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. 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. We also have dedicated ourselves to giving back to the community here in Southern Nevada.

As you move through the core of your classes and lab work, we encourage you to maximize your experience by getting involved in service and activities both on and off campus. Southern Nevada offers some of the most vibrant and diverse communities in the nation, as well as a place of tremendous need in the fields of health care and education.

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
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<td>Classes End - DO 14</td>
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<td>5/1/2012</td>
<td>Classes Begin - EDU Spring II</td>
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<td>Classes End - PA 12</td>
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**PROXICARD ACCESS**

Normal Proxicard Access is from 6:00am – 2:00am
Degree Conferral Dates

**2011**
- January 10, 2011
- March 4, 2011
- May 6, 2011
- June 6, 2011
- July 11, 2011
- September 6, 2011
- November 11, 2011

**2012**
- January 9, 2012
- March 5, 2012
- May 7, 2012
- June 4, 2012
- July 13, 2012
- September 7, 2012
- November 9, 2012

**2013**
- January 7, 2013
- March 8, 2013
- May 10, 2013
- June 7, 2013
- July 12, 2013
- September 6, 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 7, 2015
- November 9, 2015
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),

2011-2012 Catalog  Touro University Nevada
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
Practicing OB/GYN Physician

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)** (Received Candidate for Accreditation status)
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
3663 East Sunset Road Suite 202
Las Vegas, NV 89120
(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, Lisa Ross – (702) 777-1757
Chief Information Officer, Jose Noriega – (702) 777-1805
Institutional Research Director, Diane Waryas – (702) 777-1763
Library, June Simms – (702) 777-1742
Security, Joseph La Greco – (702) 358-6701

Business Affairs
Accounting Manager, Tomas Barreto – (702) 777-1809
Purchasing, Erika Sharp – (702) 777-4768
Accounts Payable, Marilyn Schechtman – (702) 777-1745

College of Health and Human Services
Interim Dean, Rebecca Mills – (702) 777-3073
Director, Shauna Zobel – School of Education – (702) 777-1779
Director, Rosemary Witt – 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
Vice Dean, Frederick Schaller– (702) 777-4801
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, Rebecca Mills – (702) 777-3073
Director of Admissions, Oscar Parra – (702) 777-1751
Bursar, Miranda Paredes – (702) 777-3075
Director of O.A.S.I.S., Anne Poliquin – (702) 777-4769
Assistant Director of Student Activities, Cory Sussman – (702) 777-4747
Registrar, Rolando Flores – (702) 777-3074
Director of Student Financial Services and Acting Associate Dean of Students,
Dina Nielsen – (702) 777-1755
Mark Ackerman, M.S.N, R.N.
Robert Askey, Ed.D.
Vladimir Bondarenko, Ph.D.
Mary Brann, D.N.P, R.N.
Suzanne Brown, P.T., M.P.H., Ph.D.(c)
Tricia Catalino, D.Sc., P.T., D.C.S.
Vicki Chan-Padgett, M.P.A.S.
Andrew Eisen, M.D.
Terry Else, Ph.D.
Mary Ann Esteban, M.S.N., RN
Elizabeth Fildes, Ed.D., R.N., MAC, CNE
Emmett Findlay, D.C.
Graceann Freeman, R.N., M.S.N, A.P.N, FNP-C
Csaba Fulop, Ph.D.
Stacy Fisher, D.P.T.
Mitchell Forman, D.O.
Pearl Forman, M.A.
Claire Galin, D.O.
Cheryl Glenn, D.O.
Kenneth Grant, M.D.
Jutta Guadagnoli, Ph.D.
Warren Hagman, M.Ed.
Scott Harris, D.O.
Michael Harter, Ph.D.
David Hartley, Ph.D.
Amy Hassen, D.P.T., M.T.C.
Weldon Havins, J.D., L.L.M., M.D.,
Ronald Hedger, D.O.
Wallace Henkelman, M.S.N., R.N.
Julie Honan, M.S.
Marina Ioudina, M.D., Ph.D.
Paul Kalekas, D.O.
Robin Katz, L.M.S.N., M.A., OTR/L
Robert Kessler, D.O.
Mary Ann Kidwell, P.A.C., M.S.
Bimal Roy Krishna, Ph.D.
Scott Lamprecht, D.N.P., R.N.
Michele Langholz, M.S.N., R.N.
Cynthia Lau, Ph.D.
Nancy Lee, M.M.Sc., M.A.
Yoel Levy, M.S.
Wesley Lockhart, D.O.
Cheryl Magen, M.S.
Yehia Marreez, M.D., Ph.D.

Shannon Martin, M.H.S., OTR/L
James McKivigan, D.C., P.T.
James McMurrin, D.O.
Derek Meeks, D.O.
Patricia Meyer, D.O.
Susan Michael, D.N.Sc., M.S.N., C.D.E.
Terrence Miller, Ph.D.
Rebecca Mills, Ed.D.
Jonathan Nissanov, Ph.D.
Carrie O’Reilley, Ph.D., M.S.N., R.N.
John Padgett, Ph.D.
Jayabala Pamidimukkala, Ph.D.
Harold Ray Panter, B.S.N., R.N.
Ramona Panter, M.S.N, R.N.
David Park, D.O.
Chutima Phongphua, M.D., D.C., M.B.A., M.P.H.
Steven Prinster, Ph.D.
Mahboob Qureshi, M.D., Ph.D.
Yvonne Randall, Ed.D., OTR/L, F.A.O.T.A.
Mindy Oxman-Renfro, Ph.D., D.P.T., G.C.S.
Paul Rennie, D.O.
Lise Rioux, Ph.D.
Rouel Roque, M.D.
Patricia Roselle, M.S.N., R.N.
Lisa Rosenberg, M.D.
William Roy, Ph.D.
Amina Sadik, Ph.D.
Brian Sady, M.P.A.S., P.A.C.
Frederick Schaller, D.O.
Elizabeth Scott, M.A.
June Simms, M.L.S.
Lary Simms, D.O.
Upinder Singh, M.D.
David Skyba, Ph.D., D.C.
Dodge Slagle, D.O.
Rhonda Stanley, Ph.D., P.T.
Eric Toder, D.O.
John Tomlinson, M.D.
Brian Traugh, P.A.C.
Michael Wells, Ph.D.
William Wrightsman, M.S.O.T., OTR/L
Todd Yokley, Ph.D.
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

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.

TRANSFER STUDENTS
Touro University Nevada accepts transfer students from other U.S. universities and colleges, (except the School of Physician Assistant studies) 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. Transfer applicants must provide the following information in time to allow appropriate committee review proceeding the semester of intended enrollment:

1. A letter indicating why the student wishes to transfer. For the College of Medicine this letter is sent to the Director of Admissions; for the College of Health and Human Services the letter is sent to the School Director for the program desired.
2. A Supplemental Application (with the non-refundable application fee) clearly marked and highlighted FOR TRANSFER ONLY.
3. Most recent format of the Medical College Admission Test (MCAT) score (College of Medicine only).
4. Official copies of transcripts from all post-secondary schools and colleges.
5. Official copy of the most current osteopathic, nursing, occupational therapy, or physician assistant school transcript.
6. A letter from the program in which the student is currently enrolled, stating that the student is in good academic standing.
7. A letter of recommendation from a faculty member at the osteopathic medical college in which the student is currently enrolled (College of Medicine only).

Contact the Office of Admissions for more information and additional requirements on transferring to a Touro University Nevada program.

NEW STUDENT ORIENTATION
Orientatation 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
Non-degree student status is assigned to individuals who wish to take courses but not pursue a degree. Generally, non-degree students may enroll in up to six credit hours per semester. Prospective students wishing to seek non-degree student status must apply for that status through the Office of Admissions.

The student should check with the academic department to determine which, if any, courses are available to non-degree students. It is the student’s responsibility to provide proof of adequate preparation.

A non-degree student wishing to seek a degree must apply for admission to the Office of Admissions. Non-degree students may transfer no more than twelve TUN credit hours into a degree program. Credits taken as a non-degree student count toward the degree program only with approval of the academic department chairperson and academic dean, at the time of admission.

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
The following immunizations are required for all academic programs, except the School of Education, prior to clinical assignments:
• 2-MMR vaccinations
• 2-Hepatitis A vaccinations
• 3-Hepatitis B vaccinations
• 1-Tdap vaccination
• 2-Varicella vaccinations or Varicella IgG antibody titer
• 2-step PPD/TB skin test or Chest X-ray
• Urine drug screen prior to beginning clinical assignments
• Some academic programs may require that students receive an annual flu shot

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

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<tr>
<td>Half-time</td>
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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.

**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 a pre-approved leave from the University that suspends a student's course of academic and/or clinical study for a defined period of time. The amount of leave time granted depends largely on the personal needs of the student and the timing of the withdrawal within the academic program. Leaves of absence usually do not exceed one 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 and infant care, and critical illness or death of an immediate family member. A student requesting a leave of absence for any reason during or at the end of an academic year must adhere to the following general procedure:

1. The student must meet personally with the appropriate School Director or Associate Dean or Dean to discuss the reason for the leave and the effects on his or her academic progress. A mutual decision is reached after careful consideration is given to personal and professional circumstances.

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

3. The Academic Department will send an official letter to the student and to the program indicating if the leave of absence has been approved or denied.

Provided that the leave is approved, the official start date of the leave of absence will be the original date of receipt of the student's completed Leave of Absence petition. Any tuition charged or refunded will be in accordance with the Policy on Program Refunds. Any changes in the terms of the petition during the leave period should be relayed to the appropriate program head as soon as possible. Students must contact the Dean or a School Director 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.

The following details some aspects of the policy related to specific types of Leave of Absence:

**Maternity Leave**

Enrolled students who become pregnant can request a maternity leave. The amount of leave time granted depends largely on the personal needs of the student and the timing of the birth within the academic program. Prior to officially requesting a leave, pregnant students should contact the School Director or appropriate Associate Dean to discuss how a leave will affect their progress in the academic program and to review options...
open to them. A mutual decision is reached after careful consideration is given to personal and professional circumstances.

Military Leave
Touro University Nevada is committed to supporting students called to active military duty. Students called to such duty will be considered on military leave. Students called to active duty should immediately notify the School Director or appropriate Associate Dean and provide all their pertinent call-up papers. Students returning to Touro University from active duty will be eligible for reinstatement as full-time Touro University students once they have notified the School Director or appropriate Association Dean and have supplied any pertinent military papers requested by the institution.

Tuition charges for students restarting classes or for subsequent academic semesters will be set at the tuition rates in effect at the time the student returns from military duty. The School Director or Associate Dean will provide leadership to facilitate the re-entry of students into their programs as close as possible to the point at which they were called to active military duty.

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 TC WEB, https://tcweb.touro.edu/cgi-bin/login.mbr/login. 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

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

<table>
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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 Director for hours per unit in field work.

Osteopathic Clinical Courses (only)

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

<table>
<thead>
<tr>
<th>Clinical Assessment</th>
<th>Post Rotation Exam Score</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>≥80</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td>70-79</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>&lt;70</td>
<td>Fail</td>
</tr>
<tr>
<td>Pass</td>
<td>≥90</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td>70-89</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td>&lt;70</td>
<td>Fail</td>
</tr>
<tr>
<td>Fail</td>
<td>N/A</td>
<td>Fail</td>
</tr>
</tbody>
</table>
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.

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. The decision of the director is final.

APPELLING A 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 wishes to pursue the matter further, the student may submit a grade grievance petition to their school director and/or department chair (DO). If the student wishes to pursue the matter further, the student may submit a grade grievance petition to their college dean. The Grade Grievance Petition form is located at the Office of the Registrar.

The petition must be received by the college dean within seven business days following the department chair or school director’s decision. The college dean will forward the petition and supporting documentation to the Grade Appeal Committee. After the petition has been received, the Grade Appeal Committee will notify the program administrator and course faculty that a grievance has been filed and will send the student’s request and supporting documentation to the department/school for input. Decision of the Grade Appeal Committee will be communicated to all parties involved within fourteen business days of when the petition was received by the student. The decision of the Grade Appeal Committee is final.

Grade Appeal Committee
Each college dean shall form a Grade Appeal Committee comprised of at least three faculty members; in addition, at least one member of the committee should be at the level of department chair or above.
Veteran’s Benefits

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

Students receiving financial assistance from the Department of Veterans Affairs (DVA), 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.

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.
Academic Probation, Remediation, Academic Appeal Process

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.

Terms of Probation
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 checks and money orders 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) $21,425
   Tuition – Full Time Third and Fourth Year Students (each of three semesters) $14,293
   Application Fee $100
   Deposit $3,000

   1. Physician Assistant Program (MPAS)
      Tuition – Full Time (each of three semesters) $10,485
      Per Credit Fee $525
      Deposit/Withdrawal Fee $500
      Withdrawal Fee See General Fees

B. College of Health & Human Services

   1. Camp Administration and Leadership-Per Credit
      Graduate $435

   2. Education-Per Credit
      Graduate $290

   3. Nursing Program
      Undergraduate (10+ Credits) each of 3 Semesters $9,120
      Per credit fee (1-9 Credits) $700
      RN-BSN-Per Credit $500
      Graduate-Per Credit $570
      Doctorate-Per Credit $675
      Nurse Practitioner $600
      Dissertation Fee $750
      Deposit $500
      Withdrawal Fee See General Fees
4. Occupational Therapy Program
   Tuition – Full Time (10+ Credits) each of 3 Semesters $9,120
   Per credit fee (1-9 Credits) $700
   Deposit $500
   Withdrawal Fee See General Fees

5. Physical Therapy
   1st Professional Track-per semester $13,375
   Deposit $3,000
   Withdrawal Fee See General Fees

6. Radiological Sciences-Per Credit
   Per Credit Fee $365
   Deposit $500
   Withdrawal Fee See General Fees

7. Medical Health Science
   Tuition – Full-time each semester $10,500
   Per Credit Fee $600
   Deposit $500

General Fees – All Programs
   Student Clinic Fee- except online programs- (annual) $250
   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
Touro University Nevada participates in financial assistance programs to help students fund their educational goals. TUN financial assistance programs receive funds from federal, state, and private sources, which may include: Federal Subsidized Stafford Loans, Federal Unsubsidized Stafford Loans, Federal Perkins Loans, Federal Graduate PLUS loans, Private Alternative Loans, Armed Forces Health Professions Scholarship Program, Air Force Health Professions Scholarship Program, Navy Health Professions Scholarship Program, Veterans Administration Benefits, and Federal Work-Study Program. Information regarding these and other types of funding may be found on the Financial Aid website.

The information published here reflects current procedures and regulations affecting financial aid. Touro University Nevada reserved 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, Federal Work-Study, and Pell Grant funds (first bachelor degree seeking students only for Pell Grant funds). Additional funding may be available in Federal Unsubsidized Loans and Private Alternative Loans.

Pell Grants are available for first bachelor degree seeking students who meet need based criteria for these funds.

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

The financial aid funds that a student will receive while in attendance at TUN are primarily student loans, some of which are credit based (Federal Graduate PLUS and Private Alternative Loans). In order to maintain as limited indebtedness as possible, TUN encourages students to budget carefully and borrow conservatively as well as investigate private resources for possible grants and scholarships. Private resources include religious organizations, professional associations and other organizations with which students or family members are currently affiliated, as well as scholarship search sites.
APPLICATION PROCESS
To apply for federal financial aid students are invited to complete the Touro 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
Grants
Grants are generally awarded based on need and repayment is not required unless a recipient withdraws from school or stops attending classes paid for, in full or in part, by grants. Grants are available to first bachelors undergraduate study only.

Pell Grants
The Pell grant is considered the primary federal grant program and the base of federal assistance to undergraduate students. All students who qualify may receive a Pell grant.

Supplemental Educational Opportunity Grant (SEOG)
The SEOG is a secondary fund that goes to Pell grant recipients who exhibit exceptional need as determined by the FAFSA.

Federal Work Study
The purpose of the Federal Work-Study Program is to stimulate and promote part-time employment, for those students in 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. Eligibility for the University Work-Study Program is determined by Touro University Nevada’s Office of Financial Aid.

Federal Direct Student Loans
Student loans are funded and guaranteed by the federal government and may be subsidized or unsubsidized. The government pays the interest on subsidized loans until the student graduates or drops below six credits in a degree-seeking program. Unsubsidized loans begin to accrue interest immediately upon disbursement. Neither loan must be repaid until six months after the student graduates or drops below six credits in a degree-seeking program.

Parent Loans for Undergraduate Students (PLUS), Graduate Plus Loans, and non-federal student loans from private lenders (private loans) are also available and are based on credit worthiness of the student or the student’s parents and co-borrowers, if required.
Scholarships
Touro University Nevada does not currently award from a general scholarship funds. Private scholarship opportunities may be presented to campus throughout the year. These opportunities will be posted on the TUN Financial Aid website or advertised through the TUN Blackboard system.

Payment Plans
A monthly tuition payment plan is offered through the Bursar’s Office for students who prefer to break a balance not covered by federal aid into payments across a semester. Registration for future terms is held until all obligations for the current term are satisfied. Failure to pay tuition in full may also result in holds on transcripts, diplomas, etc.

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. Those policies may be found in the program handbooks.

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.

Academic Progress is reviewed at the end of each term. Students who fail to make sufficient academic progress 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 participate in federal funding (Pell grant, student loans, and work study). Due to conflicting language in the federal regulations used to create this policy, aid for the term immediately following the Financial Aid Warning term will be released in order to allow students sufficient time to purchase necessary books and supplies. If the student completes the Financial Aid Warning term successfully, aid will be released and the student will move forward in good standing. However, if the student does not successfully complete the Financial Aid Warning term, all federal aid is suspended for future terms.
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 essay explaining the reason for lack of progress, as well as outlining an Academic Plan for overcoming obstacles to ensure future success.
- Student meets with Financial Aid Representatives (and committee, as necessary) 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.

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 is met through all three measures. Appeals will not be considered at this point.

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

Withdrawals

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. Repayment of federal aid is calculated and executed with strict adherence to federal guidelines. Once a student is in repayment with the US Department of Education due to an overpayment or withdrawal, the student is ineligible for federal aid at any institution until that obligation has been satisfied.

The information posted in this section is approved by the Director of Student Financial Aid and supersedes all other financial aid information.
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)

*Please note that as of the summer 2000 semester, new Federal Regulations are in effect when a Title IV funds recipient withdraws from school. You may obtain a copy of these regulations from the Financial Aid Director. These Federal Regulations will supersede the policy for refunds established by Touro University Nevada.

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
- 1,200 sq. ft. Radiological Science Classroom
- 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, audiovisual, telephone/fax services, educational technology (such as audience response, learning management, and lecture capture systems), the University’s websites, 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 network login and a University email address. The network login will permit access to the University network and resources, including wireless access anywhere on campus, 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 mail and maintaining their mailboxes. Student email is hosted by Google Apps for Education. This student will have this email address while are a student in good standing and after graduation.
Students in most on-site programs will be required to purchase a laptop through the University’s laptop program. This computer, a Dell laptop with a 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 enhance and manage services for students.

The University operates several websites, 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 an Appropriate Use 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.

Upon graduation, graduates will retain all electronic privileges for six months.

UNIVERSITY WEBSITE
The Touro University Nevada website includes resources important to students (www.tun.touro.edu). Touro University Nevada has created a website 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 by each college.
STUDENT COUNSELING
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.

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.

FACULTY MENTORS/ADVISORS
Students and faculty work very closely together in the academic arena. The kind of educational interaction permits students to get to know their faculty and vice-versa. Students are encouraged to use the advice, expertise, and help of the faculty. Students are assigned an academic advisor at the beginning of the program. At a minimum, the faculty advisor is an advocate who takes a personal interest in his/her assigned students (clinical departments assume responsibility for advising the students in the clinical years). Students should feel free to contact their faculty advisor as frequently as necessary for advice, encouragement, or support. Faculty advisors do assume a pro-active role and become involved with their students when performance levels fail to meet minimum academic standards.

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.

OFFICE OF STUDENT ACTIVITIES AND PROGRAMMING (OSAP)
The mission of the OSAP is to strive to cultivate a campus community where students enhance accountability, execute effective planning, improve communication, and can achieve success. The OSAP supports the university’s mission to serve, to lead, and to teach. The OSAP provides assistance to student organizations in the planning, management, and evaluation of programs and organizational activities. By encouraging student leadership and social skills, the OSAP 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)
SGA is the official voice for the students. The organizations are open to all students in the University and welcomes proposals and participation from the entire body. A College and/or School may have an SGA, e.g. College of Medicine SGA or Physician Assistant SGA.
The responsibilities of SGA include: collecting and expressing student opinion, dispensing funds for student activities, acting as a liaison for the student body, promoting professional education, supporting club and class activities, and working to improve the quality of life for all students at Touro University Nevada.

RECOGNITION OF STUDENT ORGANIZATIONS
To ensure that organizations seeking recognition meet the high standards of Touro University Nevada and its student population, the Office of Student Activities and Programming (OSAP) shall have the power to recognize all student organizations.

FORMING NEW STUDENT ORGANIZATIONS:
1. The students and faculty advisor seeking group recognition must complete a petition for recognition.
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 OSAP will review the petition.
5. The OSAP has the authority to approve, approve for a one-year probationary period or disapprove the organization. Appeal of the OSAP decision may be made to the Dean of Students.
6. The OSAP shall ensure that a group submitting an unapproved application may resubmit its application at any time after having satisfied the objections of the OSAP.

RENEWAL OF RECOGNITION
The OSAP will conduct an annual review of all approved student organizations to determine whether the organizations are indeed providing activities and services that are consistent with their charter enabling them to accomplish their organization’s goals. Based on the results of its annual review, the OSAP will make a recommendation to the Dean of Students regarding the renewal of an organization’s approved status.

The OSAP options for recommendation are approval, denial, or probationary status for an organization. A student organization whose activities have been substantively inconsistent with its charter, have failed to lead to progress toward its goals, or has a number of infractions shall be recommended for probationary status. Continued failure of a student organization while on probation to provide activities consistent with its charter and goals shall result in a recommendation to deny renewed 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 provided 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 to the OSAP 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 organizations faculty advisor and the OSAP. The faculty advisor in consultation with the OSAP will advise the student organizer of the necessary steps to follow in order to schedule the event. Student groups can obtain a Student Activity Request form from the Office of Student Services. The Student Activity Request form needs to be completed and submitted at least one month before the on-campus student event is to the OSAP. Once the approval has been obtained for the on-campus student event, the OSAP will assist the student organization coordinate the scheduling of the event. 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
Events must be scheduled at least one calendar month in advanced. Every event must be submitted to the OSAP for inclusion in the calendar of events. Events are defined as:

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

An Event Registration form containing the signature for the faculty advisor must be submitted for approval to the OSAP. The OSAP will have the authority to approve, approve with conditions, or disapprove the student event. Appeal of the OSAP decision may be made to the Dean of Students.

Any off campus facility should be identified on an Event Registration form. The OSAP will have the authority to approve, approve with conditions, or disapprove all off-campus event sites. Student organizations must choose appropriate venues for off campus activities. Appeal of the OSAP 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 performing artists, vendors, and/or entertainment supplies:
1. Students Organizations should 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.**

2. Contracts needing to be signed on behalf of Touro University Nevada for events occurring on/off campus must submit contracts for Dean’s approval prior to signing documents. The OSAP will work with the Accounting office to gain appropriate university approval.

Ultimate responsibility for any actions at an event rests with the organization. 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 OSAP:

- Friday after 3 p.m. through one hour after sun down on Saturday. Please check the Shabbat Calendar for accurate times. Calendar is available at reception or at OSAP.
- Saturday-Thursday past midnight
- During University and/or Jewish holidays
- 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. Request forms are available in Student Services.

**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 OSAP reserves the right to remove publicity materials should the content be deemed inappropriate or offensive; inappropriate student publicity will be kept on file in the OSAP for the annual review. Appeal of the OSAP decision may be made to the Dean of Students.

**Print Publicity**

Flyers, Handouts, Table tents and Mailbox Stuffers must include the Who, What, When, Where and Why (if applicable) pertaining to the event. All publicity should include the date the publicity was posted.
Approved flyers may only 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 must be submitted to the OSAP for approval via email. Upon approval the OSAP will distribute to the requested email party.

PUBLICATIONS
Yearbooks and other sanctioned student publications are published under the auspices of the University. Traditionally, the University contracts with its students to develop, edit, and prepare these works for publication.

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

Sanctions for infractions committed in one academic year:
- First Infraction: Verbal Notification by the OSAP
- Second Infraction: Written warning by the OSAP
- Third Infraction: Revocation of privilege directly associated with violation (i.e., failure to register event will result in the organization’s loss of privilege of hosting events for a period of time to be determined by the OSAP)

Four or more infractions committed by an organization within one academic year (fall and spring semester) may result in suspension. The OSAP reserves the right to bestow appropriate sanctions and/or revoke organization privileges should demonstrated organizational behavior warrant such action. Organizations demonstrating extreme negative or inappropriate behavior
may be referred directly to the Dean of Students for appropriate sanction. Record of infractions will be maintained for no less than 2 fiscal years by the OSAP. Organizations wishing to appeal sanctions for infractions may do so in writing and must submit their appeal directly to the OSAP. Appeal of the OSAP decision may be made to the Dean of Students.
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.
CADE 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.

STUDENT ACADEMIC INTEGRITY AND ETHICS

Responsibility of the Administration & Faculty
The administration should provide physical settings and examination formats that minimize academic misconduct. Crowded examination conditions should be avoided, and alternate seating should be provided during examinations when possible. In addition, the administration should appoint adjudication committees consisting of faculty and students to deal promptly and with procedural fairness with cases of alleged academic dishonesty. The faculty should clearly inform students of grading requirements and performance expectations for each assignment and use examination formats and assignments that discourage academic misconduct.

Responsibility of the Student
Students are expected to be honest, act fairly toward others, take group and individual responsibility for honorable behavior, and know what constitutes academic dishonesty.

Student Academic Ethics: A Guide to Academic Honesty

What is Academic Dishonesty?
Academic dishonesty is intentional cheating, fabrication or plagiarism. It is also knowingly helping or attempting to help others be dishonest. Academic dishonesty lowers scholastic quality and impacts negatively those who will eventually depend upon your knowledge and integrity.
Cheating

*Definition:* Intentionally copying from another student's work or giving to or accepting assistance from other students, using or attempting to use unauthorized materials, information, or study aids during any academic exercise unless permitted by the instructor.

*Clarification:* Students completing any examination should assume that external aids (for example, books, notes, conversation with others) are prohibited unless specifically allowed by the instructor.

Students are responsible for maintaining an appropriate demeanor and a decorum during examinations (for example: no talking; no hats; no copying; eyes on your own paper; placing books, notes, study aids, coats and personal possessions well away from your seat).

Students may not have others conduct research or prepare work for them without advance authorization from the instructor. This includes, but is not limited to, the services of commercial companies.

Major portions of the same academic work may not be submitted more than once for credit or honors, without authorization.

Students may not have someone else take the examination for you.

A proctor who observes students cheating should record their names, inform them that disciplinary proceedings will be initiated, and report them to the Dean of Students (see appendix B). Students may not be prevented from completing an examination simply based on the suspicion of cheating.

Fabrication

*Definition:* Intentionally falsifying or inventing any information or citation in any academic exercise.

*Clarification:* "Invented" information may not be used in any laboratory experiment or academic exercise. It would be improper, for example, to analyze one sample in an experiment and "invent" data based on that single experiment for several more required analyses.

One should acknowledge the actual source from which cited information was obtained. For example, a student should not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.

Students must not change and resubmit previous academic work without prior permission from the instructor.
Plagiarism

Definition: Intentionally or knowingly representing the words or ideas of another person as one's own in any academic exercise. This can be avoided through the use of a reputable style guide.

Direct Quotation – Every direct quotation must be identified by source and marked by quotation marks or appropriate indentation, and cited in a footnote or endnote.

Paraphrase – Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part, in one’s own words. To acknowledge a paraphrase properly, one might state, "to paraphrase Locke's comment..." Then conclude with a footnote or endnote identifying the exact reference.

Borrowed facts – Information gained in reading or research that is not common knowledge among students in the course must be acknowledged. Examples of common knowledge include the names of leaders of prominent nations, basic scientific laws, etc. Materials that add only to a general understanding of the subject may be acknowledged in the bibliography and need not be footnoted or end noted.

One footnote or endnote is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required. Please consult with the instructor for further information about attributing work to authors appropriately.

Facilitating Academic Misconduct

Definition: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Clarification: A student must not knowingly allow another student to copy from his or her work during any academic exercise. This includes, among other things, examinations, videotapes, audiotapes, laboratory experiments and term papers.

The unauthorized acquisition (selling or distribution) of all or part of an un-administered test.

Changing an answer or grade on an examination without authorization by the faculty whether in written or electronic format.

Falsification of information on an official university document such as a grade report, transcript, an instructor's grade book or evaluation file or being an accessory to an act of falsification.
Forging the signature of an authorizing official on documents such as letters if permission petitions, drop/add transcripts, patient records and/or other official documents

Unauthorized entry into an office, building, file or computer database to view, alter or acquire documents.

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 Touro University Nevada.
- I will make a commitment to uphold the highest standards of academic performance possible.

STUDENT DISCIPLINE PROCEDURES
Allegations of academic dishonesty will be investigated. For details of the process, please refer to Appendix C: Student Conduct Code.

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.
RESPONSE CARD POLICY
It is the Student’s responsibility to bring the response card to all classes, appropriate labs, etc. The use of the Audience Response System is at the Faculty’s discretion. Students must report lost, stolen, or damaged cards to the Technology Department as soon as possible. It is the student’s responsibility to replace a lost or damaged card. Fees are determined by the Department of Information Technology. The response card must be returned to the Department of Information Technology upon completion of preclinical education or if the student leaves the University. If the response card is not returned, a student may be unable to receive grades or transcripts.
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
Rebecca Mills, Interim Dean
Cathy Godfrey, Executive Assistant to the Dean, (702) 777-3073
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-TESL 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

2011-2012 Admission Requirements
- Completion of a baccalaureate degree or its equivalent from an accredited academic institution (official transcripts must be submitted prior to start of class work)
- 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
- 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 emphasis offered)
   - with an emphasis in Brain-Based Learning (online)
   - with an emphasis in Differentiated Instruction (online)
   - with an emphasis in Response to Intervention RTI (online)
   - with an emphasis in Teaching English as a Second Language TESL (online)
   - with an emphasis in the Humanities
   - with an emphasis in Diversity and National Board Teacher Certification
   - with an emphasis in Educational Technology (online)
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
Elizabeth Scott, M.Ed
Shauna Zobel, Ed.S

CONTACT INFORMATION
Shauna Zobel, Director, (702) 777-4754
shauna.zobel@tun.touro.edu

Robert Askey, Associate Professor, (702) 777-3053
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Warren Hagman, Assistant Professor, (702) 777-3948
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Liz Scott, Assistant Professor, (702) 777-4753
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Echo Delargy, Administrative Assistant, (702) 777-1779
echo.delargy@tun.touro.edu

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)

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<tr>
<td>EDCI 639</td>
<td>Teaching Diverse Students and Understanding Developmental Needs</td>
<td>3</td>
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<tr>
<td>EDCI 640</td>
<td>Brain-Based Learning</td>
<td>3</td>
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<tr>
<td>EDCI 641</td>
<td>Developing Curriculum for a Brain-Based Learning Environment</td>
<td>3</td>
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<tr>
<td>EDCI 642</td>
<td>Understanding Multiple Intelligences in the Classroom</td>
<td>3</td>
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<td>EDCI 643</td>
<td>Instructional Strategies that Make the Most Difference in Student Learning</td>
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<td>EDCI 644</td>
<td>Teaching Strategies that Prepare Students for Testing</td>
<td>3</td>
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<td>EDCI 645</td>
<td>What Every Teacher Should Know About Today’s Diverse Learning Styles</td>
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### Master’s of Education in Curriculum and Instruction with an Emphasis in Differentiated Instruction (online)

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

**Total Credits:** 36

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
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<tbody>
<tr>
<td>EDCI 617</td>
<td>Introduction to Humanities</td>
<td>3</td>
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<tr>
<td>EDCI 618</td>
<td>Using New and Old Technology in the Classroom</td>
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<tr>
<td>EDCI 619</td>
<td>Integrating the Theatre Arts into the Curriculum</td>
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<td>EDCI 620</td>
<td>Using Music to Accelerate Learning</td>
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<tr>
<td>EDSL 621</td>
<td>Art and Tactile Learning Strategies</td>
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<td>EDCI 622</td>
<td>Creativity and the 21st Century Classroom</td>
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<td>EDCI 623</td>
<td>Current Issues in Education</td>
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<td>EDCI 624</td>
<td>History: The Past-Present-Future</td>
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<td>EDCI 625</td>
<td>Introduction to Research</td>
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<td>EDCI 626</td>
<td>Children’s Literature for All Students and Adults</td>
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<td>Communication</td>
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<tr>
<td>EDCI 628</td>
<td>Research Project</td>
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**Total Credits:** 36
Master’s of Education in Curriculum and Instruction with an Emphasis in RTI (Response to Intervention)

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

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<tr>
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<tr>
<td>EDCI 605</td>
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<td>EDCI 606</td>
<td>Introduction to Differentiated Instruction</td>
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<tr>
<td>EDCI 609</td>
<td>Professional Responsibilities of the Teacher</td>
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<tr>
<td>EDCI 612</td>
<td>Designing Your Curriculum for High Stakes Testing</td>
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<tr>
<td>EDSL 613</td>
<td>Instructional Assessment Practices and Procedures- Aligning Diverse Classroom for Standardized Testing</td>
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<tr>
<td>EDCI 629</td>
<td>Effective Classroom Discipline</td>
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<tr>
<td>EDCI 611</td>
<td>Processes and Resources for Teaching Diverse Learners</td>
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<tr>
<td>EDCI 632</td>
<td>Positive Role Models and Proactive Educators</td>
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<tr>
<td>EDSL 635</td>
<td>Curriculum Development and Class Management: Theory and Practice of Second Language Learning</td>
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<td>EDSL 639</td>
<td>Trends and Current Issues in Second Language Acquisition</td>
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<tr>
<td>EDSL 671</td>
<td>Theory and Practice of Bilingual and Multicultural Education</td>
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<tr>
<td>EDSL 673</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
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Master’s of Education in Curriculum and Instruction with an Emphasis on Diversity and National Board Teacher Certification

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<tr>
<td>EDCI 600</td>
<td>Foundations of Standards-Based Teaching: Introduction to National</td>
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### Board Certification

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

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

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

### Master of Education-Literacy and Language

<table>
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<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>EDLL 602</td>
<td>Foundation of Literacy and Applied Linguistics for Teachers of Literacy</td>
<td>3</td>
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<tr>
<td>SPED 667</td>
<td>Assessment, Diagnosis, and Remediation of Reading Disabilities Grades 1-6</td>
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### EDLL 619
Curriculum Evaluation-K-12 Literacy Programs
3

### EDLL 691
Survey of Research in Reading and Literacy-Teacher Work Sample
4

### 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

**Total Credits:** 37

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**Master of Education-School Administration Program**

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

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**Master of Education-Secondary Education**

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<tr>
<th>Course #</th>
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<tbody>
<tr>
<td>EDTE 625</td>
<td>Foundations of Education</td>
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<tr>
<td>EDTE 626</td>
<td>Educational Psychology</td>
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### EDTE 627A
Interdisciplinary Issues in Education: Special Learners

**Credits:** 1

### EDTE 627B
Interdisciplinary Issues in Education: Multiculturalism

**Credits:** 1

### EDTE 628
Instructional Methods and Strategies: Secondary Education

**Credits:** 6

### EDTE 629
Organization, Management, and Assessment: Secondary Education

**Credits:** 3

### EDTE 694
Student Teaching: Secondary

**Credits:** 8

### EDTE 695
Professionalism Seminar

**Credits:** 1

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Additional coursework for Master’s in Education. Courses must be in the areas of English, Math, or Science.

### EDTE
Elective Coursework

**Credits:** 3

### EDTE
Elective Coursework

**Credits:** 3

### EDTE
Elective Coursework

**Credits:** 3

### EDU 691
Essentials of Measurement, Evaluation and Research Analysis

**Credits:** 3

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**Total Credit:** 36

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### Master of Education - Special Education

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

*Student teaching requirements may be replaced by elective courses as approved by the Director of School of Education.*
ENDORSEMENTS

Teaching English as a Second Language

<table>
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<tr>
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<th>Course</th>
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<tbody>
<tr>
<td>EDSL 639</td>
<td>Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language Learners</td>
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<tr>
<td>EDSL 671</td>
<td>Theory and Practice of Bilingual and Multicultural Education</td>
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<tr>
<td>EDSL 673</td>
<td>Methods and Materials for Teaching English as a Second Language</td>
<td>3</td>
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<tr>
<td>EDSL 635</td>
<td>Curriculum Development and Class Management: Theory and Practice of Second Language Learning</td>
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Autism Endorsement

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<tr>
<td>ATSM 600</td>
<td>Behavioral Management Analysis and Intervention for Autism</td>
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<td>ATSM 601</td>
<td>Communication, Speech and Language for Students with Autism</td>
<td>3</td>
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<td>ATSM 602</td>
<td>Assistive Technology and Communication for Autism Spectrum Disorder (ASD) Students</td>
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<td>ATSM 603</td>
<td>Characteristics of Students with Autism</td>
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<td>Curriculum Development and Strategies for Students with Autism</td>
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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 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 cornerstone 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 demotivation, 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 (3 credits)

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 (3 credits)

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 (3 credits)

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 (3 credits)

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 (3 credits)

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 (3 credits)

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.

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.

*Student teaching requirements including one-credit TWS may be replaced by elective courses as approved by the Director of School of Education.

**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: 15

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.
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 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 prepares 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 two years (four semesters) and one summer.

Program Objectives:

1. Graduates will be able to organize, manage, and lead camps emphasizing organizational productivity, achieving competitive advantage, and developing marketplace sustainability.
2. Graduates will be able to engage in strategic and tactical activities focused on camp management, operations and logistics, human capital management, budgeting and finance, and productivity metrics.
3. Camp leaders will acquire knowledge and competencies associated with camp leadership, operations, and profitability.
2011-2012 Admission Requirements

- Completion of a baccalaureate degree or its equivalent from an U.S. accredited academic institution
- Students are responsible to provide official transcripts from all previous schools and colleges to the Admissions Department
- A completed application and payment of required fees. Candidates may email admissions@tun.touro.edu or call (702) 777-1750 to request an application
- Two letters of recommendation (academic or professional)
- Have at least two summers of camp experience, preferably as an administrator

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMP 601</td>
<td>Foundations of Camp Administration</td>
<td>3</td>
</tr>
<tr>
<td>CAMP 602</td>
<td>Leadership for the Camp Professional</td>
<td>3</td>
</tr>
<tr>
<td>CAMP 603</td>
<td>Camp Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CAMP 604</td>
<td>Communication and Collaboration</td>
<td>3</td>
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<tr>
<td>CAMP 605</td>
<td>Management and Marketing</td>
<td>3</td>
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<tr>
<td>CAMP 606</td>
<td>Curriculum and Program Development</td>
<td>3</td>
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<tr>
<td>CAMP 607</td>
<td>Personnel and Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>CAMP 608</td>
<td>Supervision of Program and Personnel</td>
<td>3</td>
</tr>
<tr>
<td>CAMP 609</td>
<td>Inclusion and Special Needs in the Camp Setting</td>
<td>3</td>
</tr>
<tr>
<td>CAMP 610</td>
<td>Practicum in the Camp Setting</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td></td>
<td><strong>33</strong></td>
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</table>

PROGRESSION AND GRADUATION REQUIREMENTS  The courses will run for 6 weeks consecutively in fall and spring semesters in an online format. Students may enter the program either in September or in January. Each course is given once in the two year cycle. The
practicum may be scheduled only in the summer following completion of the other nine courses.

- Students must earn a B or better in each course to pass and move forward to graduation.
- The program is ideally completed in 2 years (four semesters and one summer) although individual cases will be reviewed if a longer time is needed.
- Courses must be taken as they are given and students cannot advance at their own pace to complete the program more quickly.
- Students will graduate once all 33 credits are completed and a B or better was earned in all 10 courses.

FULL TIME FACULTY
Cheryl Magen, M.S.

CONTACT INFORMATION
Cheryl Magen, Coordinator
Cheryl.magen@tun.touro.edu

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. 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 three interpersonal 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. Students will also become versed in the essential legal documents that pertain to servicing individuals with disabilities. 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. Each student will craft learning goals that will culminate in a portfolio project that demonstrates mastery of multiple topics studied in the program. The practicum experience provides the student with growth and development opportunities in a 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 2011-2012
In order to be considered, applicants must meet the following minimum criteria. However, admission is a competitive process, and meeting minimum criteria for consideration does not necessarily mean applicants will be offered admission.

- 60 semester credits of required General Education and pre-requisite coursework with a minimum cumulative GPA of 3.0. (Conditional admission may be considered for GPAs 2.5 to 2.99).

<table>
<thead>
<tr>
<th>General Education Requirements</th>
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<tbody>
<tr>
<td>Writing Courses (3-6 Credits)</td>
</tr>
<tr>
<td>Mathematics (3-4 Credits)</td>
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<tr>
<td>Natural Sciences (6-8 Credits)</td>
</tr>
<tr>
<td>Social Sciences (3 Credits)</td>
</tr>
<tr>
<td>Fine Arts (3 Credits)</td>
</tr>
<tr>
<td>Core Humanities (9 Credits)</td>
</tr>
<tr>
<td>Course in Nevada State-Local Government and US Constitution (Graduation Requirement)</td>
</tr>
</tbody>
</table>

- Course in Nevada and US Constitution (graduation requirement) (NAC 394.522). This course meets general education.
- Complete the following School of Nursing Pre-requisite coursework with a minimum cumulative GPA of 3.0 (these courses may also meet general education requirements).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits (semester)</th>
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</thead>
<tbody>
<tr>
<td>Chemistry/Biochemistry with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology with Lab</td>
<td>4</td>
</tr>
</tbody>
</table>
Nutrition | 3  
Human Growth and Development (Life Span) | 3  
College-level Math or Statistics | 3  
Psychology | 3

- All prerequisite Mathematics and Science courses must have been completed within 5 years of application to the School of Nursing.
- A grade of C or better must be earned in each prerequisite or general education course. A grade of C- or less is not accepted. Coursework must be completed prior to the start of classes.
- Anatomy, Physiology, and Microbiology may only be taken twice for a grade.
- For Foreign Graduate applicants and those applicants whose high school was in a language other than English – a TOEFL test is required. Transcripts need to be submitted to a US accredited credential evaluation center for a course-by-course evaluation. To be considered for admission, the applicant must score 100 or above.

- Complete the TEAS (Test of Essential Academic Skills) Pre-Admission Examination.

<table>
<thead>
<tr>
<th>Minimum TEAS Score Requirements</th>
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<tbody>
<tr>
<td>Math</td>
<td>70</td>
</tr>
<tr>
<td>Science</td>
<td>70</td>
</tr>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>English</td>
<td>80</td>
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</tbody>
</table>

- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- 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.
- CPR-American Heart Association certification at the healthcare provider level, completed prior to entry into the program.
- Statement of Financial Plan – students are strongly advised to NOT work while they are in the program. Students will be asked about their plan to support their education and costs of living while in the program.

**Pre-licensure Conditional Admission Policy:**
Students in the process of completing prerequisite coursework may be considered for admission if they have no more than four (4) semester credits outstanding in a **non-science** prerequisite AND they:

1. Receive endorsement by the SON admissions committee, with the exception of the outstanding prerequisite course.
AND

2. Show proof of enrollment in the non-science prerequisite course not completed prior to admission. An official document demonstrating registration and payment of the course in question will serve as adequate proof of registration. Failure to meet this requirement will result in the student being denied admission.

AND

3. Provide official transcripts to the Registrar's office demonstrating completion of the outstanding prerequisite course with a grade of "C" or better no later than the end of the first semester of the program. Students are responsible for notifying the SON if they are no longer enrolled in a required prerequisite course at any time prior to beginning the semester or during the semester. Failure to fully meet this requirement will result in the student being withdrawn from the program.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td><strong>Semester 1</strong></td>
<td></td>
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<tr>
<td>NUR 401</td>
<td>Foundations of Professional Nursing Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 402</td>
<td>Pharmacology in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 404</td>
<td>Fundamental Skills of Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 405</td>
<td>Health Assessment</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Semester 2</strong></td>
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<tr>
<td>NUR 421</td>
<td>Adult Health Nursing Care I</td>
<td>6</td>
</tr>
<tr>
<td>NUR 422</td>
<td>Mental Health Nursing Care</td>
<td>5</td>
</tr>
<tr>
<td>NUR 423</td>
<td>Theoretical Foundations in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 406</td>
<td>Information and Healthcare Technologies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Semester 3</strong></td>
<td></td>
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<tr>
<td>NUR 460</td>
<td>Adult Health Nursing Care II</td>
<td>6</td>
</tr>
<tr>
<td>NUR 442</td>
<td>Child and Family Health Nursing Care</td>
<td>5</td>
</tr>
<tr>
<td>NUR 424</td>
<td>Foundations of Research in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 444</td>
<td>Professional Trends in Nursing Practice</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Semester 4</strong></td>
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<tr>
<td>NUR 441</td>
<td>Maternal Health Nursing Care</td>
<td>5</td>
</tr>
<tr>
<td>NUR 443</td>
<td>Leadership in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 470</td>
<td>Community Health Nursing Care</td>
<td>5</td>
</tr>
<tr>
<td>NUR 490</td>
<td>Nursing Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits:</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>
REGISTERED NURSE TO BACCALAUREATE DEGREE PROGRAM (RN-BSN)

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.

<table>
<thead>
<tr>
<th>General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Courses (3-6 Credits)</td>
</tr>
<tr>
<td>Mathematics (3-4 Credits)</td>
</tr>
<tr>
<td>Natural Sciences (6-8 Credits)</td>
</tr>
<tr>
<td>Social Sciences (3 Credits)</td>
</tr>
<tr>
<td>Fine Arts (3 Credits)</td>
</tr>
<tr>
<td>Core Humanities (9 Credits)</td>
</tr>
<tr>
<td>Course in Nevada State-Local Government and US Constitution (Graduation Requirement)</td>
</tr>
</tbody>
</table>

- 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).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits (semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry/Biochemistry with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Anatomy with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Human Physiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Nutrition*</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development (Life Span)*</td>
<td>3</td>
</tr>
<tr>
<td>College-level Math or Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

* 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)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR403</td>
<td>Transition to Professional Practice</td>
<td>6</td>
</tr>
<tr>
<td>NUR 431 A</td>
<td>Research</td>
<td>2</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>NUR425</td>
<td>Health Policy and Leadership</td>
<td>6</td>
</tr>
<tr>
<td>NUR 431 B</td>
<td>Research Project I</td>
<td>2</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>NUR426</td>
<td>Community and Gerontological Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NUR 431 C</td>
<td>Research Project II</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits:</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

**MASTER OF SCIENCE IN NURSING**

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 2011-2012**

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**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
</table>

**2011-2012 Catalog**
Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 640</td>
<td>Theoretical Applications in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 635</td>
<td>Physical Assessment for Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 637</td>
<td>Pharmacology for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 639</td>
<td>Pathophysiology for Advanced Nursing Practice</td>
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</tr>
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</table>

Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 643</td>
<td>Legal, Policy, Organization Concepts for Nursing Practice</td>
<td>2</td>
</tr>
<tr>
<td>NUR 655</td>
<td>Research and Ethics in Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 658</td>
<td>Leadership and Management for Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 657</td>
<td>Foundations of Healthcare and Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NUR 672</td>
<td>Advanced Practice I</td>
<td>4</td>
</tr>
</tbody>
</table>

Semester 5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 693</td>
<td>MSN Portfolio</td>
<td>2</td>
</tr>
<tr>
<td>NUR 673</td>
<td>Advanced Practice II</td>
<td>4</td>
</tr>
<tr>
<td>NUR 692</td>
<td>Evidenced-Based Project</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 36

**DOCTOR OF NURSING PRACTICE PROGRAM**

The Doctor of Nursing Practice (DNP) program at Touro University Nevada is designed to prepare professional nurses for the highest level of leadership in specialized practice. The DNP curriculum is conceptualized using the DNP Essentials which delineate eight competencies for terminal academic preparation for nursing practice. Students may focus their study in one of five areas:

* managing the care of individuals and families
* administration
* healthcare policy
* informatics
* population-based specialties

Practice of the DNP is focused on the aggregate/systems/organizational level and on problems at the aggregate level of health care intervention. Students complete a total of 39 units which includes the required core courses, a flexible, yet rigorous practice component, and a practice-based dissertation. Preparation as a DNP requires 1,000 practice hours post-completion of the baccalaureate degree. Students may use up to 460 hours from the Master of Science degree in Nursing, and will complete 540 practice hours as part of the DNP. The practice-based dissertation demonstrates synthesis of academic work that is a tangible and deliverable project derived from practice immersion.

**Features:**
• For students who are licensed as registered nurses and who hold a Master’s degree (must have BS or MS in Nursing)
• Minimum of six semesters; year-round program
• 39 semester credits
• Online with on-site requirement twice during the program
• Awarded a Doctor of Nursing Practice degree

Program Objectives
The graduate will be able to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead intra-professional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills in healthcare and complex healthcare delivery systems.
4. Translate nursing science to benefit patients in the practice environments.
5. Assess organizations, identifying systems’ issues, and facilitating organization-wide changes in practice delivery.
6. Generate evidence through practice to improve the outcomes of care.
7. Use information systems/technology to improve patient care and healthcare system.
8. Design, influence, and implement healthcare policies to improve access, safety, quality and efficacy of healthcare.
9. Evaluate evidence related to health promotion, risk reduction and illness prevention and the impact on population health.
10. Design aggregate level health interventions in response to identified practice problems.

Admission Requirements for Academic Year 2011-2012
Applicants must:
• Hold unencumbered license as Registered Nurse.
• One year work experience in the role of registered nurse.
• Hold a Master’s degree conferred by a regionally-accredited program. If Master’s degree is in a related field, Bachelor of Science degree must be in Nursing.
• Submit a Portfolio Package.
  o Educational Focus and Research Interest Statement
  o A personal goal statement of 300-500 words
  o A two to three page essay on the role of the advanced practice nurse holding the doctorate of nursing practice. This essay must comply with APA formatting and style guidelines and include citations and references.
  o Signed DNP Expectation Form
Resume or Curriculum Vitae

- Submit three professional or academic letters of reference.
- Show proof of a cumulative GPA of 3.0 or greater at the graduate level.
- CPR-American Heart Association Healthcare Provider Certification prior to entry into clinical practice courses.

A grade of B or better must be earned in each of the following graduate-level prerequisite courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Statistics in the last 5 years</td>
<td>3</td>
</tr>
<tr>
<td>Nursing Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

Graduate Conditional Admission Policy:

Students in the process of completing prerequisite coursework may be considered for admission if they show exceptional academic promise and have a defined plan of study that includes completion of the prerequisites during the program curriculum they have made application for. The School of Nursing will be responsible for reviewing all requests for graduate level conditional admission and approving or rejecting such requests.

Curriculum

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NUR 715</td>
<td>Health Policy Development and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>NUR 770</td>
<td>Practice-Based Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>Semester 2</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NUR 705</td>
<td>Ethics in Research and Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 707</td>
<td>Biostatistics for Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>Semester 3</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NUR 710</td>
<td>Emerging Therapies and Genomics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 720</td>
<td>Informatics in Nursing Practice and Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>Semester 4</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NUR 704</td>
<td>Principles of Epidemiology &amp; Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 706</td>
<td>Leadership in Nursing and Healthcare Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Semester 5</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>NUR 780</td>
<td>Doctoral Practice Component I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 790</td>
<td>Practice-Based Dissertation I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 725</td>
<td>Reflection on Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>Semester 6</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>NUR 781</td>
<td>Doctoral Practice Component II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 791</td>
<td>Practice-Based Dissertation II</td>
<td>3</td>
</tr>
</tbody>
</table>
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
Mark Ackerman, MSN, RN
Marsha Brown, MSN, RN
Diane Elmore, PhD, MSN, BSN, RN
Mary Ann Esteban, MSN, RN
Mary Isihara, MSN, RN
Elizabeth Fildes, EdD, RN, CNE
Wallace Henkelman, EdD, MSN, RN
Carrie O’Reilly, PhD, MSN, RN
Ramona Panter, MSN, RN
Patricia Roselle, MSN, RN
Douglas Turner, PhD, MSN, BSN, ASN
Rosemary Witt, PhD, RN, CNE

Trecia Downward, 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-reg 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 pathophysiologial 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 704 Principles of Epidemiology & Environmental Health (3 Credits)
This course explores concepts and quantitative techniques used in modern epidemiology, as well as the health effects associated with selected environmental exposures of the general population. The course emphasizes the analytical studies, quantitative measures of association, and critical readings of current literature. The approaches of epidemiology in estimating the burden of disease, and in evaluating primary, secondary and tertiary prevention strategies are presented.

NUR 705 Ethics in Research and Practice (3 Credits)
This course will explore the broadly defined principles of ethics and the legal and ethical implications for practice and research. Emphasis is placed on ethical and legal issues in practice, scholarly work, and research.
**NUR 706 Leadership in Nursing and Healthcare Organizations** (3 Credits)
This course will focus on leadership and organizational theories with emphasis on application of the theories within advanced practice nursing. The course prepares nurse leaders to incorporate evidence-based information into practice to improve client outcomes. Strategies of quality improvement (evidence transfer and utilization) and interdisciplinary communication will be emphasized.

**NUR 707 Biostatistics for Evidence-Based Practice** (3 Credits)
The course is designed to introduce the advanced statistical methods commonly used in health care research. The focus of the course is on application of a variety of statistical methods in research, execution of statistical analyses using statistical software, and interpretation of results from computer outputs.

**NUR 710 Emerging Therapies and Genomics** (3 Credits)
This course will introduce students to clinical genetic theory incorporating new information from the human genome project, the history and evolution of genetic counseling, including the ethical, moral and legal issues which arise daily in this rapidly developing field. The current parameters of genomics (beyond genetics) as it influences new conceptualizations of health and illness will be explored. Using a case discussion approach, clinical issues of genetic testing, genetic exceptionalism, individualized risk assessments and predictions are explored throughout the life span.

**NUR 715 Health Policy Development and Implementation** (3 Credits)
Critical analysis of the health care delivery system and major social, political, and economic trends that impact health care and advanced nursing practice will be explored. Current issues and problems in advanced nursing will be emphasized and critical questions shaping future policy will be identified.

**NUR 720 Informatics in Nursing Practice and Healthcare** (3 Credits)
This course emphasizes knowledge required to resolve clinical practice problems based on evidence and to use information technology to support evidence-based practice. Overview of informatics topics of most relevance to evidence-based practice will be presented. Standards and principles for selecting and evaluating information systems will be discussed.

**NUR 725 Reflection on Professional Practice** (3 Credits)
This course facilitates development of the advanced practice nursing role through examination of standards of advanced practice and professional leadership issues as a basis for advancing a personal philosophy of nursing. Content includes analysis of factors that contribute, constrain, and politically affect the advanced practice of nursing. Professional, cultural, ethical, legislative, and regulatory associations are discussed. Emphasis is placed on the development and maintenance of practice, including certification, marketing, contract negotiations, and practice management. Expertise, knowledge and data gained from this course will be used in the development of the practice-based dissertation proposal.
**NUR 770 Practice-Based Nursing Research** (3 Credits)
This course emphasizes concepts associated with evidence-based nursing practice models. The steps in implementing evidence-based practice are explored in depth. Strategies for creating a culture of evidence-based practice, both for individuals and systems, will be identified. The concept of translation science and tools for applying evidence to practice will be emphasized.

**NUR 780 Doctoral Practice Component I** (3 Credits). *Pass/Fail grading option.*
This practicum is a field experience designed to provide the opportunity for students to apply knowledge related to the advanced practice nursing specialty they have chosen as their focus. The clinical experience will emphasize principles of comprehensive care including integration, accessibility, accountability, and ethical decision making. Practice sites must be approved by the course faculty. Pre-req. All Curriculum Coursework. Graded Credit/No Credit.

**NUR 781 Doctoral Practice Component II** (3 Credits). *Pass/Fail grading option.*
This course is designed to integrate knowledge of nursing theory, Evidence-Based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and health care systems into practice. In consultation with their DNP faculty advisor, students will select an area of practice and implement advanced clinical decision-making in the provision of culturally sensitive, client centered, Evidence-Based practice. Pre-req NUR780. Graded Credit/No Credit.

**NUR 790 Practice-Based Dissertation I** (3 Credits). *Pass/Fail grading option.*
Under the guidance of their Practice-based Dissertation Committee Chair, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected topic. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the practice-based dissertation. Pre-req All curriculum coursework. Graded Credit/No Credit.

**NUR 791 Practice-Based Dissertation II** (3 Credits). *Pass/Fail grading option.*
Continuation of Practice-Based Dissertation I. Under the guidance of their Practice-based Dissertation Committee Chair, students will synthesize, integrate and translate newly acquired knowledge and skills in the implementation and evaluation of their selected topic. Using scientific theory, systematic evidence appraisal, systems, organizational and policy analysis, and models of care delivery, students will complete the practice-based dissertation. Pre-req NUR790 and all coursework. Graded Credit/No Credit.
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, industry, mining, and construction.

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.

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 2011-2012
Admission to the MSOT program in the School of Occupational Therapy 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.

MSOT Application Options:
The student must show evidence of:
  o obtained a baccalaureate degree from a regionally accredited institution, or
  o an associate’s degree with an additional 30 upper division credit hours (300- or 400-level college courses, or
  o the completion of 90 undergraduate credits – 30 of which are upper division credit courses (300- or 400-level college courses), or
  o 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** – two courses (e.g., composition, grammar, literature, technical writing, public speaking)
  • **Humanities** – two courses (e.g., anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies, group dynamics)
  • **Statistics** – one course
• **Natural Science** – three courses including 8 credits of human anatomy and physiology with lab

• **Psychology** – two courses one of which must be abnormal psychology (additionally, developmental or cognitive psych, behavioral psych courses and/or theories of personality are preferred)

• **Human Development** – one course covering human development from birth to death

**Additional Admission Criteria**

• Cumulative GPA of 3.0 with a prerequisite GPA of 3.0 (4.0 scale)

• **Basic computer literacy** is important for success in the program, particularly use of PowerPoint and Word software;

• 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.

**Students with Previous Occupational Therapy Experience or Courses**

Previous training will not exempt a student from the need to complete all courses in the entry-level master’s degree program. Students with an Associate’s Degree as an Occupational Therapy Assistant may be considered separately for some prerequisites.

**Criteria for Successful Completion of the Master of Science Degree Program**

Students must complete all semesters in the Professional Degree Level program including the Level II fieldwork placement which includes two separate 12-week sessions of Level II fieldwork placements within 24 months of completion of the didactic course work. Students may not progress to the final 12 weeks of Level II fieldwork without completion of all didactic courses. Specifically, students enrolling in Professional Level Semester 5 must complete all curricular courses to that point prior to being released for entrance into OCCT 660 Level II Fieldwork. Students must successfully complete all didactic courses in the MSOT curriculum before being released to OCCT 662 Level II Fieldwork. Students must demonstrate appropriate professional
behaviors throughout the curriculum including all field experiences and fieldwork placements. Additionally, students must demonstrate ability to fulfill the Essential Functions of the Occupational Therapy Student and Practitioner throughout the curriculum.

Once the student has been awarded a Master of Science in Occupational Therapy (MSOT), he/she will be qualified to sit for the national certification examination administered by the National Board for Certification of Occupational Therapists (NBCOT) and seek state licensure. The School of Occupational Therapy will provide proper notification of the student’s eligibility to take the NBCOT examination. The process of becoming certified and licensed is the responsibility of the student.

**Health Insurance Requirements**
Students in the School of Occupational Therapy must demonstrate health insurance coverage at the time of admission and maintain health insurance coverage throughout their tenure as a student in the School.

**Background Checks**
All students enrolled in the School of Occupational Therapy must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or attain licensure. It is the student’s responsibility to check with NBCOT (registration) and the jurisdiction/state (licensure) in which they plan to practice to ensure that any past misdemeanors or felony convictions would not preclude occupational therapy practice. The School is not responsible for a student’s inability to become registered or licensed based on failure to pass a background check.

**Technology Competence**
Applicants to the School of Occupational Therapy must demonstrate computer literacy. Beginning with the Class of 2010, a laptop computer will be provided through Touro University Nevada. This laptop computer is required for courses completed in the School curricula.

**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 2011 OTCAS application is February 1, 2012. The deadline for the supplemental application is March 1, 2012.
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
Students who wish to transfer into the School of Occupational Therapy from a different program of occupational therapy education will be reviewed on an individual basis. The potential transfer student must be enrolled in good standing in an entry-level master’s degree program. The curriculum that they are currently enrolled in must be made available to the School Director. The student’s transcripts will be reviewed and a determination will be made as to how their previous coursework coincides with the TUN Occupational Therapy 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 Occupational Therapy Program Director or the Dean of the school in which their occupational therapy program was housed. 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 according to the Standards for an Education Program in Occupational Therapy set forth by the Accreditation Council on Occupational Therapy.
Specific requirements are:

- Primary Application - Students must complete an initial primary application form for the TUN academic file along with the standard $50.00 application fee
- Transcripts - Students are responsible to provide official transcripts from all previous schools and colleges to the Admissions Department located in Student Services as part of the typical student admissions process
- Letter of Good Standing - The student must request a letter be written by the program director or appropriate dean from previous occupational therapy educational program.

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.

GRADUATE CURRICULUM

PROFESSIONAL CURRICULUM – COURSES IN THE MAJOR
MASTER OF SCIENCE IN OCCUPATIONAL THERAPY (MSOT)
Credits required: 79 units

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1 – Summer 2011</td>
<td>15</td>
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<tr>
<td>OCCT500</td>
<td>Fundamentals and Foundations of Occupational Therapy (3 lecture)</td>
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<tr>
<td>OCCT502</td>
<td>Analysis of Movement in Occupation (2 lecture/1 lab)</td>
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<tr>
<td>OCCT504</td>
<td>Introduction to Research and Quantitative Research (1 lecture/1 lab)</td>
<td>2</td>
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<tr>
<td>OCCT506</td>
<td>Clinical Reasoning about Occupation (1 lecture/1 lab)</td>
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<td>OCCT508</td>
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<tr>
<td>OCCT514</td>
<td>Human Structure &amp; Occupation (3 lecture/1 lab)</td>
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<td><strong>Semester 2 – Fall 2011</strong></td>
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<tr>
<td>OCCT526</td>
<td>Occupations of Children/Adolescents (4 lecture)</td>
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<tr>
<td>OCCT520</td>
<td>Occupation Skills Lab – Children &amp; Adolescents (1 lecture/1 lab)</td>
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<tr>
<td>OCCT525</td>
<td>Occupational Analysis &amp; Evaluation I (1 lab)</td>
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<td>OCCT528</td>
<td>Brain, Behavior &amp; Occupation (3 lecture)</td>
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<td>OCCT527</td>
<td>Psychosocial Approach to Occupation (1 lecture/1 lab)</td>
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<tr>
<td>OCCT523</td>
<td>Qualitative Research and Evidence-Based Practice (3 lecture)</td>
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<td><strong>Semester 3 - Spring 2012</strong></td>
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<tr>
<td>OCCT630</td>
<td>Occupations of Adults (4 lecture)</td>
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<tr>
<td>OCCT637</td>
<td>Occupation Skills Lab - Adults (1 lecture/1 lab)</td>
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<tr>
<td>OCCT635</td>
<td>Occupational Analysis &amp; Evaluation II (1 lab)</td>
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<td>OCCT649</td>
<td>Assistive Devices &amp; Assistive Technology for Occupation (3 lecture)</td>
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<td>OCCT636</td>
<td>Special Topics: Emerging Practice (0 lecture/1 lab)</td>
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<td><strong>Semester 4 – Summer 2012</strong></td>
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<tr>
<td>OCCT651</td>
<td>Occupations of the Older Adult (4 lecture)</td>
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<td>OCCT651A</td>
<td>Level I Fieldwork – Older Adult (1 fieldwork)</td>
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<tr>
<td>OCCT640</td>
<td>Occupation Skills Lab – Older Adults (1 lecture/1 lab)</td>
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<td>OCCT645</td>
<td>Occupational Analysis &amp; Evaluation III (1 lab)</td>
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<tr>
<td>OCCT643</td>
<td>Systematic Reviews of the Literature in Occupational Therapy (3 lecture)</td>
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<tr>
<td>OCCT644</td>
<td>Preparation for Professional Practice (0 lecture/1 lab)</td>
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<td><strong>Semester 5 – Fall 2012</strong></td>
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<tr>
<td>OCCT660</td>
<td>Fieldwork IIA – (6 fieldwork)</td>
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<tr>
<td>OCCT655</td>
<td>Social Justice &amp; Occupational Therapy (3 lecture)</td>
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<td>OCCT652A</td>
<td>Management of Occupational Therapy Service Provision (2 lecture)</td>
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<tr>
<td>OCCT657A</td>
<td>Integration of Learning in Occupational Therapy (1 lecture)</td>
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<td><strong>Semester 6 – Spring 2013</strong></td>
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<td>OCCT650</td>
<td>Leadership In Occupational Therapy (3 lecture)</td>
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<td>OCCT652B</td>
<td>Management of Occupational Therapy Service Provision (1 lecture)</td>
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<tr>
<td>OCCT662</td>
<td>Fieldwork IIB (6 fieldwork)</td>
<td>6</td>
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</table>
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
William Wrightsman, MSOT, OTR/L
Shannon Martin, MHS, OTR/L
Robin Katz, LMSW, MA, OTR/L

CONTACT INFORMATION
Yvonne Randall, EdD, OTR/L, FAOTA, Director
Sylvia Mayes, 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: Fourth 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)

Touro University Nevada has received Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

PROGRAM DESCRIPTION

The Doctor of Physical Therapy (DPT) is the only degree offered by the School of Physical Therapy. There are two different tracks, or options to complete requirements for the degree:

- Post-Professional
- Entry-Level

Post-Professional Doctor of Physical Therapy Track

The Post-Professional Doctor of Physical Therapy Track is designed for United States licensed physical therapists who hold a bachelor or masters degree in physical therapy. This track allows the physical therapist to upgrade their knowledge, skills, and behaviors to the doctoral educational level. Most students will complete the program on a part-time enrollment basis using on-line courses. The curriculum includes 38 credits, however, Individual Plan of Study may be different based upon credits awarded for existing knowledge and skills. This track is currently not available for enrollment.

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 2011-2012
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 2.7 on a 4.0 scale for all post-secondary education.
6. A pre-requisite grade point average (PGPA) of 2.7 on a 4.0 scale for all listed pre-requisites. If any pre-requisite courses are repeated, the PGPA is calculated using the most recent course attempt grade.
7. Graduate Record Examination (GRE) score of no more than 3 years old. If the CGPA is below 2.7 on a 4.0 scale, the GRE score must be a minimum of a combined 1000 with one score at the 50th percentile or higher level. Scores from other professional entrance examinations (MCAT, GMAT, etc) may be requested to be substituted for the GRE.
8. 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.
9. Assurance of ability to meet Technical Standards.

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

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<tr>
<th>Course</th>
<th># of Semester Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>Inorganic (General) Chemistry or higher level chemistry</td>
<td>8</td>
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<tr>
<td>Course</td>
<td>Requirement</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td>Physics (general physics or higher, non-calculus based accepted)</td>
<td>8</td>
</tr>
<tr>
<td>Behavioral Sciences (Psychology, Sociology, Anthropology, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Anatomy and Physiology</td>
<td>8</td>
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</table>

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. Students submitting applications without all pre-requisite courses completed, must submit a letter indicating the missing courses and a plan to complete prior to admission. 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 or until the class is full. 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**
Interviews may be conducted with qualified applicants by phone. The Admission Committee may waive the interview for qualified students.

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

**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 2011

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
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<tr>
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<tr>
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<td>Functional Kinesiology</td>
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<td>Pathophysiology and Differential Diagnosis</td>
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<td>Basic Skills</td>
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<tr>
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<td>Clinical Decision Making</td>
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<td><strong>Spring Year One 26 weeks</strong></td>
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<tr>
<td>715</td>
<td>Principles &amp; Methods of Evidence Based Practice</td>
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<td>729</td>
<td>Therapeutic Exercise</td>
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<td>740</td>
<td>Professional Service</td>
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<tr>
<td>752</td>
<td>Pharmacology in PT</td>
<td>3</td>
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<td>755</td>
<td>Musculoskeletal Conditions</td>
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<td>812</td>
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<td>870</td>
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<tr>
<td>710</td>
<td>Research Methods and Statistics</td>
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<td>721</td>
<td>Fostering Health Behavior</td>
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<td>731</td>
<td>Rehabilitation Techniques</td>
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<td>732</td>
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<td>Lifespan Development</td>
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<td>Research Methods and Statistics</td>
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<td>722</td>
<td>The Culture of Disability</td>
<td>2</td>
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<td>759</td>
<td>Spinal Conditions &amp; Mgmt</td>
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<td>Cardiovascular &amp; Pulmonary Conditions &amp;</td>
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<td>814</td>
<td>Management</td>
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<td>Terminal Doctoral Project</td>
<td>2</td>
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<tr>
<td><strong>Fall Year Three 24 weeks</strong></td>
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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 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.

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 (c)
Stacy Fisher, DPT
Amy Hassen, DPT, MTC
James McKivigan, DC, PT
Chutima Phongphua, MD, DC, MBA, MPH
Rhonda Stanley, PhD, PT
Mindy Oxman-Renfro, PhD, DPT, GCS
Tricia Catalino, DSc, PT, PCS

**CONTACT INFORMATION**
Suzanne Brown, PT, MPH, PhD (c), 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 human development from the cognitive and motor systems. Normal and pathological development through the lifespan will be emphasized.

**DPT 708 Radiology and Imaging**
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, manual muscle testing, and basic range of motion. Students will be required to experience techniques under faculty supervision in laboratory sessions. Lab uniform required.

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. Lab uniform required.

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. Lab uniform required.

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. Lab uniform required.

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 Acute Pain Management (1 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. Lab uniform required.

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. Lab uniform required.

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 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. Lab uniform required.

DPT 818 Integumentary Conditions and Management (2 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. Lab uniform required.

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

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

**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 are required to demonstrate and experience techniques under faculty supervision in laboratory sessions. Lab uniform required.

**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 (6 credits)**
This is the second 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 879 Clinical Internship 3 (2 credits)**
This is the third clinical experience, which is completed under supervision of a physical therapist. Students will participate in a 4 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.
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)
ADMISSIONS REQUIREMENTS FOR ACADEMIC YEAR 2011-2012

Minimum Academic Requirements
Touro University 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. Typically, successful candidates earn Science and Cumulative GPA’s of 3.0 or greater and will have obtained a minimum combined MCAT score of 25, though the Admissions Committee will, on a case by case basis, look at candidates with scores below these figures.

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 2015 (entering August 2011) the Admissions Committee will accept scores from 2008 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:

<table>
<thead>
<tr>
<th>Pre-requisite Science Coursework</th>
<th>Units</th>
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<tbody>
<tr>
<td>Biology/Zoology with lab</td>
<td>8 semester/12 quarter units</td>
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<tr>
<td>Inorganic Chemistry with lab</td>
<td>8 semester/12 quarter units</td>
</tr>
<tr>
<td>Organic Chemistry with lab*</td>
<td>8 semester/12 quarter units</td>
</tr>
<tr>
<td>Physics</td>
<td>8 semester/12 quarter units</td>
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<td>*4 semester units of Biochemistry may be substituted for the second semester of Organic Chemistry</td>
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<tr>
<th>Non-Science Coursework</th>
<th>Units</th>
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<tbody>
<tr>
<td>English</td>
<td>8 semester/12 quarter units</td>
</tr>
<tr>
<td>Behavioral Science</td>
<td>8 semester/12 quarter units</td>
</tr>
<tr>
<td>Math/Statistics</td>
<td>4 semester/6 quarter units</td>
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</table>
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.

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

**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 submit letters of recommendation and all official transcripts from previously attended institutions of higher education.

3. Complete Applications for Admission, which will include the AACOMAS primary application, supplemental application, and letters of recommendation, are reviewed by 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 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 I and COMLEX 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 leaves of absence).

**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.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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<td>POCR 623</td>
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**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.

<table>
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<tr>
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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 during each monthly callback in the third year.

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.

<table>
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<tr>
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<th>Course Title</th>
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<td>CLIN722</td>
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<tr>
<td>CLIN723</td>
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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.

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<thead>
<tr>
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<td>CLIN855</td>
<td>Obstetrics &amp; Gynecology</td>
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<td>CLIN858</td>
<td>Pediatrics</td>
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<td>CLIN874</td>
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<td>CLIN887</td>
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<tr>
<td>CLIN888</td>
<td>Subinternship - Internal Medicine</td>
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<tr>
<td>CLIN889</td>
<td>Subinternship - Obstetrics &amp; Gynecology</td>
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<td>CLIN890</td>
<td>Subinternship - Pediatrics</td>
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<td>CLIN891</td>
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<tr>
<td>CLIN892</td>
<td>Subinternship - Surgery</td>
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<tr>
<td>CLIN893</td>
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</table>

* 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.
**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**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Vladimir Bondarenko, PhD</td>
<td>Patricia Meyer, DO</td>
</tr>
<tr>
<td>Andrew Eisen, MD</td>
<td>Terrence Miller, PhD</td>
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<tr>
<td>Terry Else, PhD</td>
<td>Jonathan Nissar, DO</td>
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<tr>
<td>Emmett Findlay, DC</td>
<td>Jayabala Pamidimukkala, PhD</td>
</tr>
<tr>
<td>Mitchell Forman, DO</td>
<td>David Park, DO</td>
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<tr>
<td>Csaba Fulop, DO</td>
<td>Steven Prinster, PhD</td>
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<tr>
<td>Claire Galin, DO</td>
<td>Mahboob Qureshi, MD, PhD</td>
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<tr>
<td>Kenneth Grant, MD</td>
<td>Paul Rennie, DO</td>
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<tr>
<td>Jutta Guadagnoli, PhD</td>
<td>Lise Rioux, DO</td>
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<td>Scott Harris, DO</td>
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<td>David Hartley, PhD</td>
<td>Lisa Rosenberg, MD</td>
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<td>Weldon Havins, MD, Esq</td>
<td>William Roy, PhD</td>
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<tr>
<td>Ronald Hedger, DO</td>
<td>Amina Sadik, PhD</td>
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<tr>
<td>Marina Loudina, MD, PhD</td>
<td>Frederick Schaller, DO</td>
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<tr>
<td>Paul Kalekas, DO</td>
<td>Lary Simms, DO</td>
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<td>Robert Kessler, DO</td>
<td>Upinder Singh, MD</td>
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<tr>
<td>Roy Krishna, PhD</td>
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<tr>
<td>Yoel Levy, MS</td>
<td>Dodge Slagle, DO</td>
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<tr>
<td>Wesley Lockhart, DO</td>
<td>Eric Toder, DO</td>
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<tr>
<td>Yehia Mareez, MD, PhD</td>
<td>John Tomlinson, MD</td>
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<tr>
<td>James McMurrin, DO</td>
<td>Michael Wells, PhD</td>
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<tr>
<td>Derek Meeks, DO</td>
<td>Todd Yokley, PhD</td>
</tr>
</tbody>
</table>

**CONTACT INFORMATION**

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Frederick Schaller, DO, Vice Dean  
Michael Pinney, Administrative Assistant (702) 777-4810

Andrew Eisen, MD, Associate Dean for Clinical Education  
Lorraine Gorman, Clinical Clerkship Coordinator(702) 777-4777
Terrence Miller, PhD, Associate Dean for Academic Affairs and Curriculum
Abbey Serafin, Administrative Assistant (702) 777-4752

Michael Wells, PhD, Chair, Basic Science
Abbey Serafin, Administrative Assistant, (702) 777-4752

Paul Rennie, DO, Chair, Osteopathic Manipulative Medicine
Paula Dybdahl, Administrative Assistant, (702) 777-4740

David Park, DO, Chair, Primary Care
Laura Canon, Administrative Assistant, (702) 777-1826

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. General Human Anatomy integrates the systems of the body with anatomical regions, embryological development, and diagnostic imaging. The course emphasizes 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,
biochemistry, and histology courses. The basic principles of all three disciplines are presented in
an integrated fashion organized in a unified matrix centered on organ systems. The histology,
physiology, and biochemistry 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)
This course 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.

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. A weekly laboratory session is included which enhances the understanding of the morphologic alterations in diseased tissues, as well as to promote diagnostic skills at the gross and microscopic levels. Projected material as well as human tissue specimens are included in the laboratory experience.

**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 is offered throughout the four semesters of years I and II. 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, articulatory 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.

**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 to develop 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 626 Behavioral Medicine and Psychiatry 1 (2 units)
PRCR 638 Behavioral Medicine and Psychiatry 2 (2 units)
This course series 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 closely coordinated and integrated 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.
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.**

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.**

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.**

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.**

**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.**

**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.

**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.
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.

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.

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.

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.
*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.
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, a graduate biomedical science core in advanced cell biology and genetics, 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, and Medical Physiology 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 Kaplan MCAT review 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 2011-2012

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). The minimum credentials required for admission to the Masters of Health Sciences program are 32 Science credits, and Science and Cumulative GPA ≥ 2.75. The Admissions Committee, however, may consider lower scores on a case by case basis.

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

- 8 semester units of Biology/Zoology with lab.
- 8 semester units of Inorganic Chemistry with lab.
- 8 semester units of Organic Chemistry with lab.*
- 4 semester units of Math/Computer Science.
- 8 semester units of Physics.
- 2 courses of College English.
- 2 courses of Behavioral Science.
* Four semester units of Biochemistry may be substituted for the second semester of Organic Chemistry.

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 a given course may be permitted to remediate that course and receive a score of 70%, making them eligible for degree granting. Failure to maintain a grade point average of 2.0 (“C” average) places a student in the category for dismissal.

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)* 2 credits
Special Problems: Individual Research I (elective)* 1 credit
Introduction to Differential Diagnosis and Problem Solving (elective)* 1 credit

*Students either enroll in the MCAT Preparation, or in both Special Problems: Individual Research I and in Introduction to Differential Diagnosis and Problem Solving.

Spring I
Biomedical Ethics 1 credit
Problem Based Learning in Physiology 2 credits
Advanced Cell Biology (elective)** 3 credits
Infection and Immunity (elective)** 3 credits
Current Topics in Biomedical Sciences 1 credit
Individual Research 2 credits
Practicum ** 4 credits

** Students either enroll in Advanced Cell Biology or Infection and Immunity.

CONTACT INFORMATION
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874 American Pacific Drive
Henderson, Nevada 89014
Tel: 702-777-3087
Email: jonathan.nissanov@tun.touro.edu

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, 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; elective)
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 (1-3 credit)
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 (1-3 credits)

Master's level mentor-directed research. A maximum of 12 SCH is allowed towards degree. 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 660. ADVANCED CELL BIOLOGY (3 credits; elective)

Review of fundamental cellular and molecular biology principles and current understanding of advances in those fields. Applications of Cell and Molecular Biology principles to the understanding of diseases and pathology are emphasized.

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. SYSTEM PHYSIOLOGY-PROBLEM BASED LEARNING (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 (2 credits; elective).

This is an online elective course for student needing to improve their MCAT scores. To be provided is access to Kaplan online course and practice test material.
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 extremely 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: Adult Medicine, Family Medicine,
Obstetrics and Gynecology, Pediatrics, Emergency Medicine, Surgery, Clinical Skills, Community Medicine and 2 elective rotations. The program is responsible for arranging and monitoring all aspects of the rotation.

**Admission Requirements for Academic Year 2011-2012**

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
- 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.

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. All students must comply with the required Technical Standards which includes the physical abilities necessary to perform as a physician assistant.

**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 semi-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.
International medical students are required to submit an official evaluation of their foreign transcripts and, if English is a second language, a score of 550 (paper) or a score of 230 (computer) on the TOEFL.

**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. Satisfactory completion of 20 hours of volunteer work accomplished during the year of clinical rotations.
5. Recommendation by the Student Promotion Committee for graduation.
6. Has fulfilled all legal and financial obligations to Touro University-Nevada.
7. 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**

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| SESSION 3                                    |          |

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Touro University Nevada

2011-2012 Catalog
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<td>PA 673</td>
<td>Clinical Medicine II</td>
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<td>PA 674</td>
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<td>PA 684</td>
<td>Introduction to Statistics and Epidemiology</td>
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<td>Mental Health/Human Sexuality</td>
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**SESSION 4**

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**Clinical Rotations**

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<tr>
<td>PA 699C</td>
<td>Emergency Medicine</td>
<td>4</td>
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<td>PA 699D</td>
<td>OB/GYN</td>
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<td>PA 699E</td>
<td>Pediatrics</td>
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<td>PA 699F</td>
<td>Surgery</td>
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<td>PA 699G</td>
<td>Elective</td>
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<td>PA 699H</td>
<td>Elective</td>
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<td>PA 699I</td>
<td>Community Medicine</td>
<td>4</td>
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<tr>
<td>PA 699J</td>
<td>Clinical Skills</td>
<td>4</td>
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**Hours for graduation**

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<th>Credits</th>
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<td>129</td>
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**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
CONTACT INFORMATION
Dee Anne Culmore, Administrative Assistant to Director, (702) 777-1770
Tiffany Burt, Administrative Assistant to Clinical Coordinator, (702) 777-3222
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 PHYSICAL DIAGNOSIS II**
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. (8 units)

**PA 676 TRANSITIONAL PRACTICUM**
The seminar capstone course that utilizes problem based learning in discussing clinical syndromes. The course requires the student to read and prepare extensively to participate in interactive discussions. (1 unit)

**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 682 US HEALTH CARE SYSTEMS**
The course will introduce the student to the changing health care system in the United States. The student will be exposed to financial and ethical issues that challenge today’s system and ways to address it. Included also will be an exposure to quality of care and the health care workforce. The course will be taught via lecture and discussion.(2 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 690 PA HISTORY, ROLES AND RESPONSIBILITIES**
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. (1 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 ADULT 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 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. (12 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 designed to expose the student to public health issues. The experience is varied and may occur in a medically underserved clinic or in the public health department. The basis for the master requirement will be based on this rotation. (4 units)

**PA 699J CLINICAL SKILLS ROTATION**
A one month required clinical rotation designed to provide the student with clinical experiences in behavioral medicine, long term care, and with the hospitalized patient. The student will
develop an understanding of management of the patient with mental health illnesses to include diagnosis and treatment. The student will also develop an understanding of the uniqueness of the hospitalized patient and conditions specific to that population, as well as the management of long term care patients. This is a pass/fail rotation. (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 to be made available to the general public unless the student notifies the Registrar, in writing, within 14 days from the beginning of the semester.

Student’s name, 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: The student’s name, address (permanent and present), telephone number, date and place of birth, undergraduate institution attended and degree, registration number, class level, marital status, home state, dates of attendance, degrees and awards received, the most recent previous educational institution attended and other similar information.

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:

   a. 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);

   b. 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;
c. 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);

d. 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

e. Alumni records compiled after graduation.

5. "Personally identifiable" means that the data or information includes:
   a. The name of a student, the student’s parent or other family member;
   b. The address of the student;
   c. A personal identifier, such as the student’s social security number or student number;
   d. A list of personal characteristics which would make the student’s identity easily traceable; or
   e. 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
“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 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

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 from evaluation within the last five years prior to the request.

**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 “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 June 16, 2011

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):
  o established university procedures were not followed.
  o insufficient time to prepare a response to the charges.
  o evidence presented was insufficient to justify the decision.
  o 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 discuss 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 on the dean’s recommendation. 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.

Informal Method of Resolution

Following an investigation, the investigative officer may proffer a proposed informal resolution to the accused student and/or move the issue forward using the formal method of resolution. If the student and the 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.

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 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) by in-person delivery and/or by certified mail using the official address on file with the university. 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 this process.
- 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 school 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 adequate 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:
  o 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.
  o The chair will establish, in advance, all time limits and/or expectations of those present.
  o A representative of the university (usually the investigative officer) will review the Conduct Code, the committees responsibilities, the student’s rights, the student’s prior conduct code violations (if any) and the process prior to the hearing. This individual would not participate in the hearing unless the committee has questions and/or the student requests it.
  o The charges and all issues in dispute shall be orally presented by the hearing chair.
  o The complainant will present all information supporting the charges made against the student.
  o Following this presentation, the student who is under investigation may present his or her side of 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.
  o 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.
  o At the completion of all discussion, the complainant and the student may each make a summary statement.
  o 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:
  o 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.
  o 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.

The hearing committee chair will prepare, with the committee’s concurrence, a written recommendation of sanction(s). This recommendation, submitted to the Dean of Students, must include all recommendations for final disposition of the issues involved. If the student is found responsible, the hearing committee shall recommend sanctions that are logical consequences for the particular violation(s) of the Code.

- 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 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 (Propoxypene)
- 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:
  o Federal and state laws requiring or prohibiting disclosure, (e.g. Health Care Quality Improvement Act);
  o Individuals within Touro University Nevada on a need-to-know basis;
  o 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.