel composed of three full-time faculty and/or administrative staff members and two student committee members; The chair, who shall be a faculty and/or administrative staff member and shall be selected by the Dean of Students, will vote only in the case of a tie.
  - All individuals involved in a hearing shall be given written notice of the hearing date, time, and place at least 36 hours prior to any hearing unless waived by the parties involved.
  - Hearings may be postponed for a short time by the Dean of Students if information arises that indicates that essential information and/or an interested party cannot, for good cause, be available at the time set.
- Prior to the hearing, the student charged and the person(s) making the charges may:
  - Review all information to be presented to the hearing committee; the length of time for review shall be reasonable as determined by the Dean of Students.
  - The accused student may challenge the seating of one hearing committee member; the challenge must be made at least two business days in advance of the hearing.
  - Request that the hearing be open; however, all hearings will be closed unless **all** parties agree in writing to open session(s).
- At the hearing, the student charged (also referred to as the accused student) and the university representative (usually the investigative officer) may:
  - Present, within reasonable time constraints as set by the chair, all aspects of the issue before the hearing committee.
  - Be accompanied by an advisor (who may provide advice to but not speak on behalf of the student). If the advisor is an attorney, the university requires notification of that at least 3 business days in advance of the hearing.
  - Arrange for verbatim transcripts of the proceedings with advance notification to the Dean of Students and other individuals (at the requesting individual's expense).
- The hearing will be organized in the following manner:
  - The individual bringing the complaint on behalf of the university, usually the university representative will attend the hearing.
  - The hearing chair will appoint one of the panel members as recorder; this individual will be responsible for taking notes during the hearing. If the issue is sufficiently complex to warrant it, a recorder may be assigned to an individual who is not a committee member. The hearing chair would work with the Dean of Students to request a recorder.

- The Dean of Students or designee will establish, in advance, expectations of those present. He or she will review the Student Conduct Code, the committee's responsibilities, the student's rights, the student's prior conduct code violations (if any), and the process prior to the hearing.
- The charges and all issues in dispute shall be orally presented by the investigative officer.
- The investigative officer (and/or others designated by the chair) will present all information and witnesses supporting the charges made against the accused student. This information may include but is not limited to incident reports, recorded interviews conducted by the investigative officer (or transcripts of the aforementioned interviews), and notarized witness statements. The accused student will have an opportunity to ask questions of each of the witnesses the investigative officer calls to testify during the hearing.
- Following this presentation, the accused student may present his or her perspective on the issue(s) and submit for the committee's consideration all relevant information. If the student chooses to remain silent, this shall not be interpreted as an admission of guilt. The student may call his or her own witnesses and or present his or her own notarized witness statements. The university representative will have an opportunity to ask questions of each of the witnesses the accused student calls to testify during the hearing.
- Following questioning by the university representative and the accused student, the committee members may ask questions of any witness. Further, committee members may ask questions of the university representative and the accused student, although the accused student is under no obligation to answer such questions. Additionally, between presentations, the accused student, and/or university representatives may raise questions about the information under review so that all aspects of the case are clarified.
- At the completion of all discussion, the university representative and the accused student may each make a summary statement. The university representative shall first present a summary statement followed by the student summary. If the student chooses to make a summary statement, the university representative, having the burden of proof, may offer a rebuttal to the student summary statement, but such rebuttal may address only subjects mentioned in the student summary.
- Once the summary statements are complete and all questions have been asked and answered, the members of the hearing committee will reconvene and all other individuals will leave the meeting.
- The hearing committee's deliberations will be organized as follows:



- The hearing committee will meet in closed session to reach a decision; this meeting must be held within one school day following the formal hearing.
- If the hearing committee seeks additional information once it begins deliberations, it will notify the parties within two school days and reconvene the hearing, if necessary, within five school days of the conclusion of the original hearing.
- The hearing committee will determine whether it finds the student(s) responsible for violating the Student Conduct Code. The committee will use a preponderance of evidence standard. It will determine whether it is more likely than not that a violation occurred. At least three affirmative votes are required to find a student responsible for a violation.
- If the student is found responsible, the hearing committee shall recommend sanctions that are logical consequences for the particular violation(s) of the Code.
- The hearing committee chair will prepare, with the committee's concurrence, a written recommendation of sanction(s). This recommendation, submitted to the Dean of Students, must include all recommendations for final disposition of the issues involved.
- If the committee finds the University has not proven, by a preponderance of the evidence, any allegations of the Student Conduct Code charged, the student may request to have references to the allegation removed from their record per the University FERPA policy.
- The Dean of Students shall review the recommendation of the hearing committee as well as the student's disciplinary file and has the authority to affirm, negate, and/or modify any recommended sanctions. The Dean's decision will be conveyed in writing to the student and the academic dean of the college in which the student is enrolled;
- The university will institute the sanctions outlined by the Dean of Students unless the student involved appeals the decision.
- A student, within five business of notification of the decision, may appeal the decision of the Dean of Students in writing. The appeal may be based **only** on one or more of the following reasons:
  - established university procedures were not followed.
  - insufficient time to prepare a response to the charges.
  - evidence presented was insufficient to justify the decision.
  - sanction imposed was not in keeping with the gravity of the violation.
- The appeal will be assigned to the academic dean of the college in which the student is NOT enrolled using only the criteria outlined above. The appeal must be in writing and include all facts that substantiate the appeal.
- Sanctions will not be imposed until the appeal process is complete.

- The academic dean will consider the student's written appeal and the case file and determine whether to uphold or modify the decision made by the Dean of Students.
- The decision of the academic dean will be final except in cases involving dismissal; in cases where the sanction is dismissal, the decision may be appealed to the Senior Provost and CEO of the Western Division of Touro. The decision of the Senior Provost will be final.

### **Conduct Sanctions**

Recommendations and decisions about sanctions will be based upon the severity of the issues and the student's conduct history. Sanctions may include, but are not limited to, the following:

- Written warning
- Restrictions, loss of privileges, and/or exclusion from participation in activities
- Restitution through payment or service
- Intake/assessment/treatment referrals
- Reflection and/or Letter of Understanding
- Required educational activities or courses
- Conduct probation (another incident may result in more stringent consequences including suspension)
- Deferred suspension (another incident would result in disciplinary suspension)
- Suspension (a finite amount of time away from the university during which time the student may not participate in classes, organizations, or events and a notation will be placed on the student's transcript) (In certain instances the Dean of Students may allow the student to return to campus to meet with Student Health or other administrators. This permission must be received in writing.)
- Deferred dismissal (a future violation of the Student Conduct Code that is found to meet the preponderance of evidence standard will result in automatic dismissal).
- Dismissal (termination of student's relationship with/enrollment in the university and notation on the student's transcript)
- Intake/assessment/treatment referrals.

# Appendix D

## Student Drug Testing Policy

### **Purpose:**

To establish policies and procedures whereby Touro University Nevada shall implement a drug free workplace and academic environment consistent with federal and state law; including the terms and conditions whereby students are required to pass a drug screening that conforms with the standards set by the university and by the affiliated clinical sites of Touro University Nevada.

### **Policy:**

#### Scope

Students of Touro University Nevada—including all enrolled students who have clinical experience at an outside facility—and any student enrolled at another academic institution while serving an internship, affiliation or similar association on the premises of a clinical facility affiliated with Touro University Nevada who require a drug screen.

### **Definition**

Illegal Drug – This policy covers alcohol and any drug defined as illegal under federal and/or state law or any drug for which a prescription is required and where no prescription has been issued to the student or clinical faculty member for a valid and specific purpose.

### **General Policy**

- Students assigned by Touro University Nevada to a clinical site as part of their educational program are required to be screened for drugs.
- Students who are believed to have violated the policies of the Student Conduct Code dealing with the use of illegal substances and/or alcohol may be required to be screened for drugs.
- Students who request time to be treated for addiction may be required to participate in random drug testing upon their return to classes and/or clinical experiences.
- The cost incurred for the initial drug screen will be the responsibility of Touro University Nevada providing that the drug screen is performed at the facility designated by the University. Drug screens performed at any other facility will not be reimbursable. If the results of the drug screen are positive, Touro University Nevada will pay for an initial follow-up drug screen. At the discretion of the Institutional Student Health Director,

students with an initial positive drug screen may be subject to random urine drug screening. This will be a cost incurred by the student.

- To allow sufficient time for processing, drug screens for clinical experiences must be scheduled at least 2 months before but no earlier than 6 months before the commencement of the clinical experience (preceptorship) and/ or service to the affiliated clinical site.
- The results of the drug screen will be sent directly to the Institutional Student Health Director who will review the results. A positive result on the drug screen will generate a scheduled appointment with the Institutional Student Health Director to discuss the result and any required and/or recommended course of action. This may include referral to an addiction medicine specialist or treatment facility for further evaluation at the student's expense. The appropriate college dean or school director will be contacted if there is an issue for clinical placement or progression in the program. The Dean of Students will be contacted when appropriate as determined by the circumstances (Conduct Code violation) or by the Institutional Student Health Director if the student has need for support from the Dean of Students.
- Outside of testing for clinical rotations, fieldwork, clerkships etc. This policy does not permit university personnel to mandate drug testing unless there is an applicable university code of conduct violation or a requirement for drug testing by the students clinical or fieldwork site.

### **Drug and Alcohol Screening**

The drug screening is a comprehensive screening for alcohol and drugs that are illegal under federal law including but not limited to:

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepenes
- Cocaine
- Marijuana
- Methadone
- Opiates (Propoxyphene)
- PCP
- Quaaludes

Where a test for alcohol or illegal drugs performed on an enrolled student is positive, that person shall be promptly advised of the outcome of the test by the Institutional Student Health

Director and offered the opportunity for further confirmatory testing. The results of the initial test shall be deemed conclusive if the affected person declines the opportunity to be retested.

No person shall be compelled by use of force because of behavior to submit to a physical examination, including submission to a blood, urine or other screening procedure, to detect the presence of an illegal drug or alcohol. However, a refusal to comply shall be considered insubordination and subject the affected person to possible dismissal according to the Student conduct code.

No enrolled student shall be exempt from the terms and conditions of this policy on the grounds that he or she is suffering from a drug or alcohol addiction or habituation.

### **Confidentiality of Testing and Test Results**

- All test results and written authorizations to perform tests shall be treated confidentially and stored in a secure area of the office of the Institutional Student Health Director.
- All samples of urine shall be obtained at the lab designated by the University in accordance with accepted standards for an un-witnessed sample.
- Samples of urine for testing will not bear the name of the person giving the sample but will be marked with an anonymous identifier, the key to which will be maintained by the office of the Institutional Student Health Director. The Social Security number of the affected person shall not be an appropriate identifier.
- Should a Chain of Custody urine sample be required, the collection of urine for this test shall be witnessed by an appropriate person at the lab, and will meet the requirements necessary for guaranteeing a chain of custody when the Institutional Student Health Director determines the circumstances warrant it.
- Disclosure of test results of current or past impairment of a person covered by this policy shall be governed by and limited to:
  - Federal and state laws requiring or prohibiting disclosure, (e.g. Health Care Quality Improvement Act);
  - Individuals within Touro University Nevada on a need-to-know basis;
  - The valid order of a court or government agency.

### **Program Continuation and Progression**

If dismissal is recommended for a student as a result of a drug test, the student may consult with the Dean of Students and appeal to the Dean of the College in which the student is enrolled. A leave of absence may be granted by the Dean of the College with written stipulations outlining the conditions that might allow the student to return.

Participation in an after-care program, as well as periodic, random drug testing at the student's expense may be a stipulation for return and/or continuation in the program. If additional drug testing indicates substance abuse, a student can be dismissed from the university.

# Appendix E

## Academic Integrity Policy

### STATEMENT ON ACADEMIC INTEGRITY

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here in order to educate the faculty on the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy,<sup>4</sup> requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;

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<sup>4</sup> This policy is modeled after that of Rutgers University,

- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student's conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

## **VIOLATIONS OF ACADEMIC INTEGRITY**

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who commit one of the offenses listed below, or similar such offenses, or those who assist in the commission of such offenses, may be subject to sanctions (i.e. classed as A, B, or C, as described below in the section "Procedures in Response to Violations of Academic Integrity").

### **PLAGIARISM**

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



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

### **Intentional Plagiarism**

Plagiarism takes many forms. **Flagrant forms, or intentional plagiarism,** include, but are not limited to: purchasing a paper; commissioning another to draft a paper on one's behalf; intentionally copying a paper regardless of the source and whether or not that paper has been published; copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; and in the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include, but are not limited to, print material, computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

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

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

### **Unintentional Plagiarism**

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

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

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

## **CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS**

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

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time;
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual’s examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

- Giving or receiving assistance or information in any manner, including person-to-person, notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual’s exam.

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.

## **RESEARCH MISCONDUCT AND OTHER UNETHICAL CONDUCT**

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005.

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

These terms are defined as follows:

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

### **Misleading or Fraudulent Behavior**

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

### **Tampering**

Tampering is the unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

## Copyright Violations

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

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

The “fair use doctrine” regarding use of copyrighted materials can be found at the following link: <http://www.copyright.gov/fls/fl102.html>.

## SANCTIONS

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

### Class A Sanctions:

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

### Class B Sanctions:

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

### Class C Sanctions:

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

Repeat offenders may be subject to more stringent sanctions.

### **PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY**

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

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

### **REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING**

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

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

### **RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS**

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

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

## **INFORMAL RESOLUTION**

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

The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record for the duration of the student’s academic career.

The informal resolution process is not available to individuals who have been previously reported.

## **FORMAL RESOLUTION**

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been accused and found guilty before, or (4) for any other reason for which informal resolution is not appropriate as determined by the department Chair or the CAI Officer, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the

administration. The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.

- The reported student and the person who reported the student will be afforded the following opportunities:
  - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
  - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference.
- All decisions shall be made by majority vote.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.
- Audio recordings of the Hearing are not permitted.
- The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The CAI Officer, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended

sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.

- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

## **APPEAL PROCESS**

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

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

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Appeals Dean.
- New material documenting information that was not available to the Committee or the Appeals Dean at the time of the initial decision.
- Procedural error.



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

### **STATUS OF STUDENT PENDING ACTION**

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a student is suspended for any reason, all as-yet undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

### **RECORDKEEPING**

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

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

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System.

# Appendix F

## Occupational Exposure Policy

### Policy: Student Responsibilities:

- Receive office/department orientation regarding infection control policy and post exposure management procedures.
- Utilize appropriate barrier precautions during the administration of care to all individuals.
- Utilize appropriate safety devices for the handling/disposing of contaminated sharp instruments or other equipment.
- Immediately report accidental needle sticks and exposure to blood or body fluids.
- Provide The Institutional Student Health Director with a written account of the incident.
- Initiate immediate intervention for the management of accidental exposure to blood or body fluids. (\*See Below)
- Provide health education to individuals and groups regarding the prevention, transmission and treatment of HIV.

### Accidental/Occupational Exposure Procedure

In the event of an accidental/occupational exposure to blood or body fluids, which includes accidental needle sticks, the student should:

- **Immediately** wash the area of exposure with soap and water.
- **Immediately** report the incident to instructor, preceptor or supervisory personnel. The student will notify Touro University Nevada Institutional Student Health Director, (702) 777- 1831, within 24 hours of the incident occurring. **Initiate** referral to the nearest Emergency Department, Clinic, or Private Physician for post exposure management.
- Decisions regarding post exposure management, prophylaxis and follow-up will be at the discretion of the individual and his/her care provider. Touro University Nevada Department of Institutional Student Health recommends a **minimum** of: Baseline screening for: HIV, Hepatitis panel (to include antibodies) and update any needed immunizations. TUN recommends post-exposure follow up labs, to include HIV and Hepatitis C panel, drawn at 1,3,6 and 12 months.

Touro University Nevada Department of Institutional Student Health will be available to guide the student as to further follow-up based on current CDC guidelines in conjunction with the treating physician.

**Students will be financially responsible (i.e. student health insurance) for emergency treatment, prophylaxis and all follow-up care resulting from the incident, DO NOT CLAIM WORKER'S COMPENSATION AS THIS IS NOT A WORKER'S COMPENSATION CASE.**

## Appendix G

# PREGNANCY ACCOMODATIONS AND LACTATION PERMISSIONS

**PURPOSE:** To provide a policy and procedure to accommodate pregnant and lactating students.

**SCOPE:** This policy applies to all TUN students, as well as all staff and faculty who work with students who are pregnant or lactating.

**POLICY:**

**Pregnancy Accommodations:** ADA considers pregnancy to be a temporary disability. Pregnant and/or lactating students are urged to apply for temporary accommodations with the Office of Academic Services and Institutional Support (OASIS). Pregnant students will need to supply documentation of their expected due date and any recommendations for their care. The Office of Academic Services and Institutional Support will notify department chairs and appropriate faculty when requests are made for temporary accommodations.

Pregnant students will be given options to satisfy or fulfill course requirements. Extended deadlines make up assignments, and incomplete grades that can be completed at a later date, may all be employed. To the extent possible, pregnant students should be placed in the same position of academic progress that they were in when they took leave. The plausibility of doing so is not governed by an individual faculty member's class rules or policies, but by the nature of the work. Whenever the class work is of a type that can be completed at a later date—such as papers, quizzes, tests, and even presentations—that option will be made available to the student. Lactating students will be assisted on a case by case basis in timing and managing class responsibilities in order to express milk between or during classes and/or clinical sites.

**Space and facilities:** Student Affairs will assist students to identify a space that can meet nursing mother's needs for a clean, private, comfortable space. The Office of Academic Services and Institutional Support will work with clinical students to provide suitable lactation assistance when off campus.

**Title IX:** Pregnant students are also supported by Title IX. Students with questions or concerns are encouraged to reach out to the Title IX coordinator.

## Appendix H

# MISSING ADMISSIONS' DOCUMENTS POLICY

**PURPOSE:** To provide a procedure to promote timely and thorough submission of conditional admitted students missing documents including official transcripts of previously attended institutions of higher education.

**POLICY:** Students who have not turned in all of their application documents by the first day of class (transcripts, shadowing documentation, letters of recommendation, course requirements etc.) will need to obtain a letter from their Academic Dean indicating that they may remain and/or start their academic coursework. The letter will specify the final due date that all outstanding admission requirements will need to be completed and delivered to the Touro University Nevada Office of Admissions (Including but not limited to (foreign and domestic) official transcripts of previously attended institutions of higher education, other required documents and or specified conditions.). Official transcripts may be delivered to the University via U.S. post mail or in-person. Official transcripts must be in a sealed envelope from the originating institution. Official transcripts may be transmitted electronically through an approved and secure College Application Service (CAS). Failure to provide placeholders or documentation of transcripts in-progress may result in administrative withdrawal from the University.

Transcripts submitted for admission or credit transfer become the property of Touro University Nevada and cannot be returned to the student or forwarded to other institutions. A matriculated student has the right to view transcripts from other institutions in his or her file; the University is not required to provide, or allow the making of, copies of these transcripts.

Foreign transcripts must be evaluated by a recognized transcript evaluation service, such as World Education Services ([www.wes.org](http://www.wes.org)) or an agency approved by the American Association of Collegiate Registrars and Admissions Officers (AACRAO; [www.aacrao.org](http://www.aacrao.org)). Touro University Nevada recognizes that it may be difficult to obtain foreign transcripts in the event of political upheaval or natural disaster. However, these situations are rare. Failure to provide official transcripts may result in administrative withdrawal from the University.

# Appendix I

## CREDIT HOUR POLICY

### SCOPE

This policy applies to credit-bearing coursework offered at Touro University Nevada, including the College of Health and Human Services and the College of Osteopathic Medicine.

### RATIONALE

The United States Department of Education requires that post-secondary institutions develop written policies regarding assignment of credit hours that conforms to the definition under 34 CFR 600.2 and 34 CFR 602.24.

### POLICY

Touro University Nevada measures student learning in accordance with the WASC Senior College and University Commission [Credit Hour Policy](#), which relies on federal regulations on the definition and assignment of credit hours.

Under federal regulations both institutions and accrediting agencies are required to come into compliance with regulations regarding the definition and assignment of credit hours under 34 CFR 600.2 and 34 CFR 602.24. All candidate and accredited institutions are required to comply with the definition of the credit hour.

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:

- (1) One hour (\*minimum fifty minutes) of classroom or direct faculty instruction and a minimum of two hours (\*minimum one hundred minutes) of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, online courses, hybrid courses, and other academic work leading to the award of credit hours.

\*This rule refers to a 50 minute Carnegie hour so the requirement for one semester or trimester of credit is 12.5 hours of direct instruction or a total of 37.5 hours of total student work. Please refer to the table below for guidance on minimum amount of time required for credit-bearing courses.

Credit Hours Earned	Traditional in-class Credit-Bearing Course		Non-Traditional Credit Bearing Experience (e.g. Clinicals, Fieldwork, Lab, Independent Study, Online, Hybrid)
	Minimum amount of Instruction Time Required	Minimum Amount of Time Required Outside of Class/Instruction Time	Minimum amount of Time required for all Activities (Note: this is the same as the previous two columns combined)
<b>1 Credit</b>	12.5 hours	25 hours	37.5 hours
<b>2 Credits</b>	25 hours	50 hours	75 hours
<b>3 Credits</b>	37.5 hours	75 hours	112.5 hours
<b>4 Credits</b>	50 hours	100 hours	150 hours
<b>5 Credits</b>	62.5 hours	125 hours	187.5 hours
<b>6 Credits</b>	75 hours	150 hours	225 hours
<b>7 Credits</b>	87.5 hours	175 hours	262.5 hours
<b>8 Credits</b>	100 hours	200 hours	300 hours
<b>9 Credits</b>	112.5 hours	225 hours	337.5 hours
<b>10 Credits</b>	125 hours	250 hours	375 hours

### PROCEDURE

To ensure a course's credit hours reflect the minimum amount of work required to earn those credits, academic department heads must perform a periodic compliance review of the credit hour policy. In addition, on an annual basis Academic Deans will randomly select courses offered within their College and perform a periodic compliance review of the credit hour policy. Compliance review findings will be reported to the Office of the Provost.

## **Appendix J**

# **TRANSFER CREDIT POLICY**

### **PURPOSE**

Touro University Nevada has established a transfer credit policy which is consistent with the [WSCUC Transfer of Credit Policy](#). This policy is designed to facilitate the transfer of credits from a college or university to Touro University Nevada.

### **SCOPE**

This policy applies to all academic programs offered at Touro University Nevada.

### **POLICY**

Students who have completed (or plan to complete) external course work at a non-Touro University Nevada, regionally accredited college or university may request an evaluation for transfer credit. Students must consult with their Senior Associate Dean or School Director for additional details regarding College/School transfer credit policies as some academic programs do not accept transfer coursework. External coursework may be considered for transfer credit if all of the following conditions are met:

- Coursework must have been taken at a regionally accredited institution in the U.S. or at an officially recognized institution in a foreign country.
- Coursework is substantially similar to Touro University Nevada courses.
- Final grade posted for each potential transfer course is a minimum passing grade of the academic program for which the student is enrolled in.
- Coursework does not duplicate, overlap, or regress previous work.
- College of Health and Human Services programs and the Medical Health Sciences program – transfer coursework must first be approved by the School Director and then the Academic Dean.
- Doctor of Osteopathic Medicine program – transfer coursework must first be approved by the Associate Dean or Senior Associate Dean and then the Academic Dean.

### **PROCESS**

Approved transfer work will be entered into the TouroOne system by the Office of the Registrar. Students must submit to the Office of the Registrar an official transcript that indicates course number, title, final grade earned, credit earned, along with a complete course description that details course learning objective(s). Additional documentation may be requested by the Office of the Registrar. The Academic Dean must notify, in writing, the Office of the Registrar if approved transfer work will be used to satisfy an academic program requirement. Approved transfer work must occur prior to the student's date of degree conferral.



## Appendix K

# SEXUAL MISCONDUCT OFFENSES

In order for individuals to engage in sexual activity of any type with each other, there must be clear, affirmative consent prior to and during sexual activity. Affirmative consent is sexual permission. Such consent can be given by word or action, but non-verbal consent invites ambiguity as to what is desired sexually and what is not. Unambiguous, affirmative consent to some form of sexual activity cannot be automatically taken as consent to any other form of sexual activity. Previous consent does not imply consent to sexual activity in the future. Silence or passivity does not conform to the definition of affirmative consent. Consent, once given, can be withdrawn at any time. There must be a clear indication that consent is being withdrawn.

Individuals should be aware of the difference between seduction and coercion. Seduction is attempting to obtain affirmative consent through voluntary, non-threatening means. Coercing another into sexual activity by unreasonable pressure violates Title IX policy in the same manner as physically forcing someone into sex. An unwelcome advance that results in a welcome encounter is seduction. An unwelcome advance that results in an unwelcome encounter is coercive. Often, the question revolves around how to determine after the fact if the encounter was unwelcome, and that will largely depend on what the contextual evidence shows. Society defines seduction as reasonable, and coercion as unreasonable. The distinction is in whether the person who is the object of the pressure wants or does not want to be convinced or is okay with the convincing once it happens. In seduction, the sexual advances are ultimately welcome. Coercion is not welcome.

Because alcohol or other drug use can place the capacity to consent in question, sober sex is less likely to raise such questions. When alcohol or other drugs are being used, a person will be considered unable to give valid consent if they cannot fully understand the details of a sexual interaction (who, what, when, where, why, or how) because they lack the capacity to reasonably understand the situation. Individuals who consent to sex must be able to understand what they are doing. Blackout refers to a period where memory formation is blocked. A period of consistent memory loss is termed a blackout, whereas periods where memory is both lost and formed intermittently can be referred to in the literature as a brownout. Neither state of blackout nor brownout automatically indicates incapacitation, but factual context can establish that a blackout or a brownout is occurring in an individual who is incapacitated (where incapacity is defined as an inability to make rational, reasonable decisions or judgments). Thus, “No” always means “No,” and “Yes” may not always mean “Yes.” Anything but a clear, affirmative, voluntary consent, in a person with the capacity to consent, to sexual activity should be considered a “no.”

Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are problematic. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the attention of their supervisor and the HR Department. This may necessitate moving the employee from the supervisor’s responsibilities. While attempts will be

made to place the employee in a related position at TUN, there is no guarantee that this will be practical.

The TUN Faculty Handbook provides, “Consensual romantic or sexual relationships between supervisors and employees and between faculty or staff and students, though not illegal, are potentially exploitative due to an imbalance of power. Such relationships raise serious concerns about the validity of the consent, conflict of interest, and unfair treatment of others. Dating, or engaging in sexual relationships between faculty or staff and students is strongly discouraged and may constitute grounds for termination.

Specifically, sexual misconduct offenses include the following:

- 1. Sexual Harassment
- 2. Non-Consensual Sexual Contact (or attempts to commit same)
- 3. Non-Consensual Sexual Intercourse (or attempts to commit same)
- 4. Sexual Exploitation

Sexual harassment is the unwelcome, sexual, sex based or gender based verbal, written, online and/or physical conduct. Anyone experiencing sexual harassment in any TUN program is encouraged to report it immediately to the Title IX Coordinator. Remedies, education and/or training will likely be provided in response.

A hostile environment is created when sexual harassment is sufficiently severe, or persistent/pervasive, and is objectionably offensive such that it unreasonably interferes with, denies or limits someone’s ability to participate in or benefit from TUN’s educational (or employment) programs.

Quid Pro Quo harassment is unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person have power or authority over another. Submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual’s educational (or employment) progress, development, or performance. This includes when submission to such conduct would be a condition for access to receiving the benefits of any educational (or employment) program.

Non-consensual sexual contact is any intentional sexual touching, however slight, with any object, by a person upon another person that is without consent or by force.

Non-consensual sexual intercourse is any sexual intercourse, however slight, with any object, by a person upon another person that is without consent or by force. The use of physical force constitutes a stand-alone non-sexual offense as well, and those who use physical force (restrict, battery, etc.) would face not just the sexual misconduct charge, but criminal charges for the assaultive behavior. Intercourse includes vaginal or anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact), no matter how slight the penetration or contact.

Sexual exploitation occurs when one person takes non-consensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of other sexual misconduct offenses. Examples of sexual exploitation include invasion of sexual privacy, prostituting another person, non-consensual digital, video or audio recording of nudity or sexual activity, unauthorized sharing or distribution of digital, video or audio recording of nudity or sexual activity, engaging in voyeurism, going beyond the boundaries of consent (such

as letting your friend hide in the closet to watch you having consensual sex), knowingly exposing someone to or transmitting an STI, STD or HIV to another person, or intentionally or recklessly exposing one's genitals in non-consensual circumstances, or inducing another to expose their genitals. Sexually-based stalking and/or bullying may also be forms of sexual exploitation.

# Appendix L

## TITLE IX

### INVESTIGATION AND RESOLUTION PROCESS

For the purposes of Title IX investigations and operations, the following conventions shall be used:

- *Reporting Party*: In this process, the person alleging a violation of policy is referred to as the reporting party.
- *Responding Party*: In this process, the person who is alleged to have violated Title IX policy is referred to as the responding party.

#### Reporting Process

Reports concerning sexual harassment and/or sexual discrimination should be sent to Weldon E. Havins, MD, JD, Title IX Coordinator, 874 American Pacific Drive, Henderson, NV, 89014, phone 702-777-3131, fax 702-777-4825. Alternatively, reports may be sent to the Dean of Students or the Director of Human Resources, contact information above. Those reports involving Title IX issues shall be shared with the Title IX Coordinator.

Reports should be filed as soon as possible after the date of the alleged misconduct. A written report is the preferable manner of reporting a potential Title IX violation. A Report of a Possible Title IX Violation **must** be submitted within 180 days of the alleged misconduct. The report should include the following information:

- a) Reporter's full name, home address, email, telephone number, and TUN
- b) Student/Employee ID number.
- c) Name of the person against whom the report was made, including job title or student status, if known.
- d) The protected status that is the basis for the alleged discrimination, harassment, or retaliation based on the Reporter's gender.
- e) A clear statement of the facts that constitute the alleged discrimination, harassment, or retaliation, including dates on which the acts were committed and any information to identify witnesses.
- f) Reporter should include the term and year of his/her most recent active employment, academic, or student status within the university.
- g) A student who is seeking admission to TUN should include the term and year in which he/she sought admission to the university.
- h) The full name, address, and telephone number of Reporter's advisor or supervisor, if any.
- i) The specific harm that resulted from the alleged act and the remedy sought.
- j) The Reporter's signature and the date on which the report was submitted.

A template Report form is on the TUN website (<https://tun.touro.edu>). Search for “Report a Possible Title IX Violation” to find the reporting form.

### **Recordings**

Electronic recording

### **Intake Interview, Preliminary Inquiry, and Interim Sanctions**

The Title IX Coordinator will conduct a preliminary inquiry to determine if there is reasonable cause to believe a Title IX policy infraction has occurred. If so, TUN will initiate an investigation that is thorough, reliable, impartial, prompt and fair. The investigation is intended to determine whether TUN’s Title IX policy has likely been violated and whether the Respondent is likely a violator. TUN’s fundamental Title IX policy is to stop, prevent and remedy Title IX violations.

Any time after the Report is made, the Title IX Coordinator may initiate interim measures to stop and prevent inappropriate conduct. Interim measures are most likely to be taken when there is a reasonable concern for the personal safety of any party. Such measures are at the discretion of the Title IX Coordinator in consultation with the Director of Human Resources, if the parties are faculty and/or staff. If a student is involved, consultation will occur with the Dean of Student Affairs. Interim measures are not intended or designed to abridge any rights of the Reporter, Respondent, or any party, but are designed to stop and prevent further Title IX violations and ameliorate the adverse effects of possible misconduct. Interim actions which may be initiated include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the community
- Altering work arrangements for employees, in consultation with the Director of Human Services, or his designee
- Providing campus escorts
- Suspension of a student, with or without campus privileges, in consultation with the Dean of Students or his designee
- Suspension of an employee, with consultation with the Department of Human Resources, or his designee
- Implementing contact limitations between the parties
- Offering adjustments to academic deadlines, course schedules, etc. in consultation with the Dean of Students
- Contacting law enforcement or Touro-contracted outside counsel for temporary legal remedies

TUN will keep interim remedies and actions as private as reasonably possible subject to any party’s safety as a paramount consideration. Violation of a restrictive interim action or suspension under this policy constitutes grounds for expulsion or termination.

TUN aspires to bring Report allegations to a **resolution** within sixty (60) school days of the filing of the Report, however, such time may be extended as necessary by the Title IX Coordinator, with notice to the parties.

### **Investigation and Informal Resolution**

Upon finding jurisdiction applies, the Title IX Coordinator will offer the Reporter and any alleged victim amelioration services available at TUN, and take interim measures as indicated for the safety of the parties. The Title IX Coordinator shall inform the Respondent, in writing, of the allegations made as soon as reasonably possible after the preliminary inquiry. The Title IX Coordinator shall assign the investigation either to the Department of Human Resources if only faculty or staff employees are involved, or to Student Affairs if a student is involved as a party. Investigations are ideally to be completed within 30 school days unless circumstances preclude this time limit. The parties will be notified by the Title IX Coordinator of time extensions and the reasons necessitating time extensions. The parties shall be regularly apprised by the investigator of the status of the investigation.

The investigator will take the following steps (not necessarily in order):

- Determine the identity and contact information of the reporting party;
- Meet with the reporting party to finalize their statement
- Identify the exact policies allegedly violated;
- Prepare the notice of charges on the basis of the reporting party's writing;
- Meet with and present the final charges to the Respondent;
- Conduct the initial interview with the Respondent;
- In concert with the Title IX Coordinator, initiate any further preventive or remedial actions based upon evidence discovered at any time during the investigation, particularly if there is reasonable cause to suspect violence or a personal safety issue;
- Commence a thorough, reliable and impartial investigation by developing an investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses, including the Respondent;
- Complete the investigation promptly, and without unreasonable deviation from the intended timeline of 30 school days;
- Provide regular updates to the Title IX Coordinator, and the reporting and responding parties, as appropriate, throughout the investigation; and
- Prepare a written report of the investigation including a statement of which allegations, if any should proceed to a formal hearing.

The investigator's written report must conclude whether it is more likely than not that a Title IX violation occurred, and if so, recommend the case proceed to a formal hearing against the Respondent. If the investigator's concludes there is no credible evidence of a Title IX violation, or concludes there is no credible evidence that the Respondent committed a Title IX violation, the case shall be closed. The Reporter, within 3 three school days may appeal the conclusions of the investigator, and request, in a writing to the Title IX Coordinator, that the dispute continue to a formal hearing.

The investigator's report recommending that the case proceed to a formal hearing may be subject to a written reply by either party, within 3 school days of receipt of notice of the availability of the investigator's report. This reply shall be presented to the Title IX Coordinator. The replies, if any, shall not be presented to the other party more than 3 school days prior to the date of the formal hearing.

Any time prior to submission of the investigator's written report to the Title IX Coordinator, the parties and the investigator may agree to an informal resolution of the complaint, with notice to the Title IX Coordinator. Both parties must sign the informal resolution and the investigator must sign the informal resolution. Presenting the signed informal resolution to the Title IX Coordinator will constitute satisfaction and accord of the complaint, and the case will be considered closed, subject to any stipulations within the agreement. There is no appeal of a signed informal resolution. To the degree reasonably possible, TUN shall hold the terms of the informal resolution confidential.

An informal resolution occurring after submission of the investigator's written report must be approved and signed by the parties, the investigator, and the Title IX Coordinator. In exceptional circumstances, a hearing panel commencement may be delayed, at the request of the parties and at the sole discretion of the Title IX Coordinator, pending final negotiations of an informal resolution agreement.

The formal hearing panel hearing shall commence no sooner than 6 school days after notice to the parties of the investigator's report.

### **Formal Hearing Resolution process**

The investigator's report having been received by the Title IX Coordinator, the Title IX Coordinator shall select three faculty members for the hearing panel. The hearing panel shall consist of three faculty and/or staff selected from various Departments in TUN. Every reasonable effort will be made to have both genders represented on the hearing panel. To the degree reasonably possible, no panel member shall be from the same Department as the Reporter or the Respondent.

The Title IX Coordinator shall report to the parties, within 2 school days, the names of the selected members of the hearing panel. Either party may file a written notice, within one school day, with the Title IX Coordinator requesting preemption of a panel member on the basis of bias against the party. Such request for preemption for bias, with the stated basis for the bias, being determined to be reasonable by the Title IX Coordinator, that panel member shall be excused from the panel, and another panel member selected by the Title IX Coordinator.

### **Panel Members and the Due Process Hearing**

The hearing panel members' pool, approximately ten (10) in number, shall be volunteers from the faculty and staff who have been trained in TUN's Title IX policies and in due process hearings. The hearing panel members will decide among themselves who will chair the panel. If the three (3) members of the panel cannot agree on a chair, the Title IX coordinator will arbitrarily select a chair among the three.

The parties will have access to the information to be presented by the investigator at least two (2) school days before the commencement of the hearing. At the hearing, the investigator will present evidence and witnesses, followed by questions by the Respondent to

items of evidence presented, and after each witness presented by the investigator. Following the presentations by the investigator, the Respondent may present evidence and witnesses. The investigator may ask questions of the Respondent's proffered evidence and after the Respondent's witnesses have testified. Objections to evidence and witness testimony shall be ruled upon by the chair of the panel.

The Reporter need not attend the hearing. The Reporter may ask written questions of the Respondent through the investigator. The Respondent may ask questions of the Reporter. If the Reporter is not present, the questions may be in writing, via telephone or by other electronic means. Neither the Reporter nor the Respondent may be compelled to answer any question. Members of the hearing panel may ask questions at any time, after recognition by the panel chair.

At the end of the testimony and presentation of evidence, the investigator and the Respondent may summarize, for no more than 10 minutes each.

During the pendency of the investigation and the formal hearing, each party may have a companion present. The companion shall not speak to the investigator unless requested to do so by the investigator. The companion may not speak at the hearing but may communicate in written notes with the party.

At the end of the hearing, the room shall be cleared and the hearing panel shall deliberate in closed session. The hearing panel must decide, unanimously, if the preponderance of the evidence presented established the Respondent as a violator of Title IX policy. The hearing panel may also, in a unanimous vote, determine that there was not a preponderance of the evidence establishing the respondent violated TUN's Title IX policy. If the panel, after a concerted effort, cannot make a unanimous decision, the hearing panel shall be dismissed and a second panel appointed for another hearing. If the second panel is unable to reach a unanimous finding, the case shall be dismissed.

If the panel makes a unanimous finding that the Respondent violated Title IX, the panel shall continue convening to decide the penalty for the violation(s). At this time, the panel may hear evidence of prior school violations by the Respondent. The panel's decision on the penalty shall be by majority vote. Should the panel be unable to decide upon a penalty, after concerted effort, the Title IX Coordinator shall assess the penalty.

### **Sanctions which May be Imposed**

The following sanctions, without limitation, may be imposed by a hearing panel upon finding, by a preponderance of the evidence<sup>5</sup> the Respondent a violated Title IX provision(s):

#### **Student Sanctions for Title IX violations, generally**

Warning  
Probation  
Suspension  
Expulsion  
Transcript Notation

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<sup>5</sup> Preponderance of the evidence means when weighing all the evidence, slightly more evidence in favor of a determination than against a determination. This frequently is described as 51% of the evidence weighing toward a finding or decision.



Organizational Sanctions

Other sanction determined appropriate by the hearing panel

**Employee Sanctions for Title IX violations, generally**

Warning – Written or Verbal

Performance Improvement Plan

Required Counseling

Required Training or Education

Demotion

Loss of Annual Pay Increase

Suspension without Pay

Suspension with Pay

Termination

**Appeal**

The decision of the hearing panel is final, except either party may appeal a decision of the hearing panel to the Provost, but only on one or more of the following bases:

- a. A panel member was biased and concealed this bias from the panel.
- b. New evidence, not available at the time of the hearing, has become available, and it is likely the new evidence will materially affect the finding of the panel or the penalty accessed.
- c. A gross deviation of TUN's procedure occurred and this likely materially influenced the hearing panel's finding.
- d. The penalty for the Title IX infraction was unreasonably harsh, or was unreasonably mild, so as to shock the conscience of an ordinary, reasonable, prudent person.

The written appeal to the Provost must occur within five (5) school days of the hearing panel's decision and accessed penalty. The Provost, or the Provost's designee in the absence of the Provost, must rule on the appeal within ten (10) school days of receipt of the appeal. The Provost shall find:

- a. The hearing panel's findings and penalty accessed are sustained, or
- b. A panel member was biased against a party, and concealed this bias from the panel, or
- c. The hearing panel did not consider relevant new evidence, not available at the time of the hearing, and the new evidence would likely affect the hearing panel's findings or the penalty accessed; or

d. There was a gross deviation of TUN's procedure by the investigator or the hearing panel which creating substantial prejudice to the appealing party; or

e. The penalty was excessively harsh or excessively mild, such as to shock the conscience of an ordinary, reasonable, prudent person.

The Provost may remand the case for re-hearing by a new panel, or by the same hearing panel subject to the hearing panel members' availability. The Provost alternatively may alter the penalty upon finding compelling evidence or circumstances justifying the penalty alteration. Should the Provost order a new hearing, such hearing shall not occur less than 5 school days of the Provost's written order.

Should the penalty involve expulsion of a student or dismissal of an employee, the Respondent may appeal the Provost's decision to the CEO and Senior Provost of Touro's Western Division within 5 school days of the Provost's decision. The basis for the appeal shall be the same as for the appeal to the Provost.

### **Confidentiality**

TUN shall keep all records, panel findings, and penalties accessed confidential subject to requirements for reporting or disclosure in law. TUN shall encourage all parties to keep confidential the same.

### **TUN Reserves Rights to Amend this Policy or Procedures**

TUN reserves the right to make changes to this document as necessary and once those changes are posted online, they are in effect. Students are encouraged to check TUN's website for the updated versions of all policies and procedures, including Title IX policies and procedures.

If government regulations are modified in a manner to impact the provisions in the TUN Policy and Procedures, the contemporary governmental regulations will apply to preempt any conflicting provisions contained herein. This document does not create legally enforceable protections beyond the protections of Nevada and Federal law.

### **Recordkeeping**

In implementing these procedures, records of all allegations, investigations, and resolutions will be kept by the Title IX Coordinator indefinitely in a paper or electronic format. .

### **STATEMENT OF THE RIGHTS OF THE REPORTING PARTY**

The right to an investigation and appropriate resolution of all credible reports or notice of sexual misconduct, or discrimination made in good faith to university officials;

The right to be informed in advance of any public release of information regarding the incident;

The right of the reporting party not to have any personally identifiable information released to the public, without his or her consent.

The right to have university policies and procedures followed without material deviation.

The right not to be pressured to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence.

The right not to be discouraged by university officials from reporting sexual misconduct or discrimination to both on-campus and off-campus authorities.

The right to be informed by university officials of options to notify proper law enforcement authorities, including on-campus and local police, and the option to be assisted by campus authorities in notifying such authorities, if the student so chooses. This also includes the right not to report, if this is the victim's desire.

The right to have reports of sexual misconduct responded to promptly and with sensitivity by campus law enforcement and other campus officials.

The right to be notified of available counseling or other student services for victims of sexual assault.

The right to a campus "no contact" order when someone has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to a party or others;

The right to notification of and options for, and available assistance in, changing academic situations after an alleged sexual misconduct incident, if so requested by the victim and if such changes are reasonably available.

The right to have the institution maintain such accommodations for as long as is necessary, and for protective measures to remain confidential, provided confidentiality does not impair the institution's ability to provide the accommodations or protective measures.

The right to ask the investigators to identify and question relevant witnesses.

The right to review all documentary evidence available regarding the allegation, including the investigative report, subject to the privacy limitations imposed by state and federal law, at least 48 hours prior to the hearing.

The right to be informed of the names of all witnesses who will be called to give testimony, at least two school days prior to the hearing, except in cases where a witness' identity will not be revealed to the responding party because of a concern for the safety of the witness (this does not include the name of the alleged victim/reporting party, which will always be revealed).

The right not to have irrelevant prior sexual history admitted as evidence in a campus hearing.

The right to regular updates on the status of the investigation and/or resolution.

The right to preservation of privacy, to the extent reasonably possible and permitted by law.

The right to meetings, interviews and/or hearings that are closed to the public.

The right to petition that any member of the conduct body be recused on the basis of demonstrated bias.

The right to bring a companion to all phases of the investigation and resolution proceeding.

The right to provide evidence by means other than being in the same room with the responding party.

The right to be present for all testimony given and evidence presented during any resolution-related hearing.

The right to make or provide an impact statement in person or in writing to the hearing officers following determination of responsibility, but prior to sanctioning.

The right to be informed of the outcome and sanction of the resolution process in writing, without undue delay between the notifications to the parties.

The right to be informed in writing of when a decision of TUN is considered final, to be informed of the right to appeal the sanction of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by TUN;

#### **STATEMENT OF THE RESPONDENT PARTY'S RIGHTS**

The right to investigation and appropriate resolution of all credible Title IX allegations made in good faith to university administrators.

The right to be informed in advance, when reasonably possible, of any public release by TUN of information regarding any report, finding or penalty.

The right to have university policies and procedures followed without material deviation.

The right to be informed of and have access to campus resources for medical, health, counseling, and advisory services.

The right to be fully informed of the policies and procedures of the campus resolution process and to timely written notice of all alleged violations within the report, including the nature of the violation(s).

The right to a hearing on the investigator's report, including timely notice of the hearing date, and adequate time for preparation.

The right to review all documentary evidence available regarding the allegation, including the investigative report, subject to the privacy limitations imposed by state and federal law, at least 2 school days prior to the hearing.

The right to be informed of the names of all witnesses who will be called to give testimony, at least 2 school days prior to the hearing, except in cases where a witness' identity will not be revealed to the responding party because of a concern for safety.

The right not to have irrelevant prior sexual history admitted as evidence in a campus resolution process prior to a decision by the hearing panel.

The right to petition that any member of the hearing panel be recused on the basis of demonstrated bias.

The right to have a companion of their choice to accompany and assist in the resolution process.

The right to a fundamentally fair resolution, as defined in these procedures.

The right to make or provide an impact statement to the hearing officers board following any determination of responsibility, but prior to sanctioning.

The right to a decision based solely on evidence presented during the resolution process. Such evidence shall be credible, relevant, based in fact, and without prejudice.

The right to be informed of the outcome and sanction of the resolution process in writing, without undue delay.

The right to be informed in writing of when a decision of TUN is considered final, to be informed of the right to appeal the hearing panel's finding or penalty, and the procedures for doing so in accordance with the standards for appeal established by TUN.

# Appendix M

## TITLE IX POLICIES AND PROCEDURES MANUAL

### SEX/GENDER-BASED DISCRIMINATION AND HARASSMENT

#### INTRODUCTION

TUN does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, sex, gender identity, gender expression, sexual orientation, disability, veteran status, predisposing genetic characteristic, age, religion, pregnancy status or any other characteristic protected by TUN policy or state, local, or federal law. This applies to all members of the Touro University Nevada (TUN) community, including students, all employees (faculty, staff, and administrators) as well as third-parties, including invited guests and commercial vendors. In the Title IX<sup>6</sup> context, these include acts of sexual violence, sexual harassment, domestic partner violence, dating violence, bullying, and stalking.

All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. TUN believes in zero tolerance for sex/gender-based misconduct. Zero tolerance means that when an allegation of misconduct is brought to an appropriate administrator's attention, an investigation will occur, and protective and other remedial measures will be used reasonably to ensure that such misconduct conduct ends, is not repeated, and the effects on the victim and community are remedied, including sanctions when a responding party is found to have violated this policy. TUN's sex/gender harassment, discrimination and misconduct policies are not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include controversial or sensitive subject matters protected by academic freedom.

While TUN never assumes an accused party<sup>7</sup> is in violation of a TUN policy, TUN will error on the side of safety in promulgating interim measures during the pendency of the investigation and resolution of the issue. Resolution proceedings are conducted to take into account the totality of all evidence available, from all relevant sources.

#### PURPOSE

Discrimination or harassment of any kind is offensive to TUN's mission, history, and identity. TUN intends to resolve any identified discrimination or harassment in a timely and effective

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<sup>6</sup> Title IX of the Civil Rights Act of 1964, as amended, provides the "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

<sup>7</sup> The standard convention of referring to the accused individual as the Respondent will remain intact. However, while legal convention is to refer to the person making the accusation as the Complainant, current standards refer to this individual as the Reporter, and the complaint as the Report. The basis for this use is to reduce the stigma which may occur due to the similarity of complainant and "complainer". TUN wishes to encourage reports of possible Title IX violations.

manner, and will make all reasonable efforts to ensure that it does not recur. Anyone believing he or she has been, or is being, harassed or discriminated against on the basis of their sex or gender should immediately contact the Title IX Coordinator. When TUN has notice of the occurrence, TUN is compelled to take effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

## DEFINITIONS

### Discrimination and Harassment

Title IX, and its implementing regulations, prohibit discrimination based on sex or gender, including sexual harassment. ***The prohibition against discrimination extends to employment and third-parties.*** Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at TUN, and objectively offensive. This can include persistent comments or jokes about an individual's sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence. Further information on sexual misconduct offenses, including sexual harassment, non-consensual sexual contact (or such attempted contact), non-consensual sexual intercourse (or attempted intercourse), and sexual exploitation can be found in Appendix A.

Other misconduct offenses will fall under the jurisdiction of the Title IX Coordinator when sex-based or gender-based include the following:

- **Harassment**<sup>8</sup>, defined as threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- **Discrimination**<sup>9</sup>, defined as actions that deprive other members of the community of

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<sup>8</sup> NRS 200.571 Harassment: Definition; penalties.

1. A person is guilty of harassment if:

(a) Without lawful authority, the person knowingly threatens:

(1) To cause bodily injury in the future to the person threatened or to any other person;

(2) To cause physical damage to the property of another person;

(3) To subject the person threatened or any other person to physical confinement or restraint; or

(4) To do any act which is intended to substantially harm the person threatened or any other person with

respect to his or her physical or mental health or safety; and

(b) The person by words or conduct places the person receiving the threat in reasonable fear that the threat will be carried out.

<sup>9</sup> NRS 613.330 Unlawful employment practices: Discrimination on basis of race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin; interference with aid or appliance for disability; refusal to permit service animal at place of employment.

1. Except as otherwise provided in NRS 613.350, it is an unlawful employment practice for an employer:

(a) To fail or refuse to hire or to discharge any person, or otherwise to discriminate against any person with respect to the person's compensation, terms, conditions or privileges of employment, because of his or her race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin; or

(b) To limit, segregate or classify an employee in a way which would deprive or tend to deprive the employee of employment opportunities or otherwise adversely affect his or her status as an employee, because of his or her race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin.

educational or employment access, benefits or opportunities on the basis of sex or gender;

- **Intimidation**, defined as implied threats or acts that cause an unreasonable fear of harm in another;
- **Hazing**<sup>10</sup>, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the university community, when related to the admission, initiation, or joining any other group-affiliation activity;
- **Bullying**, defined as
  - a. Repeated or severe
  - b. Aggressive behavior
  - c. Likely to intimidate or intentionally hurt, control, or diminish another person, physically or mentally
  - d. That is not speech or conduct otherwise protected by the 1st Amendment.
- **Intimate Partner Violence**<sup>11</sup>, defined as violence or abuse between those in an intimate

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2. It is an unlawful employment practice for an employment agency to:  
(a) Fail or refuse to refer for employment, or otherwise to discriminate against, any person because of the race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin of that person; or  
(b) Classify or refer for employment any person on the basis of the race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin of that person.

3. It is an unlawful employment practice for a labor organization:  
(a) To exclude or to expel from its membership, or otherwise to discriminate against, any person because of his or her race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin;  
(b) To limit, segregate or classify its membership, or to classify or fail or refuse to refer for employment any person, in any way which would deprive or tend to deprive the person of employment opportunities, or would limit the person's employment opportunities or otherwise adversely affect the person's status as an employee or as an applicant for employment, because of his or her race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin; or

(c) To cause or attempt to cause an employer to discriminate against any person in violation of this section.

4. It is an unlawful employment practice for any employer, labor organization or joint labor-management committee controlling apprenticeship or other training or retraining, including, without limitation, on-the-job training programs, to discriminate against any person because of his or her race, color, religion, sex, sexual orientation, gender identity or expression, age, disability or national origin in admission to, or employment in, any program established to provide apprenticeship or other training.

<sup>10</sup> NRS 200.605 provides, "hazing" means an activity in which a person intentionally or recklessly endangers the physical health of another person for the purpose of initiation into or affiliation with a student organization, academic association or athletic team at a high school, college or university in this state. The term:

(a) Includes, without limitation, any physical brutality or brutal treatment, including, without limitation, whipping, beating, branding, forced calisthenics, exposure to the elements or forced consumption of food, liquor, drugs or other substances.

<sup>11</sup> NRS 33.018 Acts which constitute domestic violence.

1. Domestic violence occurs when a person commits one of the following acts against or upon the person's spouse or former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child or any other person who has been appointed the custodian or legal guardian for the person's minor child:

(a) A battery.

(b) An assault.

(c) Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform.

(d) A sexual assault.



relationship to each other.

- **Stalking**<sup>12</sup>, defined as a person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking.

### **Retaliation**

Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has reported alleged discrimination or harassment, participated as a party or witness in an investigation relating to such allegations, or participated as a party or witness in a proceeding regarding such allegations. Retaliation can occur contemporaneously during the report process or subsequent to it, once the retaliator is aware of the recipient's participation in the process. An individual is protected from retaliation even when the report at issue is ultimately found to lack merit, as long as the report was made in good faith.

TUN does not allow, nor tolerate, any conduct by any TUN community member that may be regarded as retaliatory. Retaliation against any individual for any reason will not be tolerated.

### **CONFIDENTIALITY**

TUN has independent obligations to report or investigate potential misconduct, even if a reporter does not wish to initiate an official process. Therefore, confidentiality cannot be promised with respect to a report of discrimination, harassment, sexual harassment, or retaliation received. TUN wishes, however, to create an environment in which legitimate reports are encouraged, while also protecting the privacy of all involved in an investigation. Reports about violations of these policies will therefore be handled in

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(e) A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:

- (1) Stalking.
- (2) Arson.
- (3) Trespassing.
- (4) Larceny.
- (5) Destruction of private property.
- (6) Carrying a concealed weapon without a permit.
- (7) Injuring or killing an animal.

(f) A false imprisonment.

(g) Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

2. As used in this section, "dating relationship" means frequent, intimate associations primarily characterized by the expectation of affectional or sexual involvement. The term does not include a casual relationship or an ordinary association between persons in a business or social context.

<sup>12</sup> NRS 200.275. Stalking, definition: A person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking.

confidence, with facts made available only to those who need to know, in order for TUN to promptly and thoroughly investigate and resolve a Title IX matter.

## **PROCEDURES & IMPLEMENTATION**

### Duty to Report Violations

Any “responsible employee” of TUN, defined as faculty and administrative staff, including supervisory adjunct faculty, is a “mandatory reporters” and **must** report possible Title IX violations to the Title IX Coordinator. Housecleaning staff, students, and non-supervisory adjunct faculty **may** report possible Title IX violations, but are not “mandatory reporters.” Exceptions to mandatory reporting are an individual’s personal health care providers, including a licensed psychologist, and clergy, including TUN clergy. Anyone may report a possible Title IX violation. A report form for reporting Title IX violations can be found on the TUN website. Anonymous reports may be submitted and will be acted upon if sufficient material information is included on the form.

Reports of Title IX violations must be made to the Title IX Coordinator or his designee. Reports involving Title VII violations involving faculty members should be reported to the Director of Human Resources. Non-gender/sex related violations of the student Code of Conduct should be reported to the Dean of Students.

The contact information for these individuals is:

Preferable within

TITLE IX Coordinator:

Name: Weldon E. Havins, MD, JD

Office: Faculty Office number 131

Phone: 702-777-3131

Fax: 702-777-4825

Email: Weldon.Havins@tun.touro.edu

In an emergency, the reporting party should contact TUN security, 702-358-6701.

Non-sex-based harassment or discrimination, involving any student should be reported to the TUN Dean of Students:

Phil Tompkins, Ed.D.

Dean of Student Affairs

Phone: 702-777-1761

Fax: 702-777-3945

Email: Philip.Tompkins@tun.touro.edu

Non-sex-based harassment or discrimination, involving faculty and/or staff members only should be reported to the TUN Human Resources Department:

Robert Bailey, Director of Human Resources

TUN HR Office

Phone: 702-777-3855  
Fax: 702-777-1758  
Email: Robert.Bailey@tun.touro.edu

Sex/gender Title IX violation reports can also be reported to the Office for Civil Rights, Department of Education, Seattle, Washington (regional office for Nevada), at:

Office for Civil Rights Seattle Office  
U.S. Department of Education  
915 Second Avenue, Room 3310  
Seattle, WA 98174-1099  
Telephone: (206) 607-1600  
Fax: (206) 607-1601  
Email: OCR.Seattle@ed.gov

### **Duty to Cooperate and Facilitate**

All members of the TUN community are required to cooperate fully with any investigations of discrimination or harassment. A faculty member, staff member, or student who has relevant information and refuses to cooperate with an ongoing investigation may be subject to disciplinary action for violations of the TUN College Code of Conduct. Likewise, all TUN employees are required to ensure that reports about discrimination, harassment, or retaliation are directed to the appropriate administrative office for evaluation and investigation. TUN is committed to conducting an inquiry that is thorough, prompt and impartial.

### **Availability of Counseling**

As required in Title IX, TUN through its investigator or Title IX Coordinator will offer its internal counseling services to any Reporter who has filed a Report. It is ultimately the Reporter's decision to utilize TUN's counseling service.

### **EXTERNAL REPORTING**

Members of the TUN community are always subject to local, state, and federal laws, and nothing in these procedures is intended to limit or postpone the right of an individual to file a report with appropriate federal, state, or local departments or agencies.

### **False Reporting**

TUN will not tolerate intentional false reporting of incidents. It is a violation of the student Code of Conduct knowingly to make a false report of any policy violation. Knowingly making a false Report regarding Title IX matters may violate state criminal statutes and civil defamation laws. However, Reports made in good faith are protected under current law.

# Appendix N

## STUDENT INDEMNIFICATION

### **Nevada Students – Account for Student Indemnification**

The Commission on Postsecondary Education maintains a tuition indemnification fund that may be used to refund students in the event of a school's closure. In order to file a complaint, please contact:

Nevada Commission on Postsecondary Education  
8778 South Maryland Parkway Suite 115,  
Las Vegas, NV 89123  
Telephone: (702) 486-7330  
Fax (702) 486-7340

### **As defined in NRS 394.553 Account for Student Indemnification**

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the Account in accordance with regulations adopted by the Commission.
2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
  - (a) The discontinuance of operation of a postsecondary educational institution licensed in this state; or
  - (b) The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto.
3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to NRS 394.480, the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.
4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification pursuant to subsection 2 or \$10,000, whichever is less.
5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below \$10,000.
6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.
7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year.