

Touro University Nevada

2013-2014 University Catalog

Effective July 1, 2013; Amended October 30, 2013

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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 units required in the major and minor. In these cases, students are encouraged to meet current course prerequisites, but are not required to do so.

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Welcome from the Senior Provost and CEO

Welcome.

On behalf of the university's leadership team and all of our faculty and staff, it is my great pleasure to welcome you – or in the case of continuing students, to welcome you back - to Touro University Nevada (TUN). This campus was established specifically to help address critical needs in health care and education and to serve and as a resource for community service in the state.

You are part of a special family at TUN and the campus is the heart of your educational experience. You will find faculty and administrators who are genuinely invested in helping you achieve and a small campus environment where students know each other by name. Our diverse student body includes individuals who have joined us from a wide array of institutions across the country. Together, our campus community comprises people who make up a rich mosaic of backgrounds and experiences.

As a growing institution of higher education, we are not only graduating talented professionals, but 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 stitch you into the fabric of the community.

I encourage you to take advantage of opportunities to make a difference in the lives of local residents, and to learn from fellow students and instructors across disciplines, as well as within your own program. The interdisciplinary nature of this campus gives you a unique window into all sides of health care and human services – and we hope you will take that experience with you throughout your career.

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!

Michael Harter, PhD
Senior Provost and CEO

Academic Calendar & Holidays

2013 - 2014 Academic Year	Holidays	
7/1/2013		Classes Begin - DO 14, DO 15 Classes Begin - PA 13
7/2/2013		Orientation - PA 15 Orientation - DPT 16 Orientation - MHS 14 Orientation - OT 15
7/3/2013		Orientation - PA 15 Orientation - DPT 16 Orientation - OT 15 Orientation - MHS 14
7/4/2013	Independence Day	Proxycard access only
7/5/2013		Classes Begin - CAMP SUMMER
7/8/2013		Classes Begin - PA 14 Classes Begin - PA 15 Classes Begin - DPT 14 Classes Begin - DPT 15 Classes Begin - DPT 16 Classes Begin - BSN Classes Begin - RN-BSN Classes Begin - DNP Classes Begin - MHS 14 Classes Begin - OT 14 Classes Begin - OT 15 Classes Begin - EDU (Summer Session 1)
7/16/2013	Tisha B'Av	Campus open, No classes
8/1/2013		Orientation - DO17
8/2/2013		Orientation - DO17
8/5/2013		1/2 Day Orientation, 1/2 Day Class - DO16 Classes Begin - DO17
8/14/2013		Classes End - EDU (Summer Session 1)
9/2/2013	Labor Day	Proxycard access only
9/3/2013		Classes Begin - CAMP FALL

9/4/2013, close at 2 pm	Rosh Hashanah	Building Closed; <u>No Access</u>
9/5/2013		
9/6/2013		
9/8/2013		Classes Begin - EDU (Summer Session 2)
9/13/2013, close at 12 Noon	Yom Kippur	Building Closed; <u>No Access</u>
9/18/2013, close at 12 Noon	Sukkot	Proxycard access only
9/19/2013		
9/20/2013		
9/25/2013, close at 2 pm		
9/26/2013		
9/27/2013		
10/6/2013	White Coat Ceremony	Rio Hotel & Casino, 3:00pm
10/18/2013		Classes End - PA 14 Classes End - PA 15
10/25/2013		Classes End - BSN
		Classes End - RN-BSN
		Classes End - DNP
		Classes End - OT14 Classes End - OT15
10/29/2013		Classes End - EDU (Summer Session 2)
10/31/2013		Classes End -DO 14, DO 15
		Classes End - PA 13
11/1/2013		Classes Begin -DO 14, DO 15
		Classes End - CAMP SUMMER
		Classes Begin - PA 14
11/3/2013	Winter Commencement	Rio Hotel & Casino, 3:00pm
11/4/2013		Classes Begin - EDU (Fall Session 1)
11/4/2013		Classes Begin - PA 15
		Classes Begin - BSN
		Classes Begin - DNP
		Classes Begin - OT 14 Classes Begin - OT 15
11/28/2013	Thanksgiving	Proxycard access only
11/29/2013		
12/20/2013		Classes End - DO16

		Classes End - DO17
		Classes End - MHS 14
		Classes End - DPT 14
		Classes End - DPT 15
		Classes End - DPT 16
		Classes End - EDU (Fall Session 1)
		Classes End - CAMP FALL
12/23/2013		Winter Break Begins
1/1/2014	New Years Holiday	Proxycard access only
1/3/2014		Winter Break Ends
1/6/2014		Classes Begin - DO16
		Classes Begin - DO17
		Classes Begin - EDU (Fall Session 2)
		Classes Begin - MHS 14
		Classes Begin - DPT 14
		Classes Begin - DPT 15
		Classes Begin - DPT 16
		Classes Begin - CAMP SPRING
1/20/2014	Martin Luther King	Proxycard access only
2/14/2014		Classes End - PA 15
2/17/2014	President's Day	Proxycard access only
2/21/2014		Classes End - OT15
		Classes End - BSN
		Classes End - DNP
2/28/2014		Classes End -DO 14, DO 15
		Classes End - EDU (Fall Session 2)
		Classes End - PA 14
		Classes End - OT14
3/1/2014		Classes Begin -DO 14, DO 15
		Classes Begin - PA 14
3/3/2014		Classes Begin - PA 15
		Classes Begin - BSN
		Classes Begin - DNP
		Classes Begin - OT 14
		Classes Begin - OT 15
		Classes Begin - EDU (Spring Session 1)
3/16/2014	Purim	No classes
4/11/2014		Classes End - EDU (Spring Session 1)

4/14/2014		Spring Break Begins
4/14/2014, close at 12 Noon	Passover	Proxycard access only
4/15/2014		
4/16/2014		
4/20/2014, close at 12 Noon		
4/21/2014		
4/22/2014		
4/21/2014		Spring Break Ends
4/25/2014		Classes End - CAMP SPRING
5/1/2014		Classes Begin - EDU (Spring Session 2)
5/9/2014		Classes End - DPT 14
5/15/2014		Classes End - DPT 15 Classes End - DPT 16
5/18/2014	Spring Commencement	Venue TBD
5/23/2014		Classes End - DO16
5/23/2014		Classes End - DO17
5/26/2014	Memorial Day	Proxycard access only
5/30/2014		Classes End - MHS 14
6/3/2014, close at 2 pm	Shavout	Proxycard access only
6/4/2014		
6/5/2014		
6/20/2014		Classes End - OT15 Classes End - PA 15 Classes End - BSN Classes End - DNP
6/26/2014		Classes End - EDU (Spring Session 2)
6/27/2014		Classes End - OT14
6/30/2014		Classes End - PA 14 Classes End - DO 14, DO 15

PROXICARD ACCESS

Normal Proxycard Access is from 6:00am – 2:00am

Degree Conferral Dates

2013

January 7, 2013
March 8, 2013
May 10, 2013
June 7, 2013
July 12, 2013
September 4, 2013
November 8, 2013

2014

January 10, 2014
March 7, 2014
May 9, 2014
June 9, 2014
July 11, 2014
September 9, 2014
November 7, 2014

2015

January 9, 2015
March 9, 2015
May 8, 2015
June 8, 2015
July 10, 2015
September 11, 2015
November 9, 2015

2016

January 11, 2016
March 11, 2016
May 6, 2016
June 6, 2016
July 11, 2016
September 9, 2016
November 11, 2016

2017

January 13, 2017
March 10, 2017
May 5, 2017
June 5, 2017
July 7, 2017
September 8, 2017
November 10, 2017

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 17,500 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 23,000 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
President, Hasten Bancshares Inc.

Abraham Biderman, Chairman of the Board
Eagle Advisors, LLC

Dr. Ben Chouake

Rabbi Menachem Genack
Senior Administrator of the Orthodox Union

Rabbi Doniel Lander
Chancellor, Touro College

Martin Oliner, Esq.
Attorney, President, First Lincoln Holdings

Jack Weinreb
Partner, Weinreb Management Company

Solomon Goldfinger
Senior Vice President, New York Life Insurance

Dr. Lawrence Platt

David Lichtenstein
The Lightstone Group

Steve Rosenberg
Greystone

Dr. Alan Kadish
President, Touro College

Dr. Michael Harter
Senior Provost and CEO, Touro Western Division

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 for the University

- To be an exemplary center for teaching, service and research in the health sciences and education.
- To be supportive of the educational, personal and professional development of a diverse student population.
- To be a leading provider and a model for best practices in collaborative service, both for the community at-large and at risk populations,
- To be responsive to community, state and regional needs in health care and education.
- To be known as a university community that fosters diversity among its people, programs and ideas.
- To be recognized as an organization with visionary leadership advancing innovative programs and quality education.
- To be an academic community that strives to recruit, retain, and support excellent faculty and staff.

Accreditations and Licensure

Accrediting Commission for Senior Colleges and Universities (WASC)

Western Association of Schools and Colleges

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

(510) 748-9001

<http://www.wascweb.org/senior/>

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

(ARC-PA)

1200 Findley Road, Suite 240

Duluth, GA 30097

(770) 476-1738

Accreditation Council for Occupational Therapy Education (ACOTE)

P.O. Box 31220

Bethesda, MD 20824-1220

(301) 652-2682

accred@aota.org

American Osteopathic Association (AOA)

142 East Ontario Street

Chicago, IL 60611

(800) 621-1773

Bureau for Private Postsecondary and Vocational Education (BPPVE)

400 R Street, Suite 5000

Sacramento, CA 95814-6200

(916) 445-3427

Commission on Accreditation in Physical Therapy Education (CAPTE)

1111 North Fairfax Street

Alexandria, VA 22314

(703) 706-3245

Commission on Collegiate Nursing Education (CCNE)

One DuPont Circle, #530

Washington, DC 20036

(202) 463-6930

www.aacn.nche.edu

Nevada Commission on Postsecondary Education

8778 S. Maryland Parkway, Suite 115
Las Vegas, NV 89183
(707) 486-7330

Nevada State Board of Nursing

5011 Meadowood Mall Way, Suite 201
Reno, NV 89502-6547
(775) 688-2620 1 (888) 590-6726 (toll free)
www.nursingboard.state.nv.us

State of Nevada Department of Education

700 E. Fifth Street
Carson City, NV 89701-5096

University Administration

President, Alan Kadish – (212) 463-0400

Senior Provost and CEO Touro Western Division, Michael Harter – (702) 777-1775

Associate Vice President for Administration, Craig Seiden – (702) 777-4794

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

Facilities, Tomas Barreto – (702) 777-1809

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

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

Institutional Research and Strategic Planning Director, Diane Waryas – (702) 777-1763

Library, June Simms – (702) 777-1742

Accounting Manager, Tomas Barreto – (702) 777-1809

Security – (702) 777-3920

College of Health and Human Services

Dean, Andrew Priest – (702) 777-3180

Director, Shauna Zobel – School of Education – (702) 777-1779

Director, Diane Elmore – School of Nursing – (702) 777-1746

Director, Yvonne Randall – School of Occupational Therapy – (702) 777-1774

Director, Suzanne Brown – School of Physical Therapy – (702) 777-3050

College of Osteopathic Medicine

Dean, Mitchell Forman – (702) 777-1785

Associate Dean for Curriculum, Terrence Miller – (702) 777-1801

Associate Dean for Clinical Education, Andrew Eisen – (702) 777-4755

Chair – Basic Sciences, Michael Wells – (702) 777-1810

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

Chair – Primary Care, David Park – (702) 777-1772

Director – School of Physician Assistant Studies, Vicki Chan-Padgett – (702) 777-1770

Director – Medical Health Sciences, Jonathan Nissanov – (702) 777-3087

Office of Student Affairs

Dean, Philip Tompkins – (702) 777-3073

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Bursar, Miranda Paredez – (702) 777-3075

Director of Admissions, Oscar Parra – (702) 777-1751

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

Director of Student Activities, Cory Sussman – (702) 777-4747

Director of Financial Aid, Christina Twelves – (702) 777-3076

Faculty

Robert Askey, Ed.D.
Robert Baker, D.O.
Vladimir Bondarenko, Ph.D.
Suzanne Brown, P.T., M.P.H., Ph.D.
Tricia Catalino, D.Sc., P.T., D.C.S.
Vicki Chan-Padgett, M.P.A.S.
Donna Costa, Ph.D., D.H.S.
Shiva Dayal, Ph.D.
Andrew Eisen, M.D.
Diane Elmore, Ph.D.
Terry Else, Ph.D.
Ashley Fecht, O.T.D.
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Emmett Findlay, D.C.
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Csaba Fulop, D.O.
Stacy Fisher, D.P.T.
Mitchell Forman, D.O.
Pearl Forman, M.A.
Linda Frasier, B.S., OTR/L, CLT, CEAS
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Kenneth Grant, M.D.
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Carrie O'Reilley, Ph.D., M.S.N., R.N.
Ginette Ouellet, Ph.D., M.S.N, R.N.
Sue Owensby, Ph.D., R.N.
John Padgett, Ph.D.
Jayabala Pamidimukkala, Ph.D.
David Park, D.O.
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.
Rouel Roque, M.D.
Lisa Rosenberg, M.D.
William Roy, Ph.D.
Amina Sadik, Ph.D.
Brian Sady, M.P.A.S., P.A.C.
June Simms, M.L.S.
Lary Simms, D.O.
Upinder Singh, M.D.
David Skyba, Ph.D., D.C.
Dodge Slagle, D.O.
Philip Tompkins, Ed.D.
Eric Toder, D.O.
John Tomlinson, M.D.
Douglas Turner, Ph.D, M.S.N, A.S.N.
Natalie Weeks, D.P.T.
Michael Wells, Ph.D.
William Wrightsman, M.S.O.T., OTR/L
Julia Zacharias, D. O.
Jessica Zarndt, D.O.
Shauna Zobel, Ed.S.

Degrees Offered

College of Osteopathic Medicine

- Doctor of Osteopathic Medicine (DO)
- Master of Science in Medical Health Sciences (MS)
- School of Physician Assistant Studies
 - Master of Physician Assistant Studies (MPAS)

College of Health and Human Services

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
- Master of Science in Camp Administration and Leadership (MS)

Nursing

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

Occupational Therapy

- Master of Science in Occupational Therapy (MSOT)

Physical Therapy

- Doctor of Physical Therapy (DPT)

Admissions, Transfer, Orientation

NON-DISCRIMINATION POLICY

It is the policy of the University to admit qualified students irrespective of race, age, 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.

NEW STUDENT ORIENTATION

Orientation programs are planned each year by the Office of Student Services 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 Office of Student Services 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 Office of Student Services 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 to Touro University Nevada who come into contact with patients/clients as part of their educational program requirements. All students enrolled must pass a Level I criminal background check. 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 Office of Student Services.

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.

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.

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, and Physician Assistant Studies.

- 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.
- A PPD tuberculin skin test must have been completed within the 6 months prior to matriculation. A positive PPD result will require a negative chest x-ray report within the preceding year.
- Hepatitis A and B immunization is also required. You must have begun the immunization series prior to beginning classes.
- Physical Examination by a licensed health care provider.

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		Graduate and Professional	
Full-time	12 credits	Full-time	9 credits
Half-time	6 credits	Half-time	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.

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

Academic programs will evaluate coursework taken at other universities to determine whether any courses will transfer to meet degree requirements. The academic program determines which courses are equivalent to TUN courses and will transfer to the University and will determine how courses will be used to fulfill degree requirements in a student's program of study. Each school shall develop a policy that determines the maximum number of credits that can transfer to the University.

Only coursework successfully completed at other colleges and universities that are recognized by the six regional accrediting associations may be considered for transfer credit.

To be eligible for review:

- Touro University Nevada must have a similar program or course offering.
- The course should be applied to the student's program of study at Touro University Nevada as determined by the academic program.

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 and College Dean.

ACADEMIC DISMISSAL

A Student who has not met the academic standards of a college and/or school may be dismissed from the college. The college dean will inform the student of the decision to dismiss as soon as possible. The student may appeal the dismissal to the Senior Provost and CEO of the University. If a student appeals, he or she may continue classes and/or field work until the appeal process is exhausted. The decision of the Senior Provost and CEO 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.

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 he/she decides at some later date to reenter the program, he/she must reapply for admission and, if accepted, assume the status of a new student.

Students contemplating withdrawal are advised to discuss this issue with their faculty advisor. 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 should discuss the issue with their faculty advisor, School Director, or Associate Dean, and the College Dean and must submit the Request to Withdrawal form with all required signatures to the Office of the Registrar.

LEAVE OF ABSENCE

A leave of absence is defined as an approved leave from the University that suspends a student's course of academic and/or clinical study for a defined period of time. A leave of absence may be authorized only by the college 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. Leaves of absence normally will not exceed one calendar year. Circumstances necessitating a leave of absence may 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 any reason shall adhere to the following general procedure:

1. The student must meet personally with the appropriate School Director or Associate Dean and/or College Dean to discuss the reason(s) for the leave and the effects on his or her academic progress. The dean's decision is reached after careful consideration is given to personal and professional circumstances. .
2. The student must submit the Request for Leave of Absence form with all required signatures to the Office of the Registrar.

3. The College Dean will send an official letter to the student and to the program 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. Any tuition charged or refunded will be in accordance with the Policy on Program Refunds (within this catalog). 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 the College 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.

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 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 the following website: <https://tunfo.tun.touro.edu/>. To logon use your network credentials (same as TUN computer login). 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 TCWEB, <http://tcweb.touro.edu>. In order to request an official transcript, students must submit their order online via www.iwantmytranscripts.com. There is a \$5.00 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.

Grading System

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

Final grades are due no more than seven days following the last day of class. Grades will be available on www.tcweb.touro.edu.

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

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

P Pass

No Credit Awarded – Not calculated into GPA

IP Course in progress
 INC Incomplete course
 AU Audit
 W Withdrawal or dropped course
 WP Withdrawal Pass
 WNA Withdrawal Not Attend
 X Hold

No Credit Awarded – Calculated into GPA

U Unsatisfactory
 F Failure
 WU Withdrawal Unsatisfactory

Courses are rated at one credit hour for each 15 hours of lecture. The number of hours per unit of laboratory or practice session varies by school. Contact the School

Osteopathic Clinical Courses (only)

Grades on clinical courses will be issued as Honors (H), Pass (P), or Unsatisfactory (U). Students must pass both the clinical portion of the course and the written examination (if applicable) to pass the course. See grid below.

Clinical Assessment	Post Rotation Exam Score	Final Grade
Honors	≥80	Honors
	70-79	Pass
	<70	Unsatisfactory
Pass	≥90	Honors
	70-89	Pass
	<70	Unsatisfactory
Fail	N/A	Unsatisfactory

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.

Veteran's 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 Probation, Remediation, Student Promotion Committee

ACADEMIC PROBATION

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 boards 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, it is noted in the student's academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, the transcript notation is removed.

When a student is placed on academic probation, the appropriate Associate Dean or School Director will notify the student in writing, including the reasons for probation. When the terms of academic probation have been satisfied the Director or Associate Dean will provide a letter to the student indicating that probation has been rescinded.

A student on academic probation may not 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 serve as a representative of the College at off-campus conferences or sponsored events.

REMEDIATION

In the event of a failed course(s), every effort will be made to give students an opportunity to demonstrate competency in each area of the academic program. However, 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, Dean, or Dean's designee.

ACADEMIC APPEAL PROCESS

Following notification (traceable letter delivery) of a decision for dismissal, a student may wish to appeal the decision. He or she has (7) 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. 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 dismissal.

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

- Bias of one or more of the members of the Student Promotion Committee.
- New, material, documented information not available to the committee at the time of its initial decision.
- Procedural error.

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

- Concur with recommendation of the Student Promotion Committee and the decision to dismiss.
- Amend the recommendation of the Student Promotion Committee
- Convene an ad hoc committee consisting of three members to review the recommendation of the Student Promotion Committee. The ad-hoc committee will present their findings to the Dean for consideration.

The decision of the Dean is final and he/she will be required to notify the student in writing of the decision. In addition, the Suspension/Dismissal Action form must be submitted with all required signatures to the Office of the Registrar. While the appeal is pending, the status of the student will not be altered.

STUDENT PROMOTION COMMITTEE

The Committee is charged with evaluating, recommending and implementing academic standards and assessing the progress of each student to graduation. Students who attain satisfactory academic and professional progress are promoted to the next academic year, provided all tuition and fees have been paid. The committee will meet or review each student who has failed a course, a clinical clerkship, or licensing boards, fails to meet the overall academic standards, fails to show satisfactory academic progress, fails to meet graduation requirements, or fails to meet professional standards. After a thorough review of student performance the Committee recommends an action to the School Director, if not a member of the committee, or the appropriate Associate Dean. The Committee may recommend actions including, but not limited to, promotion, dismissal, academic probation, deceleration, or remediation of a course or term of study. The School Director, if not a member of the committee, or appropriate Associate Dean has the authority to accept or modify their recommendations. Students may appeal the school decision to the College Dean.

Tuition

TUITION PAYMENT

All payments should be made payable to Touro University Nevada. 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

Tuition – Full Time First and Second Year Students (each of two semesters)	\$23,550
Tuition – Full Time Third and Fourth Year Students (each of three semesters)	\$15,700
Application Fee	\$100
Deposit	\$3,000

1. Physician Assistant Program (MPAS)

Tuition – Full Time (each of three semesters)	\$11,390
Per Credit Fee	\$570
Deposit/Withdrawal Fee	\$500
Withdrawal Fee	See General Fees

B. College of Health & Human Services

1. Camp Administration and Leadership-Per Credit

Graduate	\$475
Deposit	\$500

2. Education-Per Credit

Graduate	\$310
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3. Nursing Program

Undergraduate- Full Time (each of three semesters)	\$9,900
Per credit fee	\$765
RN-BSN-Per Credit	\$615
Graduate-Per Credit	\$615
Doctorate-Per Credit	\$500
Dissertation Fee	\$750
Deposit	\$500

Withdrawal Fee	See General Fees
4. Occupational Therapy Program	
Tuition – Full Time (each of three semesters)	\$9,900
Per credit fee	\$765
Deposit	\$500
Withdrawal Fee	See General Fees
5. Physical Therapy	
Tuition- Full Time (each of two semesters)	\$14,535
Deposit	\$3,000
Withdrawal Fee	See General Fees
6. Medical Health Sciences	
Tuition – Full Time (each semester of two semesters)	\$22,775
Per Credit Fee	\$720
Deposit	\$500
General Fees – All Programs	
Student Clinic Fee- except online programs- (annual)	\$260
Laptop- except online programs	\$1,355
DO and MHS Software	\$30
Application Fee (except COM)	\$50
Late Registration Fee	\$50
Returned Check Fee	\$40
Transcript Fee – per copy	\$5
Withdrawal Fee-prior to start of classes	10% of Deposit or \$100 whichever is less

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

Student Financial Assistance

STUDENT FINANCIAL ASSISTANCE

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 external sources as opportunities become available to TUN students, and to participate in various work-study opportunities that may complement 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, Armed Forces 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.

COST OF ATTENDANCE

A student may be eligible to receive federal 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 <http://tun.touro.edu/current-students/fund-your-education/>.

APPLICATION PROCESS

To apply for federal financial aid students are invited to complete the Touro University Nevada Financial Aid Application, available online or in the Student Services Office. Students must also complete the *Free Application for Federal Student Aid (FAFSA)*, available at www.fafsa.ed.gov. Financial aid applications are 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. Only one financial aid application is required for each fiscal 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.

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 25 hours per week when classes are in session.

Federal Direct Stafford Loans

Federal Direct Stafford loans are funded and guaranteed by the federal government and may be subsidized or unsubsidized. Students will enter repayment six months after the student graduates or drops below six credits in a degree-seeking or approved certificate program.

Direct Subsidized Stafford Loans

Direct Subsidized Stafford loans are for undergraduate students with demonstrated financial need, as determined by federal regulations. No interest is charged 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 is charged 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.

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 is charged 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.

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.

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.

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.

Scholarships

Private scholarship opportunities presented to the institution will be posted throughout the campus. Students will also be notified of scholarship opportunities via the student listserv, as well as, postings on the TUN Office of Financial Aid website.

SATISFACTORY ACADEMIC PROGRESS

Federal regulations require Touro University to establish standards of academic progress for students who are the recipients of federal student aid. All students who receive federal financial aid must meet federal and institutional standards of satisfactory academic progress in order to retain eligibility to receive federal financial aid.

Touro University has established specific guidelines for Satisfactory Academic Progress for students enrolled in each of the university's programs of study. As a student you need to be aware of the Satisfactory Academic Progress requirements to better understand how you maintain financial aid eligibility. The specific Satisfactory Academic Progress requirements are outlined in each of the respective program handbook.

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, for the purpose of determining financial aid eligibility, is reviewed at the end of each term. Students who fail to meet Satisfactory Academic Progress requirements at the end of any term are automatically placed on Financial Aid Warning for the next academic term. During the Financial Aid Warning Term, the student is permitted to receive federal and private funding (Pell grant, student loans, and work study). If a student does not successfully meet their respective Satisfactory Academic Progress requirements during the Financial Aid Warning Term, the student will lose financial aid eligibility until they attend a semester, without financial aid, and successfully meet their respective Satisfactory Academic Progress requirements. If a student has an extenuating circumstance that may warrant a probationary period, the student may submit an appeal requesting a probationary period.

Appeal Process

Students whose federal aid has been suspended will have the opportunity to appeal to continue

using federal funding. To appeal, the following steps must be taken:

- Student writes an essay explaining their extenuating circumstance, with supporting documentation (if available, and how it impacted their academic performance, as well as outlining an Academic Plan for overcoming obstacles to ensure future success.
- Student meets with Financial Aid Representatives to discuss the Academic Plan and come up with appropriate actions and measures to facilitate success. These may include mandatory use of OASIS, periodic progress reports throughout the term, reporting from academic advisor, etc.

The student's appeal and academic plan will be submitted to the committee for review. If the Academic Plan is approved, financial aid will be reinstated for one term, called the Financial Aid Probation term. If the term is completed successfully as measured and agreed upon in the Academic Plan, the student will be placed in Financial Aid Good Standing, Financial Aid Warning, or Continued Financial Aid Probation as is appropriate. If the Financial Aid Probation term is not completed successfully, all future aid is suspended. The student may then only re-establish eligibility by completing work at his/her own expense until such a time as Satisfactory Academic Progress requirements are met through all three measures. Appeals will not be considered at this point.

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.

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 enrollment before the start of the training program, Touro University Nevada shall refund to the student all the money he has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$100, whichever is less.
 - (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 \$100, 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
- 4,600 sq. ft. state of the art Autism & Developmental Disabilities Center and 3,000 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
- 3,600 sq. ft. School of Nursing skills lab with a nursing station
- 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); 5 additional 70-seat classrooms with wireless access
- 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
- Academic counseling
- Personal counseling
- Free parking at the University
- 24 hours a day, 7 days a week, 365 days a year on-campus security.

PARKING

Parking on campus is free in unreserved spaces. Students, faculty, and staff are required to obtain a parking decal from the Office of Student Services to park on campus. A fee is charged for reserved spaces and parking is restricted.

VEHICLE TICKETING/TOWING

Vehicles parked illegally are subject to ticketing 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.

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 Office Student Services 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 4,000 circulating print and audiovisual items and subscribes to over 70 databases, providing access to over 45,000 electronic journals and over 68,000 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.

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) 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 SERVICES

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, and one well check examination in the academic year by a primary care physician in the Touro University Nevada Patient Clinic. 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.

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.

L.I.F.E. COUNSELING

Students may receive free, confidential therapy sessions on campus with a Counselor through L.I.F.E. Counseling. This is a short term benefit for many issues that can be used in addition to the EAP program. Students must call L.I.F.E. Counseling to arrange an appointment. Information can be obtained through the Dean of Students and 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.

DEPARTMENT OF STUDENT ACTIVITIES AND MAJOR EVENTS

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

Goals

- 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)

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.
2. The petition must include the organization's name and goals, proposed charter, name of faculty advisor, and list of charter members.
3. A complete copy of a proposed charter or constitution and by-laws must be attached to the recognition petition.
4. The SGA will review the petition. The petition will move forward to the appropriate SGA
5. 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.
6. 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.

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 the organization's faculty advisor. The faculty advisor in consultation with the will advise the student organizer of the necessary steps to schedule the event. The will assist the student organization to coordinate the scheduling of the event, obtain any permissions, 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. Events that require meeting space on campus must be reserved through the room reservation system a

minimum of 2 days prior to the event. Events are defined, but are not limited to, such things as:

a. Meetings (general/executive)	d. Blood Drives	h. Socials
b. Intramurals/Sporting Events	e. Mixers	i. Fundraisers
c. Community Outreach	f. Service Projects	j. Programs
d. Seminars/Lectures/Debates	g. Dinners/Banquets	k. Trips

Prior to planning an event at an off campus facility, students must consult with the faculty advisor and receive approval. Student organizations must choose appropriate venues for off campus activities (kosher, observation 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’s 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:

- 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 at.
- Saturday-Thursday past midnight
- During University and/or Jewish holidays
- To conflict with Orientation, Commencement Ceremonies, or White Coat Ceremonies

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 External Relations.

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 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

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.

Employees responsible for planning university sponsored events must follow the established university procedures for purchase and serving of alcoholic beverages. No alcohol may be served at any event sponsored by a Touro University Nevada student organization until and unless the organization follows the Responsible Alcohol Use Procedures and receives written permission from the Dean of Students.

STUDENT ORGANIZATION INFRACTIONS OF STUDENT ACTIVITIES POLICIES

The Office of Student Activities is charged with the responsibility to ensure student organization compliance with University policies and procedures as presented in this document. The Department of Student Activities and Major Events, therefore, has the right and responsibility to investigate infractions and violations by student organizations and their members. Infractions will be investigated by Student Activities 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 party (see "Student-Sponsored 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 Office of Student Services.

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 affect 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.

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 Office of Student Services.

The Office of Student Services 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.

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 equal 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:

Diane E. Waryas, Ph.D.

Director of Institutional Research & Strategic
Planning
Touro University Nevada Title IX Coordinator
(702) 777-1763
Diane.Waryas@tun.touro.edu

Philip Tompkins, Ed.D.

Dean of Students
(702) 777-3073
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)
Doctor of Nursing Practice (DNP)
Master of Science in Nursing (MSN)
Bachelor of Science in Nursing (BSN)
Master of Science in Occupational Therapy (MS)
Doctor of Physical Therapy (DPT)

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

School of Education

Master of Education-Curriculum and Instruction
Master of Education- Literacy and Language
Master of Education-School Administration Program
Master of Education-Secondary Education
Master of Education-Special Education-Generalist
Teaching English as a Second Language-TEFL Endorsement
Autism Endorsement

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

GRADUATE PROGRAMS

2013-2014 Admission Requirements

- Completion of a baccalaureate degree or its equivalent from an accredited academic institution (official transcripts must be submitted prior to start of classes) for students applying into any of the Master of Education degree programs.
- A completed application and payment of required fees. Candidates may email echo.delargy@tun.touro.edu or call (702) 777-1779 to request an application
- Submit official transcripts from all institutions of higher education attended, includes undergraduate and graduate.
- 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 school, public or private.

Technology Competence

For success in the program, students need to demonstrate competency in computer technology, such as word processing, use of the internet, email, and database searches.

Graduation Requirements

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

1) Curriculum and Instruction (7 programs 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 RTI (an online program)
- with an emphasis in Teaching English as a Second Language TESL (an online program)
- with an emphasis in the Humanities
- with an emphasis in Diversity and National Board Teacher Certification
- with an emphasis in Counseling

2) Literacy and Language

3) School Administration

4) Secondary Education

5) Special Education – Generalist

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.

FULL TIME FACULTY

Robert Askey, Ed.D

Warren Hagman, M.Ed

Yolanda Hamilton, Ed.D

Shauna Zobel, Ed.S

CONTACT INFORMATION

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Yolanda Hamilton, Assistant Professor, (702) 777-4753
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Echo Delargy, Administrative Assistant, (702) 777-1779
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Fax: (702) 777-1738

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

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

Course #	Course	Credits
EDCI 657	Introduction to School Counseling	3
SPED 628	Human Development and Learning in the Cultural Context	3
EDCI 658	Legal Issues in School Counseling	3
EDCI 659	Individual Counseling in a School Setting	3
EDCI 660	Group Counseling in a School Setting	3
EDCI 661	Multicultural Counseling in a School Setting	3
SPED 603	Introduction to Special Education	3
EDCI 662	Testing and Assessment	2
EDCI 663	Career Counseling in a School Setting	2
EDCI 664	Child and Family Counseling	2
EDCI 665	Organizations and Administration of School Counseling Programs	3
EDU 691	Essentials of Measurement - Research Projects	3
EDCI 666	Internship in School Counseling	3
	Total Credits:	36

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

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

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

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

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

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

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)

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

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

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

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

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

Master of Education-Literacy and Language

Course #	Course	Credits
EDLL 602	Foundation of Literacy and Applied Linguistics for Teachers of Literacy	3
SPED 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
EDSL 639	Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language Learners	3
EDSL 671	Theory and Practice of Bilingual and Multicultural Education	3
EDSL 673	Methods and Materials for Teaching English as a Second Language	3
EDSL 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
	Total Credits:	37

Master of Education-School Administration Program

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

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
	Total Credit:	36

Master of Education-Special Education

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

ENDORSEMENTS

Teaching English as a Second Language

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

Autism Endorsement

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

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 ducation.

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

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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 units will be designed and a collection of resources will be gathered to plan future experiences in the classroom and/or at their school site.

EDCI 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 unit for the classroom will also be developed.

EDCI 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 these in the classroom. Teachers will participate in creation of an original dramatic piece and perform it.

EDCI 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 units 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.

EDCI 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 units 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.

EDCI 622 Creativity and the 21st 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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)

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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).

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 652 Educational Technology Fundamentals, Pt. II

Course Overview:

This course builds on EDCI 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.

EDCI 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 EDCI 652 with regard to using online communities and Web 2.0 tools to support teaching and learning.

EDCI 654 Digital Storytelling and New Media Narrative in Education

Course Overview:

In this course students will develop one of the strands begun in EDCI 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.

EDCI 655 Motivation in the Classroom

Course Overview:

This course develops one of the strands introduced in EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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.

EDCI 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

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

EDSL 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.

EDSL 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.

EDSL 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.

EDSL 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

ATSM 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.

ATSM 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.

ATSM 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.

ATSM 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.

ATSM 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

SPED 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.

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 three 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.

Admission Requirements AY 2013-2014

- Completion of a baccalaureate degree or its equivalent from an U.S. accredited academic institution.
- Submit all official transcripts from all institutions attended including undergraduate and graduate
- 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.

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
CAMP 601	Foundations of Camp Administration	3
CAMP 602	Leadership for the Camp Professional	3
CAMP 603	Camp Law and Ethics	3
CAMP 604	Communication and Collaboration	3
CAMP 605	Management and Marketing	3
CAMP 606	Curriculum and Program Development	3
CAMP 607	Personnel and Human Resources	3
CAMP 608	Supervision of Program and Personnel	3
CAMP 609	Inclusion and Special Needs in the Camp Setting	3
CAMP 610	Practicum in the Camp Setting	6
Total Credits:		33

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 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 (three 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

COMPLETE COURSE LISTINGS

CAMP 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.

CAMP 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.

CAMP 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.

CAMP 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.

CAMP 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.

CAMP 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.

CAMP 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.

CAMP 608 Supervision of Instruction 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.

CAMP 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.

CAMP 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)

Undergraduate pre-licensure and Returning RN programs

Master of Science (MSN)

Doctor of Nursing Practice (DNP)

PROGRAM DESCRIPTIONS

BACHELOR OF SCIENCE IN NURSING

UNDERGRADUATE PRE-LICENSURE PROGRAM

This program prepares nurses as generalists in clinical practice, building on the student's knowledge in sciences, humanities, and liberal arts. Goals of this program are to prepare competent and caring nurses who meet the healthcare needs and expectations of individuals, families, communities, and the profession. Educational experiences are designed to promote scientific inquiry, creative thinking, and personal development. This program provides a foundation for graduate education at the master's level.

Features:

- For students who have completed 60 semester credits including general education and prerequisite requirements from a regionally-accredited university or college
- Four semesters in length, year round program (16 months)
- 62 semester credits
- Awarded a Bachelor of Science Degree in Nursing (minimum 120 semester credits)
- Eligible to sit for NCLEX-RN exam for registered nurses upon successful program completion.

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 life span.
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 life span.

6. Implements effective interpersonal communication processes when interacting with clients, peers, and other health care providers.
7. Collaborates with other health care 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 health care for the betterment of the global society.

Admission Requirements for Academic Year 2013-2014

To be considered for acceptance in the Bachelor of Science in Nursing degree program, applicants must:

- Have completed 60 semester credits of the required general education and pre-requisite coursework
- Must have a minimum cumulative and science GPA of 3.0. Preference will be given to applicants with this GPA. Applicants with GPA between 2.5-2.99 will be reviewed on a case by case scenario.
- Have completed the following coursework with a grade of C or better:

Pre-requisite Course Requirements

- 4 semester hours of Chemistry/Biochemistry with Lab
- 4 semester hours of Human Anatomy with Lab
- 4 semester hours of Human Physiology with Lab
- 4 semester hours of Microbiology with Lab
- 3 semester hours of Nutrition
- 3 semester hours of General Psychology
- 3 semester hours of Human Growth & Development
- 3 semester hours of College Math or Statistics

General Education Course Requirements

- 3-6 semester hours of Writing
 - 3-4 semester hours of Mathematics
 - 6-8 semester hours of Natural Sciences
 - 3 semester hours of Social Sciences
 - 3 semester hours of Fine Arts
 - 9 semester hours of Core Humanities
 - Course in Nevada Constitution and US Constitution (Graduation Requirement)
-
- All prerequisite Mathematics and Science courses must have been completed within 5 years of application to the School of Nursing.
 - Anatomy, Physiology, and Microbiology may only be taken twice for a grade.

- Complete the TEAS Pre-Admission Examination with a minimum 70% passing rate and higher in the Math and Science portions of the test. Students must score a minimum of 80% and higher in the Reading and English portions of the test.
- TEAS be taken within one year of the date of admission to the nursing school.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Possess basic computer skills in order to conduct Internet searches and use Microsoft Office.
- Know CPR and have received American Heart Association certification at the health care provider level prior to entry into the clinical practice courses.
- Prepare a financial statement outlining plans to support their education and living costs while in the program. Students are strongly advised not to work while attending the program.
- Be able to comply with TUN's required Nursing Technical Standards, which includes the physical abilities necessary to perform as a nurse.
- If you have attended nursing school at another college or university, a statement explaining your reasons for seeking a transfer will be required. Additionally, a letter from the Dean or Director of your nursing school indicating that you are in good standing and eligible for continued enrollment in that nursing school is required.
- Complete the NURSINGCAS and supplemental admissions applications.
- Pay a non-refundable application fee of \$50 in check or money order made out Touro University Nevada.
- Submit official transcripts from all institutions of higher education attended, includes undergraduate and graduate.

Curriculum

Course #	Course	Credits
	Semester 1	13
NUR 401	Foundations of Professional Nursing Care	3
NUR 402	Pharmacology in Nursing Practice	3
NUR 404	Fundamental Skills of Nursing	4
NUR 405	Health Assessment	3
	Semester 2	16
NUR 421	Adult Health Nursing Care I	6
NUR 422	Mental Health Nursing Care	5
NUR 423	Theoretical Foundations in Nursing Practice	3
NUR 406	Information and Healthcare Technologies	2
	Semester 3	17
NUR 460	Adult Health Nursing Care II	6
NUR 441	Maternal Health Nursing Care	5
NUR 424	Foundations of Research in Nursing Practice	3
NUR 444	Professional Trends in Nursing Practice	3
	Semester 4	16
NUR 442	Child and Family Health Nursing Care	5
NUR 443	Leadership in Nursing Practice	3
NUR 470	Community Health Nursing Care	5

NUR 490	Nursing Capstone	3
	Total Credits:	62

REGISTERED NURSE TO BACCALAUREATE DEGREE PROGRAM (RN-BSN)

Currently not accepting admission.

This program provides registered nurses the opportunity to expand the knowledge, competencies, and abilities of the professional nurse by enhancing skills in applying the nursing process with individuals, families, and groups in a variety of settings. The program emphasizes basic research, community health, and management and leadership skills.

Features:

- For students who have completed 60 credits for admission including general education and prerequisite requirements at a regionally-accredited institution.
- Three 15 week sessions, providing flexibility to meet the needs of the working adult.
- May be completed in 12 months of study taking one course at a time. Twenty-four (24) semester credits plus validation credit from previous RN program.
- Online or blended format for 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 life span.
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 life span.
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.

Admission Requirements for Academic Year 2011-2012

In order to be considered, applicants must meet the following minimum criteria.

- Complete 60 semester credits of required General Education coursework with a minimum cumulative GPA of 2.5.

General Education Requirements
Writing Courses (3-6 Credits)
Mathematics (3-4 Credits)
Natural Sciences (6-8 Credits)
Social Sciences (3 Credits)
Fine Arts (3 Credits)
Core Humanities (9 Credits)
Course in Nevada State-Local Government and US Constitution (Graduation Requirement)

- Complete the following School of Nursing Pre-requisite coursework with a minimum cumulative GPA of 2.5. (These courses may also meet general education requirements).

Course Title	Credits (semester)
Chemistry/Biochemistry with Lab	4
Human Anatomy with Lab	4
Human Physiology with Lab	4
Microbiology with Lab	4
Nutrition*	3
Human Growth and Development (Life Span)*	3
College-level Math or Statistics	3
Psychology	3

*** If previous Nursing program included integrated curriculum, TUN will review course description and syllabi for content inclusion.**

- A grade of C must be earned in each pre-requisite or general education course. Grades of C- or less are not accepted. Coursework must be completed prior to the start of nursing classes.
- Graduation from a regionally accredited Associate Degree Nursing program or a Diploma Program in nursing.
- CPR—American Heart Association certification at the healthcare provider level, completed prior to entry into the program.
- Active state licensure as a registered nurse
- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- Successful completion of a Health Assessment challenge examination administered by the School of Nursing or completion of a three credit Nursing Health Assessment course at the baccalaureate level from an accredited institution.

RN-BSN Curriculum

Minimum - 60 credits (24 credits plus 36 validation credit for previous RN education and experience)

Course #	Course	Credits
	Semester 1	8
NUR403	Transition to Professional Practice	6
NUR 431 A	Research	2
	Semester 2	8
NUR425	Health Policy and Leadership	6
NUR 431 B	Research Project I	2
	Semester 3	8
NUR426	Community and Gerontological Nursing	6
NUR 431 C	Research Project II	2
	Total Credits:	24

MASTER OF SCIENCE IN NURSING

Currently not accepting admission.

This program prepares the registered nurse as a graduate-level generalist. The learner's practice and the discipline of nursing are enhanced by applying evidence-based strategy of inquiry when examining and testing nursing knowledge. The clinical core and essential didactic courses provide the nurse with the foundation to continue academic study at the doctoral level. Additional courses are available for students seeking preparation for a role in academia or management.

Features:

- Web-based program

- Designed for the working professional nurse
- For students who are licensed as registered nurses and who hold a baccalaureate degree in nursing or a related field
- Year-round; minimum of 6 credits each semester for full time status
- 36 semester credits
- Awarded a Master of Science in Nursing degree

Program Objectives

The graduate will be able to:

1. Utilize new knowledge to provide high quality healthcare, initiate change, and improve nursing practice through the utilization of research generated from the practice setting.
2. Demonstrate a keen understanding of healthcare policy, organization, and financing of healthcare. The graduate will be able to provide quality healthcare, to design and implement care in a variety of healthcare systems, and to assume a leadership role in managing human, fiscal, and physical healthcare resources.
3. Use principles, personal values, and beliefs that provide a framework of nursing practice that is grounded in ethical decision making.
4. Demonstrate personal qualities and professional behaviors in which there is a clear understanding of the nursing profession and advanced practice nursing roles. The graduate should demonstrate professional behaviors and personal qualities such as assertiveness, the responsibility to engage in professional activities, and advocate for change.
5. Critique, evaluate, and utilize appropriate theory within the development of one's professional practice.
6. Demonstrate an understanding and an appreciation of human diversity in health and illness and to assure the delivery of appropriate or individualized healthcare.
7. Deliver healthcare to individuals, families, and communities in which a strong theoretical foundation in health promotion, illness prevention, and maintenance of function across the health-illness continuum and across the life span is evident.

Admission Requirements for Academic Year 2013-2014

In order to be considered, applicants must meet the following minimum criteria.

- A minimum cumulative GPA of 3.0 (conditional admission for lower GPA may be considered).
- Introductory Statistics course in the last 5 years
- Graduation from an approved school of nursing with a Bachelor of Science in Nursing or a Bachelor of Science or Arts in a related field. For students with a degree in a related field, undergraduate coursework or experience in research, management/leadership, and community health.
- For Foreign Graduate applicants and those applicants whose high school was non-English speaking—a TOEFL test. Transcripts need to be submitted to a US accredited credential evaluation center for course-by-course evaluation.

- CPR-American Heart Association certification at the healthcare provider level prior to entry into clinical courses
- Active licensure as a registered nurse.
- One year work experience in the role of registered nurse.
- Submit two letters of recommendation (professional or academic).
- Possess basic computer skills to complete Internet searches and use Microsoft Office.

Curriculum

Course #	Course	Credits
	Semester 1	6
NUR 640	Theoretical Applications in Nursing Practice	3
NUR 635	Physical Assessment for Advanced Nursing Practice	3
	Semester 2	6
NUR 637	Pharmacology for Advanced Nursing Practice	3
NUR 639	Pathophysiology for Advanced Nursing Practice	3
	Semester 3	8
NUR 643	Legal, Policy, Organization Concepts for Nursing Practice	2
NUR 655	Research and Ethics in Advanced Nursing Practice	3
NUR 658	Leadership and Management for Advanced Nursing Practice	3
	Semester 4	7
NUR 657	Foundations of Healthcare and Nursing Education	3
NUR 672	Advanced Practice I	4
	Semester 5	9
NUR 693	MSN Portfolio	2
NUR 673	Advanced Practice II	4
NUR 692	Evidenced-Based Project	3
	Total Credits:	36

DOCTOR OF NURSING PRACTICE PROGRAM

The DNP program requires completion of six integrated 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 (DNP). Graduates will be prepared to function in the role of expert nurse educator and to provide leadership within academic settings.

Students will choose a topic of interest and design, implement, and evaluate a scholarly project that impacts change within the specialty practice of nursing education. Each 5-6 semester credit course is completed over eight weeks and includes a practice component, allowing accomplishment of the scholarly project throughout the program.

A total of 1,000 hours of academic practicum 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 288 hours is built into the 12 month program. If additional hours are needed they may be added to each course or the program may be extended an extra semester, depending on the agreement made between the student and the program coordinator. 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
- 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 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 chosen specialty nursing role.

Admission Requirements for Academic Year 2013 - 2014

To be considered for acceptance in the Doctor of Nursing Practice (DNP) degree program, applicants must:

- 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.
- Submit all required information to be received by the admissions department no later than the deadline, which is May 10, 2013 for the July 2013 cohort. The admissions deadline is January 16, 2014 for the March 2014 cohort.

How to Apply

1. Submit the TUN Admission Application. You may download the PDF to your computer, complete the application, save it using the "Save As" function, and print the file.
2. Pay a non-refundable application fee of \$50. Students can pay online with a credit card.
3. Submit official transcripts from all institutions of higher education attended, including undergraduate and graduate. All Foreign graduates must have their transcripts evaluated by World Education Services (www.wes.org) to determine the United States educational credit or equivalency.
4. Submit an essay that discusses a topic of interest for the DNP Scholarly Project. This essay will be evaluated on compliance with APA formatting and style guidelines, command of the English language, logical thought, and the appropriateness of the chosen topic for an evidence-based project.
5. Submit a copy of your active licensure as a Registered Nurse.
6. Submit supporting documents to admissions@tun.touro.edu or by mail to:

Touro University Nevada
Office of Admissions
Attn: DNP Program
874 American Pacific Drive
Henderson, NV 89014

7. Students can email the admissions office or call (702) 777-1750 to verify supporting documents have been received.
8. Upon receipt of all admissions documents, the School of Nursing Graduate Admissions Committee will review, conduct a phone interview if the committee deems necessary, and determine which candidates will be accepted into the program. You will receive a letter within two weeks of the stated admissions deadline with the committee's decision.
9. Applicants who are offered admission must:

- Pass a Level I criminal background check and drug screen.
- Complete required health immunizations and other requirements identified by the School of Nursing (varies based on practicum experience).
- Submit the \$500 deposit.

Failure to comply with the above requirements by the date stated in your admissions invitation letter will result in revocation of the admission invitation.

Curriculum

Course #	Course	Credits
	Semester 1	
NUR 750	Session A-DNP I	6
NUR 751	Session B-DNP II	5
	Semester 2	
NUR 752	Session A-DNP III	5
NUR 753	Session B-DNP IV	5
	Semester 3	
NUR 754	Session A-DNP V	6
NUR 755	Session B-DNP VI	6
	Semester 4 (Optional)	
NUR 756	DNP Practicum	1-6
	Total Credits:	33+

GENERAL REQUIRED COMPETENCIES

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. Students are required to own a personal computer. Please see TUN Technology Requirements. All pre-licensure students are required to purchase the university provided laptop computer. Graduate students are required to have access to a computer with the recommended software bundle.

Additional Information

To enter into and to complete the pre-licensure baccalaureate curriculum, students must be able to meet the emotional and physical requirements of the Touro University Nevada School of Nursing. The physical requirements for the graduate programs will be based on the emphasis of study in the MS or DNP programs.

Emotional Requirements

The student must have sufficient emotional stability to perform under stress produced by both academic study and the performance of nursing care in real patient situations while being observed by the faculty and other healthcare personnel.

Physical Requirements

Pre-licensure students are required to travel to agencies, hospitals, and homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding environment. The following physical requirements are necessary to participate in the pre-licensure clinical courses in nursing:

1. Speech

Ability to speak clearly in order to communicate with staff, healthcare providers, and patients; need to be understood on the telephone.

2. Vision

Sufficient to make physical assessments of patients and equipment; to read.

3. Hearing

Sufficient to accurately hear on the telephone, to be able to hear through the stethoscope to discriminate sounds.

4. Touch

Ability to palpate both superficially and deeply and to discriminate tactile sensations.

5. Health

Nursing is considered to be a high-risk profession for exposure to Hepatitis B and other contagious diseases. Immunizations required by the School of Nursing reduce this risk for nursing students but do not eliminate it entirely. Students with impaired or deficient immune systems may be at risk for contracting serious diseases. A health history and physical examination is required by the Nursing School. Students are encouraged to maintain a healthy lifestyle. Students with pre-existing conditions, which may impair their functions, are strongly advised to wear an appropriate medical alert bracelet and notify the clinical faculty. Pregnant students must provide a letter from their healthcare provider stating that it is safe to participate in all aspects of the nursing program in which they are enrolled.

6. Mobility

Applicants and students in the pre-licensure baccalaureate nursing program must possess adequate mobility to function in the role of the bedside nurse, including, but not limited to, stooping, bending, lifting, and moving quickly. Mobility requirements in the MS or DNP program will be determined by the curricular emphasis.

PROCEDURES FOR TRANSFER STUDENTS

Students who wish to transfer into the School of Nursing from a different program of nursing education will be reviewed on an individual basis. The curriculum that they are currently or

previously enrolled in must be made available to the School of Nursing . The student's transcripts, syllabi, and any additional requested information will be reviewed and a determination will be made as to how their previous coursework coincides with the TUN nursing curriculum. The student must be in good academic standing at their current school. The student must seek a Letter of Good Standing from their previous school. The letter can be from the Nursing Program Director or Dean. The decision as to whether the transfer will take place will be based on the academic success predictors evident from review of past records as well as a determination as to whether the student is able to achieve a thorough and acceptable education by a combination of the two curricula.

Specific requirements are:

- Primary Application - Students must complete an initial primary application form for the TUN academic file along with the standard application fee (contact admissions counselor for fee amount).
- Transcripts - Students are responsible to provide official transcripts from all previous schools and colleges to the Admissions Department located in Student Services Office as part of the typical student admissions process to TUN.
- Letter of Good Standing - The student must request a letter be written by the program director or appropriate dean from previous School.

REQUIREMENTS FOR CLINICAL PLACEMENTS

Students must meet all the requirements listed below, or other requirements that may be imposed by any clinical facility. It is the student's responsibility to be aware of the requirements, including expiration dates for malpractice insurance, CPR certification, immunizations/tests required on a recurring basis, maintenance of healthcare insurance, and other requirements of specific clinical facilities that may change from time to time. Failure to meet these requirements in a timely manner will result in the student being withdrawn from the School of Nursing.

Tuberculosis Screening

Tuberculosis skin tests (PPD) are required at entrance (can be completed within three months prior to entrance) into the School of Nursing and annually thereafter. Tine tests are not acceptable. An exit TB screening test is strongly recommended but is not mandatory. Students with a positive reaction will require an evaluation by the healthcare provider in charge of Tuberculosis Screening. A two-step test is required initially.

Immunization Requirements

Students are required to submit proof of immunization status.

Measles/Mumps/Rubella Immunization

Students born on or after January 1, 1957, must provide proof of immunity to measles (rubeola) and rubella by immunization or a positive antibody titer. Individuals, who received immunization for MMR between 1963 and 1967, or received immunization prior to 12 months of age, are considered unvaccinated and must receive two MMRs (MRs), one month apart.

Diphtheria-Tetanus

Current immunization required with evidence of booster given within the past ten (10) years. Note: It is important your healthcare provider clearly state if your injection was part of a series or a "booster."

Polio

Proof of immunization against polio must be documented by immunization records and/or a statement from a healthcare provider. Immunization must consist of three (3) oral and/or injected polio vaccines. A booster is required if the third dose was given prior to the fourth birthday. A waiver may be given only if records cannot be located. A letter must be submitted to the Medical Director requesting waiver, stating when the polio vaccination was received.

Hepatitis A and B

The School of Nursing requires immunization for Hepatitis A and B upon entry. This may be reimbursed by the student's private insurance carrier.

NO STUDENT WILL BE ALLOWED TO ENTER THE CLINICAL AREA AS PART OF THEIR COURSE REQUIREMENTS WITHOUT EVIDENCE OF ALL REQUIREMENTS LISTED IN THIS SECTION (above and below).

STUDENTS SHOULD NOT RECEIVE ANY IMMUNIZATION UNTIL THEY HAVE HAD A PPD (Tuberculosis Screening). Immunizations and PPD may be given together, but immunizations cannot be given before the PPD. Recently administered live virus vaccines can cause false negative PPD results.

CPR Certification

All nursing students are required to have current American Heart Association Healthcare Provider CPR certification and provide proof prior to entry into the program. Students are required to maintain current certification throughout the program.

Professional Liability Insurance

Students enrolled in clinical courses are covered by a blanket professional liability insurance policy provided by Touro University Nevada. Student insurance does not cover the RN who is in practice outside of a course requirement.

Background Checks

All students enrolled in the School of Nursing must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receiving licensure. Any issue that would prevent the student from being eligible for Nevada State Board of Nursing practice as a Registered Nurse will result in immediate withdrawal from the School of Nursing. Students are required to update the Director of the School of Nursing of any issue that could potentially impact their ability to qualify for Nevada State Board of Nursing Licensure throughout their education.

PROGRESSION AND GRADUATION REQUIREMENTS

Failure to comply with any School of Nursing requirements will result in students not being allowed to progress in their selected Nursing Program. Evidence of adherence to the above requirements must be presented prior to entry into any clinical setting. All information is to be submitted to the Admissions Office at the time of admission and maintained current throughout the program of study.

Satisfactory completion for the BSN program requires a grade of 77% or better in every nursing course, in addition to achieving an overall GPA of 2.7. A student who receives lower than a 77% grade in two nursing courses within the prelicensure program may be dismissed from the nursing program. In the graduate programs (MS and DNP) an 80% or better is required in each course and an overall GPA of 3.0. A graduate student who receives lower than a 80% 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.

FULL TIME FACULTY/STAFF

Diane Elmore, PhD, MSN, BSN, RN
Elizabeth Fildes, EdD, RN, CNE
Wallace Henkelman, EdD, MSN, RN
Carrie O'Reilly, PhD, MSN, RN
Ginette Ouellet, MSN, RN
Sue Owensby, PhD, RN, BSN
Douglas Turner, PhD, MSN, BSN, ASN

Administrative Assistant

CONTACT INFORMATION

School of Nursing Administrative Assistant, Phone: (702) 777-1746, 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.

Admission to a pre-licensure program of study or licensure as a Registered Nurse is required prior to enrolling in any NUR 400 level course.

Credits are specified as didactic, lab, and/or clinical. One (1) didactic credit is equivalent to one (1) hour of class time per week. One (1) lab/clinical credit is equivalent to three (3) hours of lab/clinical per week.

NUR 401 Foundations of Professional Nursing Care (3 credits)

This course introduces basic nursing concepts, skills, and principles for the beginning nursing student. Emphasis is on the application of the nursing process as the framework for the students to develop the cognitive, psychomotor, assessment, and communication skills to meet the bio-physiological and psychosocial needs of adult clients. Using beginning critical thinking skills students have the opportunity in the clinical/lab component of the course to apply theory to nursing practice and to develop beginning proficiency in basic nursing skills. Pre-req Admission to the program. (3 credits lecture).

NUR 402 Pharmacology in Nursing Practice (3 credits)

This course introduces the essentials of pharmacotherapeutics, major drug classifications, and the implications of medication administration in preparation for application in clinical practice. Co-req NUR 401, 404 and 405. (3 credits lecture).

NUR 403 Transitional Concepts for Professional Nursing (6 credits)*

Transitional concepts focus on socialization of the RN student to the professional nursing role through an overview/synthesis of the conceptual and theoretical foundations of professional nursing practice. Concepts and techniques necessary for gathering, analyzing, and documenting data about the physical, psychosocial, cultural, and spiritual aspects of a patient's state of wellness are emphasized. Discussions include professional self-concept development, theoretical basis of professional nursing and the focus on family as a whole, and delivery of professional nursing as related to various roles of the professional nurse. RNs only.

*Upon successful completion of this course the student will be awarded 36 credits for previous nursing education.

NUR 404 Fundamental Skills of Nursing (4 Credits)

Clinical and lab course which emphasizes beginning nursing skills and roles. The content of the course is performed in the nursing skills lab as well as the clinical agency where placements are available. The application of nursing skills and patient care is the course focus. Co-req 401, 402, 405. (2 credits Lecture/Lab; 2 credits clinical).

NUR 405 Health Assessment (3 credits)

This course prepares students to conduct comprehensive and holistic health assessments. Concepts and techniques necessary for gathering, analyzing, and documenting data about the physical, psychosocial, cultural, and spiritual aspects of a patient's state of wellness are emphasized. Co-req NUR 401, 402 and 404. (2 credits lecture; 1 credit lab/clinical).

NUR 406 Information and Healthcare Technologies (2 credits)

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. Pre-req Admission to the program or consent of instructor.

NUR 421 Adult Health Nursing Care 1 (6 credits)

This course focuses on the needs of the adult experiencing acute and chronic alterations in health. Emphasis is on using the nursing process as the framework for providing and managing care of the adult client. Clinical experiences and laboratory simulations will provide the student the opportunity to develop skills in critical thinking as well as practicing the role of the nurse in providing and coordinating healthcare in a medical/surgical setting. Pre-req NUR 401, 402, 404, and 405. Co-req NUR 422 (3 credits lecture; 2 credits clinical, 1 credit lab).

NUR 422 Mental Health Nursing Care (5 credits)

This course focuses on the nursing care needs of persons experiencing alterations in social and psychological functioning. Emphasis is on the role of the professional nurse in psychiatric-mental health nursing and the application of the nursing process as a framework for providing and managing nursing care. Clinical experiences and laboratory simulations will provide the student the opportunity to develop critical thinking skills, therapeutic nursing interventions, and effective interpersonal skills as they relate to care of persons with mental health needs. Pre-req NUR 421 (3 credits lecture; 2 credits clinical)

NUR 423 Theoretical Foundations in Nursing Practice (3 credits)

Selected theoretical and conceptual models and their application to nursing practice, research, and education are discussed. Pre-req NUR 401, Co-req 406.

NUR 424 Foundations of Research in Nursing Practice (3 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. Pre-req NUR 401 and 423.

NUR 425 Health Policy and Leadership (6 credits)

This course provides an orientation to analytical and substantive components that are necessary for understanding current health policy issues. Students gain an awareness of the complexities of major issues, such as the uninsured, quality assessment and disparities in outcomes, their historical evolution, and the nature of how different interests and actors interact in shaping them. They also learn to apply commonly used frameworks for policy analysis to a range of current health policy issues and themes. Organizational leadership/management theories are presented allowing students to complete an organizational analysis of their healthcare system. Concepts such as strategic planning, change management, quality management, fiscal management, human relations skill development and project management are emphasized. (4 credits lecture; 2 credits lab/clinical). RNs only.

NUR 426 Community and Gerontological Nursing (6 credits)

This course focuses students to think critically about the role and core competencies of community health nursing in promoting health, preventing disease, and restoring health. The nursing process is applied to individuals, families, aggregates, and communities within diverse

population and ecological contexts, with an emphasis on gerontological principles and concepts. Emphasis is placed on the synthesis of concepts, theories, knowledge, and practice from nursing and public health sciences to determine the health status, needs, and assets of communities and their members. Strategies for healthcare delivery, application of health-related technologies and databases, and multidisciplinary collaboration are emphasized. Concepts such as family dynamics, health promotion, symptom management, ethics, and research are integrated into three nursing areas; gerontology, chronic illness, and acute complex problems. This course is also designed to build on the previous education and experience of the RN and will provide those concepts and learning experiences that are unique to baccalaureate education. (4 credits lecture; 2 credits lab/clinical). RNs only.

NUR 431A Research (2 credits)

This course introduces research design, methodology, and analysis for the professional nurse. Students explore researchable problems, and critique completed research. The course provides a basic understanding of nursing research, principles, and concepts. The course introduces students to an evidenced-based approach to nursing practice. RNs only.

NUR431B Research with Project I (2 credits)

This course is designed to identify a problem conduct a thorough literature search with critique, and develop a research question and then a plan to impact change related to the topic of concern. Develop a literature search and methodology of the research program. RNs only. Pre-req NUR 431A.

NUR431C Research with Project II (2 credits)

Culmination of the previous research courses with analysis and discussion of the research problem and completion of the paper. RNs only. Pre-req NUR 431B.

NUR 441 Maternal Health Nursing Care (5 credits)

This course focuses on nursing care and health promotion for the childbearing family. Principles of the process of normal childbirth as well as the identification and care of high-risk child bearing are emphasized using the nursing process. Clinical / laboratory experiences provide the opportunity for students to develop critical thinking skills to promote, restore, and maintain the health of women, the newborn, and the extended family of diverse cultures. (3 credits lecture; 2 credits lab/clinical). Pre-req NUR 421, 422, 442, 460. Co-req NUR 470.

NUR 442 Child and Family Health Nursing Care (5 credits)

This course focuses on nursing care of the child-rearing family. Course content includes care of the child from infancy through adolescence, who are both acutely ill and chronically ill. Clinical / laboratory experiences provide the opportunity for students to continue to develop critical thinking skills while providing care for the child and family with common stressors throughout the development. The nursing process is used to develop strategies for health promotion and maintenance for the child and family of diverse cultures. (3 credits lecture; 2 credits lab/clinical). Pre-req NUR 421 and 422. Co-req 460.

NUR 443 Leadership in Nursing Practice (3 credits)

This course assists the student in developing as a professional nurse by investigating leadership, management, and supervision theories and principles. The four concepts of health, person, nursing, and environment provide the framework for examining the challenges of leadership in the healthcare setting. The students apply leadership, management, and supervision theories to clinical practice in various healthcare settings. Pre-req NUR 444 and 460.

NUR 444 Professional Trends in Nursing (3 credits)

This course is designed to increase awareness of current issues and trends affecting the nursing profession. Pre-req NUR 401, 402, 405 and 423.

NUR 460 Adult Health Nursing Care II (6 credits)

This course focuses on the needs of the adult client experiencing acute and critical illness. Students apply the nursing process as the basis for caring for a client with complex problems requiring multiple dimensions of nursing care. Simulations in laboratory and the experiences in critical care areas will enable the student to continue to develop proficiency and self-direction in client care situations. Pre-req NUR 421, 442, 441 and 442. (3 credits lecture; 2 credits clinical; 1 credit lab).

NUR 470 Community Health Nursing Care (5 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. 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. (3 credits lecture; 2 credits lab/clinical). Pre-req NUR 421, 422, 441, 442 and 460. Co-reg 441.

NUR 481 Special Topics (1-3 credits). *Pass/Fail grading option.*

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.

NUR 482 Field Study (1-6 credits). *Pass/Fail grading option.*

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 practicums. Requires permission of a faculty member who will serve as sponsor and coordinator of the experience. Graded Credit/No Credit.

NUR 490 Nursing Capstone (3 credits)

This course integrates theory and practice to prepare the student for entry into professional nursing practice. NCLEX preparation and clinical and professional issues are explored and experienced. Must be enrolled in final semester of pre-licensure program. Pre-req NUR 421, 422, 441 and 460. Co-req 442 and 470.

Admission to a graduate program of study, or permission of the instructor, is required prior to enrolling in any NUR 600 or 700 level courses.

NUR 635 Physical Assessment for Advanced Nursing Practice (3 credits)

This course introduces and gives students practice with advanced physical assessment skills. Emphasis will be placed on writing a complete history and physical as well as performance of advanced physical assessment in the clinical portion of the course. Requires a minimum of 45 practice hours. Practice hours are graded as Credit/No Credit. Prerequisite: Admission to the MSN Program.

NUR 637 Pharmacology for Advanced Nursing Practice (3 credits)

This course reviews the classification of medications. Emphasis will be placed on safe administration and prescribing. Evidence based guidelines will be utilized as models for prescribing. Prerequisite: Admission to the MSN Program.

NUR 639 Pathophysiology for Advanced Nursing Practice (3 credits)

This course emphasizes the classic and current research findings of pathophysiologic processes and their effect on the individual and body systems. It provides a basis for assessment, diagnosis, and management of patients experiencing disease process at the advanced nursing practice level. Prerequisite: Admission to the MSN Program.

NUR 640 Theoretical Applications in Nursing Practice (3 credits)

This course emphasizes the use of nursing theories and theories from other disciplines. Students will translate theories and evidence from the literature to develop plans for systems and patient outcomes improvements. Prerequisite: Admission to the MSN Program.

NUR 643 Legal, Policy, Organization Concepts for Nursing Practice (3 credits)

This course is an overview of legal, policy, and systems affecting nursing and healthcare organizations. Also considered are social, moral, and ethical issues involved in the delivery of healthcare. Prerequisite: Admission to the MSN Program.

NUR 655 Research and Ethics in Advanced Nursing Practice (3 credits)

This course prepares the professional nurse to critique, evaluate, and use research within practice. The course will also examine ethics for research and nursing practice. Prerequisite: Admission to the MSN Program.

NUR 657 Foundations of Healthcare and Nursing Education (3 credits)

This course introduces the professional nurse to educational concepts to meet patient and staff needs. Emphasis will be placed on learning theories, audience appropriateness, writing objectives, and course development. Also considered will be the application of educational concepts into clinical instruction. Prerequisite: Admission to the MSN Program.

NUR 658 Leadership and Management for Advanced Nursing Practice (3 credits)

This course incorporates advanced nursing practice with the professional nurse's basic knowledge of leadership and management concepts to further leadership role development. Emphasis will be placed on nursing as a profession, finance of health care, and leading evidence-based change in practice. Prerequisite: Admission to the MSN Program.

NUR 670 Advanced Clinical Concepts Seminar (3 credits)

Course focuses on concepts of clinical practice across all clinical specialty areas. Integration of research and pathophysiological concepts to stimulate thinking about clinical phenomena encountered in nursing practice. Uses a conceptual approach to organize nursing knowledge about clinical phenomena and explore current treatment modalities. Prerequisite: NUR 635, 637, 639.

NUR 671 Advanced Clinical Concepts Practicum (3 credits)

Course provides clinical practice opportunity to explore concepts covered in NUR 670. Working with a health care professional preceptor, the student will integrate content from the seminar into the management and delivery of patient care. Prerequisite: NUR 635, 637, 639

NUR 672 Advanced Practice 1 (4 credits)

This course is designed to apply advanced nursing practice concepts to the clinical setting. Emphasis will be placed on application in Case Management and Education. Requires 180 minimum practice hours. Graded Credit/No Credit. Prerequisite: NUR 635, 640, 637, 639, 655, 643, and 658.

NUR 673 Advanced Practice 2 (4 credits)

This course is designed to apply advanced nursing practice concepts to the clinical setting. Emphasis will be placed on application in Quality Management and Leadership. Requires 180 minimum practice hours. Graded Credit/No Credit. Prerequisite: NUR 672

NUR 692 Evidence-Based Project (3 credits)

This course utilizes concepts learned during the MSN program in order for the student to implement an evidence based project. Emphasis will be placed on review of the literature for supporting evidence, adapting the evidence to a microcosm, and the change process. The project description and results will be presented to a faculty committee in both written and presentation formats. Graded Credit/No Credit. Prerequisite: NUR 673 and/or NUR 692

NUR 693 MSN Portfolio (2 credits)

This course represents the professional nurse's progress through the Master's Essentials during the program. Emphasis will be placed on student selection and defense of work that meets each Master's Essential. The work will be maintained electronically in eValue for review. Graded Credit/No Credit. Prerequisite: NUR 672. Co-requisite: NUR 673 and/or 692.

NUR 750 DNP I (6 credits)

This course provides the foundations for success within doctoral nursing education. An academic mentor is assigned. An appropriate topic for scholarly exploration is chosen and a

PICOT question is developed. Concepts related to the roles of both the DNP prepared nurse and the nurse educator are explored, with an emphasis on applied research, biostatistical applications, leadership, and systems. A practice mentor is established in an approved practice setting and 72 hours of documented practicum, that includes scholarly exploration of an approved topic, are completed. Development of a portfolio to demonstrate successful completion of course and program outcomes begins.

NUR 751 DNP II (5 credits)

This course builds upon DNP I and continues to explore the roles of the DNP prepared nurse as an evidence-based practitioner, a change agent, and a practitioner within the chosen specialty track. Emphasis is placed on concepts related to finance, legal and ethical considerations, interprofessional collaboration, and the chosen specialty track. Students collect, organize, and analyze the best evidence to support an approved project topic and begin to develop a project proposal. Students complete 72 hours of documented practicum that include leveling and grading of evidence, interviews with experts, and work with a practice mentor in an approved practice setting. Development of a portfolio to demonstrate successful completion of course and program outcomes continues.

NUR 752 DNP III (5 credits)

This course builds upon DNP II and further develops the roles of the DNP as an evidence-based practitioner, a change agent, and a practitioner within the chosen specialty track. Emphasis is placed on concepts related to systems, healthcare policy and reform, leadership, and the chosen specialty track. The project proposal started in DNP II is completed and successfully defended. Students complete 72 hours of documented practicum that include development of a scholarly project and work with a practice mentor in an approved practice setting. Development of a portfolio to demonstrate successful completion of course and program outcomes continues.

NUR 753 DNP IV (5 credits)

This course builds upon DNP III and continues to develop the roles of the DNP as an evidence-based practitioner, a change agent, and a practitioner within the chosen specialty track. Emphasis is placed on concepts related to advancing nursing practice, leadership, informatics, and the chosen specialty track. Plans for the approved project are finalized and implementation begins. Students complete 72 hours of documented practicum that include implementation of the approved project and work with a practice mentor in an approved practice setting. Development of a portfolio to demonstrate successful completion of course and program outcomes continues.

NUR 754 DNP V (6 credits)

This course builds upon DNP IV and continues to develop the role of the DNP as an evidence-based practitioner, a change agent, and a practitioner within the chosen specialty track. Emphasis is placed on concepts related to leadership, epidemiology, environmental health, populations based care, and the chosen specialty track. Implementation of an approved project

is completed. Students complete 96 hours of documented practicum that include project implementation and work with a practice mentor in an approved practice setting. Development of a portfolio to demonstrate successful completion of course and program outcomes continues.

NUR 755 DNP VI (6 credits)

This course builds upon DNP V and finalizes the development of the role of the DNP as an evidence-based practitioner, a change agent, and a practitioner within the chosen specialty track. Emphasis is placed on concepts related to professional practice, scholarship, systems change, evaluation, and the chosen specialty track of study. The project implemented in DNP V is evaluated, final project requirements are completed, and the final project is successfully defended. Students complete 96 hours of documented practicum that include evaluation of the completed project and work with a practice mentor in an approved practice setting. A portfolio to demonstrate successful completion of course and program outcomes is required.

NUR 756 DNP Practicum (1 – 6 credits)

Students requiring additional practicum hours should register for this course. Registration requires permission of the program coordinator. Each credit hour equals 96 hours of practicum.

Occupational Therapy

GRADUATE PROGRAM

Master of Science in Occupational Therapy (MSOT)

PROGRAM DESCRIPTION

School of Occupational Therapy – 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 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 MASTER OF SCIENCE DEGREE PROGRAM ACCREDITATION FROM THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)

In December, 2006, 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.

GRADUATE PROGRAM

MSOT Admission Requirements for Academic Year 2013-2014

Admission to the MSOT program begins with the application process. Multiple options exist whereby candidates may apply to the Master of Science in Occupational Therapy program from Touro University Nevada. All candidates must hold US Citizenship or permanent resident status at the time of application.

MSOT Application Options:

The student must show evidence of:

- a baccalaureate degree from a regionally accredited institution, **or**
- an associate's degree with an additional 30 upper division credit hours (300- or 400-level college courses), **or**
- the completion of 90 undergraduate credits – 30 of which are upper division credit courses (300- or 400-level college courses), **or**
- a planned progression within the Nevada State College (NSC) Bachelor of Science in Occupational Science program (BSOS), which includes the successful completion of 90 NSC BSOS credits.

Prerequisite Courses Required for MSOT Admission

Requirements for admission includes completion of specific prerequisite coursework having earned a grade of "C" or better in the following areas:

- **English/Communications** – 6 credits (technical and professional writing strongly encouraged)
- **Humanities** – 6 credits (e.g., anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies, group dynamics)
- **Statistics** – 3 credits

- **Human Anatomy and Physiology with Lab** –8 credits (only 4 credits can be taken online).
- **Natural Science**-3 credits (e.g., physics, kinesiology, biology, chemistry)
- **Abnormal Psychology** – 3 credits
- **Psychology**- 6 credits (developmental or cognitive psych, behavioral psych courses and/or theories of personality are preferred)
- **Human Development** – 3 credits covering human development from birth to death

Additional Admission Criteria

- Cumulative and prerequisite GPA of 3.0 on a 4.0 scale.
- Basic computer literacy is important for success in the program, particularly use of PowerPoint and Word software;
- Knowledge of American Psychological Association (APA) writing style.
- 20 hours of work, shadowing, and/or volunteer experiences alongside an occupational therapist with hours logged on the Student Experience Documentation Form;
- Ability to perform the essential functions of an occupational therapist (students who require accommodations must contact Student Services at Touro University Nevada);

The applicant must have an earned grade of “C” or better on all prerequisite coursework and prerequisite courses may be repeated only once. Individuals who have not yet completed required coursework for admission may be admitted on a provisional basis with the understanding that evidence of course completion will be submitted prior to beginning the first semester of coursework. Individuals admitted via articulation agreements with other colleges and universities will adhere to the stipulations of those agreements. All work and/or volunteer experiences alongside an occupational therapist must be completed and all letters of recommendation must be in place prior to the interview which is the final stage of the application process.

Admission Procedures

1. Students must submit their primary application through the Occupational Therapy National Centralized Application System (OTCAS) at <https://portal.otcas.org>.
2. The deadline for the 2013 OTCAS application is February 1, 2013. The deadline for the supplemental application is March 1, 2013.
3. Students are encouraged to apply at least four weeks in advance prior to any of the deadlines. Please keep in mind the early applicants will receive priority for selection of interviews
4. After review of your OTCAS application, eligible candidates will be invited by the Admissions Committee to:

- Complete a supplemental admissions application. The Office of Admissions will email the online link.
- Pay a non-refundable application fee of \$50 in check or money order made out to Touro University Nevada. Students can also pay online with credit card.
- Submit two letters of recommendation. One letter from a professor or supervisor. One letter must be from a practicing occupational therapist.
- Letters of recommendation should be sent directly from recommenders on letterhead and must include contact information.
- Submit official transcripts from all institutions of higher education attended, undergraduate and graduate.
- Have performed a minimum 20 hours of work shadowing or volunteering alongside an occupational therapist. Hours must be logged on the OT Student Experience Documentation Form.
- Sign and submit the Occupational Therapy Technical Standards.
- Mail all supporting documents to:
 - Touro University Nevada
 - Office of Admissions
 - Attn: Occupational Therapy Program
 - 874 American Pacific Drive
 - Henderson, NV 89014

5. Students can email the admissions office or call (702) 777-1750 to verify supporting documents have been received.

6. Upon receipt of all admissions documents, the Admissions Committee will review and determine which candidates will be invited for a personal campus interview.

7. Interviews will begin in November and will continue on a rolling basis until the class is filled.

8. Applicants selected for an on-campus interview will be contacted by telephone and/or email to schedule the interview. The applicant will be given pertinent information about the schedule of events for the interview day.

Procedures for Transfer Students

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.

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 degree program including the two required Level II fieldwork placements. 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, 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)

Credits required: 79 units

Course #	Course Title	Credits
Semester 1 – Summer 2013		15
OCCT500	Fundamentals and Foundations of Occupational Therapy (3 lecture)	3
OCCT502	Analysis of Movement in Occupation (2 lecture/1 lab)	3
OCCT504	Introduction to Research and Quantitative Research (1 lecture/1 lab)	2
OCCT506	Clinical Reasoning about Occupation (1 lecture/1 lab)	2
OCCT508	Introduction to Fieldwork (1 lecture)	1
OCCT514	Human Structure & Occupation (3 lecture/1 lab)	4
Semester 2 – Fall 2013		16
OCCT526	Occupations of Children/Adolescents (4 lecture)	4
OCCT526A	Level I Fieldwork – Children/Adolescents (1 fieldwork)	1
OCCT520	Occupation Skills Lab – Children & Adolescents (1 lecture/1 lab)	2
OCCT525	Occupational Analysis & Evaluation I (1 lab)	1
OCCT528	Brain, Behavior & Occupation (3 lecture)	3
OCCT527	Psychosocial Approach to Occupation (1 lecture/1 lab)	2
OCCT523	Qualitative Research and Evidence-Based Practice (3 lecture)	3
Semester 3 - Spring 2014		12
OCCT630	Occupations of Adults (4 lecture)	4
OCCT630A	Level I Fieldwork – Adults (1 fieldwork)	1
OCCT637	Occupation Skills Lab - Adults (1 lecture/1 lab)	2
OCCT635	Occupational Analysis & Evaluation II (1 lab)	1
OCCT649	Assistive Devices & Assistive Technology for Occupation (3 lecture)	3
OCCT636	Special Topics: Emerging Practice (0 lecture/1 lab)	1
Semester 4 – Summer 2014		12
OCCT651	Occupations of the Older Adult (4 lecture)	4
OCCT651A	Level I Fieldwork – Older Adult (1 fieldwork)	1
OCCT640	Occupation Skills Lab – Older Adults (1 lecture/1 lab)	2
OCCT645	Occupational Analysis & Evaluation III (1 lab)	1
OCCT643	Systematic Reviews of the Literature in Occupational Therapy (3 lecture)	3
OCCT644	Preparation for Professional Practice (0 lecture/1 lab)	1

	Semester 5 – Fall 2014	12
OCCT660	Fieldwork IIA – (6 fieldwork)	6
OCCT655	Social Justice & Occupational Therapy (3 lecture)	3
OCCT652A	Management of Occupational Therapy Service Provision (2 lecture)	2
OCCT657A	Integration of Learning in Occupational Therapy (1 lecture)	1
	Semester 6 – Spring 2013	12
OCCT657B	Integration of Learning in Occupational Therapy (2 lecture)	2
OCCT650	Leadership In Occupational Therapy (3 lecture)	3
OCCT652B	Management of Occupational Therapy Service Provision (1 lecture)	1
OCCT662	Fieldwork IIB (6 fieldwork)	6

Independent study is available throughout curriculum

OCCT 681 Independent Study: Special Problems (1-3)

OCCT 682 Independent Field Study (1-6)

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

Yvonne M. Randall, EdD, OTR/L, FAOTA

Cynthia Lau, PhD, OTR/L

Ashley Fecht, OTD, OTR/L

Linda Frasier, OTD, OTR/L, CLT, CEAS

William Wrightsman, MSOT, OTR/L

Shannon Martin, OTD, OTR/L

Donna Costa, DHS, OTR/L, FAOTA

CONTACT INFORMATION

Yvonne Randall, EdD, OTR/L, FAOTA, Director

Andrea Sjolie, Administrative Assistant, (702) 777-1811

For more information visit www.tun.touro.edu

COMPLETE COURSE LISTINGS

OCCT500 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.**

OCCT502 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.**

OCCT504 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.**

OCCT506 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.

OCCT508 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.**

OCCT514 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.**

OCCT520 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.**

OCCT523 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.**

OCCT525 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.**

OCCT526 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 OCCT 526A. **Prerequisite: OCCT First semester courses; Co-requisite: Second semester courses.**

OCCT526A 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, OCCT526, 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.**

OCCT527 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: OCCT First semester courses; Co-requisite: Second semester courses.

OCCT528 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.**

OCCT630 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 OCCT 630A, a Level I fieldwork experience in an adult treatment environment. **Prerequisite: First and Second semester courses; Co-requisite: Third semester courses.**

OCCT630A Level I Fieldwork – Adults (1 credit). *Pass/Fail grading option.*

This one-credit community-based fieldwork placement occurs in concert with the theory course, OCCT630, 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.**

OCCT635 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.**

OCCT636 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.

OCCT637 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.**

OCCT640 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.**

OCCT643 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.

OCCT644 Transition to 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.**

OCCT645 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.**

OCCT649 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.**

OCCT650 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 OCCT 660; Co-requisites: Sixth semester courses.

OCCT651 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 OCCT 651A, a Level I fieldwork experience in an older adult treatment environment. **Prerequisites: First, Second, and Third semester courses; Co-requisites: Fourth semester courses.**

OCCT651A 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, OCCT651, 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.**

OCCT652A and OCCT 652B Management of Occupational Therapy Service Provision (3 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 OCCT 660; Co-requisites: Fifth semester (OCCT 652A) and Sixth semester (OCCT 652B) courses.**

OCCT655 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 OCCT 660; Co-requisite courses: Fifth semester courses.**

OCCT 657A and OCCT 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 OCCT 660; Co-requisites: Fifth semester (OCCT 657A) and Sixth semester (OCCT 657B) courses.**

OCCT660 and OCCT 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 OCCT 660: all didactic courses in semesters one through four; Prerequisite for OCCT 662: all didactic courses and OCCT 660.**

OCCT 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.

OCCT 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.

Physical Therapy

DOCTOR OF PHYSICAL THERAPY (DPT)

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; website: 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 Grade Point Average of 80%
- Completion of didactic courses with a minimum grade of 73%.
- 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 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.

Entry-level DPT Program – Admission Requirements for Academic Year 2013-2014

1. Completed application from the Physical Therapy Centralized Application Service (PTCAS).
2. Completed TUN Supplemental application, receipt of official transcripts from all post-secondary institutions, and payment of application fees.
3. A Bachelor's Degree from a regionally accredited college or university must be completed prior to enrolling.

4. Proof of United States citizenship or permanent residency status in the United States.
5. A cumulative grade point average (CGPA) of 2.75 on a 4.0 scale for all post-secondary education.
6. A pre-requisite grade point average (PGPA) of 2.75 on a 4.0 scale for all listed pre-requisites.
7. A science grade point average (SGPA) of 2.75 on a 4.0 scale for all listed sciences courses.
8. Graduate Record Examination (GRE) scores are required to be submitted as part of the admissions formalities that the applicant must satisfy.
9. Experience or Observation in Physical Therapy
 - a. A minimum of 10 clock hours in observation of physical therapy practice settings under the supervision of a licensed physical therapist or physical therapist assistant, AND
 - b. A minimum of 10 clock hours in volunteer or paid employment status working with persons with disability. These hours must be distinct and separate from the observation experiences submitted in 'a' above.
Experience as a patient in physical therapy may be included in this category.
10. Assurance of ability to meet Technical Standards.

Prerequisite Courses: All students must present official transcripts from a college or university showing the following courses:

Course	# of Semester Units
Biology	4
Inorganic (General) Chemistry or higher level chemistry	8
Physics (general physics or higher)	8
Behavioral Sciences (Psychology, Sociology, Anthropology, etc.)	6
Anatomy and Physiology	8

Pre-requisite courses must be completed with a minimum grade of "C" (2.0 on a 4.0 scale) to be considered as meeting this requirement. Potential students may contact the department for equivalent coursework at a specific undergraduate institution. Pre-requisites must be completed by the end of the Spring term prior to admission.

Application Submission:

Applications are accepted from the beginning of the PTCAS admission cycle until March 1. Applications are considered on a rolling basis when all required documentation is received and verified by Touro University. Decisions are made by an Admissions Committee based on the published criteria and submitted documentation. Selection of students will include consideration of the following criteria:

- Academic Competence
- Personal/Professional Achievements
- Leadership (extracurricular, employment, community)
- Community Service

- Diversity Experiences
- Communication Skills (written, oral)
- Personal/Lifestyle Management (coping mechanisms, critical thinking, unique life experiences, time management).

Interviews

Phone interviews are only conducted if the PT Admissions Committee has any questions. There are no on-campus personal interviews for the DPT program.

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 (Fall term).

THE CURRICULUM

The First Professional degree requires 3-years of full-time enrollment. The curriculum includes 126 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 of courses.

Curriculum Sequence beginning July 2013		Credit
Fall Year One 24 weeks		
701	Human Anatomy	4
702	Functional Kinesiology	3
703	Pathophysiology and Differential Diagnosis	5
705	Neuroscience	3
708	Radiology and Imaging	1
727	Basic Skills	3
802	Clinical Decision Making	3
715	Principles & Methods of Evidence Based Practice	3
Spring Year One 26 weeks		
729	Therapeutic Exercise	3
740	Professional Service	1
752	Pharmacology in PT	3
755	Musculoskeletal Conditions	2
757	Musculoskeletal Management	4
812	Patient Management in Acute Care	2
870	Professional Practice	4

Fall Year Two 24 weeks

710	Research Methods and Statistics 1	3
721	Fostering Health Behavior	2
731	Rehabilitation Techniques	4
732	Physical Modalities and Electrotherapy	4
740	Professional Service	1
707	Lifespan Development	1
822	Neurological Conditions	3
876	Clinical Practicum	2

Spring Year Two 26 weeks

753	Pain Management	2
712	Research Methods and Statistics 2	3
722	The Culture of Disability	2
759	Spinal Conditions & Management	4
	Cardiovascular & Pulmonary Conditions &	
814	Management	4
824	Neurological Management & Neurotherapeutics	4
895	Terminal Doctoral Project 1	2

Fall Year Three 24 weeks

740	Professional Service	1
791	Health Policy & Business Practices	3
818	Integumentary Conditions & Management	2
830	Pediatric Conditions & Management	3
840	Gender-Related Conditions & Management	2
860	Geriatrics Conditions & Management	3
877	Clinical Internship 1	6
884	Special Topics in Musculoskeletal Physical Therapy	2
887	Special Topics in Pediatric Physical Therapy	1

Spring Year Three 21 weeks

878	Clinical Internship 2	4
879	Clinical Internship 3	4
890	Professional Seminar	4
896	Terminal Doctoral Project 2	3
887	Special Topics in Physical Therapy	3

Technical Standards For Admission And Continued Enrollment

Every applicant who seeks admission to the School of Physical Therapy 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 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 School of Physical Therapy will make every effort to provide reasonable accommodations for physically challenged students, 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. In consideration of the technical requirements of the practice of physical therapy, the School requires each student to assure necessary ability in the following:

1. *Observation:* Students must have sufficient vision and attention 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 and attention skills to scan the area for environmental safety factors.
2. *Communication:* 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 form with all members of the health care team.
3. *Motor Function and Strength:* Students must have sufficient motor function and strength to execute movements reasonably required to provide physical therapy interventions to patients in a therapeutically effective and safe manner. Examples of interventions reasonably required for Physical Therapists are cardiopulmonary resuscitation; lift and transfer of patients; provide balance stability and falls guarding 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. *Sensory:* PT students need enhanced sensory skills in coordination, proprioception, vestibular, and tactile senses in order to complete the examination, evaluation, and application of interventions to patients in a therapeutically effective and safe manner.
5. *Mobility:* Mobility in body movement and locomotion is required to provide interventions to patients and participate in emergency care if necessary.

6. *Visual Integration:* Consistent with ability to assess asymmetry, range of motion, and tissue color and texture changes, and monitor patients during activity, it is essential for the student to have adequate visual capabilities for the integration of evaluation and treatment of the patient.
7. *Intellectual, Conceptual, Integrative, and Quantitative Abilities:* The student must be able to demonstrate ability in measurement, calculation, reasoning, comparison and contrasts, application, critical analysis, synthesis, assess threats to safety and problem solving. Candidates and students must demonstrate ability to comprehend three-dimensional relationships, to understand spatial relationships of structures, and to apply research methods to practice.
8. *Behavioral and Social Abilities:* Students must possess the emotional / psychological health required for full utilization of their intellectual abilities, the exercise of good judgment, ability to prioritize and complete responsibilities in a timely manner, and the development of mature, culturally sensitive relationships with faculty, other students, patients, and others in the professional environment. 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 workplace as well as treating the problems of patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities will be assessed during the admissions and education process. Students must possess the ability to work effectively as a team member.
9. *Participation in Skills Laboratories:* Active participation in all laboratory sessions is an admission, matriculation, and graduation requirement. In the laboratory setting, students are required to 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 their academic advisor or a member of the student services staff. If the student requires accommodation of or exemption from educational activities the Director of the School of Physical 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 program.

FULL-TIME FACULTY

Suzanne Brown, PT, MPH, PhD

Tricia Catalino, PT, DSc, PCS

Stacy Fisher, PT, DPT

Gretchen Haase, PT, DPT

Steven Liaos, PT, DPT, OCS, SCS, FAAOMPT

James McKivigan, DC, PT, DPT
Andrew Mills, PT, MS
Andrew Priest, PT, EdD
Jacqueline Randa, PT, OCS, DPT, PhD (cand)
Natalie Weeks, PT, DPT

CONTACT INFORMATION

Suzanne Brown, PT, MPH, PhD, Director
LaShon Brown, Administrative Assistant, (702) 777-3050

COMPLETE COURSE LISTINGS

DPT 701 Human Anatomy (4 credits)

Advanced study of human anatomy with a major focus on the musculoskeletal system. Lab required with prosected human cadavers.

DPT 702 Functional Kinesiology (3 credits)

This course introduces the student to the foundational biomechanical and kinesiological concepts associated with normal and pathological movements of the human body. Analysis of movement and applications of principles of physics to human movement will be studied.

DPT 703 Pathophysiology and Differential Diagnosis (5 credits)

Normal and pathological conditions of movement and tissue healing will be presented as well as the application of this information to differential diagnosis 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 laboratory, radiology, nutrition, and concepts of tissue repair and healing as it applies to differential diagnosis.

DPT 705 Neurosciences (3 credits)

Neuroanatomy and neurophysiology of the human will be presented. Developmental progression and response to injury and illness will be included.

DPT 707 Lifespan Development (2 credits)

A detailed study of normal human development of body structures and body functions with an emphasis on the bio-psycho-social factors that influence how participation in life roles is optimized across the lifespan.

DPT 708 Radiology and Imaging (1 credit)

An introduction and overview of the 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.

DPT 710 Research Methods and Statistics 1 (3 credits)

Research methods and statistics pertinent to clinical research and evidence-based practice will be presented in this first of two classes. The course assumes a knowledge of fundamental principles of research and a working knowledge of spreadsheet calculations. The course is designed for doctoral students. This first part will emphasize quantitative research and basic statistics.

DPT 712 Research Methods and Statistics 2 (3 credits)

Research methods and statistics pertinent to clinical research and evidence-based practice will be presented in this second of two classes. The course assumes a knowledge of fundamental principles of research and a working knowledge of spreadsheet calculations. The course is designed for doctoral students. This second part will emphasize qualitative research, regression statistics and proposal preparation.

DPT 715 Principles and Methods of Evidence-Based Practice (3 credits)

Methods of evidence based practice and communication in physical therapy including written, oral, and clinical communication as well as question formation, searching, analysis and application of evidence will be discussed. Introduction to research design and statistics for different evidence-based questions will be included.

DPT 721 Fostering Health Behaviors (2 credits)

Current concepts in fitness evaluation, risk factor screening, health education and exercise prescription will be discussed. Motivational models, psychological and spiritual considerations will be included. Business models for incorporating health, wellness, and prevention into a rehabilitation practice will be discussed.

DPT 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.

DPT 727 Basic Skills (3 credits)

Basic procedural skills used in health care and rationale for use will be taught in this course. Procedures will include but are not limited to, transfers, draping, positioning, universal safety precautions, HIPPA, basic patient communication, professional behaviors, vital signs, ambulation assistive aids, , and basic range of motion. Students will be required to experience techniques under faculty supervision in laboratory sessions.

DPT 729 Therapeutic Exercise (3 credits)

Basic principles of therapeutic exercise, exercise progression, and standard protocols for flexibility, strengthening, relaxation, endurance, and coordination will be covered. Students are

required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 731 Rehabilitation Techniques (4 credits)

Patient/Client management for complex and long-term conditions such as spinal cord injury, Parkinson disease, degenerative conditions, oncology, amputations, and multiple trauma patients. Laboratory and skills performance mastery level required in this course. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 732 Physical Modalities and Electrotherapy (4 credits)

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.

DPT 740 Professional Service (1 credit)

Application of skills and service to the community. Faculty directed and supervised activities will be provided. Standardized professional dress required for participation. Students are responsible for transportation to sites. May require attendance outside normal academic time. May be repeated up to 5 times.

DPT 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.

DPT 753 Pain Management (2 credits)

Theories and mechanisms of pain and pain management in acute conditions will be presented in this course. Methods of evaluation and treatment including pharmacology will be discussed.

DPT 755 Musculoskeletal Conditions (2 credits)

Pathophysiology of common conditions of the musculoskeletal system will be presented in this course. Medical and surgical management of orthopedic conditions including degenerative, fractures, trauma, and pathological conditions will be discussed. Rehabilitation guidelines and protocols will be presented.

DPT 757 Musculoskeletal Management (4 credits)

Patient/client management for peripheral musculoskeletal areas. Screening, evaluation, treatment planning, interventions including manual techniques, outcome assessment, and

patient education will be covered. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 759 Spinal Conditions and Management (4 credits)

Patient/client management for spine and trunk musculoskeletal conditions. Screening, evaluation, treatment planning, interventions including manual techniques, outcome assessment, and patient education will be covered. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions..

DPT 792 Health Policy and Business Practices (4 credits)

Domestic and international healthcare delivery systems, health policy and considerations of business and practice arrangements will be studied in this course. Planning, analysis of needs, fiscal management, personnel management and allocation of resources necessary for successful professional employment and businesses will be studied as well as the impact of ethical/legal issues, outcomes, access, health policy, reimbursement/financing, and political. Advocacy for patients and professions through governmental and non-governmental organizations will be included in the course discussions.

DPT 802 Clinical Decision Making (3 credits)

Models of clinical decision making for physical therapy will be considered. Historical perspective of decision-making in physical therapy as well as current global concepts of rehabilitation care will be included. Common outcome assessments used in physical therapy such as goniometry, manual muscle testing, sensory testing, and anthropometric measurements, as well as measurement principles will be covered.

DPT 812 Patient Management in Acute Care (2 credits)

This course will cover physical therapy management of patients in the acute care system including intensive care, specialty hospitals, general hospitals, and skilled nursing facilities. The conditions, equipment, policies, and financing considerations will be discussed. Students are responsible for transportation to off-site course events. Professional dress required for course events. Attendance outside of regular class time may be required.

DPT 814 Cardiopulmonary Conditions and Management (4 credits)

Pathophysiology and patient/client management for cardiac, vascular, and pulmonary conditions will be studied in this course. Screening, evaluation, treatment planning, interventions including techniques, outcome assessment, and patient education will be covered. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 818 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.

DPT 822 Neurological Conditions (3 credits)

Pathophysiology of common conditions of the neurological system will be presented in this course. Medical, surgical, and chronic care management of conditions including congenital, degenerative, trauma, chronic pain, mental health, and pathological conditions will be discussed. Rehabilitation guidelines and protocols will be presented.

DPT 824 Neurological Management and Neurotherapeutics (4 credits)

Patient/client management for neurological conditions including hemiplegia, traumatic brain injury, and/or complex conditions of the central nervous system. Screening, evaluation, treatment planning, interventions including neurotherapeutic techniques, vestibular rehabilitation, outcome assessment, and patient education will be covered. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 830 Pediatric Conditions and Management (3 credits)

Patient/client management for pediatric clients. Screening, evaluation, treatment planning, interventions including early intervention, school based therapy, outcome assessment, and patient education will be covered. Students may be required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 840 Gender-Related Conditions & Management (2 credits)

Patient/client management for gender specific conditions. 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.

DPT 860 Geriatrics Conditions and Management (3 credits)

Patient/client management for the geriatric population will be covered. Screening, evaluation, treatment planning, interventions including community based management, , outcome assessment, and patient education will be covered. Students may be required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPT 870 Professional Practice (4 credits)

The role, responsibilities, and expectations of a doctoring professional will be covered. Professional core documents including ethics, standards of practice, core values, and legal/regulatory acts will be used as the framework for the discussion of these topics. Leadership requirements and issues of a physical therapist will be studied.

DPT 876 Clinical Practicum (2 credits)

This is the initial clinical experience under supervision of a physical therapist. Students will participate in a 4 week full-time (40 hr/wk) experience at an assigned physical therapy facility. Student is responsible for transportation and living expenses if any. Professional dress required.

DPT 877 Clinical Internship 1 (6 credits)

This is the initial clinical experience, which is completed under supervision of a physical therapist. Students will participate in a 12 week full-time (40 hr/wk) experience at an assigned physical therapy facility. Student is responsible for transportation and living expenses if any. Professional dress required.

DPT 878 Clinical Internship 2 (4 credits)

This is the second clinical experience, which is completed under supervision of a physical therapist. Students will participate in a 8 week full-time (40 hr/wk) experience at an assigned physical therapy facility. Student is responsible for transportation and living expenses if any. Professional dress required.

DPT 879 Clinical Internship 3 (4 credits)

This is the third clinical experience, which is completed under supervision of a physical therapist. Students will participate in a 8 week full-time (40 hr/wk) specialty-area experience at an assigned physical therapy facility. Student is responsible for transportation and living expenses if any. Professional dress required.

DPT 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.

DPT 882 Political and Social Advocacy (2 credits)

Political and social advocacy is essential for healthcare professionals in the United States. Advocacy is a professional responsibility and a moral imperative for rehabilitation professionals. This course will cover the US political system at local, state, and federal levels as well as social advocacy at both domestic and international levels. Students should expect travel to advocacy sites and external networking in this course.

DPT 883 Electrodiagnostic Procedures (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, and emerging technologies. Needle-stick EMG procedures will be taught and students will be expected to participate as subjects for classmates.

DPT 884 Special topics in Musculoskeletal (1-3 credits)

Theory, skills, and practice management for the physical therapist in a specialized area of musculoskeletal physical therapy practice not covered in the curriculum. May be repeated up to three times.

DPT 885 Special topics in Neurology (1-3 credits)

Theory, skills, and practice management for the physical therapist in a specialized area of neurological physical therapy practice not covered in the curriculum. May be repeated up to three times.

DPT 886 Special topics in Gender Healthcare (1-3 credits)

Theory, skills, and practice management for the physical therapist in a specialized area of gender-related healthcare practice not covered in the curriculum. May be repeated up to three times.

DPT 887 Special topics in Pediatrics (1-3 credits)

Theory, skills, and practice management for the physical therapist in a specialized area of pediatrics physical therapy practice not covered in the curriculum. May be repeated up to three times.

DPT 888 Special topics for Geriatrics (1-3 credits)

Theory, skills, and practice management for the physical therapist in a specialized area of geriatric physical therapy practice not covered in the curriculum. May be repeated up to three times.

DPT 889 Special topics in Physical Therapy (1-3 credits)

Theory, skills, and practice management for the physical therapist in an area of practice not covered in the curriculum. May be repeated up to three times.

DPT 890 Professional Seminar (4 credits)

This course is a final residential seminar for graduating students. Comprehensive examination, licensure issues, national examination preparation, professional development and post-graduate opportunities in research, education, and clinical areas will be covered.

DPT 895 Terminal Doctoral Project 1 (2 credits)

Students will develop and complete a scholarly project demonstrating the ability to integrate the multiple concepts of professional practice, practice management, clinical practice, and critical inquiry within the Doctor of Physical Therapy paradigm. Faculty advisors will be available throughout the project.

DPT 896 Terminal Doctoral Project 2 (3 credits)

This course is a continuation of DPT 895. Students will complete a scholarly project demonstrating the ability to integrate the multiple concepts of professional practice, practice management, clinical practice, and critical inquiry within the Doctor of Physical Therapy paradigm. Faculty advisors will be available throughout the project.

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

Masters in Physician Assistant Studies

Osteopathic Medicine

DOCTOR OF OSTEOPATHIC MEDICINE

Strategic Goals

- To continue offering 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 all 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, and that help to advance their careers as well as furthering the goals of the College mission.
- 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 seven 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.

Special Features

- Curriculum stresses the interdependence of the biological, clinical, behavioral, and social sciences
- Emphasis is on education of the physician for primary care medicine
- Practice in problem solving is part of the classroom and clinical experience

- Accredited by the Bureau of Professional Education of American Osteopathic Association (AOA)

Minimum Admission Requirements AY 2013 - 2014

Touro University Nevada College of Osteopathic Medicine is one of the few medical schools that pre-screen the primary (AACOMAS) application. The qualifying bar is reviewed every year. Touro University Nevada College of Osteopathic Medicine considers candidates with undergraduate Science and Cumulative GPA's of 3.0 or greater and a minimum combined MCAT score of 25.

All candidates are required to have obtained a Baccalaureate or higher degree from a regionally accredited institution of higher education prior to the start of the class for which they are applying.

All candidates are required to submit qualifying scores from the Medical College Admission Test (MCAT). For the Class of 2017 (entering August 2013) the Admissions Committee will accept scores from June 2010 and newer.

Throughout the application process, candidates are evaluated based upon a variety of criteria, including the following:

- Academic Competence
- Personal/Professional Achievements
- Demonstrated Leadership Skills
- Creative Abilities
- Experience in Health Care
- Likelihood to Practice in Underserved Primary Care Areas

Minimum Course Requirements

Candidates for admission to the College of Osteopathic Medicine are required to complete the following coursework with a grade of "C" or better:

Pre-requisite Science Coursework	Units
Biology/Zoology with lab	8 semester/12 quarter units
Inorganic Chemistry with lab	8 semester/12 quarter units
Organic Chemistry with lab*	8 semester/12 quarter units
Physics	8 semester/12 quarter units
*4 semester units of Biochemistry may be substituted for the second semester of Organic Chemistry	

Non-Science Coursework	Units
English	6 semester/9 quarter units
Behavioral Science	6 semester/9 quarter units
Math/Statistics	3 semester/6 quarter units

All required coursework must be completed prior to the start of classes. Candidates missing required coursework at the time of application may be permitted to proceed provisionally in the application process, provided they meet all other requirements. Candidates are informed of this provisional status via a letter which is included with the Supplemental Application packet.

- Have physician shadowing experience.
- All candidates must hold US Citizenship or Permanent Resident Status at the time of application.
- Be able to comply with TUN's required DO Technical Standards, which includes the physical abilities necessary to perform as an osteopathic physician.
- Submit three letters of recommendation. Two letters must be from college science professors or one premedical/academic committee letter. One letter from a physician (D.O. or M.D.).
- Submit official transcripts from all institutions of higher education attended (includes undergraduate and graduate).

Admissions Procedures

1. The College of Osteopathic Medicine does not accept direct applications. Candidates are required to submit a primary application through the American Association of Colleges of Osteopathic Medicine Application Service (AACOMAS). Mark 621 for Touro University Nevada College of Osteopathic Medicine.
2. Upon receipt, the primary application is reviewed by a representative of the Admissions Committee. Eligible candidates will be invited to complete a supplemental application and pay an application fee.
3. Complete Applications for Admission, which will include the AACOMAS primary application, supplemental application, and letters of recommendation, are reviewed by representatives of the Admissions Committee. Following this review, eligible candidates are invited to attend a personal interview. Submission of a complete Application for Admission does not guarantee an interview and attending an interview does not guarantee acceptance into the program. Both steps are part of the admissions process.
4. Candidates are advised of their interview results via U.S. mail, typically within two to three

weeks after the interview. Decisions of the Admissions Committee are final and cannot be appealed.

Background Checks

All students enrolled in the College of Osteopathic Medicine 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.

Health and Immunization Requirements

At the time of matriculation, students must submit the following medical records: immigration records, emergency medical form, medical history, and physical information.

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. Proof of this insurance coverage must be presented at registration. 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 on page 37, 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.
- Enroll 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 clinical courses, and not be on academic probation.
- Have taken and passed all components of COMLEX level I and COMLEX level II.
- 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).
- In keeping with AOA-COCA standards, Touro University Nevada can only grant a DO degree to a student who has completed the final two years of training at the institution.

Program Requirements

The program is divided into three phases:

- I. Basic Sciences
- II. Correlated system teaching incorporating basic and clinical sciences in the study of the organ systems of the body
- III. Clinical Experience

The TUN staff and faculty believe that the primary care physician must assume a leadership role not only in the medical community, but in the broader community in which he/she serves. Community leadership is an integral part of improving the healthcare of the community as a whole; thus, primary care physicians must be motivated toward the prevention of illness and the upgrading of the delivery of healthcare services at extended levels.

Courses are subject to change through academic channels. New courses and changes in existing course work are initiated by the responsible departments or programs and must be approved by the Curriculum Committee and the Dean.

FIRST YEAR COURSES

The first year is designed to introduce students to the basic concepts of human anatomy (gross anatomy, neuroscience, histology, and embryology), biochemistry and physiology. Interwoven throughout the curriculum are osteopathic principles and practice, introductions to clinical medicine, physical diagnosis, introduction to clinical reasoning, and preventative medicine and public health.

Course #	Course Title	Credits
BSCI 601A	Human Gross Anatomy and Embryology 1	4
BSCI 601B	Human Gross Anatomy and Embryology 2	4
BSCI 607	Basic Science Foundations I	5
BSCI 609	Medical Biochemistry	4.5
OMM 610	Osteopathic Manipulative Medicine 1	3
PRCR 607	Physical Diagnosis 1	2
PRCR 609	Introduction to Humanistic Medicine	2
BSCI 610	Basic Science Foundations 2	5
BSCI 617	Infection and Immunity	2
BSCI 619	Neuroscience	5
BSCI 620	Introduction to Clinical Reasoning	0.5
OMM 621	Osteopathic Manipulative Medicine 2	2
PRCR 612	Principles of Preventive Medicine and Public Health	2
PRCR 614	Medical Jurisprudence	1
PRCR 623	Physical Diagnosis 2	2

SECOND YEAR COURSES

In the second year, the basic and clinical sciences concerned with one particular organ system of the body are integrated in classroom instruction. This approach emphasizes the relevance of basic sciences to clinical practice. The osteopathic approach is continually emphasized by lecture and laboratory demonstration of manipulative techniques. A year long course series in behavioral medicine and psychiatry is also provided.

Course #	Course Title	Credit
BSCI624	Medical Microbiology & Immunology	2.5
OMM625	Osteopathic Manipulative Medicine 3	2
PRCR627	Clinical Systems 1	8
PRCR632	Primary Care Skills	1
BSCI633	Pathology 1	3
BSCI634	Pharmacology 1	3.5
PRCR661	Clinical Reasoning 2	0.5
BSCI636	Medical Microbiology & Immunology 2	2.5
OMM637	Osteopathic Manipulative Medicine 4	2
PRCR638	Behavioral Medicine & Psychiatry	3
PRCR646	Clinical Systems 2	7
PRCR645	OSCE Skills	1
BSCI646	Pathology 2	3
BSCI647	Pharmacology 2	3.5
PRCR662	Clinical Reasoning 3	0.5
----	Orientation to Clinical Clerkships	N/A

Some course credits may be changing pending approval by the Curriculum Committee and the Dean.

CLINICAL EXPERIENCE

The philosophic framework of clinical education and training at TUN is that of preparing students to pursue careers in a primary care specialty. The program will educate students to become competent physicians who clearly recognize their roles as providers of comprehensive healthcare to the individual, to the family as a unit, and to communities. Primary care physicians must be able to function in the role of leader of the healthcare team to bring about needed change from the level of the individual to the level of the community. The ultimate intent of the program is to prepare primary care physicians who will impact positively on the quality of healthcare and healthcare delivery systems and will improve access for individuals and their families.

In today's healthcare world, primary care physicians are an integral factor to the efficient functioning of the healthcare system. Students' attitudes and learning will be directed toward understanding the role of the primary care physician, while recognizing the need for consultation with other medical specialists when appropriate.

The TUN staff and faculty believe that the primary care physician must assume a leadership role not only in the medical community, but in the broader community in which he/she serves. Community leadership is an integral part of improving the healthcare of the community as a whole; thus, primary care physicians must be motivated toward the prevention of illness and the upgrading of the delivery of healthcare services at extended levels.

THIRD YEAR COURSES

In the third year students are required to complete 11 one-month courses. One calendar month in the year is taken as vacation.

Students are required to do nine core clerkships (Family Medicine x2, Internal Medicine x2, OB, Pediatrics, Psychiatry, and Surgery x2) and two elective clerkships.

Additionally, students are required to take the Osteopathic Principles and Practices Clinical Integration course (OMM730). This course is presented longitudinally through the third year, and encompasses a variety of activities, which may include, but is not limited to: lectures, lab sessions, quizzes, written assignments, and practical examinations.

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.

Course #	Course Title	Credit
CLIN720	Internal Medicine 1	6
CLIN721	Internal Medicine 2	6
CLIN722	Surgery 1	6
CLIN723	Surgery 2	6
CLIN724	Obstetrics & Gynecology	6
CLIN725	Pediatrics	6
CLIN726	Family Medicine 1	6
CLIN727	Family Medicine 2	6
CLIN729	Psychiatry	6
CLIN755	Elective 1	6
CLIN761	Elective 2	6
OMM730	OPP Clinical Integration	1
CLIN 905	COMPLEX PREP COURSE (OPTIONAL)	1

FOURTH YEAR COURSES

In the fourth year students are required to complete 9 one-month courses. One calendar month in the year is taken as vacation.

Course #	Course Title	Credit
CLIN852	Emergency Medicine	6
CLIN854	Internal Medicine	6
CLIN855	Obstetrics & Gynecology	6

CLIN858	Pediatrics	6
CLIN871	Elective 1	6
CLIN872	Elective 2	6
CLIN873	Medical Subspecialty Elective	6
CLIN874	Surgical Subspecialty Elective	6
CLIN887	Subinternship - Family Medicine	6
CLIN888	Subinternship - Internal Medicine	6
CLIN889	Subinternship - Obstetrics & Gynecology	6
CLIN890	Subinternship - Pediatrics	6
CLIN891	Subinternship - Psychiatry	6
CLIN892	Subinternship - Surgery	6
CLIN893	Subinternship	6
OMM800	OPP Clinical Integration	.5
CLIN905	COMPLEX PREP COURSE	1

* Note: Students will take only one course in the range from CLIN887 through CLIN893

Clinical Clerkships

There will be a total of twenty (20) clerkship periods, each 1 month in length, during the 3rd and 4th year and two months (one in each year) of vacation. The clerkships include nine months of core courses and two electives in the third year, and four in-state required courses and five in-state or out-of-state elective/selective opportunities in the fourth year to assure that every student obtains the core experience needed to become a well trained osteopathic primary care physician.

Whenever possible, hospitals approved by the AOA for post-doctoral training are used. In addition to TUN, they provide assurance of adequate teaching material and faculty. In addition, we will have ambulatory training sites that range from private practices to urban and rural health centers.

Additionally, students are required to take the Osteopathic Principles and Practices Clinical Integration II course (OMM800).

Internships & Residencies

Postdoctoral training in an AOA – approved residency is part of the continuum of osteopathic medical education. The training is designated to further students’ medical skills and knowledge in hospital and ambulatory care environments. Students may also secure internship training positions approved by the Accreditation Council for Graduate Medical Education (ACGME).

FULL TIME FACULTY

Vladimir Bondarenko, PhD
Shiva Dayal, PhD
Andrew Eisen, MD
Terry Else, PhD
Emmett Findlay, DC
Mitchell Forman, DO
Csaba Fulop, DO
Claire Galin, DO
Kenneth Grant, MD
Jutta Guadagnoli, PhD
Scott Harris, DO
David Hartley, PhD
Weldon Havins, MD, Esq
Ronald Hedger, DO
Marina Ioudina, MD, PhD
Paul Kalekas, DO
Robert Kessler, DO
Roy Krishna, PhD
Yoel Levy, MS
Wesley Lockhart, DO
Yehia Mareez, MD, PhD
James McMurrin, DO
Derek Meeks, DO

Terrence Miller, PhD
Jonathan Nissanov, PhD
Jayabala Pamidimukkala, PhD
David Park, DO
Steven Prinster, PhD
Elias Ptak, DO
Mahboob Qureshi, MD, PhD
Paul Rennie, DO
Lise Rioux, DO
Rouel Roque, MD
Lisa Rosenberg, MD
William Roy, PhD
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CONTACT INFORMATION

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For further information, visit the website for the College of Osteopathic Medicine at www.tun.touro.edu.

COURSE LISTINGS

BASIC SCIENCES

BSCI 601A Human Gross Anatomy and Embryology 1 (4 units)

BSCI 601A Human Gross Anatomy and Embryology 2 (4 units)

This course series presents the observable structure, function, and clinical manifestations of the human body through lectures and cadaver dissection laboratories. The systems of the body are integrated with anatomical regions, embryological development, and diagnostic imaging. The courses emphasize anatomical knowledge that relates to the practice of osteopathic medicine. The lectures emphasize developmental, functional and clinical anatomy. The laboratories offer a challenging series of dissection exercises that promote discovery-based learning. Clinical Anatomy is the focus of small group case studies and presentations in which students participate.

BSCI 609 Medical Biochemistry (4.5 units)

Introduction to Medical Biochemistry is a course combining the chemical, physiological, and pathological aspects of human biochemistry. The students learn to apply the basic science in a clinical setting. Biochemistry involves a great amount of information, and so the course only presents those facts deemed relevant to clinical applications, and considered essential to the practice of medicine. Instead of memorizing metabolic pathways in an isolated way, students are asked to grasp the concept of these pathways as a means of regulating the function of the different organs in the body. Furthermore, students are expected to integrate the knowledge they gather from the different basic science disciplines in order to understand how these bodily functions relate to health and disease.

BSCI 607 Basic Science Foundations for Osteopathic Medicine 1 (6 units)

BSCI 610 Basic Science Foundations for Osteopathic Medicine 2 (5 units)

The Basic Science Foundations for Osteopathic Medicine course series is designed to demonstrate the natural relationships of material presented in traditional physiology and histology courses. The basic principles of the disciplines are presented in an integrated fashion organized in a unified matrix centered on organ systems. The histology and physiology, are described for each organ system, not as isolated facets, but as thoroughly related properties. The emphasis is on the normal functioning of each system and its relationship to total body function; however, some organ pathology is introduced. As another integral part of the course, principles of osteopathic medicine are applied where applicable within the various organ systems. Systems to be covered include muscle/connective tissue, cardiovascular, liver/nutrition, blood/lymph, respiratory, renal, gastrointestinal, and endocrine/reproductive.

BSCI 617 Infection and Immunity (2 units)

This course is intended to provide the student with insight into the foundations of pathogenesis and treatment of microbial-induced diseases of the human body. The course begins by examining in detail the basic mechanisms by which the immune system functions in protecting against human disease. The basic principles of microbial pathogenesis will then be described along with the characteristic features of the major types of microbial pathogens.

BSCI 619 Neuroscience (5 units)

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.

BSCI 620 Introduction to Clinical Reasoning (0.5 units)

PRCR 661 Clinical Reasoning 2 (0.5 units)

PRCR 662 Clinical Reasoning 3 (0.5 units)

This course series provides a student-centered, faculty-facilitated series of small group work sessions, in which clinical cases are presented. Each case provides an opportunity to develop clinical reasoning skills. Students analyze and synthesize the available data, develop and test hypotheses, consult journals, conduct on-line searches, and collaborate with other members of the group in the process of developing diagnoses and prevention/treatment options. The complexity of the cases builds as students progress through the three courses.

BSCI 624 Medical Microbiology and Immunology 1 (2.5 units)

BSCI 636 Medical Microbiology and Immunology 2 (2.5 units)

This course series builds upon the Basic Science Foundations of Infection and Immunity course provided in the first year. Clinical microbiology and immunology is taught in a systems-based approach intended to provide the osteopathic medical student with insight into the epidemiology, pathogenesis, clinical manifestations, and treatment of microbial-induced diseases of the human body. The students will be instructed regarding mechanisms underlying

the normal functioning of the immune system and how the immune system provides defenses against infection. Student will also be presented with concepts that underlie the development of efficacious vaccines. The students will see how various kinds of microorganisms replicate, undermine our barriers against invasion, and utilize tissues for substrates and metabolism. Further, students will be instructed on how the immunological mechanisms can contribute to disease and how disease manifests itself clinically as tissue damage. Throughout the course, the focus will be on the training needs of the practicing osteopathic physician, and students will be relating typical cases or clinical problems to the underlying mechanisms.

BSCI 633 Pathology 1 (3 units)

BSCI 646 Pathology 2 (3 units)

The objective of this course series is to provide a sound foundation for the understanding of the etiology, diagnosis, progression, and appearance of human disease processes. The courses describe these conditions from the molecular to the organismal levels. The first phase addresses the fundamental principles common to all disease processes, and continues to examine each major organ system in a logical and thorough fashion, with emphasis on the clinical manifestations of each disease condition. Cell injury and death, inflammation, repair and adaptive processes, hemodynamic alterations, neoplasia, chemical and physical injuries, and infectious disease processes are discussed in great detail.

BSCI 634 Pharmacology 1 (3.5 units)

BSCI 647 Pharmacology 2 (3.5 units)

This course series consists of comprehensive lectures and clinical correlations that present general principles of pharmacodynamics and pharmacokinetics, followed by a systematic investigation into the pharmacological agents based on drug group classification. The major emphasis is on the clinically significant aspects of therapeutic effects, toxic effects, and the metabolism of drugs. Receptor concepts among various drug groups will be discussed. Upon completion of the courses, students are expected to understand appropriate pharmacological treatment for disease processes involving the major systems.

OSTEOPATHIC MANIPULATIVE MEDICINE

OMM 610 Osteopathic Manipulative Medicine 1 (3 units)

OMM 621 Osteopathic Manipulative Medicine 2 (2 units)

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, and continues through year II as OMM625 and OMM637, discussed below. 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.

OMM 625 Osteopathic Manipulative Medicine 3 (2 units)

OMM 637 Osteopathic Manipulative Medicine 4 (2 units)

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.

OMM 730 Osteopathic Principles and Practices Clinical Integration (1 unit)

This course is presented during monthly callback sessions throughout 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.

OMM 800 Osteopathic Principles and Practices Clinical Integration II (.5 unit)

This course is presented during monthly self-study sessions on Blackboard as well as multiple OMT practical opportunities throughout the 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 will 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.

PRIMARY CARE

PRCR 607 Physical Diagnosis 1 (2 units)

PRCR 623 Physical Diagnosis 2 (2 units)

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.

PRCR 609 Introduction to Humanistic Medicine (2 units)

This course is designed to introduce students to the common experience of osteopathic physicians in clinical practice. It will lay foundations for the care of patients in medical setting by examining the interaction of the biological, behavioral, and social factors involved in health. It will focus on the many roles of the physician, development of clinical reasoning, approaches to medical care, medical ethics and cultivating professionalism. The importance of partnership with others will be a common theme.

PRCR 612 Principles of Preventive Medicine and Public Health (2 units)

This course covers a variety of topics including: an overview of health care delivery systems; an introduction to evidence-based medicine; epidemiology; definitions and applications in prevention and control of communicable and chronic diseases; biostatistics and hypothesis testing; definitions and appropriate uses; major public health issues for families, children, and older adults; managed care; and legal and ethical aspects of medical and public health practices.

PRCR 614 Medical Jurisprudence (1 unit)

This course provides the student with a general understanding of federal and state law as it relates to the practice of osteopathic medicine. In addition to subjects of contemporary topical interest, the course will include a detailed consideration of confidentiality obligations imposed by state and federal privacy laws, statutes and regulations governing the practice of osteopathic medicine, duty to treat, patient abandonment, consent to treatment, medical records, artificial reproductive technology controversies, end-of-life decision-making issues (including discussions of "living wills" and durable power of attorney for healthcare decisions), medical liability, professional liability insurance, Medicare, Medicaid, fraud and abuse, anti-kickback statutes with their safe harbors, federal and state self-referral law prohibitions and their exceptions, anti-trust laws as they relate to the practice of medicine, licensure and licensure discipline, telemedicine, and organ transplantation laws.

PRCR 638 Behavioral Medicine and Psychiatry 2 (3 units)

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.

PRCR 627 Clinical Systems 1 (8 units)

PRCR 646 Clinical Systems 2 (7 units)

This course series is designed to introduce students to the common experience of osteopathic physicians in clinical practice. It will lay foundations for the care of patients in the medical setting by examining the interaction of the biological, behavioral, and social factors involved in health. It will focus on the many roles of the physician, development of clinical reasoning, approaches to medical care, medical ethics and cultivating professionalism. The importance of partnership with others will be a common theme.

Each organ system is presented beginning with a review of the pertinent basic science concepts. Pathophysiology and clinical manifestations of diseases affecting each system are presented along with appropriate diagnostic and treatment modalities. Special topics unique to individual systems are also included, e.g., sports medicine, normal and abnormal pregnancy, labor and delivery, human sexuality, etc. Pathology, Medical Microbiology and Immunology, and Pharmacology course presentations are often closely coordinated with Clinical Systems lectures.

PRCR 632 Primary Care Skills (1 unit)

The goal of this course is to provide training in the basic skills that are needed to see patients in a primary care setting. This course will expand on many of the principles and skills covered in the first year Physical Diagnosis course as well as the introduction of more advanced procedural skills. This course will also focus on additional skills that will prepare the preclinical student for competent performance in future clinical courses. The format of the course will consist of interactive lectures, discussions, demonstrations, and workshops and labs for actual hands-on training.

PRCR 645 Objective Structured Clinical Examination (OSCE) Skills (1 unit)

OSCE Skills provides laboratories and small group experiences designed to teach practical clinical skills, proper patient interactions, and Subjective Objective Assessment Plan (SOAP) note preparation. Through interactions with simulated patients, 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 primary care practice. Osteopathic principles are reinforced as appropriate to each system. The sessions are closely aligned with topics being presented in the lecture-based Clinical Systems course.

CLINICAL MEDICINE**Orientation to Clinical Clerkships**

Students are required to attend this orientation 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, ranging from medico-legal considerations to emergency room care, routine office care, and subsequent care. 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.

CLIN720 Internal Medicine 1 (6 units)**CLIN721 Internal Medicine 2 (6 units)**

These clinical clerkships are designed to develop the student's skills in clinical problem solving and direct patient care in the field of Internal Medicine. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. A detailed listing of learning objectives for these clerkships is found in the Manual for Clinical Coursework. **A written examination is administered following the completion of CLIN721. This examination must be passed in order for a student to receive a passing grade for the courses. Various additional requirements for satisfactory completion of these courses may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN722 Surgery 1 (6 units)**CLIN723 Surgery 2 (6 units)**

These clinical clerkships are designed to develop the student's skills in clinical problem solving and direct patient care in the field of Surgery. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. A detailed listing of learning objectives for these clerkships is found in the Manual for Clinical Coursework. **A written examination is administered following the completion of CLIN723. This examination must be passed in order for a student to receive a passing grade for the courses. Various additional requirements for satisfactory completion of these courses may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN724 Obstetrics & Gynecology (6 units)

This clinical clerkship is designed to develop the student's skills in clinical problem solving and direct patient care in the field of Obstetrics & Gynecology. Duties will include assessment of

patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. A detailed listing of learning objectives for this clerkship is found in the Manual for Clinical Coursework. **A written examination is administered following the completion of this clerkship. This examination must be passed in order for a student to receive a passing grade for the course. Various additional requirements for satisfactory completion of this course may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN725 Pediatrics (6 units)

This clinical clerkship is designed to develop the student's skills in clinical problem solving and direct patient care in the field of Pediatrics. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. A detailed listing of learning objectives for this clerkship is found in the Manual for Clinical Coursework. **A written examination is administered following the completion of this clerkship. This examination must be passed in order for a student to receive a passing grade for the course. Various additional requirements for satisfactory completion of this course may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN726 Family Medicine 1 (6 units)

CLIN727 Family Medicine 2 (6 units)

These clinical clerkships are designed to develop the student's skills in clinical problem solving and direct patient care in the field of Family Medicine. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in inpatient and/or outpatient settings. A detailed

listing of learning objectives for these clerkships is found in the Manual for Clinical Coursework. **A written examination is administered following the completion of CLIN727. This examination must be passed in order for a student to receive a passing grade for the courses. Various additional requirements for satisfactory completion of these courses may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN729 Psychiatry (6 units)

This clinical clerkship is designed to develop the student's skills in clinical problem solving and direct patient care in the field of Psychiatry. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in inpatient and/or outpatient settings. A detailed listing of learning objectives for this clerkship is found in the Manual for Clinical Coursework. **A written examination is administered following the completion of this clerkship. This examination must be passed in order for a student to receive a passing grade for the course. Various additional requirements for satisfactory completion of this course may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN755 Elective (6 units)

CLIN761 Elective (6 units)

These clinical clerkships are designed to develop the student's skills in clinical problem solving and direct patient care in a field of interest to the student. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. **Various additional requirements for satisfactory completion of these courses may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN852 Emergency Medicine (6 units)

This clinical clerkship is designed to develop the student's skills in clinical problem solving and direct patient care in the field of Emergency Medicine, in preparation for postgraduate training. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in pediatric, adult, or mixed Emergency Department settings. **Various additional requirements for satisfactory completion of this course may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN854 Internal Medicine (6 units)

This clinical clerkship is designed to refine the student's skills in clinical problem solving and direct patient care in the field of Internal Medicine, in preparation for postgraduate training. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. **Various additional requirements for satisfactory completion of this course may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN855 Obstetrics & Gynecology (6 units)

This clinical clerkship is designed to refine the student's skills in clinical problem solving and direct patient care in the field of Obstetrics & Gynecology, in preparation for postgraduate training. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. **Various additional requirements for satisfactory completion of this course may also apply. These requirements**

will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).

CLIN858 Pediatrics (6 units)

This clinical clerkship is designed to refine the student's skills in clinical problem solving and direct patient care in the field of Pediatrics, in preparation for postgraduate training. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. **Various additional requirements for satisfactory completion of this course may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

CLIN871 Elective 1 (6 units)

CLIN872 Elective 2 (6 units)

CLIN873 Medical Subspecialty Elective (6 units)

CLIN874 Surgical Subspecialty Elective (6 units)

These clinical clerkships are designed to refine the student's skills in clinical problem solving and direct patient care in a field of interest to the student in preparation for postgraduate training. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students will work in clinical settings under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings. **Various additional requirements for satisfactory completion of these courses may also apply. These requirements will be outlined in syllabi or through other communications prior to the start of the course and may include, but are not limited to: attendance at didactic sessions (e.g., lectures, clinical case conferences), completion of online educational modules, demonstration of competence in selected procedures, observed performance of clinical skills, and written assignments (e.g., academic paper, sample History and Physical note).**

*** Note: Students will take one course in the range from CLIN887 to CLIN893**

CLIN887 Subinternship - Family Medicine (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in the field of Family Medicine, in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in inpatient and/or outpatient settings.

CLIN888 Subinternship - Internal Medicine (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in the field of Internal Medicine, in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings.

CLIN889 Subinternship - Obstetrics & Gynecology (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in the field of Obstetrics & Gynecology, in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings.

CLIN890 Subinternship – Pediatrics (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in the field of Pediatrics, in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and

verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings.

CLIN891 Subinternship – Psychiatry (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in the field of Psychiatry, in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings.

CLIN892 Subinternship – Surgery (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in the field of Surgery, in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings.

CLIN893 Subinternship (6 units)

This clinical clerkship is designed to aid the student in developing more advanced skills in clinical problem solving and direct patient care in a field of interest to the student which does not fall in one of the categories described in CLIN887 through 893 (e.g. Radiology, Pathology), in preparation for postgraduate training anticipated to be in this discipline. Duties will include assessment of patients through history and physical examination, development of differential diagnoses, formulation of treatment plans, presentation of data and assessments in both written and verbal forms, and participation in treatment. Students are expected – in comparison with other clinical clerkships – to demonstrate a higher level of clinical expertise and a broader and deeper knowledge base, and should function somewhat more independently, but under the supervision of full-time faculty or licensed physicians appointed

or approved to the Adjunct Faculty. Clinical experiences may take place in general and/or subspecialty areas, in inpatient and/or outpatient settings.

CLIN905 COMLEX PREP COURSE (1 units)

is required for students who fail COMLEX level 1 or COMLEX 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; and demonstrate improved time management skills. A variety of assignments and activities will be tailored to achieve the course objectives.

Medical Health Sciences

MASTER OF SCIENCE IN 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 prospective medical students while strengthening their credentials for admission to medical school. 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 30 credits of quality graduate level biomedical courses enriched with research experience. All students are admitted to an eleven-month program comprised of basic science medical courses and basic science research or clinical experience.

For the basic medical science component of the program, students attend the Gross Anatomy and Embryology, Medical Biochemistry, Medical Physiology and Infection and Immunity courses in the College of Osteopathic Medicine with the regular first year medical students. Students registered in these first year medical courses perform much of the activities, including cadaver dissection, clinical case presentations, seminars, and course examinations with the first year medical students. These provide an important learning experience for the students while establishing a critical evaluation tool in determining students' abilities to handle medical school.

Another strong component of the program is the intense biomedical research experience throughout the year. This starts off with Research Tools where common laboratory techniques are demonstrated and discussed. This is followed by a research selection process where students are partnered with research active faculty and introduced to their research. The next step is the immersion of students in specific research projects during Individual Research. By the spring semester, students are ready to conclude their research in a mentor-directed Practicum. Students may also participate in a clinical project in lieu of a basic science research project. A public presentation and a written report of the Practicum conclude the program. The Research component of the program provides an important tool for evaluating the technical skills expected from a well-rounded medical student. In addition the wide array of activities during this component, exposes the students to various activities that seek to develop and test abilities and behavior that are mostly difficult to evaluate in regular class work such as their ability to communicate, to discuss and reason, to demonstrate ethical behavior, and to exhibit professionalism. These activities not only prepare students to become better medical students but should enhance their credentials for admission.

Last but not least, an important component of the program is the inclusion of ancillary support services to help the students' application to medical or professional schools. An elective MCAT preparation course is offered in the first semester of the program along with tutorials in medical interviewing.

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 behaviors, and encourage attitudes of a prospective medical student and future medical practitioner. These goals can be accomplished through the following long-term objectives:

- A. To provide a curriculum that contains essential information to understand the scientific basis of medicine and its application to the practice of medicine, students will acquire core basic medical and biomedical knowledge and facts including those necessary for clinical diagnosis, treatment, prevention of diseases and for new scientific discoveries.
- B. To implement a curriculum that integrates the clinical applications of basic science concepts, students will acquire and apply basic motor and cognitive skills useful in ordinary medical procedures or bench-type research experiments, including problem solving, reasoning, and effective communication of results.
- C. To cultivate and nurture a learning environment that fosters a humanistic and compassionate, as well as an ethical, respectful, and culturally competent approach to medical care or research activities and to working with other health care providers or research scientists, students will acquire and demonstrate behavior that exhibits professionalism of a health care worker or basic scientist including application of ethical and moral reasoning.
- D. To institute a teaching approach that fosters enthusiasm, critical thinking and commitment to lifelong learning, students will acquire and demonstrate the ability to use independent learning methods and information management skills.

ADMISSIONS REQUIREMENTS FOR ACADEMIC YEAR 2013-2014

Touro University Nevada has designed a rigorous premedical postgraduate program that will evaluate and identify students capable of handling the rigors and challenges of the basic science courses of medical school. Hence, the minimum requirements for admission into the program are closely similar to those required for admission to medical school (see medical school admissions).

- Have earned a minimum cumulative and science GPA of 2.75.

The minimum course requirements include a grade of C or better in the following courses:

- 4 semester units of Biology/Zoology with lab.
- 4 semester units of Inorganic Chemistry with lab.
- 4 semester units of Organic Chemistry and/or Biochemistry with lab.
- 4 semester units of Math/Computer Science.
- 2 courses of College English.

All candidates must hold US Citizenship or Permanent Resident Status at the time of application.

A bachelor's degree from a regionally accredited college or university must be completed prior to enrolling. Students are responsible to provide official transcripts from all previously attended colleges and universities to the Office of Admissions with an admission application, application fee, two letters from college science professors or one premedical/academic committee letter. One letter can be from a physician (D.O. or M.D.).

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 be offered during the first week of the second semester while remediation of a Spring course will be offered during the last week of the following Fall semester.

COURSE SCHEDULE

Fall I

Scientific Communications	2 credits
Gross Anatomy and Embryology	4 credits
Medical Biochemistry	3 credits
General Physiology and Histology	3 credits
Research Tools	1 credit
Current Topics in Biomedical Sciences	1 credit
MCAT Preparation (elective)*	1 credit
Special Problems: Individual Research I	2 credits
Introduction to Differential Diagnosis and Problem Solving (elective)*	1 credit

*Students either enroll in the **MCAT Preparation** or in the **Introduction to Differential Diagnosis and Problem Solving**.

Spring I

Biomedical Ethics	1 credit
Problem Based Learning in Physiology	2 credits
Infection and Immunity	3 credits
Current Topics in Biomedical Sciences	1 credit
Individual Research	2 credits
Practicum	4 credits

CONTACT INFORMATION

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COMPLETE COURSE LISTINGS

BMS 600. BIOMEDICAL ETHICS (1 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.

BMS 605. SCIENTIFIC COMMUNICATIONS (2 credit)

The course provides background information and training to help students develop skills in preparing and writing scientific papers or documents to be used for oral and poster presentations, publication of journal articles, grant applications, and research proposals.

BMS 610 A & B. CURRENT TOPICS IN BIOMEDICAL SCIENCES (1 credit each)

Discussions of current knowledge and technology and scientific discoveries in various fields of biomedical sciences as published in high impact journals through journal clubs presented by students or as presented through department-sponsored seminars.

BMS 620. RESEARCH TOOLS (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 laboratory.

BMS 630. SPECIAL PROBLEMS: INDIVIDUAL RESEARCH (2 credits)

Activities to enhance student's skills or learning but limited in scope in terms of learning objectives/outcomes and duration. These could be used for learning new laboratory or clinical procedures, developing teaching experiences, completion of written reports. Faculty mentors function as course directors.

BMS 640. INDIVIDUAL RESEARCH (2 credits)

Master's level mentor-directed research. Faculty mentors function as course directors.

BMS 650. PRACTICUM (4 credits)

Mentor-directed internship at an approved site. Internship could be in a research or clinical facility. Requirements include a written report of the activities during internship as well as a public presentation of the activities. Faculty mentors function as course directors.

BMS 665. Infection and Immunity (3 credits; elective)

This course is intended to provide the student with insight into the foundations of pathogenesis and treatment of microbial-induced diseases of the human body. The course begins by examining in detail the basic mechanisms by which the immune system functions in protecting against human disease. The basic principles of microbial pathogenesis will then be described along with the characteristic features of the major types of microbial pathogens.

BMS 670. GROSS ANATOMY AND EMBRYOLOGY (4 credits)

Involves studies of the human body through lectures, faculty-directed cadaver dissections, small group discussions and clinical presentations. Detailed presentation of the anatomy, embryology, and diseases of various organ systems in each region of the body is included. Students participate in the regular fall course for first year medical students.

BMS 680. MEDICAL BIOCHEMISTRY (3 credits)

Combines chemical, physiological, and pathology approaches to the study of human biochemistry. Students are expected to integrate the knowledge they gather from the different basic science disciplines in order to understand how bodily functions relate to health and disease. Students participate in the regular course for first year medical students.

BMS 690. GENERAL PHYSIOLOGY AND HISTOLOGY (3 credits)

Review of fundamental principles of physiology and current understanding of advances in those fields. Applications of basic principles of Physiology to the understanding of diseases and pathology are emphasized. Students participate in the regular course for first year medical students.

BMS 691. PROBLEM BASED LEARNING IN PHYSIOLOGY (2 credits)

Study of function and its relationship to structure of various organ systems of the body and the current understanding of advances in those fields. Understanding how abnormal functions could lead to diseases and pathology are emphasized. Students participate in a problem based learning environment.

BMS 681. INTRODUCTION TO DIFFERENTIAL DIAGNOSIS AND PROBLEM SOLVING (1 credit; elective).

In this elective course, students will be provided with a range of clinical problems to consider. Emphasis is placed on the thinking process involved in differential diagnosis and determining therapeutic strategy in the context of the patient as a whole.

BMS 682. MCAT PREPARATION (1 credits; elective).

This is elective course for student needing to improve their MCAT scores.

Physician Assistant Studies

MISSION

The Master of Physician Assistant Studies Program is committed to the education of highly qualified 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.

The school has been very successful in achieving its goals. Some graduates have taken leadership roles such as in the Nevada Academy of Physician Assistants, many have found jobs in medically underserved areas, and some have joined the armed forces. Almost all of the graduates have found employment prior to graduation.

REQUIREMENTS

The Master of Physician Assistant Studies program is 28 months in length and consists of 16 months of didactic work 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 eight required rotations: Internal Medicine, Family Medicine,

Obstetrics and Gynecology, Pediatrics, Emergency Medicine, Surgery, Behavioral Medicine, Community Medicine and 2 elective rotations. The program is responsible for arranging and monitoring all aspects of the rotation.

Admission Requirements for Academic Year 2013-2014

In addition to a Bachelor's Degree from a regionally accredited college or university, or the equivalent of a Bachelor's Degree for international graduates, candidates for the MPAS program are required to have obtained the following prior to applying:

- 8 semester units of Anatomy and Physiology
- 4 semester units of Inorganic Chemistry
- 4 semester units of Organic Chemistry
- 3 semester units of Biochemistry
- 3 semester units of Microbiology
- **Three semester units in general psychology and three semester units in statistics are also recommended.*
- All pre-requisite science courses must be completed within the past five years with the exception of organic and inorganic chemistry. All the pre-requisite courses should reflect in your CASPA primary application as complete. Students who are currently enrolled in pre-requisite courses will not be considered for admission.
- Health care work and/or volunteer experiences that reflect a proper motivation for and commitment to the profession
- Overall GPA 2.67
- Science GPA 2.67
- 2 letters of recommendation, one of which must be from a medical provider such as a physician, nurse practitioner, or physician assistant.
- Applicants must hold a U.S. citizenship or permanent resident status at the time of application.
- Submit the PA technical standards which include the physical abilities necessary to perform as a physician assistant.

The program is carefully integrated. Many courses depend on other courses to complete the learning experience. Additionally, the program values the professional growth of the student which can be augmented by being an integral part of the class. Therefore, no transfer credit, credit for experiential learning, or advanced placement will be granted.

Background Checks and Health Requirements

A Level 1 background check and evidence of proof of immunity, either by laboratory evidence or immunization, are required of all students prior to matriculation. A toxicology screen is required of all students prior to beginning the clinical rotations.

Technology Competence

Students are required to possess a computer that meets the requirements as specified by the Information Technology Department.

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. Personal interviews (the final stage in the admissions process) are conducted on the Touro University Nevada campus located in Henderson, Nevada for selected applicants.

International medical students are required to submit an official evaluation of their foreign transcripts.

Requirements for Graduation

1. 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. Satisfactory completion is a grade of at least a 2.0 in each course and no outstanding U grades or a grade which is Unsatisfactory or Incomplete.
2. Overall satisfactory rating on professionalism upon completion of the program.
3. Satisfactory completion of a summative evaluation.
4. Recommendation by the Student Promotion Committee for graduation.
5. Has fulfilled all legal and financial obligations to Touro University-Nevada.
6. 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

SESSION I		
PA 657	Human Science	12.5
PA 696	PA History and Role in the US Health Care System	2
PA 693	A Case Approach to Ethics	1
PA 659	Immunology	1
PA 680	Medical Interviewing	1
PA 656	Diagnostic Imaging	1
SESSION 2		
PA 655	Principles of Pharmacology I	2
PA 658	Microbiology and Infectious Disease	3
PA 670	Diagnostic Modalities	3
PA 671	Clinical Medicine I	8

PA 672	Physical Diagnosis I	3
PA 691	Management of the Vulnerable and Medically Underserved	2
SESSION 3		
PA 688	Principles of Pharmacology II	2
PA 673	Clinical Medicine II	9.5
PA 674	Clinical Correlations I	3
PA 684	Introduction to Statistics and Epidemiology	3
PA 681	Mental Health/Human Sexuality	3
SESSION 4		
PA 689	Principles of Pharmacology III	2
PA 678	Emergency Medicine	3
PA 679	Surgical Principles for the Primary Care PA	3
PA 675	Clinical Medicine III	6
PA 676	Clinical Correlations II	3
PA 654	Clinical Genetics	2
PA 698	Introduction to Jurisprudence	1
Clinical Rotations		
PA 699A or PA 699K and PA 699L	Internal Medicine	8
PA 699B or PA 699M and PA 699N	Family Medicine	8
PA 699C	Emergency Medicine	4
PA 699D	OB/GYN	4
PA 699E	Pediatrics	4
PA 699F	Surgery	4
PA 699G	Elective	4
PA 699H	Elective	4
PA 699I	Community Medicine	4
PA 699J	Behavioral Medicine	4
Hours for graduation		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

Vicki Chan-Padgett, PAC, MPAS, Director
Ron Hedger, DO, Medical Director
Nancy Lee, MMSc, PAC, Academic Coordinator
John Padgett, PAC, PhD, Clinical Coordinator
Pearl Forman, MS, PAC, Primary Care Faculty
Mary Anne Kidwell, PAC, MS, Primary Care Faculty
Graceanne Freeman, RN, MSN, APN, FNP-C, Primary Care Faculty
Brian Sady, MPAS, PAC, Primary Care Faculty

STAFF

Taylor Hough, Associate Clinical Coordinator
Dee Anne Culmone, Administrative Assistant to the Program Director
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.

COMPLETE COURSE LISTINGS

A 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. (2 units)

PA 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 units)

PA 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 units)

PA 658 CLINICAL MICROBIOLOGY AND INFECTIOUS DISEASE

This integrated course will familiarize the student to basic microbiology principles as they relate to the infectious disease process. The course is clinically oriented and will be taught via lecture and discussion. (3 units)

PA 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)

PA 670 DIAGNOSTIC MODALITIES

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 units)

PA 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. (8 units)

PA 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 units)

PA 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. (9.5 units)

PA 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 units)

PA 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 units)

PA 676 CLINICAL CORRELATIONS II

This course is a continuation of PA 674 Clinical Correlations I (3 units).

PA 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 student will also develop skills in interventional procedures and successfully complete BLS and ACLS. The course will be taught via lecture, class participation, and discussion. (3 units)

PA 679 SURGICAL PRINCIPLES FOR THE PRIMARY CARE PA

The course will discuss general surgical concepts in the management of the surgical patient. Included in the course are illnesses that require surgical intervention. Procedures such as suturing, sterile technique, wound irrigation, and excision of lesions will be taught. The course will be taught via lecture, class participation and discussion. (3 units)

PA 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)

PA 681 MENTAL HEALTH AND HUMAN SEXUALITY

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 units)

PA 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 units)

PA688 PRINCIPLES OF PHARMACOLOGY II

The course is a continuation of PA 655 Principles of Pharmacology I. Students will learn the clinical therapeutics essential in treating conditions taught in PA 673, Clinical Medicine II. The course will be taught via lecture and discussion. (2 units)

PA 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 units)

PA 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)

PA 691 MANAGEMENT OF 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 units)

PA 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 units)

PA 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)

PA 699A or PA 699K and PA 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 care setting. Included in the rotation is an exposure to Inpatient care. (8 units)

PA 699B or PA 699M and PA 699N FAMILY MEDICINE ROTATION

A three 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. (8 units)

PA 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 units)

PA 699D OBSTETRICS AND GYNECOLOGY 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 units)

PA 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 units)

PA 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 units)

PA 699G ELECTIVE ROTATION**PA 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 units each)

PA 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 partner, or will develop their own. With that

community partner, they will need to assess the needs of that partner and develop a viable solution, using the skills the student has learned as a physician assistant student. (4 units)

PA 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 units)

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 \$5.00 per copy to students. \$10.00 per copy to 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

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 ensure 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 by another student or by University personnel because of a disability, he or she has the right to request an investigation into such matter through the grievance policies and procedures stated in Appendix 2, Section 3 of the student handbook.

Federal

The Rehabilitation Act of 1973 (29 U.S.C. 794)

"No otherwise qualified individual with a disability in the United States shall, solely by reason of this disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program receiving Federal financial assistance."

Section 504 prohibits any program or activity, which receives federal funding, from discriminating against qualified person with disabilities in employment as well as all other activities.

The Federal Americans with Disabilities Act – 1990 (42 U.S.C. 12101 et set.)

"The nation's proper goals regarding individuals with disabilities are to assure equality of opportunity, full participation independent living, and economic self-sufficiency for (person with disabilities.)"

Additionally, students are protected under Title 9 of the Educational Amendments of 1972 (sex discrimination).

Institution

The University has developed a set of technical standards that are required of all graduates.

Policies and Procedures for Accommodating Students with Disabilities

I. Preamble (introduction)

Touro University Nevada is committed to providing reasonable accommodations to students with documented disabilities. Toward this end 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.

The policies and procedural outlines were developed to ensure equal access at the University for students with disabilities and to ensure full compliance with the following legislative acts and any amendments to same: Section 504 of the Rehabilitation Act of

1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Amendments Act of 2008.

II. **Rights and Responsibilities**

In order to ensure full implementation, three important areas must be considered:

- a. the right of the University to set and maintain standards for admitting and evaluating the progress of students.
- b. the right of the student with a disability to be included on the basis of criteria that do not unfairly discriminate because of the disability.
- c. the right of the faculty to establish and monitor standards of academic performance and to assess content domains.

A. **Rights and Responsibilities of the University**

1. **Rights**

- The right to establish technical standards for admission of students into Touro University programs.
- The right to maintain the University's academic standards.
- The right to request current documentation from a student to be completed by an appropriate professional source to verify the need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- ***In consultation with the student***, the right to discuss a student's need for reasonable accommodations, academic adjustments, and/or auxiliary aids.
- The right to deny a request for accommodations, academic adjustments, and/or auxiliary aids if the documentation fails to verify the need for the requested services or the documentation is not provided in a timely manner.
- The right to refuse to provide or modify an accommodation, adjustment, and/or auxiliary aids that are inappropriate or unreasonable including any that:
 - a. pose a direct threat to the health and safety of others;
 - b. constitute a substantial change or alteration to an essential element of a course of program; or,
 - c. pose undue financial or administrative burden on the University.

2. **Responsibilities**

- The responsibility to ensure that University courses, programs, services, job, activities and facilities when viewed in their entirety, are offered in the most integrated and appropriate settings possible
- The responsibility to provide information regarding policies and procedures to students with disabilities and assure its availability in accessible formats upon request
- The responsibility to evaluate students on their abilities not their disabilities

- The responsibility to provide to a student reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aid following a timely request
- The responsibility to maintain appropriate confidentiality of records and communication concerning students with disabilities except where disclosure is required by law or authorized by the student

B. Rights and Responsibilities of Students

1. Rights

- The right to equal access to courses, rotations, programs, services, student employment, activities and facilities available through the University.
- The right to reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
- The right to appropriate confidentiality of all information pertaining to the disability with the choice of to whom to disclose their disability to, except as required by law.
- The right to information reasonably available in accessible formats.

2. Responsibilities

- The responsibility to meet the University's qualifications and essential technical, academic and institutional standards as any other student.
- The responsibility to identify themselves in a timely manner as an individual with a disability when seeking an accommodation.
- The responsibility to provide documentation from an appropriate professional source that verifies the nature of the disability, functional limitations and the need for specific accommodations.
- The responsibility to follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments and/or auxiliary aids.
- The responsibility to advocate for their own individual needs and to seek information, counsel, and assistance as necessary, and within reason, to be effective self advocates.

C. Rights and Responsibilities of the Faculty

1. Rights

- The right to identify and establish the abilities, skills, and knowledge that are fundamental to academic programs/course and to evaluate each student's performance against these standards. Fundamental program and course standards are not subject to modifications; although a student with a disability is entitled to reasonable accommodations to assist him/her to meet the program/course standards.

2. **Responsibilities**

- The responsibility to make reasonable modifications for a student with a disability with respect to the adaptation of the manner in which specific courses are conducted.
- The responsibility to select and administer tests used to evaluate students so as to best ensure that test results accurately reflect aptitudes or competencies and do not discriminate against a student with a disability. Tests designed to measure specific skills related to fundamental standards are allowable even when those skills are impacted by the disability.
- The responsibility to evaluate students in a non-discriminatory manner.

Procedures

The following procedures and information serve as a guide for students seeking special accommodations for disabilities.

Procedures and Information Regarding Requests for Accommodations:

An application for accommodation of a disability must be made by the student. Verbal disclosure prior to or following admission is not sufficient. Students may apply for accommodations any time during their academic curriculum; however, if granted, the accommodation is given only for the academic years in which it is requested. ***In case of changed circumstances, with respect to any disability***, subsequent applications must follow for each academic year the student is requesting accommodations (including request during clinical rotations, clerkships, internships and residencies or any other off-campus programs that are part of the student's required college/program curriculum).

How do I request an accommodation, and who do I contact?

A student requesting an accommodation under the ADA for a disability must meet with the Director of the Office of Academic Services and Institutional Support (OASIS). An application for requesting accommodations for a disability can be obtained from this office.

Do I need to have documentation prior to my meeting with the Director of OASIS?

Although students can apply for accommodations at any time during their academic program, it is strongly advised that if they are seeking accommodations, they have the following paperwork and documentation on file in the Office of Academic Services and Institutional Support prior to the request:

1. A Request for Accommodations of Disability Application, which is available from OASIS, should be completed by the student and submitted to OASIS prior to consideration of such request. To expedite the process, students are encouraged to have this form completed prior to their meeting with the Director of OASIS.
2. Documentation is required from ***a physician, clinical psychologist or other certified individual*** and report must be on file in the Office of Academic Services and Institutional Support before any accommodation can be granted. It is the

student's responsibility to make sure that all required documentation is forwarded to OASIS. Documentation should include:

- a cover letter from the physician, clinical psychologist, or other certified individual
- appropriate and thorough diagnostic test results. A summary of results, while helpful, by itself is not considered sufficient. The documentation should also:
 - clearly diagnose the disability
 - report the severity of the disability
 - offer implications of the disability for the student's program of study
 - include a summary of what accommodations are suggested to assist in compensating for the disability.

3) Test results should be dated within 3 years of the date of the request for accommodation. Older evaluations will be considered if submitted with more recent supplemental documentation.

Accommodations/Major Life Activities

Accommodations may be made for individuals who experience substantial limitation in one or more of the following Major Life Activities:

- self-care
- performing manual tasks
- seeing
- hearing
- eating
- sleeping
- walking
- standing
- lifting
- bending
- speaking
- breathing
- learning
- reading
- concentrating
- thinking
- communicating
- working
- major bodily functions (including but not limited to immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive systems)

Type of Documentation Students Should Provide

As a guide to both students and faculty, appropriate documentation needed to fulfill criteria to be considered disabled may include, but are not limited to, the following:

- **ADD/ADHD**
DSM-IV diagnosis, description of diagnostic instruments/procedures used, list of symptoms, description of functional limitations, current medications, history of the use of academic accommodations
- **Communication Language Disorder**
Diagnosis, description of diagnostic process, diagnostic report, description of functional limitations, suggested accommodations with accompanying rationale
- **Health/Medical Disability**
Medical report which includes diagnosis, prescribed medications, specific functional limitations, recommended accommodations with accompanying rationale, expected duration, listing of conditions/situations that may exacerbate health issue
- **Hearing Disability**
Medical report which includes the degree of hearing loss, duration, prognosis, communication issues, functional limitations, suggested accommodations with accompanying rationale
- **Learning Disability**
Psychological evaluation which includes diagnosis, description of diagnostic instruments/procedures, description of symptoms, test results, functional limitations, suggested accommodations with accompanying rationale
- **Mobility Disability**
Diagnostic report which includes diagnosis, progression of the condition, symptoms that meet the criteria for the diagnosis, current medications, functional limitations, suggested accommodations with accompanying rationale
- **Psychiatric Disability**
Psychiatric/Psychological diagnostic report containing DSM-IV diagnosis, description of diagnostic instruments/procedures used, severity and duration of the disorder, symptoms, listing of conditions/situations that may exacerbate the mental health issue, list of current medications, suggested accommodations with accompanying rationale
- **Vision Disability**
Medical report which includes diagnosis, description of assessment procedures and evaluation instruments used, quantitative and qualitative information regarding visual acuity, visual field, use of corrective lenses, etc., description of symptoms, expected progression of condition, current medications, suggested accommodations with accompanying rationale

What happens after I provide documentation and discuss my requests with the OASIS Director?

It is then the responsibility of the Director of OASIS to review the documentation and assess whether the accommodation is reasonable. ***Decisions shall be rendered in ten (10) business days and based on the following criteria:***

- a) Has the student provided appropriate documentation that he/she has a disability?
- b) Was the request submitted according to the procedures stated above?
- c) Is the request reasonable within the student's required program of study? That is, the student's program of study is not fundamentally altered by this request.
- d) Does the request for accommodation interfere with a required component of the student's academic program ***or lower essential academic standards?***
- e) Without this accommodation, would the student still be able to effectively learn the required material?

It is the responsibility of the Director of OASIS to discuss with the student how he/she can communicate to faculty and facilitate initiation of requested accommodations. If the requested accommodation meets the criteria, the Director of OASIS will request the accommodation in writing to the Associate Dean or Program Director in charge of the course or courses within which an accommodation is or accommodations are being requested. It is the responsibility of the Associate Dean or Program Director to inform all appropriate instructors of the request for accommodation. Students are reminded, however, that they must reapply each academic year to be considered for accommodations.

What are my responsibilities once the request has been made to the Associate Dean or Program Directors? Once a letter requesting accommodations has been sent from Director of OASIS to the Associate Dean or Program Directors, it is the students' responsibility to arrange the approved accommodations with course instructors. Students must do this prior to having the accommodation made available.

It is the student's responsibility to approach the specific instructor of the class in which they wish to be accommodated and discuss what works best for him/her, within the parameters of the requested accommodation(s). Students, while having a specific disability and requesting accommodations for one course, may or may not want special accommodations for other courses within their program of study.

What if I encounter problems with receiving accommodations after I have gone through the proper procedures?

Students are encouraged to immediately bring problems or concerns to the attention of the Director of OASIS. It is the responsibility of the Director of OASIS to monitor all arrangements regarding disability accommodations. If a student feels he or she is being discriminated against because of a disability, he or she has the right to request an investigation into such a matter.

What do I do if I have not been tested in the last 5 years and need documentation or if I feel I have a disability and need testing?

Students who are in need of testing to provide current documentation should meet with the Director of OASIS. Information on testing and testing locations can be obtained through this office. Costs of testing and assessments are the responsibility of the student.

What if my request for accommodations is denied? Is there an appeal process?

Yes, if students have gone through the proper procedures and the request is denied, they may request an appeal from the Dean of Students. The request of an appeal must be made in writing within 15 days of notice of receiving the initial decision of “deny”.

What happens to my individual reports, assessments, and documentation and who has access to my detailed records?

Access to these records is restricted. If the accommodating department(s), wish to view a copy of the student assessment, they may do so only with the express written consent of the student and must show reason why they wish to view the assessment. Copies of the detailed assessment are kept strictly confidential in the Office of Academic Services and Institutional Support (OASIS) and may only be viewed by this office, the Dean of Student Services, and individuals that the student has identified.

What about accommodations for board examinations or other certifying examinations?

Students who wish to request accommodation for board examinations or other certifying examinations are urged to contact the governing body or institution responsible for the administration of such examinations. Requirements for requesting accommodations under the ADA for these examinations may be different from Touro University of Nevada’s requirements.

Disability Grievances

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 the matter.

Glossary of Terms Related to Disabilities

Disability – A physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment. (28 CRC Part 26 page 35698)

Major Life Activity – Examples are caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Impairment – Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal; special sense organs (which would include speech organs that are not respiratory such as vocal cords, soft palate, tongue, etc.); respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine.

Resources

1998 “Guide in Assisting Students with Disabilities”

1998 “Disability Services” MWU 1998-99 Student Handbook

1998 “ADA Policies and Procedures” The University of Health Sciences: College of Osteopathic Medicine

1998 “Procedures for Establishing the Need for Special Accommodations under the ADA.

Finch University of Health Sciences/The Chicago Medical School

1998 “Accommodating Applicant and Students with Disabilities “McBurney Disability Resources Center, University of Wisconsin-Madison

Appendix C

Student Conduct Code

Student Conduct Code Rights and Responsibilities of Students of Touro University Nevada Revised March 6, 2013 Revision implemented July 1, 2013

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 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.
- promote a university community that is safe.
- engage in interactions and behaviors that are congruent with the university's commitment to tolerance and social justice.
- 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 Code of Conduct; 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. Please note that the advisor may **not** speak or participate directly in the process (to include questioning witnesses 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 or at a hearing.
- challenge an individual selected as members 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 and will be responded to quickly.

Conduct Violations

The following acts are considered to be a violation of acceptable student conduct:

- Disrupting the educational environment to include malicious obstruction or disruption of teaching, research, and/or administrative procedures.
- Behaviors inconsistent with the qualities and ethics expected of professionals within the field for which the student is studying.
- 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.
- Neglect of responsibilities to include clinical assignments, hospital assignments, patients' rights, and/or pharmaceutical privileges
- 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).
- Plagiarism (presenting as one's own work the work of another without proper acknowledgement).

- Deceitful practice (using a substitute or acting as a substitute for another in any academic evaluation or academic setting).
- 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.
- Knowingly furnishing false or misleading information to the university.
- Forgery, alteration, or misuse of university documents, records, identification, etc.
- Conduct that threatens or endangers the health or safety of any person.
- Theft of or damage to property of the university and/or of a member of the university community
- 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.
- Using, selling, possessing, distributing an illegal drug or narcotics
- 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.
- 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.
- Possession or use of firearms, ammunition, explosive devices or materials, or other weapons on campus property (to include automobiles parked on the campus)
- Conduct that threatens, causes harm to, or endangers the health or safety of any person (including but not limited to bullying, stalking, assault, battery)
- Threatening harm to self in a manner that is disruptive to the university environment.
- Harassment of any type including but not limited to sexual harassment.
- Disorderly, lewd, indecent, or obscene behavior directed toward a member of the university community and/or at a university-related activity.
- 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.
- Threatening, harassing, and/or intimidating any participant in a student conduct procedure.
- 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).
- Violation of established university policies and procedures.

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 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.

RESOLUTION PROCESS FOR MISCONDUCT

When an individual wishes to report that a student or group of students has violated the Student Code of Conduct, 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 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 Code of Conduct. 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. When a student receives a temporary suspension, the Dean will convene a hearing within three work days to recommend whether or not the suspension will continue until the resolution process is concluded.

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 information 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 Code of Conduct. 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 five 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 the decision to proceed with the formal method;
 - The hearing shall be heard by a hearing panel composed of two full-time faculty and/or administrative staff members and three student committee members; the Dean of Students (in consultation with the appropriate student government president and the academic dean) will appoint one of the students to serve as chair. The chair 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 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 hearing committee chair.
 - Challenge the seating of one hearing committee member; the challenge must be made at least 48 hours 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 and the person making the charges 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 48 hours 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 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 who is not a committee member. The committee chair would work with the Dean of Students to request a recorder.
 - The chair will establish, in advance, all time limits and/or expectations of those present.
 - A representative of the university (usually the investigative officer) will review the 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. This individual will not participate in the hearing unless the committee has questions and/or the student requests it.
 - The charges and all issues in dispute shall be orally presented by the hearing chair.
 - The complainant (and/or others designated by the chair) will present all information supporting the charges made against the student.
 - Following this presentation, the student who is under investigation 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.
 - At any time during the hearing, the committee members may ask questions of the complainant and the student under investigation. Additionally, between presentations, the complainant, the 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 complainant and the student may each make a summary statement.
 - Once the summary statements are complete and all questions have been asked and answered, the members of the hearing committee will reconvene and 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 Code of Conduct; at least three affirmative votes are required.
 - 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.
- 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 rationale for any changes made to the committee recommendations also will be conveyed to hearing committee members.
 - The university will institute the sanctions outlined by the Dean of Students unless the student involved appeals the decision.
 - A student, within five school days of notification of the decision, may appeal the decision of the Dean of Students. 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 notation on the student's transcript)
- Dismissal (termination of student's relationship with/enrollment in the university and notation on the student's transcript)
- Intake/assessment/treatment referrals

Appendix D

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 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 a follow-up drug screen.
- 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 Medical Director who will review the results. A positive result on the drug screen will generate a scheduled appointment with either the Medical Director or the Director of Student Health Services in the Physician Assistant Program 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 Medical Director and/or student if the student has need for support from the Dean of Students.

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 Medical 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 Handbook in the case of a student.

No enrolled student shall be exempt from the terms and conditions of this policy on the ground 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 Medical Director's Office or the office of the Director of Student Health Services for the School of Physician Assistant Studies.
- 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 Medical Director's Office or the office of the Director of Student Health Services for the School of Physician Assistant Studies. The Social Security number of the affected person shall not be an appropriate identifier.
- 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 Medical Director or the Director of Student Health Services for the School of Physician Assistant Studies 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 will be dismissed from the university.

Appendix E

Academic Integrity Policy

TOURO COLLEGE AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY STATEMENT ON ACADEMIC INTEGRITY

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, modeled after that of Rutgers University, requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work;
- Obtain all data or results using ethical means;
- Report researched data without concealing any results inconsistent with student’s conclusions;
- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student’s academic dishonesty, nor obstruct another student’s academic progress;
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment;
- No student has an inappropriate advantage over others;
- The academic and ethical development of students is fostered;
- The Touro College and University System is able to maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity, and for establishing fair procedures to deal with allegations of violations of academic integrity.

VIOLATIONS OF ACADEMIC INTEGRITY

The following are considered to be violations of academic integrity and are prohibited by the Touro College and University System. Students, faculty, and other members of the Touro College and University System community who are in violation of one of the offenses listed below or similar such offenses or who assist in the commission of such offenses may be subject to sanctions as described below in the section “Procedures in Response to Violations of Academic Integrity.”

PLAGIARISM

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

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

Intentional Plagiarism

Plagiarism takes many forms. **Flagrant forms, or intentional plagiarism**, as stated in the Thesis Guidelines of the New York Medical College, include, but are not limited to: purchasing or copying a paper from the Internet or from a fellow student or anyone else, whether or not that paper has been published; copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution; copying clinical notes/materials without personally performing the patient examination. Plagiarized sources may include not only print material but also computer programs, CD-ROM video/audio sources, emails and material from social media sites and blogs, as well as assignments completed by other students at Touro College and University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

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

Students are cautioned against assuming that a fact or idea is common knowledge and are encouraged to provide citation, to deflect a charge of plagiarism.

Unintentional Plagiarism

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

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

In its policies and disciplinary procedures, the Touro College and University System will seek to recognize and differentiate its penalties between **intentional plagiarism** (as defined above) and **failure to cite sources properly**. However, both forms are violations.

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

The Student Code of Academic Integrity at the New York Medical College defines cheating as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructors is also cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for you on any form of test or examination;
- Working on any form of test or examination beyond the allotted time; hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination;
- Copying from another individual’s examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

- Giving or receiving person-to-person assistance or information in any manner, including notes, text messages, or e-mails, during an examination or in the preparation of other assignments without the authorization of the instructor;
- Using crib sheets or unauthorized notes (unless the instructor provides explicit permission);
- Copying from another individual’s exam.

Failure to comply with any and all Touro College and University System test procedures will be considered a violation of the Academic Integrity Policy.

RESEARCH MISCONDUCT AND OTHER UNETHICAL CONDUCT

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators. These standards are described briefly in the New York Medical College **Guidelines for Ethical Practices in Research and Policies for Dealing with Instances of Alleged Violations of Ethical Standards** and more fully in the **US Public Health Service Policies on Research Misconduct**.

Research misconduct is defined in the USPHS Policy as “fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.” When appropriate, adjudication will be conducted according to Touro College and University System’s **Guidelines for Ethical Practices in Research** cited above.

In the Student Code of Academic Integrity, the New York Medical College uses the following as examples of research misconduct:

Fabrication

Fabrication means making up information, data, or research results, or pretending to have performed experiments that were not, in fact, conducted.

Falsification

Falsification means inappropriately altering or manipulating data, images, or information on clinical or laboratory records, practicum experiences, research results, equipment, and/or processes so that one possible conclusion or interpretation is favored over others.

Plagiarism (As Research Misconduct)

Plagiarism, on its own a violation of academic integrity, may *additionally constitute research misconduct* if it is committed in the context of a research effort.

Misleading or Fraudulent Behavior

Misleading or fraudulent behavior, put simply, is lying, and includes acts contributing to or associated with lying. It takes on any form of fabrication, falsification or misrepresentation.

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;

- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another;
- Omitting relevant information about oneself.

Tampering

Unauthorized removal or alteration of College documents (e.g., library books, reference materials, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work, for the purpose of gaining an unfair academic advantage. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal to prevent other students from having access to the required reading material;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use", can make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. As a general rule, if you think that you might be violating the copyright law, you probably are. Examples of copyright violations include:

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

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: <http://www.copyright.gov/fls/fl102.html>

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro College and University System Academic Integrity Policy applies to all students in each of Touro's schools. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which at no time will be less stringent than the requirements and standards set forth in this Policy Statement.

REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

Faculty members or other members of the Touro community who encounter cases of plagiarism or cheating

should ***contact the Chair of the relevant department***, and inform the offending student of such. The Chair will report the incident, in writing, to the Dean. The Chair will provide faculty with advice specific to the individual incident. No grade may be entered onto the student's record for the course in question before the issue is resolved, either informally or formally.

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

Students who are found to have violated the Touro College and University System's Standards of Academic Integrity are subject to sanctions. Each school shall designate the Dean responsible for adjudicating violations of Academic Integrity (herein referred to as the "**Dean**" except where otherwise noted). Depending on the school's Student Handbook or Bulletin, this may be the Dean of Students, the Dean of Faculties, or another appropriate responsible individual.

As stated above, incidents are reported to the department Chairperson, and a report by the Chair is submitted to the Dean. The method of resolution of the violation may be either informal or formal.

At the discretion of the Dean or Chair, the student may be removed from the class pending a resolution of the matter. Should a student action be of such a nature that it is felt that he or she must be relieved of his/her right to attend the Touro College and University System, the student may be temporarily suspended from the Touro College and University System upon recommendation of the Dean. In the case of suspension, an expedited formal hearing will be scheduled. Suspended students may not avail themselves of the informal resolution process.

Informal Resolution

The student and faculty member may resolve the issue informally—with notice to the Chair of the Department and the Chair's consultation with the Dean (which must be accompanied by a written synopsis of the matter)—and the faculty member, in consultation with the Chair, may impose any range of sanctions (Class C, D, or E) short of suspension and expulsion. If the student agrees to the decision, then any disposition will be final. Once accepted by the student, the decision of the faculty member and Chair is not subject to appeal, and is binding on both the student and faculty member.

The Chair must indicate whether the violation was a minor or inadvertent violation that is not subject to reporting, or whether the violation is significant enough to warrant reporting. The outcome of the informal resolution should be reported in writing to the Dean, who will maintain the record of significant violations for the duration of the student's academic career.

The informal resolution process is not available to individuals who have been previously reported.

Formal Resolution

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student is a repeat offender, or (4) for any other reason for which informal resolution is not appropriate as determined by the Chair or the Dean, then the matter shall be submitted for formal resolution.

The Touro College and University System has developed the following formal method of resolution to deal with academic integrity allegations and complaints.

To institute formal resolution, the following procedures shall be followed:

- The Dean receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The Dean shall arrange a hearing which, generally speaking, should take place no earlier than three (3) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which may be by e-mail and followed by a hard copy, will be given at least twenty-four hours prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot for good cause be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The student charged and the person making the charges will be afforded the following opportunities:

- To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
- To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are to be closed sessions. The Committee may hear other people of its choosing who may be knowledgeable about the issue(s) under consideration, and may investigate relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- A quorum of this Committee must be present in order to conduct official business and render a decision.
- All decisions shall be made by majority vote, the mechanism to be determined by Committee membership.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Representation by an attorney is not permitted.
- A recording secretary may be appointed by the Committee Chair. Transcripts of the proceedings are not mandatory or required.
- All issues in dispute shall be presented orally by the Committee Chair.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who is under investigation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The Dean, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro College and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- At the completion of all discussions, the student and his/her accuser may each make a closing statement. The administration may also be afforded an opportunity to make a statement.
- At any time during the hearing the student, his/her accuser, the Committee, and/or the Touro College and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The Committee's decision will be presented in writing to the Dean and the student.
- In the absence of an appeal, the Dean will transmit the Committee's decision to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanction.

ACADEMIC APPEAL PROCESS

- Following notification of the Committee decision, a student may wish to appeal the decision. He or she has three (3) working days within which to submit a formal written appeal of the decision to the Dean of the Division or School. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- After consideration of the Appeal, the Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision in the event the sanction imposed was a suspension, expulsion or revocation of the degree. In all other instances, the Dean's decision will be FINAL.
- A copy of the Dean's Final decision will be transmitted to the Touro College and University System (TCUS) Academic Integrity Council. Solely in the event of a disparity or other irregularity in the sanction imposed, the TCUS Academic Integrity Council may remand the matter to the Dean, noting the new range of permissible sanctions, for action consistent with overall TCUS standards.

In the event the Dean and the Committee have decided to suspend, expel or revoke a student's degree, following notification of the Dean's decision, a student may wish to appeal the decision. He or she has five (5) working days within which to submit a formal written appeal of the decision to the respective Chief Academic Officer (e.g., the Provost or Senior Provost) or Presidential designee. The appeal should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the

reason(s) for advocating a reversal of the prior recommendation or decision by the Committee or the Dean.

The Provost may grant an appeal only on the basis of one of the following:

- Evidence of bias of one or more of the members of the Committee or of the Dean.
- New material documenting information that was not available to the Committee or a relevant Dean at the time of the initial decision.
- Procedural error.

The Provost may interview the student, but will not conduct a hearing. The Provost will consider the merits of the appeal and may even consult the Chair of the Committee. The Provost will notify the student in writing of the appeal decision. The decision of the Provost shall be final.

Status of Student Pending Action

Pending resolution on charges, the status of the student will not be altered except in cases where the student has been suspended, in which case an expedited resolution procedure will be in effect. If a student is suspended for any reason, all as-yet undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

SANCTIONS

Sanctions may be imposed by the faculty, the Dean or the Committee. Sanctions may include the following or combinations thereof:

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)

Class C Sanctions:

- Indication of the disciplinary action in a letter of reprimand, in reference letters, licensure and regulatory forms, etc. ;

- Notification of the violation to the other schools within the Touro College and University System;

Class D Sanctions:

- Placement on Probation;
- Failure in the course and requiring the student to repeat the entire course/clerkship;

Class E Sanctions:

- Ordering student to take additional ethics tutorials intended to assist student to avoid future misconduct;
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship or the entire course/clerkship with or without the option of redoing the work;
- Requiring the student to redo the assignment;

Other Sanctions:

- Other sanctions, as deemed just and proper. For example, repeat offenders may be subject to more stringent sanctions.

RECORDKEEPING

Records of the resolution of proceedings shall be kept in accordance with the following:

- If the Committee finds no merit in the allegation under discussion, the Touro College and University System records of the proceedings shall be sealed and secured in the office of the Dean until such time as any legal statute of limitations has expired. Upon the running of the limitations period, all records shall be destroyed. Should a need arise to open the sealed records, the Provost, Dean, or Chief Compliance Officer shall issue an order to open the record. These records will not go into a student's file.
- If the Committee determines that there is merit in the allegation, all matters relative to the resolution shall be entered in the student's academic file, with a copy held by the Dean.

A student may see his/her file in accordance with Touro College and University System regulations concerning inspection of records as spelled out in *Guidelines for Access to and Disclosure of Educational Records Maintained by the Touro College and University System*.