



Touro University Nevada

SCHOOL OF EDUCATION

STUDENTHANDBOOK

2022-2023 ACADEMIC YEAR

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INTRODUCTION

This handbook is a reference intended to provide accurate information to students and others regarding Touro University Nevada's (TUN) School of Education (SOE). The Student Handbook contains policies and requirements which govern academic performance and student conduct for all who are enrolled in the SOE. These policies are designed to promote standards for academic competency, professional discipline and personal responsibility, representing parameters of achievement and behavior expected of students and professionals in education.

The provisions provided within the Student Handbook are subject to changes as a result of official actions of the administration. The School of Education reserves the right to make changes at any time in the Student Handbook, or in the requirements for admission, graduation, tuition, fees, and any rules or regulations. The student should not consider this handbook to represent a contract between TUN and the student. The university disclaims any misrepresentations that may have occurred as a result of error in preparation or typing.

Each student must recognize that he/she is responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this handbook, departmental policies and procedures, and other official announcements and published documents of the programs and university. New and revised policies and procedures will be shared with students via their TUN email as they are adopted. Students are expected to observe the Code of Ethics and Student Code of Conduct as outlined in the University Catalog.

The TUN Catalog contains institutional policies and requirements which govern overall academic performance and student conduct in all programs of study. These policies are unique to TUN, and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the achievement and behavior the faculty expects of students. It is the responsibility of all students to be knowledgeable about TUN 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.

Each student must recognize that he/she is responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this Student Handbook, University Catalog, School Policies and Procedures, and other official announcements and published documents with the Academic Integrity policy of TUN.

TUN assumes primary responsibility for appointment of faculty, admission of students, curriculum planning, selection of course content, and granting the degree documenting satisfactory completion of the educational program. TUN is responsible for coordination of classroom teaching, supervised practicum and student teaching practice and for assuring that the practice activities assigned to students in a practicum and student teaching are appropriate to the program and meet the standards of TUN and the School of Education. TUN administration, faculty, and staff are solely responsible for provision of academic practicum and student teaching components of the curriculum in collaboration with schools as outlined in the memoranda of understanding with those specific sites.

HISTORICAL PERSPECTIVE

Touro College 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. Lander was inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro synagogue at Newport, Rhode Island. The Touro brothers provided major endowments for universities, the first free library in this continent, community infirmaries in the new United States of America and pioneering settlements in Israel.

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 students. Since those early days, the institution has experienced substantial growth. Touro College/University embraces the following schools: The Lander College of Liberal Arts and Sciences (Men's and Women's Divisions); The Jacob D. Fuchsberg Law Center; The Graduate School of Jewish Studies; The School of Health Sciences; The School of General Studies; The School of Lifelong Education; The International School of Business and Management; The Graduate School of Education and Psychology; The School of Career and Applied Studies; and Touro University California. Touro University California includes the Touro University College of Osteopathic Medicine, the College of Health Sciences, and the College of Education.

Touro College/University operates degree programs in Israel and in Russia. Agreements for exchange of students and faculty have been established with the People's Republic of China. 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 1995 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island, California in 1997. As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the physician shortage and the rapidly growing population within Nevada and the surrounding community. The branch campus, Touro University College of Osteopathic Medicine Nevada, accomplished matriculation of its first class in August 2004. Simultaneously, TUN initiated the Masters in Physician Assistant Studies in 2004. TUN founded the College of Health and Human Services in 2005. This college today includes the Schools of Education, Nursing, Occupational Therapy, and Physical Therapy.

ACCREDITATION

In 2005, the first two degrees were offered by the Touro University Nevada School of Education. The Master of Education in Special Education Generalist and the Master of Education in School Administration degrees were approved by the Nevada Department of Education. These two degrees would be the start of what would become the foundation on which the School of Education would build upon for the next several years as other degrees were added and the Advanced Studies Certificate program was created.

DEGREES OFFERED

Doctor of Education:

- Education Administration and Leadership

Master of Education:

- School Administration
- School Counseling
- Special Education with an Emphasis in:
 - Applied Behavior Analysis
 - Autism Spectrum Disorders
 - Generalist Resource (Initial Licensure)

Master of Curriculum & Instruction with an Emphasis in:

- School Counseling

ENDORSEMENTS OFFERED

- Autism
- English Language Acquisition and Development (ELAD)
- Gifted and Talented Education (GATE)

CERTIFICATES OFFERED

Advanced Studies Certificate with an Emphasis in:

- Adaptive Physical Education
- Applied Behavior Analysis
- Autism Spectrum Disorder
- Beginning Spanish Language and Culture
- Intermediate Spanish Language and Culture
- Blended Learning
- Computer Science & Technology
- Differentiated Instruction
- Diverse Learners
- Educational Health and Wellness
- Effective Classrooms
- Effective Schools
- English Language Acquisition and Development (ELAD)
- Gifted and Talented Education (GATE)
- Political Structures in Education
- Response to Intervention
- School Nurse
- Sports Management
- Teaching English as a Second Language
- Teacher Leadership

MISSION STATEMENTS

MISSION STATEMENT OF TOURO UNIVERSITY

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.

MISSION STATEMENT OF THE SCHOOL OF EDUCATION

The Judaic values of social justice, intellectual pursuit, and service to humanity of Touro University Nevada provide the foundation upon which the School of Education prepares caring, competent, and collaborative educators. Our graduates are grounded in current education theory and evidence-based practice. The education program emphasizes a respect for cultural values and traditions, a recognition of the needs and challenges of our community, strong leadership skills, and a need to advocate for students.

TUN VISION STATEMENT

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

To Serve—

To create educational opportunities for those aspiring to professional careers.

To demonstrate a commitment to improve upon the health and education of the community.

To Lead—

To influence the health and well-being of the community through research, innovative programming, and policy development.

To Teach—

To engage students in effective educational experiences, through an institutional process of assessment and learning from successes and challenges.

PROGRAM DISPOSITIONS FOR THE SCHOOL OF EDUCATION

- Value change as the source of the opportunity for improvement
- Display the ability to understand people and relationships and be receptive to ideas of others
- Demonstrate empathic understanding of diversity
- Reflect regularly upon the philosophical assumptions, ethical principles and rationales that guide professional educational practice
- Understand oneself as a learner and value learning as a core capacity

FACULTY AND STAFF

Robert Askey EdD
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SCHEDULES AND ATTENDANCE

ADMINISTRATION HOURS

The School of Education general hours for operations are Monday through Thursday, 8:00 am – 5:00 pm and Friday, 8:00 am- 3:00 pm.

FACULTY AVAILABILITY

Full-time faculty members are available via Zoom to meet the needs of students upon appointment. Faculty do not post office hours but will arrange appointments directly with students for advisement or other student needs.

Part-time and adjunct faculty members may not be available during traditional 8:00 am – 5:00 pm schedules. Some adjunct faculty members are full-time practicing educators. This requires that teaching responsibilities as well as time to meet with individual students and can be scheduled with the instructor in afternoon-evening hours, by phone, email, or Zoom.

SCHOOL SCHEDULE

The School of Education is comprised of programs that are delivered predominately in an asynchronous online format. Students that attend courses on campus for weekday program generally attend courses from 5:00 pm to 8:00 pm. Students that attend courses for Sunday program courses are generally from 9:00 am until 2:00 pm. However, there are also student teaching or practicum experiences that may be scheduled for evening and weekend hours to provide students with additional experiences that cannot be completed on campus.

ACADEMIC YEAR

The School of Education is on a Trimester schedule and is modeled on a cohort based system of admissions. Refer to the university catalog for holidays and semester beginning and end dates.

ACADEMIC GRADING POLICIES

The School of Education follows the grading system of Touro University Nevada as described in the Catalog. Student grades will reflect the quality and content of work the student produces as

part of items such as course assignments and examinations within the curriculum and the student's performance in student teaching and practicum assignments.

- Course attendance is mandatory for all courses in the School of Education.
- Faculty may include classroom participation and attendance in grading criteria.
- Faculty may include assessment of professional behavior in course grading criteria.
- Should a student petition and obtain an Incomplete grade, the Incomplete can remain on the records per agreement with the course faculty throughout the following semester, but cannot remain on the student's record past the end of the subsequent semester in which the Incomplete was earned.
- Students should anticipate grades in a reasonable amount of time from their instructor; however, this time will be based on the type of assignment.

Course failure is identified as a course grade less than 83%. If a course is repeated in its entirety, the student will receive the actual grade earned for the repeated course, and the previous grade will be replaced with the new grade.

FINAL GRADE APPEAL PROCEDURES

A student who believes that a course final grade has been assigned inappropriately must follow the steps in the appeal process as stated in the Touro University Nevada Catalog. The student must observe the stated time limits for completion specified within the policy.

ACADEMIC PROGRESSION POLICY AND PROCEDURE

The faculty of the School of Education is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of an educator. The School of Education does not guarantee succession through the curriculum as it is the responsibility of the student to successfully progress through the curriculum based on performance factors including grades and professional behaviors. At regular times throughout the length of the program the School of Education Student Promotions Committee will evaluate this capacity of each student and recommend whether the student should continue in the curriculum. Decisions will include information from all sources relevant to the academic and professional behavior standing of the student and will include input from course instructors, faculty student teaching supervisors, practicum supervisors, mentor educators, student affairs offices, and faculty advisor reports. The School of Education adheres to the stipulations and guidelines for Academic Progression as described in the Touro University Nevada Catalog. Students should be aware of the policies listed in the Catalog related to Academic Probation, Remediation and the Academic Appeal process.

The faculty reserves the right and has the responsibility to recommend the academic or disciplinary dismissal of a student when unsatisfactory academic progress, academic dishonesty, unsatisfactory practice performance, unsatisfactory professional growth, impaired mental or physical health, unsatisfactory personal conduct, failure to comply with published program requirements, inability to meet the essential functions of the education student, or other factors deemed necessary for professional competency make it impractical or inadvisable for the student to continue in the program. A course failure may result in the student being unable to continue in the curriculum.

A recommendation for dismissal is made on an individual basis after considering all pertinent circumstances relating to the case. A recommendation will be made to the Director by the Student Progression Committee. The Director will then decide whether to accept or reject the committee's recommendation. The Director will communicate with the Dean of the College of Health and Human Services for an official letter regarding a student dismissal. The student has the right to appeal the recommendation. The appeal process is in accordance with the policies as stated elsewhere and in the University Catalog.

Academic Progress

TUN has established specific guidelines for satisfactory academic progress for students enrolled in the School of Education. Federal regulations require TUN 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.

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

1. Cumulative grade point average
2. Completion rate based on total credit hours completed compared to total credit hours attempted

Academic progress is reviewed at the end of each semester by the School of Education Student Progression Committee and reported to the Administration. Students who fail to maintain satisfactory academic progress at the conclusion of any term may be placed on probation, suspension, or dismissed. A student's failure to maintain established academic standards of the School of Education may also result in the cancellation of financial aid eligibility. The satisfactory academic progress policy applies to all semesters of enrollment at TUN, regardless of whether financial aid is awarded.

Academic Success

The following stipulations guide decisions and actions of the course faculty and the School of Education Student Progression Committee:

- The student is expected to earn 83% or higher in course grades.
- A procedure for notification of academic jeopardy after the first course grade below 83% is outlined elsewhere in the Student Handbook.
- The student will not progress in the program if he/she accumulates more than 6 course credits of a grade below 83%.
- The student will successfully pass student teaching or practicum if applicable.
- The student may repeat the failed course one time. Progression in the curriculum may be suspended until that course is offered again in the following year and the student successfully repeats the course. The student must seek permission in writing to retake the course through the School of Education Student Progression Committee.
- The student may not have repeated semesters in which course failures have occurred. This will be reviewed by the Student Progression Committee and may result in termination from the academic program.
- The student will be placed on extended probation if his/her semester GPA falls lower than 3.0 (83%)

- “Extended Probation” lasts throughout the rest of the curriculum

Notification of Academic Grades/Course Failure

Evaluations of semester and cumulative grade point averages and course performance are completed on each student. These are completed at the midterm and final points of the semester. All students who have not met the required standards for satisfactory academic progress are notified in writing. The notification letter advises the student of the nature of his or her academic status. A copy of the notification letter will be placed in the student’s School of Education file. Copies of the notification letter are also forwarded to the Office of the Registrar and the Dean of the College of Health and Human Services.

ACADEMIC DISMISSAL/TERMINATION OF ENROLLMENT

A student is subject to dismissal/termination of enrollment if she/he has failed to meet the minimum standards of progress as defined above and as stipulated in the academic regulations of the School and University. The School and University may require dismissal at any time it deems necessary to safeguard its standards of scholarship, to conduct orderly operations, and to insure the safety of fellow students. Termination from the School of Education will occur if any one of the following occurs:

- Student accumulates more than six (6) credits of a grade below 83%
- Student’s semester GPA falls below 3.0 in two semesters (need not be consecutive semesters)
- Student re-takes a course and fails to earn a grade of 83% or higher in that repeated course
- Student’s cumulative GPA is less than 3.0 at the end of the didactic portion of the curriculum
- Student displays behaviors in violation of standards outlined in the Catalog

Should a student fall within any of these instances, the School of Education Student Progression Committee (SPC) will convene to examine all pertinent information. The SPC recommendation will be provided to the School Director. Should the School Director recommend academic dismissal based upon the reviewed documents the College of Health and Human Services Dean would then be notified. Students are advised to review the Academic Dismissal procedures in the TUN University Catalog.

GOOD STANDING STATUS

Students are considered in Good Standing and making acceptable progression towards graduation when the following items are present:

- GPA cumulative average of 83.0% or higher
- Current record of up-to-date immunizations
- Absence of Professional Behavior sanctions

PROFESSIONAL BEHAVIOR

Evaluations of a wide range of behaviors commonly called Professional Behaviors are incorporated into student progression and often course grading. Students may receive feedback regarding professional behaviors from their instructor as well as from the program director.

Examples of acceptable professional behavior include, but are not limited to:

- Consistent attendance and punctuality to class
- Attentiveness and appropriate interaction in class
- Proper use of electronic technology (e.g., during class and fieldwork)
- Appropriate dress
- Non-conflictual interpersonal relations
- Submission of work in accordance within style guidelines
- Work submission prior to or at deadlines
- Adequate and thorough preparation for class
- Respect toward faculty, administration, staff, and peers
- Academic integrity and honesty
- Appropriate verbal, non-verbal, and written communications
- Tolerance of diversity in personal and professional values

ATTENDANCE POLICIES

GENERAL ATTENDANCE

Monitoring of attendance is mandated by Nevada law as stipulated by the Nevada Commission on Postsecondary Education. The curriculum of the School of Education is intensive. Online course and on campus course attendance for all programs is considered an aspect of professional behavior, professional responsibility and individual dependability. Students are expected to attend and participate in all scheduled sessions of courses (lectures, laboratory activities, student teaching, and practicum) in which a student is enrolled as well as additional co-curricular events as required. Classes are intended to enhance the student's understanding of concepts by providing data and in-depth explanations that cannot be gleaned from reviewing lecture notes and textbooks. As master level students, the responsibility for attendance at educational and professional activities is expected to be a high priority in the student's time management. However, the faculty course director does recognize that students have other responsibilities in their lives.

When a student is unable to be present in class the policy is for the student to notify the faculty or the School of Education by phone or email **prior** to the start of class. Notification does not indicate an excused absence. Students who fail to notify the faculty course director will be subject to the consequences of an unexcused absence. Students who miss a class in which a graded activity has been planned by the faculty course director will receive a zero for the grade (e.g., in-class activity, quiz). It will be the responsibility of the student to make up the missing work and activity. In the event of a medical absence it is the responsibility of the student to obtain a medical release form from their health care provider and submit to the course director/school director for an excused absence. Each faculty course director will indicate student notification policies for specific courses in the syllabi.

Promptness is expected of an educator. As a result, promptness is also required of the school of education student. Not only does tardiness in class disturb the lecturer and student body, it reflects a lack of professionalism. Repeated tardiness to scheduled course sessions will be brought to the attention of the Director.

EXCUSED ABSENCES

An excused absence may be requested when circumstances require a student to miss a scheduled class session. An excused absence may be given by the School of Education for attendance at professional, community, or institutional events considered beneficial to the student's education or for extenuating personal circumstances. Excused absences will not be considered as a reason for lowering a final course grade for professional behavior or other punitive grading actions if missed work is submitted based on the procedure established by the faculty course director and student. Examples of events which may be considered excused absences include but are not limited to: documented medical situation for the student or an immediate family member, attendance at professional conventions, jury duty or court proceedings, birth of a child, bereavement, participation in pre-approved community service event, observance of religious/cultural events. Each request for excused absence will be considered separately and on its own merit. Students must provide a written request for consideration of excused absence to the faculty course director for review. When the faculty course director is an adjunct member the written request should be provided to the school director for review.

Students are responsible for making up all work missed as a result of excused absences. The student is responsible for contacting each faculty course director for work missed and expected completion dates for missed work. Missed work not completed according to the established plan with the faculty course director will result in an assignment grade of zero. Students should contact the faculty course director(s) the week before a scheduled excused absence and within three academic days after returning from an excused absence.

An unexcused absence is any absence not deemed an excused absence by the criteria above.

COMMUNICATION

All communications are to occur using Touro University Nevada email addresses. Student communications posted on the Learning Management Systems must be professional. An attitude of respect for other persons and appropriate communication is expected among peers, faculty, and staff. This is intended to promote an atmosphere of constructive and free interpersonal communications. Although freedom of speech is maintained, the manner and direction of that speech must be appropriate. "Texting" language is not professional and should not be utilized in email communications with faculty and staff. All postings must demonstrate professional language without abuse or intentionally inflammatory purpose. Posted and distributed communications at TUN are to inform, query for information, or provide constructive criticism. Any abuse of these guidelines will not be accepted.

COURSE POLICIES

ASSIGNMENT SUBMISSION POLICY

Students are to refer to the individual course syllabus for specifics regarding assignment submission guidelines and requirements.

CLASSROOM CONDUCT RULES

- Show respect to those who are presenting in class.
- During class, computers are to be used only for the purpose of class content. Computers are not for instant messaging, checking of emails, writing of papers, or other non-class-related activity.
- Students are expected to contribute to class discussions. Without your participation, the class will not be as effective and productive. Your input is important for the learning process.
- Students must come to class prepared, having read class assignments before class begins, and having papers ready for submission.
- Students must not only come to class on time, but also return from breaks on time. Students must be prepared to stay for the duration of the scheduled class period.
- Video or audio taping of a faculty member must be pre-approved and can only be for personal use for study. No classroom video or audio taping is authorized for upload to social media websites even for the intent of study.

IDENTIFICATION BADGES

All faculty, staff, and students are issued photo-identification (ID) badges. This badge must be displayed in a manner that is readily visible while the person is on campus. If the badge is not available the person must contact the Department of Technology for assignment of a new badge. All guests of the University must sign-in at the front desk reception area and receive a temporary visitor badge.

PARKING

Parking on campus is free after 4:30 PM and on weekends. Students, faculty, and staff are required to obtain a parking decal to park on campus. A fee is charged for parking before 4:30 PM and you must properly obtain the paid parking permit. The individual to whom the permit is issued is responsible for all violations related to the use of that permit (regardless of the driver). If the Parking Permit is lost, it is the responsibility of the person to whom the permit was issued, to report this to Student Services.

PROGRAM & COURSE EVALUATIONS

The School of Education supports a continuous self-evaluation process. Input is considered from a variety of sources and stakeholders in order to offer the educational program and community service of high quality and value to our consumer groups. It is the expectation of multiple accreditation agencies that a process be in place to gather information in order to critically assess the effectiveness of the instructor and the course presentation.

Course and faculty evaluations will be completed by each student upon completion of each course throughout the curriculum. The results of the evaluations will be made available to the School Director and course faculty member(s) after grades are submitted. Confidentiality of the evaluation data will be maintained through the process. The information obtained from the evaluations will be considered for potential course and curriculum improvements and accreditation purposes. It is

the goal of course and faculty evaluations that students would provide feedback that could enhance the course.

RECOMMENDATIONS OR REFERENCE LETTERS

Faculty may be requested in writing (letter or email) by a student to write a Letter of Reference or Recommendation for scholarship programs, honors, or employment. Students should provide as much detail about the intended purpose or recipient of the letter in order to assist faculty in completing the request. No actual grade point or letter grade indications will be made within the correspondence. Faculty has the right to keep the contents of such letters confidential and not disclose the contents to the student or provide the student with a copy. Faculty members have the option to decline to write a Letter of Reference or Recommendation.