TOURO UNIVERSITY NEVADA

2023-2024 UNIVERSITY CATALOG

EFFECTIVE JULY 1, 2023; AMD JUNE 11, 2024

874 AMERICAN PACIFIC DRIVE, HENDERSON, NEVADA 89014 · 702.777.8687 · WWW.TUN.TOURO.EDU

Catalog Rights

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

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

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

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

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

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Welcome from the Campus President and Provost

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

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

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

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

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

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

Dr. Andrew Priest
Campus President and Provost

2023 – 2024 ACADEMIC YEAR CALENDAR

I. Orientation

Event	Date(s)
Summer Orientation	06/26/2023 to 06/30/2023
DO Orientation	07/24/2023 to 07/28/2023

II. Academic Program Start and End Dates

COLLEGE OF OSTEOPATHIC MEDICINE

Osteopathic Medicine, DO 2024 and DO 2025 students

FALL START	FALL END	SPRING START	SPRING END
06/01/2023	11/30/2023	12/1/2023	05/31/2024

Osteopathic Medicine, DO 2026 and DO 2027 students

FALL START	FALL END	SPRING START	SPRING END
7/31/2023	12/22/2023	01/02/2024	05/24/2024

Medical Health Sciences – all students

FALL START	FALL END	SPRING START	SPRING END
07/05/2023	11/22/2023	01/02/2024	05/24/2024

COLLEGE OF HEALTH AND HUMAN SERVICES

Physician Assistant Studies

	SUMMER START	SUMMER END	FALL START	FALL END	SPRING START	SPRING END
PA 2023	07/03/2023	10/31/2023	N/A	N/A	N/A	N/A
PA 2024	07/05/2023	10/20/2023	11/01/2023	02/29/2024	03/01/2024	06/28/2024
PA 2025 and DPA	07/05/2023	10/20/2023	10/30/2023	02/23/2024	02/26/2024	06/21/2024

School of Physical Therapy
School of Nursing – DNP, MSN, and Post-MSN
School of Occupational Therapy
School of Education: Degree-seeking programs
Doctor of Physician Assistant

SUMMER START	SUMMER END	FALL START	FALL END	SPRING START	SPRING END
07/05/2023	10/20/2023	10/30/2023	02/23/2024	02/26/2024	06/21/2024

School of Education: Advanced Studies Certificates and Non-degree programs
School of Nursing: RN-BSN students

SUMMER START-SESSION 1	SUMMER END-SESSION 1	SUMMER START-SESSION 2	SUMMER END-SESSION 2
07/05/2023	08/25/2023	08/28/2023	10/20/2023
FALL START-SESSION 1	**FALL END-SESSION 1**	**FALL START-SESSION 2**	**FALL END-SESSION 2**
10/30/2023	12/22/2023	01/02/2024	02/23/2024
SPRING START-SESSION 1	**SPRING END-SESSION 1**	**SPRING START-SESSION 2**	**SPRING END-SESSION 2**
02/26/2024	04/22/2024	05/01/2024	06/21/2024

III. Holidays, Holydays, Breaks, & Closures

HOLIDAY/HOLYDAY	DATE	START TIME	CLOSURE TYPE	PROXICARD ACCESS
Independence Day	Tuesday, July 4, 2023	All Day	1	YES
Tisha B'Av	Thursday, July 27, 2023	All Day	2	YES
Labor Day	Monday, September 4, 2023	All Day	1	YES
Rosh Hashanah	Friday, September 15, 2023	**12:00pm***	3	NO
Rosh Hashanah	Saturday, September 16, 2023	All Day	3	NO
Rosh Hashanah	Sunday, September 17, 2023	All Day	3	NO
Yom Kippur	Sunday, September 24, 2023	12:00pm	3	NO
Yom Kippur	Monday, September 25, 2023	All Day	3	NO
Sukkot	Friday, September 29, 2023	12:00pm	1	YES
Sukkot	Saturday, September 30, 2023	All Day	1	YES
Sukkot	Sunday, October 1, 2023	All Day	1	YES
Sukkot	Friday October 6, 2023	**12:00pm***	1	YES
Sukkot	Saturday, October 7, 2023	All Day	1	YES
Sukkot	Sunday, October 8, 2023	All Day	1	YES
Thanksgiving	Thursday, November 23, 2023	All Day	1	YES
Thanksgiving	Friday, November 24, 2023	All Day	1	YES
Winter Break	Saturday, Dec. 23, 2023, to Monday, Jan. 1, 2024	All Day	1 & 2	YES
New Year's Day	Monday, January 1, 2024	All Day	1	YES
Martin Luther King Day	Monday, January 15, 2024	All Day	1	YES
President's Day	Monday, February 19, 2024	All Day	1	YES
Fast of Esther	Thursday, March 21, 2024	**5:00pm***	1 & 2	YES
Purim	Sunday, March 24, 2024	All Day	1	YES
Spring Break	Monday, April 22, 2024, to Tuesday, April 30, 2024	All Day	1 & 2	YES
Passover	Monday, April 22, 2024	12:00pm	1	YES
Passover	Tuesday, April 23, 2024	All Day	1	YES
Passover	Wednesday, April 24, 2024	All Day	1	YES
Passover	Sunday, April 28, 2024	2:00pm	1	YES
Passover	Monday, April 29, 2024	All Day	1	YES
Passover	Tuesday, April 30, 2024	All Day	1	YES
Memorial Day	Monday, May 27, 2024	All Day	1	YES
Shavuot	Tuesday, June 11, 2024	**All Day***	1 & 2	YES
Shavuot	Wednesday, June 12, 2024	All Day	1	YES
Shavuot	Thursday, June 13, 2024	All Day	1	YES

***September 15, 2023 – Classes offered until 12:00pm; Administrative offices open until 2:00pm**
***October 6, 2023 – Classes offered until 12:00pm; Administrative offices open until 2:00pm**
***March 21, 2024 – No classes offered starting at 5:00pm**
***June 11, 2024 – No classes offered all day; Administrative offices open until 12:00pm**

Normal proxicard access is from 6:00am – 12:00am
CLOSURE TYPE LEGEND

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

IV. No Exam Dates

NO EXAMS ADMINISTERED ON THESE DATES. CLASSES WILL STILL BE HELD AT REGULARLY SCHEDULED TIMES.	REASON
Friday, July 28, 2023	Day After Tisha B'Av
Monday, September 18, 2023	Fast of Gedalia
Monday, October 9, 2023	Day after Simchat Torah
Monday, March 25, 2024	Day After Purim
Friday, June 14, 2024	Day after Shavuot

PREFERABLY NO EXAMS ARE ADMINISTERED.	REASON
Thursday, July 6, 2023	Fast of Tamuz
Friday, September 15, 2023	Rosh Hashana Eve
Sunday, September 24, 2023	Yom Kippur Eve
Friday, October 6, 2023	Hoshana Rabba

Degree Conferral Dates

2023
July 14, 2023
September 8, 2023
November 10, 2023
December 8, 2023

2024
January 12, 2024
March 8, 2024
May 10, 2024
June 7, 2024
June 28, 2024
July 12, 2024
September 6, 2024
November 8, 2024
December 13, 2024

2025
January 10, 2025
March 7, 2025
May 9, 2025
June 6, 2025
June 30, 2025
July 11, 2025
September 12, 2025
November 7, 2025
December 12, 2025

2026
January 9, 2026
March 6, 2026
May 8, 2026
June 5, 2026
June 30, 2026
July 10, 2026
September 4, 2026
November 6, 2026
December 11, 2026

2027
January 8, 2027
March 12, 2027
May 10, 2027
June 7, 2027
June 30, 2027
July 9, 2027
September 10, 2027
November 8, 2027
December 10, 2027

About Touro College/University

Dr. Alan Kadish – President of Touro College

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

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

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

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

Historical Perspective

Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth. Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974), the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the

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

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

Board of Trustees

Zvi Ryzman
Chairman
American International Industries
Los Angeles, CA

Alan Kadish, M.D.
President, Touro University
New York, NY

Rabbi Doniel Lander
Chancellor, Touro University
Rosh HaYeshiva, Yeshivas Ohr Hachaim
New York, NY

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Eagle Advisors, LLC
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Cross River Bank
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The Lightstone Group
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First Lincoln Holdings
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DIN Legal Centers, Inc.
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Federal Reserve Bank of New York (Ret.)
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TCF Financial Corporation
Troy, Michigan

Jack Weinreb
Weinreb Management Co.
New York, NY

Rabbi Shabsai Wolfe
S.W. Management
Skokie, IL

Mr. Steven Zuller
Franklin Group
Brooklyn, NY

Non-Board Members
Michael B. Newman, Esq., Secretary
Senior Vice President, General Counsel, Chief Compliance Officer at Touro University

Mission, Vision, and Institutional Goals

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

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

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

Institutional Goals from Strategic Plan

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

TUN Institutional Student Learning Outcomes (ISLOs)
To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University Nevada students will demonstrate the ability to:

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

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

Accreditations and Licensure

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
(510) 748-9001
https://www.wscuc.org/

Accreditation Review Commission on Education for the Physician Assistant, Inc.
(ARC-PA)
1200 Findley Road, Suite 240
Duluth, GA 30097
(770) 476-1738
http://www.arc-pa.org/

Accreditation Council for Occupational Therapy Education (ACOTE)
6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
(301) 652-AOTA
www.acoteonline.org

Commission on Accreditation in Physical Therapy Education (CAPTE)
1111 North Fairfax Street
Alexandria, VA 22314
(703) 706-3245
http://www.capteonline.org

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW
Suite 750
Washington DC 20001
(202) 887-6791
www.aacn.nche.edu

Commission on Osteopathic College Accreditation of the AOA (COCA)
142 E. Ontario Street
Chicago, IL 60611-2864
800-621-1773
www.osteopathic.org

Nevada Commission on Postsecondary Education
2800 E. St. Louis Avenue
Las Vegas, Nevada 89104
(707) 486-7330
http://cpe.nv.gov/

State of Nevada Department of Education
9890 S Maryland Pkwy, 2nd Floor
Las Vegas, Nevada 89183
(702) 486-6458
https://doe.nv.gov/

University Administration

President, Alan Kadish – (212) 463-0400

Campus President and Provost, Andrew Priest – (702) 777-3180

- Vice Provost, Associate VP for Institutional Effectiveness, Laura Yavitz – (702) 777-9181
- Chief Operating Officer & Vice President for Finance, Craig Seiden – (702) 777-4794
- Director, Campus Facilities, Bill Risley – (702) 777-1809
- Director, Human Resources, Tammy Plutz (702) 777-4746
- Chief Information Officer, Jose Noriega – (702) 777-3162
- Library Director, Alexa Stoneman – (702) 777-1742
- Security Captain, Joselito "Joey" Mercado– (702) 777-3921

College of Health and Human Services

- Dean, Robert Askey – (702) 777-3053
  - Director, Patricia Henry – School of Education – (702) 777-3053
  - Director, Catie Chung – School of Nursing – (702) 777-3998
  - Director, Shannon Martin – School of Occupational Therapy – (702) 777-3247
  - Director, Steven Liaos – School of Physical Therapy – (702) 777-3957
  - Director, Amie Duford – School of Physician Assistant Studies – (702) 777-9973

College of Osteopathic Medicine

- Dean, Wolfgang Gilliar – (702) 777-3975
  - Senior Associate Dean for Academic Affairs, Terrence Miller – (702) 777-1801
  - Associate Dean of Clinical Education, Irene Gutierrez – (702) 777-3852
  - Assistant Dean for Clinical Education, Aurelio Muyot – (702) 777-3858
  - Assistant Dean for Clinical Education, Anne Poliquin – (702) 777-4769
  - Assistant Dean for Curriculum, Jutta Ward – (702) 777-1804
  - Assistant Dean for Curriculum, David Skyba – (702) 777-4776
  - Chair – Basic Sciences, Emmett Findlay – (702) 777-1803
  - Chair – Osteopathic Manipulative Medicine, Paul Rennie – (702) 777-1813
  - Chair – Primary Care, Paul Kalekas – (702) 777-1820
  - Chair – Specialty Medicine, TBD – (702) 777-3960
  - Director – Medical Health Sciences, Vladimir Bondarenko – (702) 777-1806

Division of Student Affairs

- Dean, Philip Tompkins – (702) 777-3073
- Chief Student Affairs Officer
  - Associate Dean of Students and Registrar, Rolando Flores – (702) 777-4745
  - Associate Dean of Students and Director of Admissions, Tava McGinty-Jimenez – (702) 777-3922
  - Director of O.A.S.I.S., Jennifer Obodai – (702) 777-3092
  - Bursar, Miranda Paredez – (702) 777-3075
  - Director of Financial Aid, Adriana Norman – (702) 777-3245
  - Director of Student Involvement, Christopher McBride – (702) 777-2084
  - Director of Student Counseling Services, Monica Muñoz – (702) 777-3949
  - Director of Student Health Center, Shelly Howlett – (702) 777-9970
  - Director of Diversity, Inclusion, and Outreach, Leslie Winters – (702) 777-1823

Faculty

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Robert Askey, Ed.D.
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Kimberly Atkinson, PhD
Azliyati Azizan, PhD, M.S.
Robert Baker, D.O.
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Vladimir Bondarenko, Ph.D.
Katherine Capistran, O.T.D
Tina Chao, MPAS, PA-C
Catherine Chung, Ph.D., RN, CNE, PHN, CCM
Francine Clegg, NP-C
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Samantha Peckham, DNP, AGACNP-BC, FNP-BC
Chutima Phongphua, D.C., M.D., M.B.A
Anne Poliquin, Ph.D.
Andrew Priest, Ed.D., P.T.
Elias Ptak, D.O.
Rakhshindah Qureshi, M.B.B.S.
Jacqueline Randa, D.P.T., M.P.T.
Germana Rappa, MD, Ph.D
Paul Rennie, D.O.
Lindsey Reynolds, MPAS, PA-C
John Rider MS, OTR/L, CEAS
Lise Rioux, Ph.D.
Rouel Roque, M.D.
Amina Sadik, Ph.D.
Brian Sady, DMSc., M.P.A.S., P.A.C.
Dulce Santacroce, MSN, BSN, RN, CCM
Lary Simms, D.O.
Rakesh Singh, PhD
David Skyba, Ph.D., D.C.
Dodge Slagle, D.O.
Amy Stone, Ph.D
Laurie Stoneman, MA, MLIS
Patricia Strobehn MSN, APRN, FNP-BC
Theresa Tarrant, Ph.D, MSN, RN
Philip Tompkins, Ed.D.
Eric Toder, D.O.
John Tomlinson, M.D.
Kristin Valdes, OTD, OTR, CHT
Robert Wimmer, PhD, PA-C
Kristen Woody, D.O
Julia Zacharias-Simpson, D.O.

Degrees Offered

College of Osteopathic Medicine

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

College of Health and Human Services

School of Education

Doctor of Education in Education Administration and Leadership (EdD)
Higher Education and Learning Management
Leading Innovative Diverse Organizations

Master of Education (MEd)
Curriculum and Instruction
Language and Literacy
School Administration
School Counseling
Secondary Education
Special Education
Endorsements

- Adaptive Physical Education Endorsement
- Autism Endorsement
- English Language Acquisition and Development Endorsement
- English Language Acquisition and Development Specialist Endorsement
- Gifted And Talented Education Endorsement

Advanced Studies Certificate

School of Nursing

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

School of Occupational Therapy

Occupational Therapy Doctorate (OTD)

School of Physical Therapy

Doctor of Physical Therapy (DPT)

School of Physician Assistant Studies

Doctor of Physician Assistant (DPA)
Master of Physician Assistant Studies (MPAS)

Student Defined

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

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

Admissions, Transfer, Orientation

NON-DISCRIMINATION POLICY

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

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

TRANSFER STUDENTS

Touro University Nevada may accept transfer students from other U.S. universities and colleges however, not all programs accept transfer students. Please see program section for details. Transfer students must be in "good academic standing" and have an acceptable reason for seeking a transfer. Candidates for transfer must be eligible for re-admission to the previously attended professional program.

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

FOREIGN TRANSCRIPTS

Applicants who have earned a degree from outside of the United States must have that degree and coursework evaluated by a recognized transcript evaluation service, such as World Education services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org). The foreign evaluation must indicate equivalency to a bachelor's degree and/or relevant coursework from a regionally accredited U.S. institution that can be applicable to the program student is applying. Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

NEW STUDENT ORIENTATION

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

STUDENT IDENTIFICATION

The Division of Student Affairs issues photo-identification (ID) badges to new students during orientation or the first week of class. This badge must be worn while a student is in any

institutional facility or is participating in a clinical rotation at another facility. This ID badge must be displayed in such a manner that it is readily visible. Failure to wear and/or properly display the student identification badge may result in a member of the security staff requesting the student to leave the building, denying the student admission to the building, or referring the student to the Dean of Students. If a student identification badge is lost or stolen the student is required to inform the Division of Student Affairs and request a replacement badge. The fee for a replacement badge is $25.00.

NAME TAGS

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

STUDENT HEALTH INSURANCE/HEALTH CARE

All on-ground students are required to carry comprehensive health insurance for the benefit of the university community. Touro offers a policy through Academic HealthPlans, Inc. The health insurance premium is $4,140 for the 2023-2024 school year. It will be billed in equal installments to the student account. Students who do not submit an approved waiver for the student health insurance plan are automatically enrolled on the Student Health Insurance Plan (SHIP). For additional information about the Student Health Insurance Program and how to submit a waiver, please visit the Touro University Nevada website.

DRUG TESTING POLICY

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

CRIMINAL BACKGROUND CHECK

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

CRIME AWARENESS & CAMPUS SECURITY ACT

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

Registration and Enrollment Policies

REGISTRATION PROCESS

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

DATE OF MATRICULATION DEFINED

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

NON-DEGREE STUDENT STATUS

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

LAST DAY TO REGISTER/ADD COURSES

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

COURSE WITHDRAWAL POLICY

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

Course withdrawal policy (does not include monthly rotations)

- Last day of attendance is required for all course withdrawals. No exceptions.
- Week 1 (all programs): No grade recorded. Course does not appear on transcript.
- End of Week 3 (6 week programs) or End of Week 8 (all other programs): Last day to withdraw and receive a grade of "W" on transcript.
- Start of Week 4 and beyond (6 week programs) or Start of Week 9 and beyond (all other programs): A 'WP' or 'WU' grade shall be recorded on transcript.

- If a student attends then fails to withdraw from class, student will receive a 'WU' grade.
- If a student never attends and fails to withdraw from class, student will receive a 'WNA' grade.
- No withdrawals are allowed after the last day of instruction.

Course withdrawal policy for monthly rotations

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

REPEATING CLASSES

Credit will be allowed only once for successful completion of the course. A student may repeat a course and not have the original grade included in the computation of the grade point average. When a course is repeated more than once, only the original grade is omitted in computing the grade point average. All grades will remain on the student's transcript with suitable notation to ensure an accurate academic record. All repeats must occur at TUN. Students using Federal Financial Aid should refer to the *Financial Aid and Repeated Courses* section to review eligibility requirements.

IMMUNIZATIONS AND HEALTH RECORD DOCUMENTATION

The Student Health Center will email a Health and Immunization Packet to incoming students via their Touro email starting the Spring prior to matriculation. TUN's expectation is the student will have all required immunization and health requirements documented and submitted to the Student Health Center prior to matriculation. Nevada state law prohibits students from attending class without proof of immunizations. Touro University Nevada upholds this statute by preventing course registration for students who have not submitted proper proof of immunizations. Students who are not compliant with university immunization requirements may not campaign, be appointed to, or serve as an officer of any official University club or organization.

Students enrolled in Occupational Therapy, Osteopathic Medicine, Physical Therapy, Physician Assistant Studies must submit the following immunization and health requirements prior to matriculation:

- Completed immunization ad Health packet
- MMR (Measles, mumps, rubella)-2 vaccinations
- Current Td or Tdap vaccination, Tdap is preferred
- Hepatitis B series- You must have begun the immunization series prior to beginning classes.
- Hepatitis A series- You must have begun the immunization series prior to beginning classes or submit documentation of a positive titer.
- Varicella series-You must have begun immunization series prior to matriculation
- Polio Series- minimum of 3 adult doses or 4 childhood doses
- QuantiFERON Gold Serum Test for Tuberculosis (Within 6 months of matriculation) ***This is an annual requirement upon matriculation***
- Physical Examination by a licensed health care provider (Within 6 months of matriculation).

- Covid-19 vaccination is not required by Touro University Nevada, however it is strongly recommended. Many clinical sites require current Covid-19 vaccination documentation to rotate to their sites. If a religious or medical exemption is sought, that process must be started during the first term of school.

Valid vaccination exemption from these requirements includes any one of the following:

- Online program Exemption-Students enrolled in an online academic program.
- Medical Exemption-Students seeking an exemption for medical reasons (i.e., pregnancy or another medical reason for not receiving a vaccine) must complete an exemption request application and provide a letter from a licensed provider on their letter stating the reason from exemption and how long the exemption is to remain in effect.
- Religious or Moral Exemption-Students seeking an exemption for religious or moral reasons must complete a non-medical exemption application and submit a letter stating the reason the exemption is requested.
- Either of the exemption applications may be requested from the Office of Student Health

Proof of immunity through quantitative (numerical lab values) serum blood titers [within 5 years] must be provided for the following communicable diseases:
Note: Qualitative (Positive/Negative Results) titers will not be accepted.

- Measles (Rubeola) – (Quantitative)
- Mumps (Quantitative)
- Rubella (Quantitative)
- Varicella (Quantitative)
- Hepatitis B Surface Antibody (Quantitative)
- Hepatitis B Surface Antigen (Qualitative)
- Quantiferon Gold Serum Test for Tuberculosis (Within 6 months of matriculation)

Titers are not required for the following programs: MHS, EDU, DNP, RN-BSN

Please email the Student Health Center with any questions, concerns, or difficulties with these requirements. Email: TUN.Student.Health@touro.edu.

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

EXCESSIVE ABSENCES POLICY

A student cannot exceed 10 consecutive days of excused and/or unexcused absences, or more than 15 excused and/or unexcused absences in any given 30 day period. A student who exceeds the allotted number of absences must request a leave of absence for the remainder of the academic year or the student will be suspended or dismissed. Individual academic programs may pose a more strict guideline to the consecutive absence policy (which would be included in their academic programs Student Handbook). If these absences are related to a medical issue, the student must contact OASIS if they are interested in qualifying for an ADA accommodation, which may exempt them from this policy. More information on the process for receiving an ADA accommodation can be found in the Policy and Procedure for Accommodating Students with Disabilities which is located in the University Catalog, Appendix B.

ENROLLMENT STATUS

Undergraduate		**Graduate and Professional**	
Full-time	12 credits	Full-time	9 credits
Quarter-time	9 credits	Quarter-time	7 credits
Half-time	6 credits	Half-time	6 credits
Less than half-time	below 6 credits	Less than half-time	below 6 credits

CLASS RANK

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

ELECTIVE COURSES

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

AUDITED COURSES

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

INTERPROFESSIONAL COMPETENCIES COURSEWORK

Interprofessional Competencies Course (IPEV 701)

This course introduces students to the Core Competencies for Interprofessional Collaborative Practice. Students will become familiar with the Core Competencies and participate in a variety of learning activities examining the following interprofessional themes: professional roles and

responsibilities, communication, values/ethics, and teamwork. This is a required course for degree-seeking students admitted to pre-licensure programs at Touro University Nevada.

Interprofessional Activities (IPEV 702)
This course develops student's skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course for degree-seeking students admitted to Touro University Nevada.

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

THESIS/DISSERTATION – X (HOLD) GRADE
Students working on a thesis or dissertation must register for three credit hours of thesis/dissertation course work each semester and shall receive an "X" (hold) grade for those credits, until the document has been completed and has been given final approval. Students working on a thesis or dissertation who have not registered may be separated from their program and may have to reapply for admission should they wish to continue. Exceptions to the above policy, as with a request for a leave of absence, are made only with the approval of the academic department chairperson and academic dean. Any student using the services of the academic staff or university facilities must be registered for the period during which the services are rendered or the facilities are used.

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

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

Graduate students who earn a graduate or professional degree from TUN must earn, following admission to the program, a minimum of 24 credits of the coursework required for completion of the degree from TUN. This does not include transferred credits.
Some academic programs require that additional hours be taken in residence. Students are encouraged to seek specific information about program requirements related to the in-residence requirement as well.

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

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

UNIVERSITY WITHDRAWAL
The decision to withdraw from the University is a serious matter. Any student who withdraws from a college or a program is dropped from the rolls of the University. As such, if she/he decides at some later date to reapply to the University or any other Touro College and University System campus, she/he must reapply for admission and, if accepted, assume the status of a new student.
Students considering withdrawal are subject to the policies governing withdrawal from the University. Students should be aware that withdrawal from a course may result in a significant extension of the students' professional program. Before withdrawing, students must discuss the issue with their, School Director, or Associate Dean, Office of the Registrar, Office of Financial Aid, Office of the Bursar, and the Dean of Students. In addition, the student must submit the Request to Withdrawal form with all required signatures to the Office of the Registrar.

LEAVE OF ABSENCE
A matriculated student enrolled who chooses to interrupt his/her attendance but intends to return and continue his/her study must submit to the Office of the Registrar a completed Leave of Absence request form signed by all parties noted on the form. A leave of absence may be authorized only by the School Director or Associate Dean. The amount of leave time granted depends largely on the personal needs of the student and the timing of the leave within the academic program. Normally, a leave of absence should be requested before the start of the first semester in which the student plans not to attend. However, if extenuating circumstances arise, a student may request a leave of absence mid-semester. These circumstances include, but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity/paternity leave, and critical illness or death of an immediate family member. A student requesting a leave of absence for medical reasons must complete and submit a Disability Services Packet to the Office of Academic Services and Institutional Support (OASIS) and

provide documentation before accommodations can be approved and provided. The ADA Compliance Officer for Touro University Nevada will determine whether leave is granted. For additional information, contact OASIS or refer to Appendix B of this Catalog. A student whose leave of absence is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Any tuition charged or refunded will be in accordance with the Policy on Program Refunds (within this catalog). If the student is a recipient of Title IV financial aid funds, the leave of absence, together with any additional leaves or absences, must not exceed a total of 180 calendar days in any 12-month period. Students who exceed a total of 180 calendar days may have their financial aid eligibility put into jeopardy. Students should call the Office of Financial Aid before requesting a leave of absence. A student requesting a leave of absence for any reason shall adhere to the following general procedure:

1. The student must meet personally with their School Director, or Associate Dean to discuss the reason(s) for the leave and the effects on his or her academic progress. The School Director's or Associate Dean's decision is reached after careful consideration is given to personal and professional circumstances.
2. The student must meet personally with the Office of Financial Aid and the Office of the Bursar to discuss potential financial obligations to the University. Final financial obligations to the University will not be finalized until the Leave of Absence request form has been fully processed and the Financial Aid and Bursar offices have calculated final tuition, fees, and financial aid eligibility.
3. The student must submit the Request for Leave of Absence form with all required signatures to the Office of the Registrar.
4. The Program School Director or Associate Dean will send an official -communication to the student indicating whether the leave of absence is approved or denied.

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

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

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

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

SUSPENSION POLICY

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

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

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

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

Suspended students may not perform the following or related functions:

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

PERMANENT ADDRESS, LOCAL ADDRESS, AND EMERGENCY CONTACT INFORMATION

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

NAME CHANGE

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

TRANSCRIPTS

Unofficial copies of student transcripts are available electronically through the TouroOne student portal under the "Academics" tab. To request an official transcript, students must submit their order online via the link in the TouroOne student portal under "Academics" and then "Order Official Transcripts". There is a $10.00 fee for each printed official transcript requested. There is a $5.00 fee for each electronic official transcript requested. The printed official transcript is official only when it bears the signature of the Registrar and is in a sealed envelope. Transcripts and diploma will be withheld from students who have not completed the financial aid exit counseling, and/or are delinquent in their financial obligations to the University, or any of its affiliated hospitals or clinics. If the University has knowledge that a student or graduate is in default on any federal, state, outside agency institutional loan or service obligation, the University may withhold all official transcripts. Fees are subject to change.

INDEPENDENT STUDY

Academic programs determine objectives of independent study courses. Credit is commensurate with the hours involved and the quality of the learning experience and is determined by the credit-awarding

academic program. Credit is awarded when the student fulfills the objectives set by the academic program. Independent study courses may be used for both completing degree requirements that must be successfully completed prior to degree conferral or other academic opportunities approved by the Academic Dean. Each independent study requires approval of the student, supervising instructor, and School Director, Senior Associate Dean, or the appointed designee. Student supervision must occur by a faculty member with a terminal degree directly relevant to the independent study course and/or the student's academic program. Each academic program will determine and publish appropriate limits for independent study course offerings.

Grading System

Final grades are due no more than seven days following the last day of class. Grades will be available on the TouroOne portal. All preclinical courses in the DO program use a P/F grading system.

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

Additional Grades

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

RM Remediation. School of PA. Equivalent to 73%.

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

- P Pass
- P* Pass
- UP* Unsatisfactory/Remediation Passed.

No Credit Awarded – Not calculated into GPA

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

No Credit Awarded – Calculated into GPA

- U Unsatisfactory (*see following page for DO CLIN ED information*)
- F Failure
- WU Withdrawal Unsatisfactory

Credit Hour Policy

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

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

Physician Assistant Studies Clinical Courses (only)

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

Osteopathic Clinical Courses (only) – Students must pass both the clinical portion of the course and the written examination (if applicable) to pass the course. See grid below. Please refer to the Clinical Education Manual for scoring information for the standardized shelf exams, delivered after CORE rotations.

Grade	Description	Quality Points
H	Honors	N/A
HP	High Pass	N/A
P	Pass	N/A
U	Unsatisfactory	N/A

Grade Appeal

CORRECTING A GRADE

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

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

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

APPEALING A FINAL COURSE GRADE

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

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

GRADE APPEAL COMMITTEE

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

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

Veterans Affairs

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

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

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

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

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

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

Executive Order 13607

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

Title 38 USC 3679 (e)

Touro University Nevada does not penalize students using VA Education benefit programs under Chapters 33 and 31 while waiting for payment from the Department of Veterans Affairs providing they submit a certificate of eligibility, a written request to use such entitlement, and any additional information needed to certify enrollment. Students will continue have access to classes, libraries, and other institutional facilities as outlined available in our catalog.

Academic Standards Policy

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

Academic Progress Committees

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

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

College of Health and Human Services – all programs
Medical Health Sciences program

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

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

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

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

Osteopathic Medicine program
After a thorough review of student performance, the Student Promotion Committee recommends an action to the Senior Associate Dean or to the appropriate administrator. Every attempt will be made to recommend an action within five business days to the Senior Associate Dean. The Committee may recommend actions including, but not limited to, the below items as applicable.

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

The Senior Associate Dean has the authority to accept or modify the Committee's recommendation and shall notify the student of a decision. Every attempt will be made to notify the student of a decision within five business days following the committee's recommendation. The decision of the Senior Associate Dean is final unless otherwise stated in the Academic Appeal Process.

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

course or clerkship, achieving the minimal cumulative weighted academic requirements and successfully completing licensure exams. Students who are directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

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

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

Remediation

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

Academic Appeal Process – All Programs

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

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

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

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

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

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

Academic Dismissal – All Programs

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

Course Evaluations and Surveying

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

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

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

Tuition

TUITION PAYMENT

All payments should be made through the TouroOne student portal on TouchNet. Tuition is due 10 days before the scheduled start of the term. If tuition payments are made through the mail, please address the envelope as follows:

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

TUITION AND FEES

A. College of Osteopathic Medicine

1. Osteopathic Medicine

Tuition – Full Time Students (each of two semesters)	$31,700
Tuition – Per Clerkship (only applies to less than full time 3rd and 4th year)	$6,240
Per Credit Fee (only applies to less than full time students not on clerkships)	$1,155
Application Fee	$100
Deposit Non-Refundable	$2,000

2. Medical Health Sciences

Tuition – Full Time (each semester of two semesters)	$15,030
Deposit Non-Refundable	$500

B. College of Health & Human Services

1. Education

Per Credit Fee- Advanced Studies	$190
Per Credit Fee – Graduate	$430
Per Credit Fee- Doctorate	$670
Deposit Non-Refundable	$500

2. Nursing

RN-BSN-Per Credit Fee	$280
Deposit Non-Refundable-RN-BSN	$50
MSN- Per Credit Fee	$720
• Clinical Intensive Lab Fee	$900*
Doctorate-Per Credit Fee	$720
• DNP Project Fee	$750*
Deposit Non-Refundable-MSN and DNP	$500
Withdrawal Fee	See General Fees

3. Occupational Therapy

Tuition - Full Time (each of three trimesters)	$13,150

Deposit Non-Refundable	$500
Withdrawal Fee	See General Fees

4. Physical Therapy

Tuition- Full Time (each of three trimesters)	$13,190
Exam Prep Fee (1st term only)	$375
Lab Fee (1st term only)	$75
Deposit Non-Refundable	$1,000
Withdrawal Fee	See General Fees

5. Physician Assistant

Tuition - Masters Full Time (each of three trimesters)	$15,290
Tuition- Doctorate Per Credit Fee	$620
Equipment Fee (1st term Masters only)	$845
Deposit Non-Refundable	$1,000
Withdrawal Fee	See General Fees

General Fees – All Programs

Student Fee- except online programs- (annual)	$350
Technology Fee-per trimester	$90
Technology Fee-per semester	$135
Application Fee (except DO)	$75
Returned Check Fee	$40
Transcript Fee – per copy	$10
Withdrawal Fee-prior to start of classes	Refer to *Policy on Program Refunds*

*Clinical Intensive Lab Fee charged for each clinical intensive lab I, II, III.
*DNP Project Fee charged for each project course (DNPV 761, 763, 767).

Financial Aid

FINANCIAL AID

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

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

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

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

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

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

COST OF ATTENDANCE

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

APPLICATION PROCESS

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

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

To be eligible for federal student aid you must be enrolled in at least six (6) credits per semester. In rare instances, undergraduate students with extremely high need (as determined by the FAFSA) may be eligible for the Federal Pell Grant when enrolled in less than six (6) credits per semester.

TYPES OF FINANCIAL AID

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

Federal Work-Study

The purpose of the Federal Work-Study Program is to stimulate and promote part-time employment, for those students who demonstrate financial need. Part-time positions available through the Federal Work-Study Program may involve work at the University or in a public or

private non-profit organization. Students may work no more than 20 hours per week, the amount of hours a student may work is subject to change depending on available funds, nature of the position in which a student is hired, and/or other circumstances warranting less hours to be worked by the student.

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

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

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

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

Current interest rates and origination fees for Federal Direct Stafford loans for the current academic year are posted on the https://studentaid.gov/website. Interest rates and origination fees are set by the federal government and are subject to change.

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

Current interest rates and origination fees for the Federal Direct Graduate PLUS loan for the current academic year are posted on the https://studentaid.gov website. Interest rates and origination fees are set by the federal government and are subject to change.

Federal Direct Parent PLUS Loans
The Federal Direct Parent PLUS Loan is a federally sponsored education loan for parents of dependent undergraduate students to assist with the cost of educational expenses of the dependent student. A credit check is required for all Federal Direct Parent PLUS borrowers. If a

parent is not eligible based on their credit rating, the parent may become eligible if they obtain an endorser for the loan.

Current interest rates and origination fees for the Federal Direct Parent PLUS loan for the current academic year are posted on the https://studentaid.gov website. Interest rates and origination fees are set by the federal government and are subject to change.

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

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

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

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

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

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

Disbursement of Financial Aid Funds

Financial aid will first pay any outstanding tuition and fees for the semester and any remaining funds will be provided to the student as a refund to be used for education related expenses. Refunds are made available to students within fourteen (14) days of funds being disbursed to the student's tuition and fee account each semester.

More information about the financial aid disbursement procedure is available on the TUN Financial website under Policies and/or Procedures at https://tun.touro.edu/admissions--aid/financial-aid/.

SATISFACTORY ACADEMIC PROGRESS

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

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

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

Standards of Satisfactory Academic Progress

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

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

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

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

Cumulative Grade Point Average (GPA)
Students are required to maintain a minimum cumulative GPA as designated by their program at the end of each semester.

Please review the Touro-Wide Satisfactory Academic Program Policy at https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/for the minimum cumulative GPA requirement by program. Students are encouraged to review their respective program handbook for more details regarding the minimum academic requirements.

Pace/Completion Rate
Students must be on target to complete their academic program within the set time frame, which is measured by the pace at which they complete their required coursework. To determine if a student is meeting this standard, total cumulative earned credit hours at Touro plus accepted transfer credit hours are divided by the total cumulative attempted credit hours, including accepted transfer credits. Please review the Touro-Wide Satisfactory Academic Program Policy at https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/ for the minimum completion rate requirement by program. Students can also review the University Catalog and/or respective program handbook for more details regarding the minimum academic requirements.

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

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

Minimum Standards by Program
**Please review you're your respective program handbook for the most up-to-date requirements of your program. You can also view standards at https://tun.touro.edu/admissions--aid/financial-aid/ under Policies and/or Procedures. by reviewing the Touro-wide Satisfactory Academic Progress Policy, Appendix A-5.

It is the student's responsibility to be aware of the policy as it may impact financial aid eligibility. Any questions regarding the policy should be directed to the Office of Financial Aid.

Financial Aid Eligibility and Repeated Courses

Federal regulations limit the number of times a student may repeat a course and receive federal financial aid for that course.

- A student may receive federal financial aid when repeating a course that was previously failed or withdrawn (in addition to assuming Satisfactory Academic Progress is met) until a passing grade is earned for the class.
- A student may receive federal financial aid to repeat a previously passed course **one** additional time, whether or not a student received federal financial aid for an earlier enrollment of the course.
- Once a student has completed any course twice and earned a passing grade, they are **no longer eligible** to receive federal financial aid for that course.
- If a student retakes a course that is no longer eligible for financial aid, the units are excluded from the total enrollment and the student's financial aid will be adjusted to exclude these units.

Once a repeated course can no longer be counted within a student's enrollment for federal financial aid purposes.

The Office of Financial Aid does not determine if a student may repeat a class, only if the student is eligible for federal financial aid for the repeated class(es). Repeat coursework can also have consequences on a student's Satisfactory Academic Progress (SAP) calculation. For more information on how repeat courses are counted for SAP, please see the Touro-wide Satisfactory Academic Progress Policy.

WITHDRAWALS – RETURN OF TITLE IV FEDERAL FINANCIAL AID FUNDS

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

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

Students will be notified if funds must be returned due to not meeting the federal requirement of being enrolled at least half-time (6 credits) in order to be eligible for federal financial aid.

Required Exit Counseling for Borrowers
Exit counseling is required of any student who has received a federal student loan(s) while attending Touro University Nevada. The exit counseling is designed to assist students with understanding their rights and responsibilities that apply to their federal loan awards.

A student must complete Exit Counseling upon withdrawing, dropping below half-time enrollment, and/or graduating from their program of study at Touro University Nevada.

Borrowers who do not complete Exit Counseling requirement will have their academic transcripts and diploma withheld.
For additional information about financial aid please visit the Office of Financial Aid website at https://tun.touro.edu/admissions--aid/financial-aid/.

Policy on Program Refunds

POLICY ON PROGRAM REFUNDS

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

NRS 394.449 Requirements of policy for refunds by institutions.

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

(a) That if Touro University Nevada (TUN) has substantially failed to furnish the training program agreed upon in the enrollment agreement, TUN shall refund to a student all the money he has paid.

(b) That if a student cancels his or her enrollment before the start of the training program, the institution shall refund to the student all the money the student has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or $150, whichever is less, and that if the institution is accredited by a regional accrediting agency recognized by the United States Department of Education, the institution may also retain any amount paid as a nonrefundable deposit to secure a position in the program upon acceptance so long as the institution clearly disclosed to the applicant that the deposit was nonrefundable before the deposit was paid.

(c) That if a student withdraws or is expelled by Touro University Nevada after the start of the training program and before the completion of more than 60 percent of the program, TUN shall refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or $150, whichever is less.

(d) That if a student withdraws or is expelled by Touro University Nevada after completion of more than 60 percent of the training program, TUN is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.

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

(a) Date of cancellation by a student of his enrollment;

(b) Date of termination by the institution of the enrollment of a student;

(c) Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or

(d) Last day of attendance of a student, whichever is applicable.

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

4. 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.

5. As used in this section, "substantially failed to furnish" includes cancelling or changing a training program agreed upon in the enrollment agreement without:

(a) Offering the student a fair chance to complete the same program or another program with a demonstrated possibility of placement equal to or higher than the possibility of placement of the program in which the student is enrolled within approximately the same period at no additional cost; or

(b) Obtaining the written agreement of the student to the specified changes and a statement that the student is not being coerced or forced into accepting the changes, unless the cancellation or change of a program is in response to a change in the requirements to enter an occupation.

(Added to NRS by 1985, 989; A 1989, 1460; 1995, 325; 2005, 635; 2015, 341; 2021, 517)

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

The Touro University Nevada campus consists of two buildings. The first is the 874 Building which is the main campus building utilizing approximately 250,000 square feet and the second is the 882 Building approximately 104,000 square feet. The 882 Building houses the University's Asset Management, Receiving, and Mail Services in one of three suites. The other two suites are currently leased to tenants and is available to the University for future expansion with the potential to occupy up to 200,000 additional square feet if a second floor is constructed. The campus installed a new central heating and cooling plant which serves both the 874 and 882 Buildings. There are two dedicated student parking lots and one faculty/staff parking lot in addition to the main campus parking lot which surrounds both Buildings. Two 500-megawatt rooftop solar array systems supplying roughly 60% of the University's power needs.

The 874 Building has undergone several renovation and construction projects since 2004. The entire 874 building has either been renovated or newly built with the completion of the current Master Plan expected by year-end 2022. The current Master Plan consisted of 8 Phases of construction. At the completion of each phase new furnishings and technology were installed with occupancy of each space following completion. Students, Faculty, and Staff were included from the initial needs assessment meetings to the choice of furnishings. The campus community has received and continues to receive a weekly newsletter detailing the work starting and/or completed and notifications of any possible disruptions to include construction, technology, or operational changes affected by the Master Plan.

The 874 Building includes the College of Osteopathic Medicine, the College of Health and Human Services, all administrative staff offices, and common spaces. The University utilizes EMS for academic scheduling of spaces for both Colleges. There are 6 classrooms, with two large lecture halls with seating capacity at 220, and two with seating capacity of 80, a gross anatomy lab with adjacent bio skills dissection lab, two skills lab/teaching space furnished with 45 treatment tables each, 11 individual breakout rooms with capacity of 18 persons each, 8 conference rooms, and 282 individual offices and workspaces. The University's newly built and newly renovated common areas include the main reception/lobby, 2 Student Commons areas, student lounge, dedicated student government conference room, 2 outdoor solar tables for student study, an IT help desk, library, computer lab, student learning center, student testing center with 16 separate testing spaces, 23 dedicated student study spaces with occupancy up to 6, 8 dedicated student interview rooms, 3 conference/event rooms with a total combined capacity of 520 individuals depending on room set-up, a Wellness Center containing a gymnasium, changing/restrooms, studio for activities such as yoga, dance, or meditation, table games, weight and cardio rooms. There are additional specialty spaces including a Faculty/Staff breakroom, lactation room, prayer room, and a multi-media production studio. There are 45 total restrooms. There is also a student health center to serve the students of Touro University along with a community patient Health Center consisting of 20 examination rooms to assist with student rotations, a Quest phlebotomy suite, 4 research labs, a vivarium, a simulation center featuring 2 high-fidelity theatres with dedicated control rooms, an 8-bay teaching round

with observational seating for 95 people above, and 3 debriefing rooms. The simulation center also includes an Objective Structured Clinical Examination Laboratory (OSCE) with 20 exam rooms, an Information Technology (IT) room to provide additional support for the new Canadian Aviation Electronics (CAE) software system, a control room, and an additional restroom.

The entire campus utilizes wireless access points. Student Commons and the Faculty/Staff Breakroom are equipped with cooler-refrigerators, freezers, ice machines, microwave ovens, vending machines, and on-demand fresh ground coffee machines. Students, Faculty and Staff may store food in closed containers; a kosher kitchen and other kosher equipment is available for observant students. Teaching spaces are equipped with digital projection, wireless microphones, catch-boxes in lecture halls, Yuja lecture capture system, and mounted cameras for video projection and capture in skill labs. There are over 200 video surveillance cameras throughout the interior and exterior of the campus and a dedicated security monitoring room and dedicated security rooms. Access into the University, except for the main lobby during normal business hours and areas open to the public such as the community Health Center, is controlled by the Paxton badge access system. Once inside the University other secured areas require additional badge access and/or key code access. All interior and exterior lighting of the University consist of LED light fixtures. There is a charging station for electric vehicles located on the southside of the 874 building for student, faculty and staff use.

VEHICLE CITATION/TOWING

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

LIBRARY

Jay Sexter Library supports student and faculty research, teaching, and learning at Touro University Nevada. The Library acquires and delivers library resources in support of Touro University Nevada's academic programs in the College of Medicine and the College of Health and Human Services. The Library establishes policies and standards to guide the ethical use of academic resources. The Library maintains a broad array of electronic resources, including online databases, streaming videos, electronic books, and electronic journal subscriptions.

Professional library faculty work directly with students through a program of course-integrated library instruction, providing information literacy instruction and assisting with search strategies for scoping, literature, and systematic reviews. Librarians are available for personalized individual consultation, group classes, demonstrations, and special workshops by request.

Research assistance and reference services are available via chat, telephone, Zoom, and email. Interlibrary Loan Services are available to students and faculty free of charge.

For information about library hours and available resources, see https://tun.touro.edu/about-us/jay-sexter-library/

TOURO BOOKSTORE

Touro University Nevada has partnered with Matthews Medical Bookstores to operate our online campus bookstore. The bookstore offers textbooks, supplies, and other related materials to make life more convenient for students and faculty. For more information please visit www.touronevada.com.

INFORMATION TECHNOLOGY SERVICES

The Department of Information Technology is responsible for all technology services including student computing resources, classroom audio-visual technology, campus wireless, campus printing services, campus telephone service, and instructional technologies such as learning management, lecture capture, and audience response systems. Technical support for all technology services is provided via the IT Help Desk. The Department of Information Technology is also responsible for information 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 academic process ranging from applying to the University, throughout your education at Touro, and after graduation. Upon matriculation to the University, students will be given a user account and a University email address. The user account will grant access to the University's network resources, including wireless access, printing resources, password protected web services, and the Internet. The Department of Information Technology support Microsoft Windows and Apple macOS computing devices. For a better experience with campus technology resources, use of Microsoft Windows 10 or Apple macOS Big Sur is preferred.

The University-provided email address is the principal and official means of communication between the University and students. Students are responsible for checking their email and maintaining their mailboxes. Student email is hosted by Google Workspace for Education. Students will have access to this email account while they are a student in good standing with the University as well as after graduation. Students are required to have access to a Microsoft Windows or Apple macOS laptop that meets the minimum equipment specifications listed here: https://touro.box.com/s/yb9ssw1u9ganf4d7kar5zbdbmgtg6fcd. The University operates several online resources for students, including Canvas Learning Management System to host all courses and YuJa Lecture Capture System to record all lectures. The University also operates Videoconferencing, Class Schedule, Room Scheduling, and Password Management systems for the students' convenience.

Students are required to review and comply with the University's Appropriate Use of Technology Policy and the Information Security Policy. Abuse of the policies may result in disciplinary proceedings outlined in the University Catalog. Copies of these policies may be obtained here:
https://touro.app.box.com/v/AcceptableUsePolicy
https://touro.box.com/v/InformationSecurityPolicy
In addition, downloading or sharing copyrighted material without the copyright holder's consent is considered breaking the law and may result in university disciplinary procedures, legal action, and/or fines.

MICHAEL TANG REGIONAL CENTER FOR CLINICAL SIMULATION

State-of-the-art medical simulation facility, that provides realistic learning opportunities for the next generation of healthcare providers. Students will develop their medical knowledge, patient care, professionalism, and communications skills in this educational center.
The audio-visual recording system in the Michael Tang Regional Center for Clinical Simulation is used to record students participating in academic activities and such recordings are used by faculty to evaluate and grade students' academic performance.

UNIVERSITY WEBSITE

The Touro University Nevada website (tun.touro.edu) includes valuable resources for students. Touro University Nevada's website provides prospective and current students with information on academic programs, student life, and services available.

STUDENT HEALTH CENTER

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

Accomplishing all required immunizations is the student's responsibility. Vaccine administration services are currently unavailable in the Student Health Center. Vaccinations are available at select pharmacies, urgent care centers, primary care provider offices, or at Southern Nevada Health District (SNHD) facilities. Any fees or charges associated with vaccine administration are assumed by the student.

MEDICAL RECORDS
Information provided by students at matriculation (e.g., immunization records, emergency medical form, medical history and physical information) is collected and retained at the Student Health Center. It is the student's responsibility to provide these records to the Student Health Center.

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

STUDENT COUNSELING SERVICES
Students may receive free, confidential therapy sessions on campus with a licensed clinical psychologist or licensed counselor. This is a short-term benefit for many issues and is not limited to school-related concerns. Wellness coaching, including case management services, are available to assist with mental health related concerns. Information and appointments can be obtained by emailing scs@tun.touro.edu.

OASIS--OFFICE OF ACADEMIC SERVICES AND INSTITUTIONAL SUPPORT—LEARNING RESOURCES
The Office of Academic Services and Institutional Support (OASIS) is available to assist students in the adjustment into their rigorous graduate level professional programs. OASIS offers individualized academic coaching to help students with time management, active learning techniques, study and test taking strategies, writing support, student-centered workshops, and skills for success. OASIS also offers support to students experiencing academic difficulties, as well as preparation for professional examinations as part of their programs. In addition to study skills enhancement, peer tutoring services are available for added support, as well as accommodations for documented disabilities and medical conditions are provided through this office. Information and appointments can be requested by emailing TUN.OASIS@touro.edu.

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 Financial Aid and 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.

DISABILITY SERVICES

Touro University Nevada is committed to providing reasonable accommodations to students with documented disabilities and medical conditions. Policies and procedures must ensure that students with a disability or medical condition will not, on the basis of that disability or medical condition, 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 ensure that no qualified student with a disability or medical condition 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.

CAREER SERVICES

Exploring career options in education, medicine, and allied health involve a significant amount of decision making. The Division of Student Affairs and your academic department are here to assist you with the following processes: examining career choices, organizing a timeline, preparing necessary documents, and applying for employment or residencies. For further information, please contact Dr. Philip Tompkins, Dean of Students, at the Division of Student Affairs at (702) 777-3073 or contact your academic program director.

Office of Student Involvement

The mission of the Office of Student Involvement is to cultivate an experiential learning environment that supports student learning, inclusivity, collaboration, leadership development, the ability to think independently, and overall student success. The Office of Student Involvement supports the university's vision to serve, to lead, and to teach. The Office of Student Involvement provides assistance to student organizations in the planning, management, and evaluation of programs and organizational activities that will provide the opportunity for the exchange of diverse social, cultural and intellectual ideas. By encouraging student leadership and social skills, the Office of Student Involvement cultivates a personal standard of ethics and values that will create future leaders and engaged citizens of the global community.

The Office of Student Involvement achieves its mission by:

- Providing programming that promotes social justice, diversity, and equity and exposes students to various cultures, ideas and issues.
- Providing opportunities for recreational experiences that promote social, mental and physical well-being.
- Facilitating communication and interaction among students, staff and faculty, and community members.
- Facilitating communication and interaction among student organizations to increase collaboration and co-sponsorship of events, to share resources and to develop a sense of community.
- Addressing the needs of the non-traditional students and increase their awareness of, and participation in, campus services and activities.
- Providing opportunities for students to practice leadership, decision making, and organizational skills.
- Providing service opportunities for students to engage with the local community
- Being a student-centered department, providing a balance between challenge and support.

STUDENT GOVERNMENT ASSOCIATION (SGA)

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

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

FORMING NEW STUDENT ORGANIZATIONS:

1. The students and faculty advisor seeking group recognition must complete the Organization Registration Form through the online registration form.
2. A Constitution template will be provided. The Constitution must include the organization's name and goals, proposed charter, name of faculty advisor, and list of charter members.
3. Any new club or organization must have at least 5 signatures of students interested in the organization.
4. A complete copy of a proposed constitution and by-laws must be uploaded into the online registration form. These must include a nondiscrimination statement.
5. The SGA will review the registration form
6. The SGA has the authority to recommend for a one-year probationary period or disapprove the organization. Appeal of the decision may be made to the Dean of Students.
7. The SGA shall ensure that a group submitting an unapproved application may resubmit its application at any time after having satisfied the objections of the SGA.

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

LEADERSHIP POSITIONS
Students who hold a position on the executive board of the SGA may only hold one additional executive position in a club or organization.

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

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

ON-CAMPUS STUDENT EVENTS
To provide a mechanism for student groups (organizations, classes, etc.) to have on-campus student events, all student groups seeking to have an on-campus student events must have prior approval of the Office of Student Involvement and the organization's faculty advisor. The faculty advisor in consultation with the Office of Student Involvement will advise the student organizer of the necessary steps to schedule the event. This will assist the student organization

to coordinate the scheduling of the event, obtain any permission, coordinate food catering, follow the Kosher Food Policy, and provide other assistance as needed. Any event sponsored by student groups which violates any of the provisions of the policy on "On-Campus Student Events" will be subject to cancellation or termination.

STUDENT ORGANIZATION EVENT POLICY

All events held must be sponsored by an approved organization and approved by the Office of Student Involvement. All events must be registered with the Office of Student Involvement. Events are registered using the online event registration form in CampusGroups. Events that require meeting space on campus must be reserved through the room reservation system. Events are defined, but are not limited to, such things as:

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

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

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

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

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

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

- Friday after 3 p.m. through one hour after sun down on Saturday. Please check the Shabbat Calendar for accurate times. Events on a Saturday evening will be considered on a case-by-case basis and prior approval must be obtained.
- Events taking place past midnight
- During University and/or Jewish holidays
- To conflict with Orientation, Commencement Ceremonies, or White Coat Ceremonies

EVENT REGISTRATION POLICY

Any and all events run by a student, student group, student organization, student government, or program, must be registered with the Office of Student Involvement through the online event registration form in CampusGroups. The Event Registration Form must be completed online at least 2 week prior to the event. The Director of Student Involvement will review and conditionally approve or deny the request. Some events may require an advisor or advisor proxy to be present.

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

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

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

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

All events must follow the kosher food policy.

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

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

Fundraising

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

EXTRA-CURRICULAR ACTIVITIES

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

UNIVERSITY LOGO AND SEAL USAGE

To use and/or purchase items bearing the University logo or seal, a student organization must have received approval from TUN Office of Advancement. Any and all designs using the University logo must be submitted to the Office of Student Involvement and the Office of Advancement for approval PRIOR to placing the order.

STUDENT ORGANIZATION PUBLICITY POLICY

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

PRINT PUBLICITY

Flyers, handouts, and table tents must be approved by the Office of Student Involvement and include the Who, What, When, Where, Why (if applicable) and contact information for the organizer or organizing organization pertaining to the event. All publicity should include the date the publicity was posted. Print publicity must adhere to the Campus Signage Policy.

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

All posted items on notice boards/displays must include a footer on the left side of the page with the owner's department name and date of when material is posted. All temporary posted materials on bulletin/notice boards shall not be posted for a period of time longer than four weeks and must be removed by the student organization or group no later than one business day following the expiration date. Please refer to the Campus Signage Policy for all rules regarding printed publicity on campus.

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

PUBLICATIONS

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

ALCOHOL POLICY FOR STUDENT EVENTS

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

Procedures:

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

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

STUDENT ORGANIZATION INFRACTIONS OF STUDENT INVOLVEMENT POLICIES

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

Office of Diversity and Inclusion

The mission of the Office of Diversity and Inclusion is to promote and support diversity, equity, and inclusion (DEI) efforts within the Touro University Nevada community. This involves a variety of strategies, including:

- Educating and raising awareness: The office offers training programs, workshops, and other educational initiatives to help individuals understand the importance of diversity and how to create an inclusive environment.
- Advocacy and policy development: The office advocates for policies and practices that promote diversity and inclusion.
- Supporting underrepresented groups: The office provides support and resources for underrepresented groups within the organization.
- Creating a culture of inclusivity: The office works to foster a culture that values and celebrates diversity, such as through organizing cultural events and activities or promoting diverse perspectives and experiences in the campus community.

The goal of the Office of Diversity and Inclusion is to create a more equitable and inclusive environment where all individuals feel valued, respected, and able to contribute their unique perspectives and experiences. If you would like to collaborate on a workshop or event, contact the Office of Diversity and Inclusion at (702)777-1823.

DRESS CODE

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

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

EATING AND DRINKING IN CLASSROOMS/LABORATORIES

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

SMOKING

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

DRUGS, ALCOHOL, FIREARMS & HAZING

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

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

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

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

SEXUAL HARASSMENT

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

Examples of sexual harassment include but are not limited to:

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

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

CRIME STATISTICS

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

IMPAIRMENT OF LIFE SAFETY DEVICES/SYSTEMS

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

Additional Policies

CHANGE IN RULES AND POLICIES

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

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

ACADEMIC INTEGRITY POLICY

Please refer to Appendix E: Academic Integrity Policy.

OATH OF ACADEMIC INTEGRITY

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

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

ACADEMIC FREEDOM FOR STUDENTS

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

DIVERSITY POLICY

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

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

SOCIAL MEDIA POLICY

Touro University Nevada policies apply to students' online conduct. TUN's staff members do not "police" online social networks and the University is firmly committed to the principle of free speech. However, when the University receives a report of inappropriate online conduct it is obligated to investigate. This is true even when a student posts to a personal social media account using their own phone or computer while off-campus or during a break. The University has the right to discipline students for misconduct or lack of professionalism wherever it occurs, including online.

Individuals who violate any of the provisions of the *Student Conduct Code* (Appendix C) are subject to disciplinary action at the discretion of Touro University Nevada. Student organizations violating the above regulations may be penalized by having their charter revoked. Furthermore, disciplinary sanctions may also be imposed against the officers and members of student organizations at the discretion of Touro University Nevada.

STUDENT COMPLAINTS

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

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

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

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

BLS/ACLS TRAINING, STUDENT RESPONSIBILITY POLICY

It is mandatory for all students to successfully finish the online portion of the training before participating in the skills check off. Each student holds the responsibility of being fully prepared as well as allocating adequate time to complete the prerequisites within the specified timeframe. Failure to meet this requirement will result in the student being ineligible for the skills check off session. If a student fails to complete the prerequisites and cannot attend the scheduled check off, they will be held accountable for any additional costs associated with rescheduling of the BLS/ACLS training. Approval from the Dean of Students is required for student cancellations in cases of unforeseen or extraordinary circumstances. Such cancellations need to be made at least 14 calendar days before the scheduled skills check-off session.

Enrollment Agreement

In accordance with NRS 394.441, the Enrollment Agreement must be reviewed, signed, and completed by each enrolled student at Touro University Nevada. The Enrollment Agreement consists of the following six (6) sections.

1. Student understands the Enrollment Agreement is in accordance with NRS 394.441 and confirms their enrollment at Touro University Nevada.
2. Student understands that they may access and download an electronic copy of the university catalog by visiting the following website: https://tun.touro.edu/programs/university-catalog/
3. Student understands that the university catalog is part of the Enrollment Agreement, and that their curriculum may undergo revisions during their time of enrollment.
4. Student understands that the *TUN Transfer Credit Policy* is in Appendix J of the university catalog. Additionally, a copy of the *TUN Transfer Credit Policy* is attached to the Enrollment Agreement.
5. Student understands that if they wish to cancel their enrollment, they must complete and submit the Request to Withdrawal form with all required signatures to the Office of the Registrar within seven (7) calendar days of the start of their initial academic term OR no later than three (3) calendar days after signing the Enrollment Agreement. Additionally, a copy of the *TUN University Withdrawal Policy* and the *TUN Policy of Program Refunds* is attached to the Enrollment Agreement.
6. Student understands that they may ask questions prior to signing the Enrollment Agreement. Questions must be submitted in writing to TUN.Registrar@touro.edu.

Enrollment Agreement is signed by both the Student and Registrar or Associate Registrar.

Addressing Concerns

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

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

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

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

Students have the right to File a Complaint concerning alleged failures by the University to comply with the requirements of F.E.R.P.A. and regulations promulgated thereunder, with the Student Privacy Policy Office (SPPO) located at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

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

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

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

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

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

Disability Services - Touro University Nevada is committed to providing reasonable accommodations to students with documented disabilities and medical conditions. Policies and procedures must ensure that students with a disability or medical condition will not, on the basis of that disability or medical condition, 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 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 because of a disability by another student or by University personnel, he or she has the right to request an investigation into such a matter through the stated grievance policies and procedures stated in the Catalog.

Students can appeal any accommodation decision made by the Compliance Officer of OASIS to the Dean of Students. The Dean of Students may be reached at (702) 777-3073.

General and Non-Grade Concerns – Touro University Nevada promotes an open educational environment. The university encourages all students and community members to first direct their complaints and non-grade concerns to the staff or administrator specifically involved. If the situation cannot be remedied at this level students and community members should then direct their concerns to the direct supervisor of the faculty, staff or office specifically involved. Once this avenue has been exhausted, a student may contact Dr. Andrew Priest, Campus President and Provost, (702) 777-3180. In each instance, the appropriate established grievance or other procedures will be employed to address the matter.

Title IX Grievance Policy

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

This Title IX Grievance Policy became effective on August 14, 2020, and only applies to formal complaints of sexual harassment alleged to have occurred on or after August 14, 2020. Alleged

Conduct that occurred prior to August 14, 2020 will be investigated and adjudicated according to the Title IX and Sexual Misconduct Policy then in effect.

Title IX Coordinator

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information for the Title IX Coordinator:

Zachary Shapiro
874 American Pacific Drive
Henderson, Nevada 89014
Phone: 707-638-5459
Email: Zachary.Shapiro@tu.edu

Dr. Philip Tompkins
874 American Pacific Drive
Henderson, Nevada 89014
Phone: 702-777-1761
Email: Philip.Tompkins@tun.touro.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

When Title IX Applies

The Title IX process will apply when *all* of the following elements are met:

1. The conduct is alleged to have occurred on or after August 14, 2020;
2. The conduct is alleged to have occurred in the United States;
3. The conduct is alleged to have occurred in Touro's education program or activity; and
4. The alleged conduct, if true, would constitute covered sexual harassment, as defined under Title IX, as:
    1. an employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., *quid pro quo*);
    2. unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity; or
    3. sexual assault (as defined in the Clery Act); or dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act (VAWA)).

If the alleged misconduct meets these requirements, then the Title IX grievance process applies and the Potential Complainant may file a Formal Complaint or their prior Complaint submission will become a Formal Complaint. For the purposes of this Title IX Grievance Policy, "formal complaint" means a document – including an electronic submission - filed by a complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Touro's education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate and adjudicate the allegation of sexual harassment.

If the alleged misconduct does not meet these Title IX requirements, it requires a mandatory dismissal under Title IX, but it may be addressed by the broader Touro Sexual Misconduct Policy or another applicable Touro policy.

For more details surrounding the Title IX Grievance Policy please see:
https://tun.touro.edu/media/schools-and-colleges/tun/documents/TCUSTitleIXGrievancePolicyFINALFORPUBLICATIONUPDATE.pdf

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.

Doctor of Education in Education Administration and Leadership (EdD)
Master of Education (MEd)
Advanced Studies Certificate
Doctor of Nursing Practice (DNP)
Master of Science in Nursing (MSN)
Bachelor of Science in Nursing (BSN)
Post MSN Graduate Certificate
Occupational Therapy Doctorate (OTD)
Doctor of Physical Therapy (DPT)
Doctor of Physician Assistant (DPA)
Master of Physician Assistant Studies (PA)

CONTACT INFORMATION

Robert Askey, EdD, Dean College of Health and Human Services
Angela Bossio, Executive Assistant to the Dean, (702) 777-8687
For more information, visit the website for the College of Health & Human Services at www.tun.touro.edu

School of Education

Doctor of Education-Education Administration and Leadership
Doctor of Education-Education Administration and Leadership with a concentration in Leading Innovative Diverse Organizations
Doctor of Education-Education Administration and Leadership with a concentration in Higher Education Learning and Management
Master of Education-Curriculum and Instruction (multiple concentrations)
Master of Education- Literacy and Language
Master of Education-School Administration
Master of Education – School Counseling
Master of Education-Secondary Education
Master of Education-Special Education (multiple concentrations)
Advanced Studies (multiple emphases)
Adaptive Physical Education Endorsement
Autism Endorsement
English Language Acquisition and Development Endorsement (ELAD)
English Language Acquisition and Development Specialist Endorsement
Gifted And Talented Education Endorsement

PROGRAM DESCRIPTION
Touro University Nevada's 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 high-quality, universal education, the School of Education at Touro University Nevada envisions developing and implementing professional and educational programs supporting individuals with the goal of increasing their academic and personal capital to help advance their professional career.

The School of Education recognizes individuals who seek additional academic opportunities to enhance their skills and expand their career potential.

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 environment of learning. This includes a multicultural, family, and community emphasis in understanding and promoting positive development of students.

Special Features: Online, evening and Sunday classes/ Extensive online library

GENERAL STATEMENT ON ADMISSION
It is the policy of the School of Education to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the physical standards (if applicable) and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School

of Education Admissions Committee for selection to the School. The School of Education also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

DOCTOR OF EDUCATION IN EDUCATION ADMINISTRATION AND LEADERSHIP
Admission Requirements for Academic Year 2023-2024

- To be considered for acceptance to the Doctor of Education degree program, applicants must meet the following admission requirements:
- Submit TUN admissions application.
- Master's degree in any field from a regionally accredited institution of higher education.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- GPA of 3.0 in most recent degree.
- Two letters of recommendation, including one from an academic source.
- Curriculum Vitae or Resume.
- Personal essay.
- Interview (in-person preferred).

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

Interviews
Interviews (the final stage in the admissions process) are conducted on the Touro University Nevada campus or virtually for selected applicants.

International Transcript Evaluations
All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (NACES https://www.naces.org/members).

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.

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.

MASTER OF EDUCATION
Admission Requirements for Academic Year 2023-2024

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

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

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

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

Interviews
Interviews (the final stage in the admissions process) are conducted on the Touro University Nevada campus or virtually for selected applicants.

International Transcript Evaluations
All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org), or an agency approved by the National Association of Credential Evaluation Services (NACES https://www.naces.org/members). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Check & Immunizations
Students enrolled in the Education program are required to submit a background check. Background checks are waived for licensed teachers. Immunizations are required for on-ground courses as indicated in the Touro University Nevada Catalog and the School of Education Handbook.

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

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

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.

GRADUATE PROGRAMS

Touro University Nevada School of Education offers one Educational Doctoral degree program and six Master of Education degree programs:

- **Doctor of Education - Education Administration and Leadership**
  (optional concentrations under the Education Administration and Leadership is offered in Leading Innovative and Diverse Organizations (LIDO) and Higher Education Learning and Management (HELM))

1) **Master of Education School Counseling**

2) Master of Education School Administration

3) **Master of Education in Curriculum and Instruction** (the following concentrations are offered)
   - Brain-Based Learning (an online program)
   - Differentiated Instruction (an online program)
   - Response to Intervention (an online program)
   - ELL and an endorsement in TESL (an online program)
   - School Counseling (an online program)
   - Educational Technology (an online program)
   - Diversity and National Board Teacher Certification
   - Humanities

4) **Master of Education Language and Literacy**
5) **Master of Education Secondary Education**
6) **Master of Education Special Education** (the following concentrations are offered)
   - Generalist Resource
   - Autism Spectrum Disorder
   - Applied Behavior Analysis

GRADUATION REQUIREMENTS (All School of Education Programs)
Students recommended for graduation must successfully complete the appropriate required/elective academic courses and the required fieldwork (internship or student teaching as applicable) with a grade of 83% or better to accumulate the required number of credit hours. All financial obligations to Touro University Nevada must be met. Any state required licensing for subsequent employment is solely the responsibility of the graduate. Up to twelve (12)

upper division credits may be transferred into a Master of Education degree program. Each program provides opportunities for learning about theory, methodology, assessment, evaluation, research, and curriculum development.
Students can only be enrolled in one academic program per enrollment period.

FULL TIME FACULTY
Robert Askey, EdD
Patricia Henry, PhD

CONTACT INFORMATION
Robert Askey, Dean
(702) 777-3053, raskey@ touro.edu
or more information, visit https://tun.touro.edu/programs/education/

Program Requirements

Doctor of Education-Education Administration and Leadership (online)
Doctoral graduates of Touro's 60 credit hour EdD program will build their professional capital and skills such as leadership practices, research strategies, teaching and learning approaches, curriculum development, finance and business administration, personnel and policy management, and program accountability to develop solutions to complex local problems in their practice. Touro's rigorous doctoral program develops the necessary research and scholarly writing skills to complete the dissertation while ensuring transferability to the workplace allowing graduates to navigate professional research and educational challenges. The differentiating factors for Touro's professional doctorate include a completed, professional practice, original, researched, actionable dissertation addressing a complex social and professional problem. The dissertation process is unique in that students begin working on their dissertation components by their second trimester allowing working professionals to work on their program coursework alongside their dissertation, completing in just over three years, allowing practicing professionals to integrate their studies in their everyday experiences.

Course #	Course	Credits
EDDV 800	Perspectives and Current Issues in Education	3
EDDV 801	Leadership in Education	3
EDDV 802	Research Methodology I: Quantitative	2
EDDV 803	Ethics & the Law	3
EDDV 804	Capstone Project: Skills Demonstration, Social Justice Focus I	1
EDDV 805	Capstone Project: Skills Demonstration, Social Justice Focus II	1
EDDV 806	Education Policy and Planning	2
EDDV 807	Research Methodology II: Qualitative	3
EDDV 808	Summer Intensive I	2
EDDV 809	Curriculum, Learner Assessment, and Technology in Education	3
EDDV 810	Organizational Management and Culture	2

EDDV 811	Capstone Project: Dissertation, Service to Humanity I	1
EDDV 812	Capstone Project: Dissertation, Service to Humanity II	1
EDDV 813	Community Engagement and Relations	2
EDDV 814	Student Learning: Andragogy and Pedagogy	3
EDDV 815	Finance and Business Administration	3
EDDV 816	Accountability: Personnel Management and Accreditation	3
EDDV 817	Capstone Project: Dissertation Work, Service to Humanity III	1
EDDV 818	Summer Intensive II	3
EDDV 819	Working with Diverse Populations	3
EDDV 820	Capstone Project: Dissertation Work, Intellectual Pursuit I	3
EDDV 821	Capstone Project: Dissertation Work, Intellectual Pursuit II	6
EDDV 822	Capstone Project: Dissertation Work, Intellectual Pursuit III	6
	Total Credits	**60**

Doctor of Education-Education Administration and Leadership with a concentration in Leading Innovative Diverse Organizations (LIDO)

Course #	Course	Credits
EDDV 800	Perspectives and Current Issues in Education	3
EDDV 801	Leadership in Education	3
EDDV 802	Research Methodology I: Quantitative	2
EDDV 803	Ethics & the Law	3
EDDV 804	Capstone Project: Skills Demonstration, Social Justice Focus I	1
EDDV 805	Capstone Project: Skills Demonstration, Social Justice Focus II	1
EDDV 806	Education Policy and Planning	2
EDDV 807	Research Methodology II: Qualitative	3
EDDV 808	Summer Intensive I	2
EDDV 809C	Leading by Design: Theory and Practice	3
EDDV 806C	Globalization and the Learning Organization	2
EDDV 811	Capstone Project: Dissertation, Service to Humanity I	1
EDDV 812	Capstone Project: Dissertation, Service to Humanity II	1
EDDV 813	Community Engagement and Relations	2
EDDV 814C	Sensemaking, Creativity, and Innovation in Leadership	3
EDDV 815	Finance and Business Administration	3
EDDV 816C	Strategic Planning, Project Management and Evaluation	3
EDDV 817	Capstone Project: Dissertation Work, Service to Humanity III	1
EDDV 818	Summer Intensive II	3
EDDV 819	Working with Diverse Populations	3
EDDV 820	Capstone Project: Dissertation Work, Intellectual Pursuit I	3
EDDV 821	Capstone Project: Dissertation Work, Intellectual Pursuit II	6
EDDV 822	Capstone Project: Dissertation Work, Intellectual Pursuit III	6
	Total Credits	**60**

Doctor of Education-Education Administration and Leadership with a concentration in Higher Education Learning and Management (HELM)

Course #	Course	Credits
EDDV 800	Perspectives and Current Issues in Education	3
EDDV 801N	Instructional Leadership and Academic Affairs in Higher Education	3
EDDV 802	Research Methodology I: Quantitative	2
EDDV 803	Ethics & the Law in Education	3
EDDV 804	Capstone Project: Skills Demonstration, Social Justice Focus I	1
EDDV 805	Capstone Project: Skills Demonstration, Social Justice Focus II	1
EDDV 806	Education Policy and Planning	2
EDDV 807	Research Methodology II: Qualitative	3
EDDV 808	Summer Intensive I	2
EDDV 809N	Curriculum, Learner Assessment, and Technology in Higher Education	3
EDDV 810	Organizational Management and Culture	2
EDDV 811	Capstone Project: Dissertation, Service to Humanity I	1
EDDV 812	Capstone Project: Dissertation, Service to Humanity II	1
EDDV 813	Community Engagement and Relations	2
EDDV 814N	Enrollment, Retention, and Student Success in Higher Hducation	3
EDDV 815N	Finance, Personnel Management and Administration in Higher Education	3
EDDV 816	Accountability: Personnel Management and Accreditation	3
EDDV 817	Capstone Project: Dissertation Work, Service to Humanity III	1
EDDV 818	Summer Intensive II	3
EDDV 819	Working with Diverse Populations	3
EDDV 820	Capstone Project: Dissertation Work, Intellectual Pursuit I	3
EDDV 821	Capstone Project: Dissertation Work, Intellectual Pursuit II	6
EDDV 822	Capstone Project: Dissertation Work, Intellectual Pursuit III	6
	Total Credits	**60**

Master of Education in School Counseling (online)

Course #	Course	Credits
ESCV 601	Introduction to School Counseling	3
ESCV 602	Human Development and Learning in the Cultural Context	3
ESCV 603	Legal Issues in School Counseling	3

ESCV 604	Individual Counseling in a School Setting	3
ESCV 605	Group Counseling in a School Setting	3
ESCV 606	Multicultural Counseling in a School Setting	3
ESCV 607	Introduction to Special Education	3
ESCV 608	Testing and Assessment	3
ESCV 609	Career Counseling in a School Setting	3
ESCV 610	Child and Family Counseling	3
ESCV 611	Organizations and Administration of School Counseling Programs	3
ESCV 612	Parental Involvement & Family Engagement	3
ESCV 668A	Internship in School Counseling	1
ESCV 668B	Internship in School Counseling	2
ESCV 668C	Internship in School Counseling	2
ESCV 668D	Internship in School Counseling	2
ESCV 668E	Internship in School Counseling	2
ESCV 668F	Internship in School Counseling	3
	Total Credits	**48**

Master of Education-School Administration Program

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

Master of Education-Curriculum & Instruction

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

Course #	Course	Credits

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

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

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

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

Course #	Course	Credits
ECIV 605	Creating and Managing a Successful Classroom	3
ECIV 606	Introduction to Differentiated Instruction	3
ECIV 607	Integrating Your Curriculum in a Differentiated Environment	3
ECIV 608	Understanding Special Education in Today's Classroom	3

ECIV 609	Professional Responsibilities of the Teacher	3
ECIV 610	Introduction to Diversity in the Classroom –Teaching Diverse Learners	3
ECIV 611	Processes and Resources for Teaching Diverse Learners	3
ECIV 612	Designing Your Curriculum for High Stakes Testing	3
ECIV 613	Instructional Assessment Practices and Procedures- Aligning Diverse Classroom for Standardized Testing	3
ECIV 614	Developing a Classroom to Include English Language Learners	3
ECIV 615	The Inclusive Classroom: Strategies for Effective Instruction	3
ECIV 616	Differentiated Instruction for the English Language Learner and The Challenged Student	3
	Total Credits	**36**

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

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

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

Course #	Course	Credits
ECIV 639	Teaching Diverse Students and Understanding Developmental Needs	3
ECIV 641	Developing Curriculum for a Brain-Based Learning Environment	3

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

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

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

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

Course #	Course	Credits
ECIV 617	Introduction to Humanities	3
ECIV 618	Using New and Old Technology in the Classroom	3
ECIV 619	Integrating the Theatre Arts into the Curriculum	3
ECIV 620	Using Music to Accelerate Learning	3
ESLV 621	Art and Tactile Learning Strategies	3
ECIV 622	Creativity and the 21st Century Classroom	3
ECIV 623	Current Issues in Education	3
ECIV 624	History: The Past-Present-Future	3

ECIV 625	Introduction to Research	3
ECIV 626	Children's Literature for All Students and Adults	3
ECIV 627	Communication	3
ECIV 628	Research Project	3
	Total Credits	**36**

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

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

Master of Education-Language and Literacy

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

	Total Credits	**37**

Master of Education-Secondary Education

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

Master of Education in Special Education – Generalist Resource

Course #	Course	Credits
SPDV 625	Characteristics and Developmental Progression of Students with Mild/Moderate Exceptionalities	3
SPDV 633	Curriculum Development and Strategies for Teaching Students with Mild/Moderate Exceptionalities	3
SPDV 667	Assessment of Students with Mild/Moderate Exceptionalities	3
SPDV 634	Classroom and Behavior Management for Students with Mild/Moderate Exceptionalities	3
SPDV 646	Educational Psychology	3
SPDV 647	Educating Exceptional Students from a Judaic Perspective	1
SPDV 603	Intro to Special Education	3
SPDV 631	Parental Involvement in Programs for Exceptional Students	3
SPDV 629	Instructional Methods: Literacy Education for Students with Mild/Moderate Exceptionalities	3
SPDV 630	Instructional Methods: Mathematics Education for Students with Mild/Moderate Exceptionalities	3
SPDV 645	Transition Planning Throughout the Lifespan for Students with Mild/Moderate Exceptionalities	3

SPDV 694	Student Teaching – Special Education	8
	Total Credits	**39**

Master of Education in Special Education – Autism Spectrum Disorder

Course #	Course	Credits
ATSV 601	Characteristics and Developmental Progression of Students with Autism Spectrum Disorder	3
ATSV 602	Curriculum Design and Assessment for Teaching Students with Autism Spectrum Disorder	3
ATSV 603	Communication, Speech, and Language Programming for Students with Autism Spectrum Disorder	3
ATSV 604	Assistive Technology for Students with Autism Spectrum Disorder	3
ATSV 605	Behavioral Analysis and Intervention for Students with Autism Spectrum Disorder	3
ATSV 606	Diagnostic Measures for the Identification of Students with Autism Spectrum Disorder	3
SPDV 647	Educating Exceptional Students from a Judaic Perspective	1
EDUV 620	Administration and Supervision of Special Education and Compensatory Programs	3
SPDV 606	Inclusive Practices for Students with Mild/Moderate Exceptionalities	3
SPDV 607	Technological Applications for Students with Mild/Moderate Exceptionalities	3
SPDV 608	Diagnostic Measures for the Identification of Students with Mild/Moderate Exceptionalities	3
SPDV 609	Advanced Transition Planning for Students with Mild/Moderate Exceptionalities	3
EDUV 610	Research in Education	3
EDUV 691	Essentials of Measurement – Research Projects	3
	Total Credits	**40**

Master of Education in Special Education – Applied Behavior Analysis

Course #	Course	Credits
CTAV 602A	Philosophical Underpinnings of Behavior Analysis	3
CTAV 602B	Concepts and Principles of Applied Behavior Analysis	3
CTAV 602C	Designing, Measuring, and Interpreting Behavior	3
CTAV 602D	Professional and Ethical Compliance in Applied Behavior Analysis	3
CTAV 602E	Assessment of Problem Behavior	3
CTAV 602F	Behavior Change Procedures	3
CTAV 602G	Implementing and Supervising Behavior Change Programs	3
SPDV 647	Educating Exceptional Students from a Judaic Perspective	1
EDUV 620	Administration and Supervision of Special Education and Compensatory Programs	3

SPDV 606	Inclusive Practices for Students with Mild/Moderate Exceptionalities	3
SPDV 607	Technological Applications for Students with Mild/Moderate Exceptionalities	3
SPDV 608	Diagnostic Measures for the Identification of Students with Mild/Moderate Exceptionalities	3
SPDV 609	Advanced Transition Planning for Students with Mild/Moderate Exceptionalities	3
SPDV 690	Practicum Experience	3
	Total Credits	**40**

COMPLETE COURSE LISTINGS

Doctor of Education – Education Administration and Leadership
Touro's professional doctorate offers working professionals the prospect to expand their marketability, research skills, and career opportunities by achieving their doctoral degree in Education Administration and Leadership to serve diverse communities and address professional practice challenges. Touro's EdD is framed using the Carnegie Project on the Education Doctorate's (CPED) guiding principles and the *Inquiry as Practice* design.

The professional practice Doctor of Education program provides a unique academic offering preparing Physical Therapists (PTs)s, Occupational Therapists (OTs), nurses, educators and other educational and health care professionals to advance their careers in ever-changing professional, research, and educational environments.

EDDV 800 Perspectives and Current Issues in Education (3 credits)
The focus of this course is to examine the issues impacting education such as diversity, society, economics, and teaching and learning approaches. Institutional leaders need to understand and consider how multiple forces influence institutional programs and how those influences impact outcomes.

EDDV 801 Leadership in Education (3 credits)
Students will review the historical and foundational theories of leadership across educational institutions. A variety of theories will be examined in multiple settings to gain insight into how successful leaders navigate towards institutional goals. Students will also explore how educational leaders advance institutional culture and develop faculty and staff.

EDDV 801N Instructional Leadership and Academic Affairs in Higher Education (3 credits)
The course will consider theoretical foundations and institutional strategies associated with college student enrollment, registration, engagement and diverse staff leadership. This course emphasizes research-based approaches associated with how successful leaders manage teams to institutional outcomes and navigate the support systems for student's co-curricular needs.

EDDV 802 Research Methodology I: Quantitative (2 credits)
Students in this course will identify how to utilize multiple quantitative research methods and resources when conducting research. Students will explore how to utilize data to interpret, analyze, critique, and synthesize research and learn the basic principles of quantitative data collection, measurement, analysis and interpretation applying results to real-world situations.

EDDV 803 Ethics & the Law (3 credits)
Students in this this course will explore legal and ethical issues impacting institutions through examining case studies as well as become familiar with the legal responsibilities and the legal powers of states and local governments. Students will explore federal and state statutes, due process, liability, equal protection, and the rights of faculty and students to navigate the ethical and legal risks occurring in institutions.

EDDV 804 Capstone Project: Skills Demonstration, Social Justice Focus I (1 credit)
Students in the Capstone Social Justice dissertation course will advance their doctoral writing skills while learning key aspects of social justice topics including inclusivity and balance in ethical, scholarly writing. Writing skills will be focused on through examining the complexity of professional practice problems. Students will integrate completed course information with discipline specific research in a broad literature review applicable towards completion of their dissertation components.

EDDV 805 Capstone Project: Skills Demonstration, Social Justice Focus II (1 credit)
Students in this Capstone dissertation course will advance their understanding about the feasibility of conducting ethical, socially responsible research. Evidenced-based professional and social problems will be examined. Students will learn about human protection rights in research and identify impacted populations for accessibility and feasibility in research. Current literature on educational social problems will be analyzed and synthesized.

EDDV 806 Education Policy and Planning (2 credits)
Students in this course will examine the social, cultural, and political issues shaping the direction of contemporary institutions. Educational policy and planning are essential to the success of institutions and future leaders need to be prepared to infuse necessary changes into the institution when necessary and know where to access key research sources to make decisions. Students will explore the function of institutional governance, analyze policy, and discuss the importance of strategic planning.

EDDV 806C Globalization and the Learning Organization (2 credits)
Students in this course expand their knowledge about globally diverse learning organizations and the integration of culture and technology to drive institution innovation.

EDDV 807 Research Methodology II: Qualitative (3 credits)
Students in this course will learn the fundamentals of qualitative research. Institutional leaders are confronted with research on a regular basis, and leaders will need to be able to glean

necessary information relevant to the future of education as it pertains to the institution. Students will learn qualitative research methods and design, while undertaking a simulated qualitative study examining the aspects of data collection, analysis, and reporting data results.

EDDV 808 Summer Intensive I (2 credits)
Students will attend a session with faculty and doctoral leaders in their field. Students will build on their writing and research skills from prior coursework, complete presentations on research frameworks, develop and hone their research topic and investigate data. Students will be able to meet one on one with faculty to help refine their dissertation topic, methods, and research design and approach. Components of the Institutional Review Board (IRB) will be explained and students will gain an understanding of research accessibility and feasibility.

EDDV 809 Curriculum, Learner Assessment, and Technology in Education (3 credits)
Students will examine the importance of curriculum outcomes and how to effectively measure the success of programs in terms of learner assessment. Twenty-first century institutions rely on technology to support their curriculum and learner assessment measures. Students learn the various applications and platforms available to support curriculum engagement and learner assessment.

EDDV 809C Leading by Design: Theory and Practice (3 credits)
Students in this course begin to understand the theoretical foundations to leading organizational change through the application of systematic processes leading to innovative program designs.

EDDV 809N – Curriculum, Learner Assessment, and Technology in Higher Education (3 credits)
This course is designed to prepare educational administrators to lead curriculum and development to course, program, and institutional outcomes. Students learn the importance of assessment of and for student learning, as well as instructional technology platforms best practices to support student learning and curriculum outcomes in higher education.

EDDV 810 Organizational Management and Culture (2 credits)
Students will learn of the diverse individual and group behaviors in organizations. Students will develop an understanding of how an organization's human capital are managed to be efficient and effective. Organizational culture is an essential element to successful institutions. Tools are provided to assist students in leading and driving a diverse organization to success.

EDDV 811 Capstone Project: Dissertation, Service to Humanity I (1 credit)
Students will begin developing the introductory sections of their dissertation.. These sections present the general description of the topic under study, provides a synthesis of the literature in the broad context of the topic, and presents the detailed evidence of the problem under study. Students will begin to frame their research in the context of the Jewish service to humanity and how it translates to education. Students will discuss Mitzvahs (commands) concepts like *Tikkun* Olam which are acts of kindness used to improve the world and decency

toward others and *Kavod* which is respect for people, the environment, and community through their research topics.

EDDV 812 Capstone Project: Dissertation, Service to Humanity II (1 credit)
Students are working on identifying and securing their committee members and developing and completing their prospectus in this course. The prospectus, the first major milestone in the student's dissertation journey, includes identifying a framework, developing the research methods, design, and approach. Additionally, students discuss their research in the context of the Jewish service to humanity and how it translates to education. Students will discuss *Mitzvahs (commands)* concepts like *Tikkun* Olam which are acts of kindness used to improve the world and decency toward others and *Kavod* which is respect for people, the environment, and community.

EDDV 813 Community Engagement and Relations (2 credits)
Students in this course will evaluate the importance of community engagement and relationships impacting institutions. Current institutional strategies for engaging and integrating local community members and organizations, including the needs of the community when creating curriculum, budgeting, support, planning stewardship and other critical areas. Students will examine strategies to collaborate with community stakeholders ensuring the success of all institutional stakeholders.

EDDV 814 Student Learning: Andragogy and Pedagogy (3 credits)
Students will examine the differences between andragogy and pedagogy. Institutional leaders need to consider the importance of leveraging an individual learners personal and professional experience when developing curriculum to enhance the learning experience for all students. Students will be exposed to both andragogy and pedagogy learning theories throughout this course in order to be more capable at understanding how best to engage students within their institution and in their professional careers.

EDDV 814C Sensemaking, Creativity, and Innovation in Leadership (3 credits)
Students in this course examine how innovative and creative leaders influence change throughout an institution. Students will also explore in the impacts of change across diverse organizational groups.

EDDV 814N Enrollment, Retention, and Student Success in Higher Education (3 credits)
This course introduces students to enrollment management, retention, and academic approaches to support student success. Topics include recruitment processes from a marketing perspective and the impact of financial assistance and scholarships on enrollment patterns. An understanding of student choice and decisions on attending an institution of higher education and the support structures needed to retain and support student persistence and completion is presented.

EDDV 815 Finance and Business Administration (3 credits)

This course will examine the importance of reliably managing institutional budgets. Institutional leaders work within a framework that must consider fiscal solvency and remain in compliance with accreditation, state, and federal government regulations. Students will be exposed to the financial business planning and practices enabling them to evaluate budgets reliably in order to determine if long-term and short-term financial goals are being addressed and resourced appropriately.

EDDV 815N Finance, Personnel Management, and Administration in Higher Education (3 credits)
This course will examine the importance of reliably managing institutional budgets and personnel resources. increasing importance of higher education advancement; different budget models; the true cost of institutional employees; federal, state, and local impacts on institutions' finances; personnel hiring and support and the nuances between administration in public and private institutions is reviewed.

EDDV 816 Accountability: Personnel Management and Accreditation (3 credits)
Students will learn how an institution's management of human capital relates to accreditation and compliance. Educational institutions have an obligation to students and stakeholders to maintain a faculty and support staff that provides a professional experience exceeding accepted accreditation and programmatic requirements. Institutions should be staffed with properly qualified instructors as well as maintain a culture of faculty and staff development allowing the institution to be able to grow as professional practices evolve.

EDDV 816C Strategic Planning, Project Management and Evaluation (3 credits)
Students in this course explore strategic planning processes and managing initiatives across an institution. Key components on measurement and evaluation of program implementation and strategic plans are reviewed.

EDDV 817 Capstone Project: Dissertation, Service to Humanity III (1 credit)
Students in this course will continue completion of their Prospectus and complete their CITI training in preparation of their data collection requirements by the IRB. This course will appraise information in EDDV 811 and EDDV 812 on the Jewish service to humanity and how it translates to education. Students will discuss *Mitzvahs (commands)* concepts like *Tikkun* Olam which are acts of kindness used to improve the world and decency toward others and *Kavod* which is respect for people, the environment, and community.

EDDV 818 Summer Intensive II (3 credits)
Students will attend a session with their dissertation advisor and committee. The focus will be on students continuing the development of the dissertation components and working with their committee. Students will discuss the concept of the oral defense and strategize how they may design a defense for their dissertation.

EDDV 819 Working with Diverse Populations (3 credits)

This course will discuss the importance of valuing diverse populations in the institution's community. Modern educational practices must consider the impact on diverse populations in order to efficiently impact students. Participants will examine diversity issues related to culture, ethnicity, sexual orientation, gender, social class, disability and other topics relevant to educational institution diversity.

EDDV 820 Capstone Project: Dissertation Work, Intellectual Pursuit I (3 credits)
This course will focus on the continued development of the dissertation. Students will be reviewing what they learned in completing the previous dissertation components.

EDDV 821 Capstone Project: Dissertation Work, Intellectual Pursuit II (6 credits)
This course will focus on the continued development of the dissertation. Students will work from where they left off in the previous course. The goals are to have a completed proposal by this time and be working on IRB and data collection.

EDDV 822 Capstone Project: Dissertation Work, Intellectual Pursuit III (6 credits)
This course will focus on the continued development of the dissertation. Students will finalize edits to the dissertation.

EDDV 823 Capstone Project: Dissertation Work, Intellectual Pursuit IV (6 credits)
This course will focus on the continued development of the dissertation. Students will finalize edits to the dissertation as necessary to prepare for final Committee approval of their dissertation and their final defense.

EDDV 824 Capstone Project: Dissertation Work, Intellectual Pursuit V (6 credits)
This course will focus on the continued development of the dissertation. Students will finalize edits to the dissertation as necessary to prepare for final Committee approval of their dissertation and their final defense.

EDDV 825 Capstone Project: Dissertation Work (1-6 credits)
This course will focus on the continued development of the dissertation. Students who are nearing completion of their final dissertation manuscript and defense and need additional time to meet the requirements of their Committee.

EDDV 825A Capstone Project: Dissertation Work (1 credit)
This course will focus on the continued develop of components of the dissertation.

EDDV 825B Capstone Project: Dissertation Work (2 credits)
This course will focus on the continued develop of components of the dissertation.

EDDV 825C Capstone Project: Dissertation Work (3 credits)
This course will focus on the continued develop of components of the dissertation.

EDDV 825D Capstone Project: Dissertation Work (4 credits)

This course will focus on the continued develop of components of the dissertation.

EDDV 825E Capstone Project: Dissertation Work (4 credits)
This course will focus on the continued develop of components of the dissertation.

EDDV 825F Capstone Project: Dissertation Work (6 credits)
This course will focus on the continued develop of components of the dissertation.

EDDV 826 Capstone Project: Intellectual Pursuit VI (6 credits)
This course will focus on the continued development of the dissertation. Students who are nearing completion of their final dissertation manuscript and defense and need additional time to meet the requirements of their Committee.

EDDV 827 Capstone Project: Intellectual Pursuit VII (6 credits)
This course will focus on the continued development of the dissertation. Students who are nearing completion of their final dissertation manuscript and defense and need additional time to meet the requirements of their Committee.

EDDV 828 Capstone Project: Intellectual Pursuit VIII (6 credits)
This course will focus on the continued development of the dissertation. Students who are nearing completion of their final dissertation manuscript and defense and need additional time to meet the requirements of their Committee.

EDDV 829 Capstone Project: Intellectual Pursuit IX (6 credits)
This course will focus on the continued development of the dissertation. Students who are nearing completion of their final dissertation manuscript and defense and need additional time to meet the requirements of their Committee.

School Administration

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 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.

EDUV 640 Student Teaching (6 credits)
This course will provide students with immersion in the classroom setting where they can apply the skills they have learned to real life experiences in the classroom. This course does not meet the requirement for Master's in Special Education or Secondary education.

EDUV 693 Internship In School Administration II (3 credits)
Students are provided with a closely supervised experience in applying the principles and concepts acquired through course work. The internship takes place in an educational organization under the supervision of a practicing school/district administrator and a Touro faculty member. Theories and concepts will be applied to practical situations that are presented to the administrative and supervisory practitioners. Candidates seeking certification as school district leaders will be placed in regional and district offices. Requirement: 150 field experience hours.

Curriculum and Instruction

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

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

ECIV 601 Gifted and Talented Education (3 credits)
Identification and characteristics of gifted students in order to develop a deeper understanding of the issues in gifted education, develop more complex responses to addressing the needs of gifted students in the classroom, and be confident in sharing these skills with colleagues and parents and the community.

ECIV 602 Applications of Curriculum and Instruction for National Board for Professional Teaching Standards (3 credits)
This course acquaints students with methods to lead comprehensive long-range planning in curriculum development, instructional strategies and technology, classroom organization and practices; and meeting the needs of the diverse students using individual and group assessments. Current curricula are discussed, including methods of changing, updating and evaluating effectiveness.

ECIV 603 Research Project Seminar: Teacher Work Sample-Independent Study (3 credits)
Independent research study on curriculum content which supports the academic/professional objectives; each student will meet individually with his/her advisor to receive approval of the topics and to discuss ongoing research prior to project presentation.

ECIV 604 Practicum (3 credits)
Additional intensive, 18 week practicum experience organized in settings relevant to a student's chosen area of concentration, and as approved by the program; every student will be expected to practice cognitive education in one of these settings under faculty supervision with individuals and small groups of children; the advisor and a second reviewer will evaluate student research reports.

ECIV 605 Creating and Managing a Successful Classroom (3 credits)
This course will assist teachers understand why teaching is about multiple choices made daily, why poor teachers must be instructed how to teach before interacting with parents, students and others, why it's imperative that principals impart confidence to their teachers, and how teachers can most effectively behave towards their students. The course will highlight the implications of "No Child Left Behind" changes in school accountability; increased funding opportunities for assessment, before and after-school programs, and parental involvement. Emphasis will be placed on accountability measures, the development of school-based content and instructional leaders, creative examples of developmental responsiveness, curriculum mapping, content integration of math skills across the curriculum, and more.

ECIV 606 Introduction to Differentiated Instruction (3 credits)
The course will demonstrate the properties of "Quality" differentiation and "Quality" curriculum and invite teachers to revisit the purpose of differentiation and reflect what constitutes quality. Demonstrated strategies for differentiation include instructional strategies helpful in addressing student readiness, interest, and learning profile. The course will examine some assessment strategies that help teachers uncover their students' learning needs, as well as strategies such as learning contracts, Entry Points, and addressing students' varying reading and writing needs.

ECIV 607 Integrating Your Curriculum in a Differentiated Environment (3 credits)
In this course educators will be presented with ways to design lessons that meet standards and provide meaningful learning environments for all types of students. Participants will learn Backwards Design, the characteristics of high quality curriculum, and the Learning Cycle. They will learn various classroom activities so that they can build their learning environments to accommodate everyone's needs. Activities and descriptions let participants explore ways of assessing their students. Additionally, resources are offered for those wishing to go deeper into this topic.

ECIV 608 Understanding Special Education in Today's Classroom (3 credits)
This course is designed to help educators become knowledgeable about the techniques that may be used to adapt the regular classroom curriculum and activities to meet the learning needs of their most academically capable students. The program includes attention to strategies for compacting the regular curriculum and standards and providing consistent opportunities for gifted students to be engaged in appropriately differentiated learning experiences.

ECIV 609 Professional Responsibilities of the Teacher (3 credits) Students will be introduced to the Strategic Instruction Model which is a way to organize and teach their specific content to all students, most students, and some students, depending on their abilities. Students will explore core curriculum and why teachers need to be involved in promoting literacy and the professional development model that will allow the model to be implemented. Students will be able to understand the ISLLC Standards and what is expected from them. It is imperative for teachers to understand what their principals and superintendents expect and what their school should be striving to meet.

ECIV 610 Introduction to Diversity in the Classroom –Teaching Diverse Learners (3 credits)
This course will provide teachers of any grade level and discipline with realistic information, strategies, and practices related to teaching students today. Participants will look at the factors that make students diverse and the instructional implications for teaching to diverse populations. Information on building resiliency, fostering a sense of community within the classroom, the importance of teaching to student modalities and the effects of poverty on student learning are included. Emphasis is placed on working with English Language Learners, students from poverty and urban learners.

ECIV 611 Processes and Resources for Teaching Diverse Learners (3 credits)
The purpose of this course is to provide information on diversity and its implications for the classroom to the teacher. Emphasis is on the urban learners, students from generational poverty and English Language Learners. The meaning and use of contextualizing and pluralizing will be an important part of the lessons. Specific ideas for the classroom teacher will be included. Participants will examine the seven types of bias and will plan for identifying and eliminating bias in their classrooms. They will also prepare a lesson that makes modifications for students from generational poverty, the urban poor and English Language Learners.

ECIV 612 Designing Your Curriculum for High Stakes Testing (3 credits)Educators face increasing expectations by federal, state and local governments for accountability in the form of improved test scores by all students. These initiatives have moved us from an educational philosophy that says all kids CAN learn, to a philosophy that all kids MUST learn. This course will provide the essential curriculum designs and effective ways to adjust the curriculum to meet the needs of the diverse learner. It will also provide effective instructional strategies that underpin success on high stakes tests.

ECIV 613 Instructional Assessment Practices and Procedures- Ailing Diverse Classroom for Standardized Testing (3 credits)
This course will help the student prepare to meet the requirements of the NCLB act. The instructor will provide students with an understanding of the difference between the Industrial Model of Education and current models through the driving forces behind the A Nation at Risk report and the influence that that report has had on current educational thinking. The student will be shown what the Effective School Movement was and what that movement accomplished. Teachers need to be aware of how state standards are created in order to set up a classroom to meet and exceed NCLB standards.

ECIV 614 Developing a Classroom to Include English Language Learners (3 credits)
This course will give the foundation to creating an environment that is conducive to learning. Participants will reflect upon the concept of teachers as role models, working with children because they are the future of our society, and setting and meeting goals that reflect the needs of teachers and students. Teachers will engage in activities that may sensitize them, educate them, and enrich the strategies that they will bring to their schools and classrooms. This course will show that becoming aware of the expanding frame of reference for the word literacy is necessary to a student's education. From books to mathematics to visual literacy, students are expected to have a wide away of skills; thus teachers must understand, accept and be able to address these needs in their teaching. The instructors will encourage teachers to be aware of their personal learning preferences and styles and are to build upon those as they address the needs and strengths of their students.

ECIV 615 The Inclusive Classroom: Strategies for Effective Instruction (3 credits)
This course will comprehensively cover topics relating to research in neuroscience, psychology, and education that have merged their scientifically based results and support specific strategies in the classroom so that all students can learn. The neurobiology of different brains will be

presented and studied. Participants will work in groups to further study a specific brain difference. Classroom strategies will be researched and shared.

ECIV 616 Differentiated Instruction for the English Language Learner and The Challenged Student (3 credits)
This course will cover differentiated instruction for the English Language Learner. The students will learn ways to tap into prior knowledge and build background knowledge as a means to effectively plan, deliver and differentiate instruction to a classroom of diverse learners. This course will also explore the research and practice of Grouping Strategies that foster community, facilitate the acquisition of language and allow students to process academic language and content in a non-threatening environment. An in-depth look at Interactive Learning Techniques that help to provide students with equal access to the curriculum will be demonstrated and discussed. Vocabulary Research and Development will be addressed to identify key strategies that target both comprehension and usage. Finally, information on Language Acquisition Levels, language behaviors and the development of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) will be presented.

ECIV 617 Introduction to Humanities (3 credits)
The following course is designed to give teachers an overview of global humanities. It will present a brief study in architecture, dance, music, photography, film, sculpture, theatre, and literature. These studies will include ancient and modern cultures and significant pieces of artwork related to them. Students will be required to create a presentation of a specific culture or time period. Each will also be encouraged to study their personal cultural history and create a small project representing this. Collaborative credits will be designed and a collection of resources will be gathered to plan future experiences in the classroom and/or at their school site.

ECIV 618 Using New and Old Technology in the Classroom (3 credits)
This course is designed to improve the skills of those who have not grown up with technology, but understand the necessity for becoming proficient with it and agree that integration of it can only enhance and accelerate the learning process. Classes will focus on improving skills with each of these and combining activities in order to create a final project. An integrated credit for the classroom will also be developed.

ECIV 619 Integrating the Theatre Arts into the Curriculum (3 credits)
If “all of the world is a stage”, then studying the theatre arts is an essential piece of a child’s education. Research shows that the theatre arts and modern education have many similar objectives: critical thinking, social growth, creative and aesthetic development, self-knowledge, and development of moral values are only a few of these. World history, world culture, geography, politics, literature and philosophy are others. This course is designed for teachers to study and explore the theatre arts and their connection to the modern classroom. Teachers will review specific types of dramatic interpretation, puppetry, free expression, the “classics”, story-telling and their connections to the curriculum. We will also review various dramatic

techniques and the application of theses in the classroom. Teachers will participate in creation of an original dramatic piece and perform it.

ECIV 620 Using Music to Accelerate Learning (3 credits)
This course is designed to demonstrate easy ways to incorporate the study of music in the classroom to enhance learning. Teaching children how to "listen" and what to listen for, ways to use music as a creative motivator, to increase language skills, enhance math reasoning and scientific analysis, and create memory and cultural connections will be studied and applied. Teachers will have the opportunity to create lesson plans and credits of study integrating music into their curriculum. They will also achieve a better understanding of where and how music may be used in planning future experiences for their students.

ECIV 621 Art and Tactile Learning Strategies (3 credits)
This course is designed to explore the various forms of visual arts and integrate them into the curriculum. Teachers will study and experiment with all types of visual art, research specific uses and create credits including them. Use of digital photography, computer software, paints, drawing, and cartooning techniques will be demonstrated and practiced. Collaboration and application to the language arts curriculum will be key. A final project will be required, integrating the elements of visual arts and the language arts.

ECIV 622 Creativity and the 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.

ECIV 623 Current Issues in Education (3 credits)
This course is designed to examine the current issues in today's world. The constant changing of the social conditions, cultural influences, governmental controls, laws, and with emphasis on testing the influences of No Child Left Behind, it is important to use the higher levels of Bloom's Taxonomy to help solve these issues. By debating these controversial topics and their impact on today's students as well as society, the Touro student will better understand their own educational philosophy. By analyzing these topics and their impact on society, students will use critical thinking techniques and skills to make philosophical decisions to take a personal stand on these issues and become better teachers.

ECIV 624 History: The Past-Present-Future (3 credits)
This course will examine the content and skills associated with history and the social sciences, analyze the nature of citizenship education and its potential impact on students, examine ways in which the history may fit within other curricula, and evaluate applicable Internet resources for use in historical instruction. Additionally, it will analyze the student's perspective of history

with the reality of history, integrate history instruction with other content areas, devise curriculum that expands student's knowledge of the world community, and formulate strategies for curriculum mapping.

ECIV 625 Introduction to Research (3 credits)
This course will introduce students to the information needed to critique research in educationally related topics. Students will explore the strengths and limitations of both qualitative and quantitative research methods and will analyze a variety of examples from educationally related literature. Students will develop constructive critiques of each method for content related material through a literature review and will present their findings to their colleagues. The course will concentrate on the concepts of the methodologies rather than the computational skills.

ECIV 626 Children's Literature for All Students and Adults (3 credits)
This course will inspire and motivate the use of children's literature and storytelling in the classroom. Various genres will be studied and methods of incorporating these genres into all content areas will be examined. Storytelling and children's literature can be used as a strategy to teach and model desired higher levels of thinking skills in any curriculum area and at any grade level. It also creates the need for the student to apply critical thinking skills and discover that problems are often opportunities to use familiar strategies to arrive at solutions. Children's literature and storytelling experiences can be the foundation of all language arts experiences: listening, speaking, reading, writing and vocabulary development. (3 credits)

ECIV 627 Communication (3 credits)
This is an introductory course in human communication and facilitation. The students will learn about core communication theories and techniques, and explore different types of communication such as interpersonal, small group, public communication, sign language and body language. Effective questioning skills will be presented and demonstrated. It will also discuss the new communication methods such as email, text messaging and podcasting.

ECIV 628 Research Project (3 credits)
This course will introduce students to the information needed to conduct research in educationally related topics. Students will study a variety of research design issues. Students will design and present a research proposal that will include the elements covered in both semesters.

ECIV 629 Effective Classroom Discipline (3 credits)
Anger and violence in the media, community, and classrooms create an environment that inhibits learning. This course will comprehensively cover topics related to understanding the relationship between anger, the brain, violence prevention, and effective discipline in schools. Participants will come away with a better understanding of the nature of anger, ways to effectively manage one's own anger, how to respond appropriately to students' expression of anger, and strategies for effective discipline.

ECIV 632 Positive Role Models and Proactive Educators (3 credits)
Teachers can change the cultural dynamics that influence students by creating an environment conducive to learning, by encouraging students to take personal responsibility for their actions, and by creating a positive moral climate for solving conflicts. Students emulate behaviors they see and hear; therefore, establishing positive role models at home, within the community, and in the classroom is fundamental to establishing a positive character development program.

ECIV 633 RTI: Introducing the 3-Tiered Approach (3 credits)
In RTI, all educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail." In this course, educators learn the administrators' roles in implementing an effective three-tier RTI model. They will also study teachers' and other in-school professionals' roles in behavior management and the impact that processing disorders have across academic areas.

ECIV 634 RTI: Tiered Intervention Strategies in the CORE Academic Subjects (3 credits)
In RTI, all educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail." In this course, educators will learn interventions at tier 1, 2, and 3 levels as they relate to math, spelling, language, and writing interventions. They will also study various assessment and progress-monitoring tools using technology. The Response to Intervention (RTI) model takes a proactive approach to student learning by integrating screening and intervention within a 3-tiered prevention system designed to maximize student achievement.

ECIV 635 RTI: Educators' and Specialists' Role and Responsibilities (3 credits)
This course identifies the roles and responsibilities of all the RTI stakeholders. Under the RTI model, general educators and paraprofessionals become the primary tier 1 level interventionists by identifying and implementing processing, reading, math, spelling, written language, spoken language, and behavior interventions. Special educators, speech therapists, and occupational therapists become the tier 2 and 3 level interventionists. The school psychologist's role changes from the traditional role of tester to identifier of student intervention needs. In addition, the school psychologist determines the formal referral to special education if RTI fails.

ECIV 636 RTI: Collaborating Successfully in an Inclusive RTI Environment (3 credits)
Parents, guardians, and educators must all participate in a successful RTI implementation to change the outcome of students at risk of failure including students from linguistically or culturally diverse backgrounds. Participants of this course will first learn parents' roles as they hear presenter Dr. Connie Russo address parents' concerns and answer questions about special education eligibility and its irrelevance under a successful RTI model. Educators will also discover that they must participate in a successful implementation in various collaborations and partnerships as they observe, refer, and monitor student progress through RTI's three-tiered interventions

ECIV 637 RTI: Using Differentiated Instruction to Implement RTI (3 credits)
How are Response to Intervention (RTI) and Differentiated Instruction (DI) related to one another? In order to successfully address the varying needs of students under the RTI model, educators must clearly differentiate their instructional strategies in the classroom. This concept translates into assuring that students' questions are asked and answered, that the ways students learn are engaged, that their attention is caught and held, and that their skills are used and extended. Educators will learn to build and rebuild a repertoire of strategies and consistently adapt, modify, scaffold, and tier content as needed. Educators are guided through the process of creating a truly differentiated classroom, ripe with energy and equity, and organized around students learning.

ECIV 638 RTI: Motivating Underachievers Using the RTI and DI Approach (3 credits)
Stepping in to assist underachievers before a pattern of failure becomes engrained can lead to success in school and the world beyond school. In this course, educators look at the strategies from Response to Intervention (RTI) and Differentiated Instruction (DI) that can help these particular students—including gifted students as well as those who may eventually be identified for special education. Educators will learn to identify prototypes of underachievers, as well as some of the specific issues they struggle with, including fear of failure and lack of motivation. They will then learn to select strategies from the three-tiered RTI system and from a repertoire of differentiated instructions to target students' particular needs.

ECIV 639 Teaching Diverse Students and Understanding Developmental Needs (3 credits)
Students will research "Best Learning Practices." Students will become familiar with which tools are most effective for teaching (based on the goal for the teaching process). The four elements that have profound effects on student learning will be reviewed and how to use those elements in teaching will be demonstrated.

ECIV 640 Brain-Based Learning (3 credits)
This course examines how learning occurs and the implications for helping all students to be successful. Participants will look at the factors that identify being smart and the factors that label us as slow learners or overachievers. Participants will look at the factors that help students take in information at a more efficient rate and the factors that help students to retrieve information from long-term memory.

ECIV 641 Developing Curriculum for a Brain-Based Learning Environment (3 credits)
This course is designed to help educators plan and implement methods appropriate for assessing individual learning needs in a performance-based curriculum, and constructing, implementing and evaluating a long-term instruction plan in specific content areas. The importance of modifying instruction in the curriculum for today's various student populations will be examined.

ECIV 642 Understanding Multiple Intelligences in the Classroom (3 credits)
Understanding Multiple Intelligences is the corner stone of the No Child Left Behind initiative by the government. The teaching philosophy is based on the premise that teachers should maximize student growth by meeting each student where he/she is and helping the student to progress.

Students will be focusing on using several different learning experiences in response to students' varied needs. Students will be shown that Brain-Based Learning is a way of thinking about teaching and learning.

ECIV 643 Instructional Strategies that Make the Most Difference in Student Learning (3 credits)
The research on what constitutes "Best Teaching Practices" will be researched. Student will become familiar with which tools are most effective for teaching (based on the goal for the teaching process). The four elements that have profound effects on student learning will be reviewed and how to use those elements in teaching will be demonstrated.

ECIV 644 Teaching Strategies that Prepare Students for Testing (3 credits)
This course examines a model for mapping practices that will meet the standards and better prepare students for high stakes tests. This is not a model for cramming for the test or even for teaching to the test. The instructional strategies in this course are research-based practices. This model has been utilized for helping schools attain AYP (Annual Yearly Progress).

ECIV 645 What Every Teacher Should Know About Today's Diverse Learning Styles (3 credits)
This course begins with a brief description of education in the last 50 years in terms of diversity; then to the explanation of diversity in learning modalities, socioeconomic status, and ethnicity that can be found in the classroom. Students will discuss several signs of bias and suggest ways the teacher can eliminate such bias. In addition, this course will focus on stereotyping, exclusion, unreality, selectivity linguistic bias, and isolation.

ECIV 646 Teaching to Students of Different Learning Abilities (3 credits)
In this course, students will read, reflect, and respond to information that is relevant to teaching in a mixed ability classroom. Students will design, prepare, analyze and reflect upon their instruction and upon their pupil's responses to instruction. Participants will focus on understanding approaches for different learning styles. Additionally they will: discuss the principles of brain-based learning and instruction, application to the individual student, learn effective strategies for managing flexible groups, and acquire ideas for providing student with a variety of options.

ECIV 647 Classroom Management in a Brain-Based Classroom (3 credits)
Participants will gain teaching skills needed to create a positive classroom community. This course presents fundamental principles of classroom management and discipline along with ways to involve their students in the creation of their individual learning environment. This course will demonstrate and allow the participants to learn from some of the foremost educational experts in the industry. The participants will share examples and show how to effect change through classroom management using brain-based strategies.

ECIV 648 Brain-Based Learning and Classroom Applications (3 credits)
This course focuses on brain-based learning which is the interweaving of decisions about students' learning styles, the teaching methodology, and the process and the product

developed by the students through which they demonstrate understanding of concepts and content. The content exposes participants to ideas and approaches behind brain-based learning so that they are able to have a clearer understanding of how this approach impacts educational policies and practices.

ECIV 649 Managing the Needs of Today's Classroom (3 credits)
This course is designed to provide a broad overview of the field of gifted education, special education, and the English language learner. A brief history of the field, different conceptions of giftedness, various identification methods, characteristics and needs of a wide range of multiple learners will be included. Participants will be shown programming option, and curriculum and instruction methods for dealing with all types of students learning abilities.

ECIV 650 Motivation in the Classroom (3 credits)
This course will look at the root causes of temporary lack of motivation, the more serious de-motivation, and the steps teachers can take to change these conditions in the classroom. It will also provide information on intrinsic and extrinsic motivation, the effects of rewards on learning, and how to build positive self-esteem. Participants will review current thinking on motivation and learning and will walk through a structure for changing de-motivation to high intrinsic motivation. Ways to prevent and change off-task behavior through motivational strategies will also be included.

ECIV 651 Educational Technology Fundamentals, Pt. 1 (3 credits)
Today's teachers need to be grounded in the tools, standards, methods and perspectives that will enable them to use technology effectively, creatively and wisely with their students. Above all, they need to be able to engage today's digital students in the use of technology in ways that are academically sound, and that bridge the worlds of school, work and home. This course addresses these goals by introducing students to the world of teaching and learning in the digital age in broad terms. It also provides examples of activities that teachers can use in their classrooms. This course serves as the first of two foundational courses that provide a starting point for the Master's concentration.

ECIV 652 Educational Technology Fundamentals, Pt. II (3 credits)
This course builds on ECIV 651, expanding the types of digital tools and applications used in the K-12 classroom to include social media, Web 2.0 resources and multi-media tools. Students learn how to create narrative to address academic goals using new media. In addition, students begin a more in-depth exploration of the world of social media, identifying and exploring tools they can use in their professional practice. Standards and evaluation are addressed throughout the course.

ECIV 653 Web 2.0 and Social Networking in Education (3 credits)
Web 2.0 represents an unending avalanche of free digital tools available through the web. While this course acknowledges that this is certainly part of the Web 2.0 revolution, it digs deeper, looking at how specific kinds of Web 2.0 tools can be used to build bridges between digital age learners and academic goals, as well as to improve the kinds of communication and

lifelong learning opportunities that are so much a part of the digital world. This course develops strands begun in ECIV 652 with regard to using online communities and Web 2.0 tools to support teaching and learning.

ECIV 654 Digital Storytelling and New Media Narrative in Education (3 credits)
In this course students will develop one of the strands begun in ECIV 651 and 652: media production in the classroom. The goal in this course is to help students become knowledgeable in the use of new media, digital storytelling and new media development so they can help their learners create media as part of classroom activities. In addition, this course will help students apply considerations of standards, media evaluation, and media literacy to the media activities that they undertake in their classrooms.

ECIV 655 Motivation in the Classroom (3 credits)
This course develops one of the strands introduced in ECIV 651: digital citizenship. This is a broad area of inquiry that focuses on helping you and your students develop a balanced approach to understanding technology's opportunities and limitations. The goal of this course is to make students conversant in the terms, perspectives and resources associated with digital citizenship in their professional practice, and to consider ways to integrate digital citizenship into their professional practice. Topics addressed include understanding technological bias, technological impacts on individuals, society and the environment, integrating media literacy into the curriculum, and addressing online behavior and safety, as well as "hot button" issues, such as sexting and cyberbullying.

ECIV 656 Leadership Issues in Educational Technology (3 credits)
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.

School Counseling

ECIV 657 Introduction to School Counseling (3 credits)
This course offers an introduction and summary of basic counseling skills and interpersonal relations theories. The course will familiarize students to various theories, roles, functions, and current issues of school counseling. The course will focus on initial skills needed by today's school counselors to work with varied populations in educational and professional settings.

ECIV 658 Legal Issues in School Counseling (3 credits)
This course familiarizes legal and ethical practices and principles for the school counselor. Significance will be placed on the legal and ethical issues school counselors will meet with their varied populations such as Individuals with Disabilities Education Act (IDEA), Individual Education

Programs (IEPs), 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, family and student rights, counseling Code of Ethics, and Federal and State laws.

ECIV 659 Individual Counseling in a School Setting (3 credits)
This course focuses on basic helping-relationship practices based on individual's personal, academic, and/or social intervention and guidance. Techniques, skills, and previous learned theories are investigated and applied to situations commonly faced by counselors in a school setting. A ten hour practicum is required with this course.

ECIV 660 Group Counseling in a School Setting (3 credits)
In this course, students will study the dynamics and primary methods to group counseling with importance on starting a counseling group, leading groups effectively, and evaluating outcomes. Understanding of group procedures, leadership, and membership is stressed. Support and self-help groups are included along with the ethical issues distinctive to group settings. A ten hour practicum is required for this course.

ECIV 661 Multicultural Counseling in a School Setting (3 credits)
This course is intended to familiarize students to multicultural issues involved in counseling. The course will highlight both the cultural components and the social environment of social groups present in schools. Subjects of prejudice and discrimination, as well as cultural differences among these groups, will be discussed. The development of becoming an effective multicultural counselor in terms of becoming more aware of the ideals and customs of persons from other racial/ethnic groups will be stressed. Self-awareness of ones sensitivities, presumptions, expectations, and behaviors towards various social groups, including one's own groups, will be incorporated. A ten hour practicum is required for this course.

ECIV 662 Testing and Assessment (2 credits)
This course is designed to familiarize students with various state and national assessments and analyzing scores for educational use. Students will be familiarized with different testing programs which show student growth. Students will evaluate the quality of tests and measures for reliability, measurement error, validity, normative groups and test scores, as well as standards-based assessments. Students will examine the psychology of test success and failure as well as the role that gender plays in test taking.

ECIV 663 Career Counseling in a School Setting (2 credits)
This course provides an outline of the main career development theories. Vocational guidance and occupational/educational information sources and systems are studied. Career development program planning, resources, computerized information systems, and evaluation will be included. Significance will be placed on how career counseling and vocational guidance are practiced by the school counselor. A five hour practicum is required for this course.

ECIV 664 Child and Family Counseling (2 credits)

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

ECIV 665 Organizations and Administration of School Counseling Programs (3 credits)
This course is expected to educate students of how guidance and counseling services are efficiently structured in schools. In organizing guidance program, students are trained of the philosophy, the goals and objectives of which these services are meant to fulfill in the school. The course will examine the needs, nature and the objectives of the services offered in schools.

ECIV 666 Internship in School Counseling (3 credits)
Students are provided with a closely supervised experience in applying the principles and concepts acquired through course work. The internship takes place in an educational organization under the supervision of a practicing school/district counselor and a Touro faculty member. Theories and concepts will be applied to practical situations that are presented in a school counseling environment. Requirement: 600 field experience hours.

ECIV 667 Parental Involvement & Family Engagement
This course will emphasize the importance of school and family communication and collaboration in order to support the student learning environment in school and at home. Participants will discuss the importance of promoting an equal partnership between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs.

ESCV 601 Introduction to School Counseling (3 credits)
This course offers an introduction of the roles, responsibilities, functions, and characteristics of a professional school counselor. It includes the examination of the philosophy, history, and current trends in school counseling, and the concept of comprehensive school counseling programs in a school setting. Students will be introduced to counseling and educational theories, methods, and evidence-based techniques needed by today's school counselors to work with varied populations within the context of a multi-tiered system of support. A 15-hour practicum is required with this course.

ESCV 602 Human Development and Learning in the Cultural Context (3 credits)
This course focuses on the examination of cognitive, social emotional, and physical aspects of child development, applying theoretical paradigms to children, and exploring the issues of typical/atypical development, parenting/caregiving, and exploration of multicultural contexts for growth, development, and learning.

ESCV 603 Legal Issues in School Counseling (3 credits)
This course offers a study of legal, ethical, and related professional issues affecting the role and responsibilities of school counselors. Course content and learning experiences will support the ability to demonstrate ethical and culturally responsive behavior and maintain the highest

standards of professionalism and legal obligation. Significance will be placed on the legal and ethical issues school counselors will face with varied populations such as Individuals with Disabilities Education Act (IDEA), Individual Education Programs (IEPs), 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, family and student rights, counseling Code of Ethics, and Federal and State laws.

ESCV 604 Individual Counseling in a School Setting (3 credits)
This course will examine various counseling theories and techniques that are commonly used by school counselors in educational settings. A focus on basic helping-relationship practices is investigated and applied to situations commonly faced by school counselors. A 15-hour practicum is required with this course.

ESCV 605 Group Counseling in a School Setting (3 credits)
This course is a study of group structure as it relates to implementing small groups, large groups, and classroom lessons within a comprehensive school counseling program. It will examine group process, methodology, evaluation, and leadership models applicable to working with groups in a school setting and will include skill building and ethical decision making through supervised practice. A 15-hour practicum is required for this course.

ESCV 606 Multicultural Counseling in a School Setting (3 credits)
School counselors are ethically obligated to maintain the highest respect for student diversity and cultural background and exercise great care to avoid imposing personal beliefs or values. As leaders, advocates and systemic change agents, school counselors collaborate with stakeholders to create a school and community climate that embraces cultural diversity and helps promote students' academic, career and social emotional success. This course will help students to foster increased awareness, understanding and appreciation of cultural diversity in the school community through school counseling. Self-awareness of one's sensitivities, presumptions, expectations, and behaviors towards various social groups will be incorporated. A 15-hour practicum is required for this course.

ESCV 607 Introduction to Special Education (3 credits)
This course will focus on providing an overview of special education. Specifically, students will understand (a) the history of special education; (b) how legislation and litigation have shaped the current delivery of services; (c) what roles special educators have in providing F.A.P.E. in the L.R.E.; (d) the decision-making process as an interdisciplinary process; (e) effective co-teaching strategies; and (f) how family systems and culture influence the education of exceptional children. Standards from the Council for Exceptional Children Initial and Advanced Preparation Standards are correlated to course content. A 5-hour practicum is required for this course

ESCV 608 Testing and Assessment (3 credits)
This course is designed to familiarize students with various state and national assessments and analyzing scores for educational use. Students will be familiarized with different testing programs which show student growth. Students will evaluate the quality of tests and measures for reliability, measurement error, validity, normative groups and test scores, as well as

standards-based assessments. Students will examine the psychology of test success and failure as well as the role that gender plays in test taking.

ESCV 609 Career Counseling in a School Setting (3 credits)
This course offers an introduction to career development theory and practice for helping students prepare for post-secondary success. An overview of practices to promote college and career readiness, including methods of identifying and delivering career information, counseling and assessment for career development, and decision-making will be examined. Students will also explore career and college access programs in schools and technology as part of career development methods. A 10-hour practicum is required for this course.

ESCV 610 Child and Family Counseling (3 credits)
This course examines methods for including parents, families and communities in schools. It stresses a systems perception that incorporates consultation and partnership in addressing academic, career and personal/social achievement for students. Family dynamics and influence on school success will also be addressed. A 10-hour practicum is required for this course.

ESCV 611 Organizations and Administration of School Counseling Programs (3 credits)
This course will focus on the role and functions of a professional school counselor in planning, designing, and implementing a comprehensive school counseling program. It will examine current trends in school counseling, and explore the use of data points, student standards, and program goals to systematically address the needs of students in a variety of school settings. A 15-hour practicum is required for this course

ESCV 612 Parental Involvement & Family Engagement (3 Credits)
This course will emphasize the importance of school and family communication and collaboration in order to support the student learning environment in school and at home. Participants will discuss the importance of promoting an equal partnership between parents, families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs.

ESCV 668A Internship in School Counseling (1 credit)
Students are provided a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities under the supervision of a practicing school/district counselor and a Touro faculty member. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting.

ESCV 668B Internship in School Counseling (2 credit)
Students are provided a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities under the supervision of a practicing school/district counselor and a Touro faculty member. Internship is an immersion experience

whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting. Pre-requisite ESCV 668A.

ESCV 668C Internship in School Counseling (2 credit)
Students are provided a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities under the supervision of a practicing school/district counselor and a Touro faculty member. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting. Pre-requisite ESCV 668B.

ESCV 668D Internship in School Counseling (2 credit)
Students are provided a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities under the supervision of a practicing school/district counselor and a Touro faculty member. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting. Pre-requisite ESCV 668C.

ESCV 668E Internship in School Counseling (2 credit)
Students are provided a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities under the supervision of a practicing school/district counselor and a Touro faculty member. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting. Pre-requisite ESCV 668D.

ESCV 668F Internship in School Counseling (3 credit)
Students are provided a comprehensive and supervised field experience for observing and practicing various school counseling responsibilities under the supervision of a practicing school/district counselor and a Touro faculty member. Internship is an immersion experience whereby students perform the duties associated with the role of the professional school counselor within the context of the school system. Focus will be on extending knowledge from previous courses into practice in the professional setting. Pre-requisite ESCV 668E.

Special Education

SPDV 603 Introduction to Special Education (3 credits)
This course will focus on providing an overview of special education. Specifically, students will understand (a) the history of special education; (b) how legislation and litigation have shaped the current delivery of services; (c) what roles special educators have in providing F.A.P.E. in the L.R.E.; (d) the decision-making process as an interdisciplinary process; (e) effective co-teaching strategies; and (f) how family systems and culture influence the education of exceptional

children. Standards from the Council for Exceptional Children Initial and Advanced Preparation Standards are correlated to course content.

SPDV 605 Academic Intervention for Students with Mild/Moderate Exceptionalities (3 credits)
This course focuses on increasing the knowledge and skills that relate to academic interventions for children with exceptionalities. Specifically, students will demonstrate knowledge and skills of academic interventions as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration. Standards from the Council for Exceptional Children Advanced Specialty Set "Academic Intervention Specialist" are correlated to course content.

SPDV 606 Inclusive Practices for Students with Mild/Moderate Exceptionalities (3 credits)
This course focuses on increasing the knowledge and skills that relate to inclusive practices for children with exceptionalities. Specifically, students will demonstrate knowledge and skills of inclusion as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration. Standards from the Council for Exceptional Children Advanced Specialty Set "Inclusion Specialist" are correlated to course content.

SPDV 607 Technological Applications for Students with Mild/Moderate Exceptionalities (3 credits)
This course focuses on increasing the knowledge and skills that relate to technological applications for children with exceptionalities. Specifically, students will demonstrate knowledge and skills of technology as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration. Standards from the Council for Exceptional Children Advanced Specialty Set "Technology Specialist" are correlated to course content.

SPDV 608 Diagnostic Measures for the Identification of Students with Mild/Moderate Exceptionalities (3 credits)
This course focuses on increasing the knowledge and skills that relate to diagnosing children with exceptionalities. Specifically, students will demonstrate knowledge and skills of diagnostic measures as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration. Standards from the Council for Exceptional Children Advanced Specialty Set "Diagnostician Specialist" are correlated to course content.

SPDV 609 Advanced Transition Planning for Students with Mild/Moderate Exceptionalities (3 credits)
This course focuses on increasing the knowledge and skills that relate to transition planning for exceptional children. Specifically, students will demonstrate knowledge and skills of transition planning as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration.

Standards from the Council for Exceptional Children Advanced Specialty Set "Transition Specialist" are correlated to course content.

SPDV 625 Characteristics and Developmental Progression of Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your understanding of the developmental growth of typical children and children with mild/moderate exceptionality (i.e., EBD, HI, ID, LD, OI, TBI). Emphasis on identifying the social/emotional, language/communication, movement/physical, and cognitive characteristics of children birth through 21 will be addressed. Specifically, the definitions, prevalence/etiology, and academic/behavioral/social characteristics will be discussed. A community-engaged project is required.

SPDV 626 Principles of Cognitive Education (3 credits)
This course focuses on: the theory and research that provide the bases for cognitive education; the structure of human cognition; information processing and mediated learning approaches in cognitive education; and, cognitive and meta cognitive mediation.

SPDV 628 Human Development and Learning in the Cultural Context (3 credits)
This course focuses on: the nature of motor, cognitive, emotional, social, and moral development with implications for classroom teaching; integration of theory and research findings from the fields of developmental and educational psychology; and exploration of multicultural contexts for growth, development, and learning. 10 field experience hours.

SPDV 629 Instructional Methods: Literacy Education for Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your ability to provide effective literacy programming for PK-12 students with mild/moderate exceptionalities (i.e., ASD, EBD, HI, ID, LD, OI, TBI). Emphasis on identifying and teaching EBPs that remediate reading, writing, and language deficits will be addressed. Specifically, the NACS in ELA will be covered, as well as how to address reading/writing deficits in the elementary and secondary setting. Students will continue to utilize the process of implementing DBI and writing IEPs learned in SPDV 633.

SPDV 630 Instructional Methods: Mathematics Education for Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your ability to provide effective mathematics programming for PK-12 students with mild/moderate exceptionalities (ASD, EBD, HI, ID, LD, OI, TBI). Emphasis on identifying and teaching EBPs that remediate mathematic deficits will be addressed. Specifically, the NACS in Mathematics, computation difficulties in elementary and secondary settings, and the CRA model of instruction will be covered. Students will continue to utilize the process of implementing DBI and writing IEPs as learned in SPDV 633.

SPDV 631 Parent Involvement in Programs for Exceptional Students (3 credits)
Parents and families as the context for growth, development and learning; similarities and differences in family structures and parenting styles in various cultural groups; parents and

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

SPDV 633 Curriculum Development and Strategies for Teaching Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your ability to provide effective instructional programming for PK-12 students with mild/moderate exceptionalities (EBD, HI, ID, LD, OI, TBI). Emphasis on identifying and implementing effective special education curricular programming will be addressed. Specifically, the NACS, EBPs that address both quantitative and qualitative methods, the process of DBI, and writing IEPs (PLAAFP, MAG, STO) and instructional units that are based on the academic standards will be discussed.

SPDV 634 Classroom and Behavior Management for Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your ability to provide effective behavioral programming for PK-12 students with mild/moderate exceptionalities (ASD, EBD, HI, ID, LD, OI, TBI). Emphasis on identifying and teaching EBPs that address deficits in behavioral and social functioning will be addressed. Specifically, SWPBIS and CWPBIS, the identification, selection, and implementation of EBPs at the school, class, and individual level, and the methods for conducting functional behavior assessments and creating/implementing behavior intervention plans will be covered.

SPDV 645 Transition Planning Throughout the Lifespan for Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your ability to provide effective transition programming for PK-12 students with mild/moderate exceptionalities (ASD, EBD, HI, ID, LD, OI, TBI). Emphasis on identifying and teaching EBPs for transition planning will be addressed. Specifically, person-centered transition planning from birth through age 22, the identification, selection, and implementation of EBPs at the school, class, and individual level, and the methods for conducting functional transition assessments and creating/implementing individualized transition plans will be covered.

SPDV 646 Educational Psychology (3 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.

SPDV 647 Educating Exceptional Students from a Judaic Perspective (1 Credit)

This course will focus on providing a lens through which to view the education of exceptional children. Specifically, students will understand how social justice, intellectual pursuit, and service to humanity should inform their work as current and future special educators.

SPDV 667 Assessment of Students with Mild/Moderate Exceptionalities (3 credits)
The intent of this course is to increase your understanding of the diagnostic assessment process used to identify children with exceptionality and justify the need for special education services. Emphasis on identifying various types of assessments historically and currently used to will be addressed. Specifically, administering protocols and interpreting results, identifying and/or developing CBMs to determine student performance over time, and learning the basic processes of statistical applications for formal and informal assessment will be covered.

SPDV 694 Student Teaching-Special Education (8 credits)
This course serves as the final pre-licensure phase of your teaching career. If you are not already teaching in a classroom serving students with mild/moderate disabilities, you will be assigned to an elementary or secondary school in which you will teach pupils with mild/moderate disabilities. You will have one university supervisor who will serve as your mentor as you complete your teaching experience over a 15-week period.

SPDV 690 Practicum Experience (3 credits)
This course begins your supervised experience towards applying behavior analytic principles with exceptional children. Supervision is a combination of individual and group meetings designed to demonstrate your knowledge and application of ABA. At times throughout your supervision period you will be observed by a university mentor who will provide feedback regarding the programming you are implementing.

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.

EDLL 691 Survey of Research in Reading and Literacy-Teacher Work Sample (4 credits)
An examination and analysis of current scientific studies relating to realities, this course focuses on current approaches to teaching reading, writing, listening and speaking. Conclusions and data attained will be explored in relation to implications for instruction, limitations, and curriculum development and areas of investigation meriting further study.

EDLL 692 Practicum I/Field Experience-Diagnosing and Treating Reading Disabilities K12 (3 credits)
Students will perform 90 clock hours of college-supervised practicum at the designated grade level. Students will acquire proficiency in the use of various test materials in the diagnosis of reading difficulties and practice with remedial procedures under the guidance and supervision of appropriately certified cooperating teachers who assess the student needs and evaluate student progress. A faculty member who has expertise in the area also observes and evaluates the students on at least four occasions. In addition, scheduled group meetings are held for all students participating in the practicum. Students are required to complete a culminating project in which they analyze and discuss the ways in which various aspects of the program have impacted upon their understanding and ability to diagnose and treat reading difficulties.

EDLL 693 Practicum II/Field Experience-Diagnosing and Treating Reading Disabilities for English Language Learners K-12 (3 credits)
Students will perform 90 clock hours of college-supervised practicum at the designated grade level with English language learners. Students acquire proficiency in the use of various test materials in the diagnosis of reading difficulties and practice with remedial procedures under the guidance and supervision of appropriately certified cooperating teachers who assess the student needs and evaluate student progress. A faculty member who has expertise in the area also observes and evaluates the student on at least four occasions. In addition, scheduled group meetings are held for all students participating in the practicum. Students are required to complete a culminating project in which they analyze and discuss the ways in which various aspects of the program have impacted upon their understanding and ability to diagnose and treat reading difficulties.

ESLV 635 Curriculum Development and Class Management: Theory and Practice of Second Language Learning (3 credits)
This course will provide participants with the opportunity to review linguistically appropriate integrated curricula. Comparison of second language learning approaches to language acquisition, full fluency and full literacy. The role of the teacher in guiding second language learners in the development of language and social skills necessary for success in school and the society at large will be explored.

ESLV 639 Trends and Current Issues in Second Language Acquisition: Assessment and Evaluation of Second Language Learners (3 credits)
This course addresses the emphasis on society, culture, and diversity with a focus on the practice of second language acquisition. Methodology, instructional strategies, current assessments, evaluations, management of data from assessment and monitoring of student progress; characteristics of standardized tests; the role of educational testing in program design for general and special education students whose native language is not English.

ESLV 671 Theory and Practice of Bilingual and Multicultural Education (3 credits)
This course will provide participants with the opportunity to explore mechanisms of cultural transmission, the effects of culture on development and social perspective, issues of leaving one's homeland, minority status, and bilingualism, getting to know and understand specific populations and an examination of exemplary bilingual and second language programs.

ESLV 673 Methods and Materials for Teaching English as a Second Language (3 credits)
This course will provide for participants to explore the various strategies, techniques, and approaches which are effective when teaching limited English proficient students. Research, methodology, and theories of language acquisition will be reviewed. Participants will develop a comprehensive instructional plan (content curricula) which can be implemented in the bilingual/ESL classroom. Historical review, different approaches, and/or related technologies as instructional strategies to enhance the learning of English as a second language in multicultural groups will be addressed.

Secondary Education

EDTE 625 Foundations of Education (2 credits)
This course traces the history of American education and the associated themes in educational philosophy, including the basic knowledge and skills necessary to become a successful teacher. Teacher education students will review and analyze traditional and contemporary movements in American education. Students will formulate their own beginning philosophy of education based upon their analysis of the values, practices, and strategies reviewed in this course and will begin work on a standards-based professional portfolio. Other topics include legal and ethical issues in education and the teacher as a professional.

EDTE 626 Educational Psychology (2 credits)
This course addresses the impact of developmental psychology and learning theory in education. It also examines current theories of educational psychological research and relates that information to teaching. This course emphasizes motivation, behaviorism, cognitive views of learning, personal, social and emotional development, thinking skills, brain-compatible learning, individual variation in learning, productive learning environments, classroom management, and testing and assessment.

EDTE 627 A Interdisciplinary Issues in Education: Readings and Seminars in Special Learners (1 credit)
This seminar is designed to teach teacher education students about three types of exceptional learners: those with disabilities, those who are gifted and talented, and those at risk of school failure. The majority of class time is devoted to students with disabilities. One of the major goals of the course is to leave teacher education students with a positive anticipatory set about mainstreaming, their ability to be a team member, and their skills in teaching exceptional children in regular education. Emphasis is placed on practical materials and methods that can be used to adapt instruction for special education students. Content is also devoted to the role of regular education teachers in referral, assessment, IEP development, instruction and evaluation of students with disabilities.

EDTE 627 B Interdisciplinary Issues in Education: Reading and Seminars in Multiculturalism (1 credit)
This seminar series examines the broad range of cultural diversity in our society with special emphasis focusing on implications in education including ethnicity, socioeconomic level, and gender. Emphasis will be placed on concepts, resources and strategies needed in a multicultural, pluralistic environment. Focus on respecting diversity and meeting the educational needs of all learners. Examines ethical issues in education and invites teacher education students to develop a personal ethical stance regarding educational practice.

EDTE 628 Instructional Methods and Strategies: Secondary Education (6 credits)
In this course the student studies the curriculum and methods of teaching secondary (7-12) school students in the areas of business, drama, English, foreign language, mathematics, science, social studies, or speech. The student will learn to design lessons, both daily and unit, based upon the curriculum and standards of their secondary educational endorsement. The

student will be responsible for researching and analyzing new theories in a specific area of endorsement. The course has a large field component where students should be afforded the experience of putting some of these designs into practice.

EDTE 629 Organization, Management, and Assessment: Secondary Education (3 credits)
In this course the teacher education student studies methods and strategies for organizing the classroom for maximum learning and various techniques for assessing learning. The student will become familiar with both standardized and informal methods of assessment for the secondary classroom. The course also contains a minimum practicum component of ten hours that can be adjusted to the needs of individual students as determined by the faculty.

EDTE 694 Student Teaching: Secondary (8 credits)
The student teacher will work in a secondary (7-12) classroom full time for 400 student contact hours (75 consecutive days, 15 weeks) under the supervision of a licensed, master teacher. During this time the student will observe, develop lessons, assess learning, teach large and small groups as well as individualize lessons. The student teacher will also attend appropriate in-services or faculty meetings and become a part of the school community.

EDTE 695 Professionalism Seminar (1 credit)
This course is the supporting seminar for student teachers. It is taken concurrently with student teaching/practicum. During the course students discuss and reflect upon classroom management, school and community communication, working with parents, adaptations for lessons, interviewing for teaching jobs, legal and appropriate behaviors, and other areas vital to first year teachers.

ADVANCED STUDIES CERTIFICATE PROGRAM

Advanced Studies Certificate Program with an Emphasis in Autism Spectrum Disorder

Course #	Coursework	Credits
ATSV 601 *	Characteristics and Developmental Progression of Students with Autism Spectrum Disorder	3
ATSV 602 *	Curriculum Design and Assessment for Teaching Students with Autism Spectrum Disorder	3
ATSV 603 *	Communication, Speech, and Language Programming for Students with Autism Spectrum Disorder	3
ATSV 604 *	Assistive Technology for Students with Autism Spectrum Disorder	3
ATSV 605	Behavioral Analysis and Intervention for Students with Autism Spectrum Disorder	3
ATSV 606	Diagnostic Measures for the Identification of Students with Autism Spectrum Disorder	3
	Total Credits	**18**

*Satisfies the Nevada Department of Education requirements for endorsement

Advanced Studies Certificate Program with an Emphasis in Applied Behavior Analysis

Course #	Course	Credits
CTAV 602A	Philosophical Underpinnings of Behavior Analysis	3
CTAV 602B	Concepts and Principles of Applied Behavior Analysis	3
CTAV 602C	Designing, Measuring, and Interpreting Behavior	3
CTAV 602D	Professional and Ethical Compliance in Applied Behavior Analysis	3
CTAV 602E	Assessment of Problem Behavior	3
CTAV 602F	Behavior Change Procedures	3
CTAV 602G	Implementing and Supervising Behavior Change Programs	3
	Total Credits	**21**

Advanced Studies Certificate Program with an Emphasis in Blended Learning (online)

This certificate program focuses on teaching and learning in the 21st century, including the educational changes to learning outcomes, technology and non-technology skillsets for students, cooperative learning skills, and designing and presenting innovative learning environments for student growth.

Course #	Course	Credits
CTAV 608A	Authentic Innovation in the 21st Century Classroom	3
CTAV 608B	Blended Learning Models and Design	3
CTAV 608C	Digital Media in the Blended Learning Classroom	3
CTAV 608D	The Flipped Classroom	3
CTAV 608E	Using Data to Drive Innovative Instruction	3
CTAV 608F	Current Issues in Innovative Learning Environments	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in English Language Acquisition and Development (ELAD) (online – 12 credit hours)

Course #	Course	Credits
CTEV 615 A *	Language Acquisition Theory and Development Practices	3
CTEV 615 B *	Methods and Curriculum for Teaching English Language Learners	3
CTEV 615 C *	Assessment and Evaluation of English Language Learners	3
CTEV 615 D * **or** CTEV 615 E *	Policies, Critical Issues and Best Practices for Secondary English Language Learners **or** Policies, Critical Issues and Best Practices for Pre-K & Elementary, English Language Learners	2 **or** 2
CTEV 615 F *	Practicum in English Language Acquisition and Development	1

* Satisfies the Nevada Department of Education requirements for ELAD endorsement (12 credits)

Students can also enroll in these two subsequent courses (pre-requisite are the 12 credit hours from the ELAD endorsement) to qualify for enrollment in the ELAD Specialist Endorsement certificate.

CTEV 615 G **	Foundations in Education in Cultural and Linguistic Diversity	3
CTEV 615 H **	Cultural and Linguistic Diversity Program Leadership	3

* and ** Satisfies the Nevada Department of Education requirements for ELAD Specialist endorsement (18 credits)

Advanced Studies Certificate Program with an Emphasis in Teacher Leadership (online) articulates into the Master of Education in School Administration

This certificate program helps teachers maximize their abilities to serve in a leadership role among their colleagues. Completion of these courses can also allow articulation into completion of the Master of Education in School Administration program.

Course #	Course	Credits
CTEV 622A	Visionary Leadership in the 21st Century	3
CTEV 622B	Curriculum and Technology Innovation in Education	3
CTEV 622C	Personnel Resource Management	3
CTEV 622D	Supervision of Instruction and Staff	3
CTEV 622E	Curriculum Development for Educating Diverse Student Populations	3
CTEV 622F	Collaboration and Community Partnerships for School Leaders	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Computer Science & Technology (online)

This certificate program focuses on the development of skills for creating and teaching computer science courses including learning theories, simulation and artifact development with computer applications, coding and programming, and the understanding of computer science topics related to careers in the digital age.

Course #	Course	Credits
CTEV 629A	Foundational Computer Science Concepts	3
CTEV 629B	Methods for Teaching Computer Science	3
CTEV 629C	Methods to Teach Computer Applications	3
CTEV 629D	Beginning Web Development: HTML and CSS	3
CTEV 629E	Computer Programming with JavaScript	3
CTEV 629F	Computer Programming with Java	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Beginning Spanish Language and Culture (online)

This certificate program exposes individuals to cultural concepts and usage of the Spanish language to be effective in communicating and understanding Spanish-speaking K-12 students and their families.

Course #	Course	Credits
CTEV 690A	Introduction to Conversational Spanish	3
CTEV 690B	Valuing Diversity: Multicultural Education	3
CTEV 690C	Spanish in Public Spaces: Sports, Schools, Restaurants, and Markets	3
CTEV 690D	Critical Pedagogy for Multilingual Speakers	3
CTEV 690E	Latinx Culture: Art, Music, and Poetry in Spanish	3
CTEV 690F	Story-telling in Spanish: Colorín Colorado	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Intermediate Spanish Language and Culture (online)

The certificate program builds from the foundation of the beginning Spanish language and culture certificate program through the addition of higher-level conversational Spanish and Latin cultures continuing the development of effectively communicating and understanding Spanish-speaking K-12 students and their families.

Prerequisite: Completion of Conversational Spanish I certificate; native fluency; or placement exam

Course #	Course	Credits
CTEV 658A	Introduction to Advanced Conversational Spanish	3
CTEV 658B	Critical Spanish Literacy	3
CTEV 658C	Spanish Arts and Literature	3
CTEV 658D	Charisma and Popularity in Conversational Community Spaces	3
CTEV 658E	Musica en Espanol	3
CTEV 658F	Spanish Theater Arts	3
	Total Credits	**18**

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

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

	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Coaches 1

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

Advanced Studies Certificate Program with an Emphasis in Gifted and Talented Education (online)

This certificate program focuses on the education of exceptional and talented students through designing curriculum and implementing strategies to grow the intellectual and social development of gifted students.

Course #	Course	Credits
CTEV 610 A *	Characteristics and Needs of Gifted and Talented Learners	3
CTEV 610 B *	Assessment of Gifted and Talented Students and Programs for Gifted Learners	3
CTEV 610 C *	Curriculum in Content Areas for Gifted Students	3
CTEV 610 D *	Methods and Strategies for Teaching Gifted and Talented Students	3
CTEV 610 E	Meeting the needs of gifted students through game play	3
CTEV 610 F	Powerful Enrichment Strategies in the Arts: A Fusion of Architecture, Art and Music	3
	Total Credits	**18**

*Satisfies the Nevada Department of Education requirements for GATE endorsement (12 credits)

Advanced Studies Certificate Program with an Emphasis in Humanities I

Course #	Course	Credits
CTEV 672	The Beat Goes On: Using Music to Accelerate Learning	3
CTEV 673	Things are Not Always as They Seem: Thinking Outside the Box Creativity and the Classroom	3
CTEV 674	Everything you Always Wanted to Know About Video Production But were Afraid to Ask: Experimenting with Digital Videography, iMovie, MovieMaker and PowerPoint Production	3
CTEV 675	Looking into the Human Spirit: Global Humanities, an Introduction	3

CTEV 676	A Picture is Worth a Thousand Words: Using the Visual Arts and Technology to Teach Language Arts	3
CTEV 677	To Be or Not Top Be: Integrating the Theater Arts into the Curriculum	3
	Total Credits	**18**

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

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

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

This certificate program focuses on effective approaches to support and develop different learning styles in the classroom ensuring inclusion of all students in the teaching and learning process and applying different approaches to curriculum development and assessment of various learning styles.

Course #	Course	Credits
CTEV 684	Universal Design for Learning: Reaching All Learners	3
CTEV 685	Application of Differentiated Instruction in Gifted Education	3
CTEV 686	Differentiating K-12 Grading and Assessments	3
CTEV 687	Reflective Practice for Teachers in K-12 Settings	3
CTEV 688	Differentiating Instruction Across Content	3
CTEV 689	Differentiating Strategies for Inclusion and Disability Awareness	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Counseling

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

Advanced Studies Certificate Program with an Emphasis in Sports Management

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

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

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

Advanced Studies Certificate Program with an Emphasis in Humanities II – A Voice to the Future

Course #	Course	Credits
CTAV 612	Voice of the Future: The Power of Words – Creative Writing	3
CTAV 613	Voice of the Future: Artistic Dream – Makers	3
CTAV 614	Voice of the Future: Empowering the Bright Learner – Teaching the Gifted and Talented	3
CTAV 615	Voice of the Future: Ethics and Social Mores as Related to the Educational Environment	3
CTAV 616	Voice of the Future: Once Upon a Time Literature – For All Ages	3
CTAV 617	Voice of the Future: Planet Green – Environmental Issues	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Political Structures in Education

Course #	Course	Credits
CTAV 623A	Clark County School District – School Board – Governance	3
CTAV 623B	Legislative Bills and Their Impact on Education	3
CTAV 623C	Individual Rights vs Civil Rights	3

CTAV 623D	Partnership and Influences of Community Business	3
CTAV 623E	Lobby Groups – CCEA Union and CCSD Negotiations	3
CTAV 623F	Application to the Classroom	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Effective Classrooms (online)

Course #	Course	Credits
CTAV 624	Using Web 2.0 in Teaching and instruction	3
CTAV 625	Understanding the Digital Generation: Teaching and learning in the New Digital Landscape	3
CTAV 626	Anger Management & Effective Discipline to Prevent Violence, Part I	3
CTAV 627	Anger Management & Effective Discipline to Prevent Violence, Part II	3
CTAV 628	Becoming a Culturally Responsive Teacher	3
CTAV 629	Making Student Thinking Visible	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Effective Schools (online)

Course #	Course	Credits
CTAV 630	Data, Data, Data Everywhere	3
CTAV 631	Powerful Coaching	3
CTAV 632	Improving Instruction Through Strategic Conversations with Teachers	3
CTAV 633	Charlotte Danielson's A Framework for Teaching	3
CTAV 636	Building Academic Language	3
CTAV 635	Aiding Students with Learning Disabilities	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Response To Intervention RTI (Hybrid Online)

Course #	Course	Credits
CTAV 636A	Solutions for Successful Learning	3
CTAV 636B	RTI: Introduction to the 3-Tiered Approach (Online)	3
CTAV 636C	Curriculum Development and Classroom Management for Students with Special Needs	3
CTAV 636D	RTI: Educators and Specialists Roles and Responsibilities (Online)	3
CTAV 636F	RTI: Motivating Underachievers Using the RTI and DI Approach (Online)	3
CTAV 636G	Urban Studies: Introduction to Teaching in the Urban Setting	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Educational Health and Wellness online)

Course #	Course	Credits
CTAV 639	Health and Environmental Management	3
CTAV 640	Health and Wellness Choices	3
CTAV 641	Mental Well-Being and Mindfulness	3
CTAV 642	Harnessing Your Potential	3
CTAV 643	Healthy Self and Healthy Communities	3
CTAV 644	Navigating Consumer Health	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Engage – Dropout Prevention (online)

Course #	Course	Credits
CTAV 645	Motivation	3
CTAV 646	Communication	3
CTAV 647	Alternative Assessment	3
CTAV 650	Empowering Your Potential	3
CTAV 651	Sense of Humor – Avoiding Hostility – Anti-Bullying	3
CTAV 652	Education vs Media – Windows of Reality	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Conundrums, Puzzles, Mysteries and Figures

Course #	Course	Credits
CTAV 653	Science and Mathematics Content and Standards	3
CTAV 654	Management in the Science and Mathematics Classroom	3
CTAV 655	Students as Learners of Mathematics and Science	3
CTAV 656	Problem Solving in Science and Mathematics	3
CTAV 657	Inquiry, Interactive Learning and Assessment in Science and Mathematics	3
CTAV 658	Integration of Science and Mathematics in Curriculum, Instruction and Technology	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Adaptive Physical Education

Course #	Course	Credits
CTAV 659A *	Introduction to Adaptive Physical Education	3
CTAV 659B *	Methods in Teaching Special (Adaptive) Physical Education	3
CTAV 659C *	Assessment in Adaptive Physical Education	3
CTAV 659D *	Practicum	3
SODV 631	Parental Involvement and Family Engagement in Programs for Exceptional Students	3

CTAV 661 *	Introduction to Special Education	3
	Total Credits	**18**

*Satisfies the Nevada Department of Education requirements for APE endorsement

Advanced Studies Certificate Program with an Emphasis in Diverse Learners

Course #	Course	Credits
CTAV 605A	Multicultural Education: Facilitating Learning for Diverse Learners	3
CTAV 605B	Critical Conversations About Race	3
CTAV 605C	Culturally Responsive Classrooms: Increasing Inclusiveness and Cultural Competence	3
CTAV 605D	Teaching with Poverty and Inequality in Mind	3
CTAV 605E	Curriculum Equity and Student Success: Understanding Race and Culture	3
CTAV 605F	Teaching Boys and Young Men of Color	3
	Total Credits	**18**

Advanced Studies Certificate Program with an Emphasis in Social, Emotional, and Academic Development (SEAD) (online)

This certificate program is a crucial aspect of education for K-12 educators. This program aims to enhance the knowledge and skills of educators in fostering students' holistic growth. The curriculum emphasizes the interconnectedness of social, emotional, and academic domains in supporting student success. Through a combination of theoretical frameworks and practical strategies, educators will gain insights into promoting positive classroom environments, teaching social-emotional skills, and facilitating academic achievement. By integrating SEAD principles into their instructional practices, educators will be better equipped to address the diverse needs of their students and create inclusive learning communities.

Course #	Course	Credits
CTEV 650	Introduction to Social, Emotional, and Academic Development (SEAD)	3
CTEV 651	Curriculum and Methods for Modeling, Teaching, and Implementing SEAD	3
CTEV 652	Assessment, Evaluation, Monitoring, and Plan Implementation of SEAD	3
CTEV 653	Best Practices which Support Policies, Equity, and Critical Issues for SEA improvement	3
	Total Credits	**12**

Course Descriptions

ATSV 601 Characteristics and Developmental Progression of Students with Autism Spectrum Disorder (3 credits)
The intent of this course is to increase your understanding of the developmental growth of typical and atypical children. Emphasis will be placed on identifying the social/emotional, language/communication, movement/physical, and cognitive characteristics of children birth through 21. Specifically, the definitions, prevalence/etiology, and academic/behavioral/social characteristics of children with Autism Spectrum Disorders will be covered. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

ATSV 602 Curriculum Design and Assessment for Teaching Students with Autism Spectrum Disorder (3 credits)
The intent of this course is to increase your ability to provide effective instructional programming for PK-12 students with Autism Spectrum Disorder. Emphasis will be placed on understanding curricular standards, comprehensive treatment models, validated intervention programs, diagnostic assessment, and selecting evidence-based practices will be covered. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

ATSV 603 Communication, Speech, and Language Programming for Students with Autism Spectrum Disorder (3 credits)
The intent of this course is to increase your ability to design effective communication and social skill programs for PK-12 students with Autism Spectrum Disorder. Emphasis on verbal behavior, related services, language progression, pragmatics, assessment, and strategies will be addressed. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

ATSV 604 Assistive Technology for Students with Autism Spectrum Disorder (3 credits)
The intent of this course is to increase your ability to deliver effective assistive technology programming for PK-12 students with Autism Spectrum Disorder. Emphasis on the history of AT, the differences between instructional and assistive technology, what contextual factors need to be addressed when considering the use of AT, and identifying the quality indicators for AT will be addressed. Standards from the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

ATSV 605 Behavioral Analysis and Intervention for Students with Autism Spectrum Disorder (3 credits)
The intent of this course is to increase your ability to provide effective behavioral programming for PK-12 students with Autism Spectrum Disorder. Emphasis on identifying and teaching evidence-based practices that address deficits in behavioral repertoires will be covered. Specifically, concepts such as Applied Behavior Analysis, measurement and data collection, assessment, skill acquisition, behavior reduction techniques, documentation of professional conduct, and ethical responsibilities to children will be covered. Standards from the Behavior

Analyst Certification Board (BACB®) Registered Behavior Technician (RBT®) Task List (1st Edition, 2nd Edition), the RBT® Ethics Code, and the Council for Exceptional Children Advanced Specialty Set are correlated to course content.

ATSV 606 Diagnostic Measures for the Identification of Students with Autism Spectrum Disorder (3 credits)
This course focuses on increasing the knowledge and skills that relate to diagnosing children with Autism Spectrum Disorder. Specifically, students will demonstrate knowledge and skills of diagnostic measures as it relates to: (a) assessment; (b) programs, services, and outcomes; (c) research and inquiry; (d) leadership and policy; (e) professional and ethical practice; and (f) collaboration. Standards from the Council for Exceptional Children Advanced Specialty Set "Diagnostician Specialist" are correlated to course content.

CTAV 602A Philosophical Underpinnings of Behavior Analysis (3 credits)
This course will focus on defining and identifying the concepts and principles of Applied Behavior Analysis. Specifically, students will identify the goals of behavior analysis, explain the philosophical assumptions underlying the science of behavior analysis, describe and explain radical behaviorism, distinguish among the varying concepts of behaviorism, and describe the dimensions of Applied Behavior Analysis.

CTAV 602B Concepts and Principles of Applied Behavior Analysis (3 credits)
This course will focus on defining and identifying the concepts and principles of Applied Behavior Analysis. Specifically, students will define and provide examples of various foundational components of ABA, including, but not limited to, stimulus and stimulus class, positive and negative reinforcement contingencies, and motivating operants.

CTAV 602C Designing, Measuring, and Interpreting Behavior (3 credits)
This course will focus on designing, measuring, and interpreting behavior. Specifically, students will demonstrate competency with concepts including, but not limited to, measuring temporal dimensions of behavior, evaluating validity and reliability of measurement procedures, and single-subject design.

CTAV 602D Professional and Ethical Compliance in Applied Behavior Analysis (3 credits)
This course will focus on understanding the ten ethics codes as it relates to Applied Behavior Analysis. Specifically, students will learn: (a) responsibility to clients; (b) self-monitoring of own professional behavior; (c) conducting assessments and developing behavior change programs that are based on behavior analytic principles; (d) teaching and supervision; and (e) promoting the general welfare of society through the application of the principles of behavior.

CTAV 602E Assessment of Problem Behavior (3 credits)
This course will focus on assessing problem behavior. Specifically, students will demonstrate competency with concepts including, but not limited to, identifying and prioritizing socially significant behavior-change goals, conducting preference and reinforcer assessments, and conducting functional analysis of problem behaviors.

CTAV 602F Behavior Change Procedures (3 credits)
This course will focus on identifying, selecting, and implementing various behavior-change procedures. Specifically, students will demonstrate competency with concepts including, but not limited to, strengthening and developing behavior (i.e., reinforcement, shaping), decreasing and eliminating behavior (i.e., punishment, extinction), and making data-based decisions about the effectiveness of intervention.

CTAV 602G Implementing and Supervising Behavior Change Programs (3 credits)
This course will focus on personnel supervision and management. Specifically, students will demonstrate competency with concepts including, but not limited to, establishing clear performance expectations, using performance monitoring and feedback, and evaluating the effects of supervision.

CTAV 603A Supervisory Teaching (3 credits)
The processes and procedures supporting the evaluation and support of teaching are examined 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 they are capable of addressing student learning needs is emphasized.

CTAV 603B Curriculum Development and Strategies for Educating Students with Disabilities (3 credits)
The focus of this course is to provide support and resources for addressing the needs of students with disabilities. Students are provided tools and strategies for implementing curriculum supporting the differentiated needs of this student group.

CTAV 603C Adolescent Growth and Development (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 including exploration of multicultural contexts for growth, development, and learning.

CTAV 603D Educational Psychology (3 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.

CTAV 603E Classroom Management (3 credits)
This course provides tools and skills for teachers to understand and manage the dynamics of the K-12 classroom. Practical strategies for prevention and intervention of classroom disruptions and the integration of learning processes are introduced.

CTAV 603F Multicultural Education (3 credits)
This course assists K-12 teachers to understand the importance of multicultural education. Foundations of diversity, inclusion, and equity are reviewed in a multi-cultural context.

CTAV 603G Differentiated Instructional Techniques (3 credits)
The focus of this course is to define and explain the elements of differentiating instruction as it applies to various K-12 settings and course content areas. Teachers will gain skills in leveraging alternate instructional methods meeting the learning needs of all students.

CTAV 603H Methods for Teaching English Language Learners (3 credits)
This course provides participants with model instructional and assessment practices that enhance English language learners' understanding and achievement across all content areas. Students learn the foundations of language development and language acquisition, preparing them to design and modify activities for their ELL's different English proficiency levels.

CTAV 603I Technology in Education (3 credits)
Students learn the influence of technology on society and the classroom. Course instruction includes how to incorporate technologically advanced tools are reviewed and illustrated to prepare students to become innovators and collaborators in our technology driven society and culture.

CTAV 603J Assessment and Measurement in Education (3 credits)
This course introduces state and federal assessments and data repositories for obtaining student, school, district data. Students will evaluate the quality of tests and measures for reliability, measurement error, validity, normative groups and test scores, as well as standards-based assessments.

CTAV 603K Foundations of Education (3 credits)
This course traces the history of American education. Students will review and analyze traditional and contemporary changes throughout the American education system. Students will review the social, legal, economic, and ethical impacts to education across the decades**.**

CTEV 610A Characteristics and Needs of Gifted and Talented Learners (3 credits)
This foundational course provides participants with a brief background, context, and timeline of gifted education in the United States. Many of the characteristics, tendencies, and traits associated with persons who are gifted are discussed in the context of school-based programming. Participants schedule some observation time in schools to gain practical knowledge of the differences and similarities of GATE students as compared with more typical learners. Finally, the emotional, social, and psychological needs of gifted learners are presented against the backdrop of creativity with respect to meeting those unique attributes. This course provides a basis for subsequent coursework in the endorsement.

CTEV 610B Assessment of Gifted and Talented Students and Programs for Gifted Learners (3 credits)

This course provides participants with multiple perspectives of the assessment process used in educational settings. Issues associated with the process of assessment in schools are discussed to provide context for the assessment instruments and processes germane to gifted learners in school environments. Participants are introduced to assessment materials and standardized measures used to identify GATE students. Finally, participants have the opportunity to design assessments, rubrics, and screeners used to challenge and encourage gifted learners to rise to the level of their optimal potential.

CTEV 610C Curriculum in Content areas for Gifted and Talented Students (3 credits)
This course provides participants with the knowledge, skills, and dispositions needed to successfully develop and implement curriculum for gifted learners in school settings. Participants will collaborate on the creation of a thematic unit designed to meet the various needs of gifted learners. The thematic unit will highlight the intense interests or passions of the creators, and will be presented to the other cohort members in the course. This course examines content areas and enhances the instruction of core area curriculum vital for the success of all students, and is appropriate for enrichment in the general classroom.

CTEV 610D Methods and Strategies for Teaching Gifted and Talented Students (3 credits)
This course provides participants with a global overview of strategies effective in challenging gifted learners. Participants will immerse themselves in designing, discussing, implementing, and presenting empirically and research-based strategies that challenge gifted students. Methods by which gifted students are served within school programs will be examined and each participant will develop their own personal portfolio and/or journal for future use.

CTEV 610E Meeting the needs of gifted students through game play (3 credits)
Participants will discover firsthand, research, and share how to meet the academic, social, emotional, and cognitive needs of gifted students through traditional and digital game play while addressing NAGC, Common Core, and NEPF standards. Curriculum and instruction topics within the field of game play include traditional board and card games, analog and digital simulations, role playing, gamification, and game design. Fostering parental involvement and family engagement will be promoted and essential theoretical topics on play, such as the importance of play in promoting healthy child development, will be explored.

CTEV 610F Powerful Enrichment Strategies in the Arts: A Fusion of Architecture, Art and Music (3 credits)
Participants will experience Tiered instruction by designing ways to teach about the convergence of architecture, art, and music through various time periods. Gifted students are particularly responsive to thematic curriculum and how many things occur simultaneously. While music appreciation or the study of select composers can be fascinating for high ability learners, tracking the art and the architecture produced and reflected in select periods of history is a more universal pursuit. How to smoothly transition from one domain to another will be discussed as well as nurturing individual interests. This course would be of particular interest to teachers who work at STEAM schools, or who would be interested in understanding enrichment techniques to foster higher level reasoning, and critical thinking.

CTEV 615A Language Acquisition Theory and Development Practices (3 Credits)
In this course students will study fundamental concepts including second language acquisition (L1-First Language/ L2-Second Language). English Language structure including phonology, morphology, syntax, and pragmatics will be covered. An overview of programs, approaches and models of instruction that promote an interdisciplinary approach to linguistic, psychological and social perspectives will also be presented.

CTEV 615B Methods and Curriculum for Teaching English Language Learners (3 Credits)
In this course students will utilize evidence-based practices and strategies related to planning, implementing, and managing standards-based EL content instruction and curriculum. Historical, current, and alternative approaches to language teaching how methods relate to language acquisition theories, and how approaches and methods influence curriculum development will also be presented.

CTEV 615C Assessment and Evaluation of English Language Learners (3 Credits)
This course provides background information and practical guidance for students interested in improving the assessment of English learners (ELs). Using engaging lessons and reflection students will learn to connect academic language proficiency with academic achievement, using a variety of standards-based language proficiency instruments to improve their instruction. The assessments will guide students in the identification and placement of ELs.

CTEV 615D Policies, Critical Issues and Best Practices for Secondary English Language Learners (2 Credits)
This course allows students to explore issues that are critical to the teaching of secondary ELs. Students will explore issues directly related to the success of ELs in the secondary classroom. This course is taken in conjunction with CTEV 615 F which requires a minimum of 25 hours of experience working in a classroom.
Prerequisites: CTEV 615 A, CTEV 615 B, CTEV 615 C
Co-requisites: CTEV 615 F

CTEV 615E Policies, Critical Issues and Best Practices for Pre-K & Elementary, English Language Learners (2 Credits)
This course allows students to explore issues that are critical to the teaching of secondary ELs. Students will explore issues directly related to the success of ELs in the Pre-K & Elementary classroom. This course is taken in conjunction with CTEV 615 F which requires a minimum of 25 hours of experience working in a classroom.
Prerequisites: CTEV 615 A, CTEV 615 B, CTEV 615 C
Co-requisites: CTEV 615 F

CTEV 615F Practicum in English Language Acquisition and Development (1 Credits)
This practicum course allows students to demonstrate their knowledge of strategies related to planning implementing, and managing content instruction of EL's. This course is taken in

conjunction with CTEV 615 D or CTEV 615 E and requires a minimum of 25 hours of experience working in a classroom.
Prerequisites: CTEV 615 A, CTEV 615 B, CTEV 615 C
Co-requisites: CTEV 615 D or CTEV 615 E

CTEV 615G Foundations in Education in Cultural and Linguistic Diversity (3 Credits)
This course will explore the theoretical base and practical approaches to cultural and linguistic diversity education. Classrooms are becoming more and more diverse in 21st century education and educators need to develop strategies that can be implemented to bridge knowledge and awareness gaps in culture and linguistic diversity in schools. Participants will discuss a variety of instructional strategies, research program models, and successful school practices.
Prerequisites: CTEV 615 A, CTEV 615 B, CTEV 615 C, CTEV F and CTEV 615 D, or CTEV 615 E

CTEV 615H Cultural and Linguistic Diversity Program Leadership (3 Credits)
This course will explore the characteristics of successful cultural and linguistic diversity programs in education. There are many schools in need of experienced educational leaders with the ability to develop cultural, language, and diversity awareness among students and staff. Participants in this course will discuss the essential elements school leaders must be aware of for successful implantation.
Prerequisites: CTEV 615 A, CTEV 615 B, CTEV 615 C, CTEV F and CTEV 615 D, or CTEV 615 E

CTEV 616 Charlotte Danielson – Becoming a Teacher Leader (3 Credits)
This course is designed for teachers who demonstrate the characteristics of teacher leaders These teachers demonstrate leadership skills and dispositions, but may not have the desire to become administrators. They may not even aspire to formal teacher leadership positions, such as department chair or instructional coach. However, they are undeniably, leaders, but may not have yet acquired the knowledge of skills to serve in a leadership role with their colleagues. This course is designed to provide that perspective. Students in this course will become better teachers and will be able to assist other teachers to evaluate, reflect, and improve their teaching.

CTEV 617 Urban Studies: Support for Learning in the Urban School Setting (3 Credits)
This course will address specific issues and challenges for educators working in culturally diverse urban school settings. The main components of the course include demographics of the urban community, expectations and attitudes of the urban societies, the classroom and school settings of the inner-city neighborhoods, motivational instructional strategies, relationship building in the classroom and the community, and facilitation of academic success. The learning topics will focus on the substantive, supportive role of the teacher leader in the classroom, in the school, and the learning community.

CTEV 618 Collaboration for Learning (3 Credits)
This course is designed to assist teachers to assume leadership roles in advancing school improvement efforts by adopting innovative teaching practices, encouraging leadership sharing innovative teaching practices, encouraging leadership sharing within schools, and energizing a

commitment school-wide to improve student achievement and success. In addition, teachers will study effective tools for building this awareness such as publications, organizations, electronic resources, networking opportunities, and teacher exhibits.

CTEV 619 Collegial Coaching and Mentorship for Teacher Leaders (3 Credits)
This course is designed to further increase your teacher leadership capacity in the area of interpersonal skills. It focuses primarily on a set of skills that will enhance your ability to contribute meaningfully toward the school improvement efforts within your school. These include: Knowledge of Self, Building Trust, Increasing Communication Skills, Giving Feedback, and Running Effective Meetings.

CTEV 620 Shared Accountability for the Learning Community (3 Credits)
This course is designed to help teacher leaders contribute in greater measure to building strong school communities by promoting habits of the heart such as hope, courage, high expectations, responsibility, dependability, and friendship within their schools. The focus is primarily on setting goals, developing action plans, and implementing changes that address student needs and interests.

CTEV 621 Refining Best Practices in Education: In Light of 21st Century Classrooms (3 Credits)
In this course educators will consider a number of leadership issues as they relate to educational technology in a K-12 environment. Topics include but are not limited to educational technology leadership, the use of assistive technology, classroom management in an age of digital technology, and the use of gaming and immersive environments in education. The goals is for educators to develop an understanding of the basic opportunities and concerns associated with each issue, and was well as where to find resources related to them. Most importantly, educators will be able to understand these issues in terms of the leadership required to address them.

CTEV 622A Visionary Leadership in the 21st Century (3 credits)
The course examines the current research on leadership and provides for the exploration of leadership in practice in the current educational setting. 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 becoming an ethical leader within a diverse culture will be explored. Course equivalency: EDUV 611 Leadership for the 21st Century School Leader – Theory and Practice.

CTEV 622B Curriculum and Technology Innovation in Education (3 credits)
The course acquaints students with the need to lead comprehensive long-range curriculum incorporating instructional strategies while integrating technology to support student success. Current curricula are discussed, including methods of changing, updating and evaluating effectiveness. Course equivalency: EDUV 612 Curriculum Development and Implementation for the School Leader.

CTEV 622C Personnel Resource Management (3 credits)
Leadership models for effective personnel administration and management are presented and discussed. Criteria for establishing accountability standards for staff evaluation and supervision are examined. The importance of succession planning will be emphasized. Course equivalency: EDUV 613 Personnel Functions of School Leaders.

CTEV 622D Supervision of Instruction and Staff (3 credits)
The objectives, processes, procedures and assessment of teaching are discussed from a supervisory perspective. Data driven decisions for evaluating staff to inform long-range comprehensive planning for professional development and support of staff so staff are capable of addressing student learning needs. Course equivalency: EDUV 615 Supervision of Instruction.

CTEV 622E Curriculum Development for Educating Diverse Student Populations (3 credits)
The course focuses on teaching and instruction for diverse learners. Modern educational practices must consider the impact on diverse populations in order to efficiently impact students. Participants will examine diversity issues related to culture, ethnicity, sexual orientation, gender, social class, disability and other topics relevant to educational institution diversity. Course equivalency: EDUV 620 Administration and Supervision of SPED.

CTEV 622F Collaboration and Community Partnerships for School Leaders (3 credits)
Students in this course will evaluate the importance of community engagement and relationships impacting their schools and district. Current institutional strategies for engaging and collaborating with local community members and organizations, including the needs of the community when creating curriculum, budgeting, support, planning stewardship and other critical areas. Course equivalency: EDUC 628 Communicating, Collaborating, Partnering, and Community Building for School Leaders

CTEV 629A Foundational Computer Science Concepts (3 Credits)
This course will cover the foundational computer science concepts that all educators should know and understand in order to successfully teach computer science to all age groups. The Learner will explore how computers store and use information, how algorithms are used to solve problems, program development using variables and control structures, common troubleshooting strategies, how hardware and software work together, and the implications of computing on society.

CTEV 629B Methods to Teach Computer Science (3 Credits)
This course provides different methods to teach computer science in the classroom through curriculum development, learning theories, pedagogical methods, lab instruction and research, diverse learning approaches, and professional ethics. The Learner will complete this course with a toolkit of resources to use in the computer science classroom.

CTEV 629C Methods to Teach Computer Applications (3 Credits)

Welcome to the 21st Century classroom where students apply their knowledge of computer applications to create digital artifacts using word processing, spreadsheets, presentations tools, publishing tools, and digital citizenship through classroom collaboration and business simulation. The Learner of this course will be prepared through various teaching methodologies to guide their students in the study of computer applications so they may become college and career ready. Prior knowledge of basic productivity tools such as Google Apps for Education, Word, Excel, or PowerPoint is preferred but not required.

CTEV 629D Beginning Web Development: HTML and CSS (3 Credits)
Websites are used in education, government, social media platforms, businesses, individual sites and more. Web development is a skill that everyone should have a base knowledge in. The foundational languages of a webpage are Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). HTML is the markup language used to display documents on a webpage. CSS is the stylesheet language that is used to design or add style to a webpage built with HTML. This course will give the Learner knowledge of the HTML5 markup language, the CSS3 language, techniques in responsive design for all kinds of devices, and a deep understanding of the foundations of web programming.

CTEV 629E Beginning Programming Using JavaScript (3 Credits)
Due to its many different flavors and applications, JavaScript is one of today's most widely used and popular languages. This course will give the Learner knowledge of the JavaScript language and a deep understanding of the foundations of computer science and programming. Topics include data types and operators, program structure, data structures and functions, and bugs and error handling. Programming Javascript will be the learners gateway to understanding the tools of computer science.

CTEV 629F Computer Programming with Java (3 Credits)
Now that the student has a solid programming foundation from CSE 650E, this course is designed to move the students to more advanced concepts. Topics include Java program structure, methods, classes & objects, advanced array concepts, file input and output, inheritance, and Graphical User Interfaces (GUI) using Java Swing and JavaFX. The Learner will emerge from this class with the knowledge to guide their students through Computer Science and programming.

CTEV 635 ELL: Streamlining Multicultural Education (3 Credits)
This course will focus on methodologies and techniques of teaching in the ELL classroom. At the conclusion of this course, educators will be able to identify, describe and demonstrate curricular and pedagogical strategies that prove to be effective for both the academic as well as social development of students. Language acquisition theories and their implications will be discussed and researched. This course is designed for teaching the content areas of English as a Second Language (TESL).

CTEV 636 ELL: Hands-on Strategies and Resources; Conversational Spanish Session II (3 Credits)

This eighteen-week credit program will provide teachers with the rudimentary Spanish necessary for understanding Spanish-speaking students and parents. The components and expectations of this course will allow the participant to enhance and ameliorate their oral communication, understanding, reading and writing of the Spanish language. Additionally, this class will discuss the limitations of traditional ELL curricula, and how teachers can meet the basic language and socio-cultural needs of ELL students in their classrooms. Students will explore topics on designing ELL curricula that helps students not only learn English, but also acquire the skills and knowledge necessary for success in content-area subjects. The pros and cons for using content-based curriculum will be discussed, as well as an awareness of assessment procedures for special education/ELL students. Designated "Spanish speaking only" periods within the class will be expected in order to maximize speaking and thinking in the target language.

CTEV 650 Introduction to Social, Emotional, and Academic Development (SEAD) (3 Credits)
An examination of foundational social emotional and academic competencies based on the framework of Collaborative for Academic, Social, and Emotional Learning (CASEL). This course is designed to support educators in the research of SEL and how it promotes positive academic, social, and emotional developmental outcomes for students. This course will review evidence-based research in knowledge and skills in self-care, cognition, trauma, and the ability to create healthy environments and relationships for the whole child.

CTEV 651 Curriculum and Methods for Modeling, teaching, and Implementing SEAD (3 Credits)
Research-based SEA frameworks, methods, pedagogies, strategies, and interventions for various ages, grade levels, and settings, to enhance educators' ability to model, teach, and implement SEA skills are studied. Learners will utilize frameworks and tools to implement and integrate various SEA competencies in the curricula. Learners effectively utilize data driven instruction within classrooms and out of school settings. Learners will be able to develop clear goals, objectives and design targeted lessons and activities promoting the development of social, emotional, and academic skills.

CTEV 652 Assessment, Evaluation, Monitoring, and Plan Implementation SEAD (3 Credits)
An overview of the application of SEAD research on school communities, while examining the relationship between teacher and student in various settings is studied. Learners will be provided opportunities to apply evidence-based assessments for monitoring, planning , and evaluation of SEAD at the individual, classroom, school, and organizational levels. In this course, learners will be able to illustrate how utilizing data driven instruction will create a positive impact of students' positive behaviors and academic achievement and enhance future programming.

CTEV 653 Best Practices with Support Policies, Equity, and Critical Issues for SEAD Improvement (3 Credits)

In this course, learners will illustrate best practices for policy development and implementation for supporting equitable access for all students in an SEA environment regardless of cultural, cognitive, academic, linguistic, or physical abilities. Learners will be familiarized in critical issues in SEAD and learn how to foster supportive practices for improving implementation of SEA within schools and organizations.

CTEV 658A Intro to Advanced Conversational Spanish (3 Credits)
This class will strengthen basic Spanish speaking skills to enhance skills in oral communication, understanding, reading and writing in Spanish. Additionally, this class will discuss the limitations of traditional ELL curricula, and how teachers can meet the basic language and socio-cultural needs of ELL students in their classrooms. Students will explore topics on designing ELL curricula that helps students not only learn English, but also acquire the skills and knowledge necessary for success in content-area subjects.

CTEV 658B Critical Spanish Literacy (3 Credits)
This class improves understanding and empathy for the ELL student placed in an English-instructed classroom or setting, language acquisition, instructional approaches, teaching language arts in a bilingual classroom, and language and multicultural literature across the curriculum will be addressed. Activities, including use of the Prism Model (W.P. Thomas & V.P. Collier), to develop listening, speaking, reading and writing skills will also be introduced and applied.

CTEV 658C Spanish Arts and Literature (3 Credits)
This class will focus on an in-depth study of the literary, artistic, and cultural heritage of the Spanish speaking people throughout the world while examining stereotypes, ethnocentrism, prejudice and discrimination. Students will explore the theoretical background of language acquisition theories and the socioemotional implications of being a multilingual global thinker.

CTEV 658D Charisma and Popularity in Conversational Community Spaces (3 Credits)
This class will strengthen oral communication skills, understanding, reading and writing by studying a selection of historical speeches in Spanish, popular readings and folklore. Students will explore innovative instructional strategies that include the analysis and evaluation of oral and written communication in Spanish.

CTEV 658E Musica en Español (3 Credits)
This class will use music to build community as an important element of the school environment. Students in this class will learn about strategies to use to improve communication with students, families and encourage partnerships to link the school and parents using music and folkloric dance. Examples of community programs from other districts will be analyzed along with legislation addressing parent participation and community activism.

CTEV 658F Spanish Theater Arts (3 Credits)
This class centers on authentic assessments for language mastery. In this class students will study assessment issues including innovative strategies such as theater forum from August

Boal's Theater of the Oppressed Various assessment instruments will be compared along with the concepts of test validity and reliability. The course will end with an examination of the ongoing need to link assessment to instruction in the content areas and for the teacher to continue professional development.

CTEV 660 School Nurse Practice: Foundations and History (3 Credits)
One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course include historical perspectives of school nursing in the United States and Europe as well as theories/models of school nurse practice. The learning activities will focus on the historical development of the role of the school nurse and evaluation of the theories and models that support school nurse practice.

CTEV 661 School Nurse Practice: The Well Child (3 Credits)
One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on well children of all ages. Learning activities include demographics, growth and development, cultural competence, community collaboration, health promotion, and disease prevention.

CTEV 662 School Nurse Practice: Episodic Illness of School Children (3 Credits)
One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on acute care for emergent health problems. Learning topics focus on health emergencies, common complaints, athlete health promotion, skin disorders, and infestations.

CTEV 663 School Nurse Practice: Chronic Conditions of School Children (3 Credits)
One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on a review of selected common chronic health conditions of school age children. Learning activities focus on school setting management of these selected chronic health conditions.

CTEV 664 School Nurse Practice: High-Risk Behaviors (3 Credits)
One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on behavior assessment and management, high-risk behaviors, pregnancy and parenting concerns of adolescents, and risk prevention. Learning activities focus on school nurse practice related to risk prevention and management strategies for various school concerns and settings.

CTEV 665 School Nurse Practice: Legal Concerns and Health Services Management (3 Credits)
One of a series of courses addressing specific topics of interest to nurses practicing in school health settings. The main components of this course focus on legal issues, legislation and federal laws, management and funding of school health offices, staff management and staff health, controversial topics, leadership, and advocacy. Learning activities focus on school nurse practice related to these topics in various school health settings.

CTEV 609A Introduction to Restorative Justice: Circles and Conferencing (1 credit)
This course explores the principles, theories, culturally-centered practices, models, and skills shaping restorative justice. Emphasizing proactive methods to relationship building, it examines topics and research critical to the development and application of effective restorative practices. Students will learn about peace circles, restorative conferencing, and the role human emotions like fear and shame play in the development of social relationships and human interaction.

CTEV 609B Introduction to Restorative Justice: Circles and Conferencing (2 credits)
This course explores the principles, theories, culturally-centered practices, models, and skills shaping restorative justice. Emphasizing proactive methods to relationship building, it examines topics and research critical to the development and application of effective restorative practices. Students will learn about peace circles, restorative conferencing, and the role human emotions like fear and shame play in the development of social relationships and human interaction.

CTEV 609C Introduction to Restorative Justice: Circles and Conferencing (3 credits)
This course explores the principles, theories, culturally-centered practices, models, and skills shaping restorative justice. Emphasizing proactive methods to relationship building, it examines topics and research critical to the development and application of effective restorative practices. Students will learn about peace circles, restorative conferencing, and the role human emotions like fear and shame play in the development of social relationships and human interaction.

CTEV 667A The Restorative Classroom: Socially, Emotionally, and Culturally Responsive Teaching and Learning (1 credit)
This course goes beyond a "behavior management" approach to discipline, instead emphasizing a restorative framework that includes social, emotional, and culturally responsive teaching and learning. Students will explore restorative practices that positively impact the learning environment. Instructional techniques that meet the unique, cognitive, social, emotional, and cultural needs of all learners are also explored.

CTEV 667B The Restorative Classroom: Socially, Emotionally, and Culturally Responsive Teaching and Learning (2 credits)
This course goes beyond a "behavior management" approach to discipline, instead emphasizing a restorative framework that includes social, emotional, and culturally responsive teaching and learning. Students will explore restorative practices that positively impact the learning environment. Instructional techniques that meet the unique, cognitive, social, emotional, and cultural needs of all learners are also explored.

CTEV 667C The Restorative Classroom: Socially, Emotionally, and Culturally Responsive Teaching and Learning (3 credits)

This course goes beyond a "behavior management" approach to discipline, instead emphasizing a restorative framework that includes social, emotional, and culturally responsive teaching and learning. Students will explore restorative practices that positively impact the learning environment. Instructional techniques that meet the unique cognitive, social, emotional, and cultural needs of all learners are also explored.

CTEV 668A Restorative Justice Education: Transforming Climate and Culture (1 credit)
The course is a hybrid critical literacy professional development experience engaged with practicing educators as a book study. Students enrolled in this course will participate in a 2-day Restorative Justice Critical Professional Development event. Students will build restorative practices knowledge and skills through readings, interactive online exercises, the use of self-assessment tools, and field-based implementation exercises. Those seeking the full three credits will draw on what is learned during the book study to develop, implement, and evaluate a restorative practices project designed to enable application of restorative practices within the classroom, school, and/or a relevant community-based educational setting.

CTEV 668B Restorative Justice Education: Transforming Climate and Culture (2 credits)
The course is a hybrid critical literacy professional development experience engaged with practicing educators as a book study. Students enrolled in this course will participate in a 2-day Restorative Justice Critical Professional Development event. Students will build restorative practices knowledge and skills through readings, interactive online exercises, the use of self-assessment tools, and field-based implementation exercises. Those seeking the full three credits will draw on what is learned during the book study to develop, implement, and evaluate a restorative practices project designed to enable application of restorative practices within the classroom, school, and/or a relevant community-based educational setting.

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CTEV 684 Universal Design for Learning: Reaching All Learners (3 Credits)
With the range of diverse learners within inclusive settings, preparing lessons that reach the needs of each student can become perplexing. This course aims to provide teachers with an opportunity to grow skills in lesson planning and curriculum design by focusing on Universal Design for Learning (UDL) formats for K-12 education settings.

CTEV 685 Application of Differentiated Instruction in Gifted Education (3 Credits)

Today's learning environments are inclusive settings with differently abled learners with varying needs. This course provides educators with an opportunity to development effective practices for meeting the needs of gifted students within inclusive settings.

CTEV 686 Differentiating K-12 Grading and Assessment (3 Credits)
The focus of this course is to provide teachers with practical methods of creating assessments that reflect the diverse populations of students within complex classroom settings. In addition to strategies that enable the differentiation of assessments, this course will provide approaches for differentiating grading procedures to better display diverse learners' abilities.

CTEV 687 Reflective Practice for Teachers in K-12 Settings (3 Credits)
The focus of this course is to provide methods of reflection for teachers throughout their day to day classroom dynamics. This course enables the development of effective reflective practice through the use of materials that provide different approaches to classroom challenges.

CTEV 688 Differentiating Instruction Across Content (3 Credits)
The focus of this course is to define and explain the elements of differentiating instruction as it applies to various K-12 settings and course content areas. Teachers will gain relative experiences pertinent to a variety of teaching environments that empower educators with skills to develop classroom practices for diverse learners.

CTEV 689 Differentiating Strategies for Inclusion and Disability Awareness (3 Credits)
The focus of this course is to provide educators with an in-depth understanding of disabilities. The course will also postulate opportunities for educators to examine the interpersonal, cognitive and physical considerations in school, community and home as these elements impact the learning process.

CTEV 690A Introduction to Conversational Spanish (3 Credits)
This course is part one of an introductory Spanish conversational course which emphasizes listening, comprehension, and speaking. Reading and writing will be engaged to reinforce oral communication skills.

CTEV 690B Valuing Diversity: Multicultural Education (3 Credits)
This course is specifically designed to assist classroom teachers in understanding the value of multicultural education. It is intended to support graduate level students in the development of a strong practical foundation to think critically about equity and diversity in PK-12 classrooms. With an emphasis on critical thinking, we will engage in critical analysis of issues related to language, race, class, gender, sexual orientation, disability, and immigration status.

CTEV 690C Spanish in Public Spaces: Sports, Schools, Restaurants, and Markets (3 Credits)
This course is designed to meet the needs of estudiantes with beginning, intermediate and advanced Spanish conversational skills and fluency, and to prepare students for basic conversation in various public spaces.

CTEV 690D Critical Pedagogy for Multilingual Speakers (3 Credits)
This course is designed as a broad introduction to the Spanish language and culture from a critical multicultural, inclusive, affirming, funds of knowledge perspective with the objective to bridge the language barrier gap between teachers, students and parents. In addition, this course will focus on how to think.

CTEV 690E Latinx Culture: Art, Music, and Poetry in Spanish (3 Credits)
Using conversational Spanish and Latin American culture from a critical multicultural, inclusive, and affirming, funds of knowledge perspective the course's objective is to bridge the language barrier gap between teachers, estudiantes and parents.

CTEV 690E Story-telling in Spanish: Colorín Colorado (3 Credits)
Using conversational Spanish and Latin American culture from a critical multicultural, inclusive, and affirming, funds of knowledge perspective the course's objective is to bridge the language barrier gap between teachers, estudiantes and parents.

CTAV 601A Sports Management – The Nuts and Bolts (3 Credits)
This course provides an overview for interscholastic sports management. The course introduces the philosophy of educational athletics then focuses on the roles of the national organizations, state organizations and local organizations. It compares and contrasts high school athletics to its counterpart, club sports. It will examine the certification process available to those who have any role in the supervision of interscholastic athletics. The course will examine potential problems and possible solutions in areas such as budgets, transportation, scheduling, and parent/student/coach conflicts. The course also touches upon sample athletic/activity program philosophies, department organizational charts, activity procedures/checklist, public relations, coaching applications/assessments and emergency plans.

CTAV 601B Sports Management – Risk Management (3 Credits)
This course has in-depth coverage of all aspects of liability for sports injuries and risk management, including the duties imposed on sport managers, coaches, athletic trainers, and other athletic personnel. It will cover documentation requirements for an effective risk management program, and the development of a strategic plan for risk management in the context of an interscholastic athletic program. This course has an in-depth coverage of compliance issues regarding Title IX and gender equity in an interscholastic athletic program, including the methodology for a school to perform a Title IX self-audit. In-depth coverage of the issues and strategies related to the development of an effective policy for the prevention of sexual harassment in an interscholastic athletic program is provided. This course has in-depth coverage of the issues and strategies related to the development of an effective policy for the prevention of hazing in an interscholastic athletic program. Constitutional and statutory law issues affecting athletic programs including the impact of disabilities legislation on school athletics will be presented. Employment law concerns affecting athletic programs, including contract law, equal pay and FLSA issues will be presented.

CTAV 601C Sports Management – Assets Management (3 Credits)
This course provides sports managers with practical, cost-effective and scientific approaches to field management, indoor physical plant assets management, athletic player equipment management and the management of the sports medicine program.
This course will provide skills and knowledge required to maintain safe, resilient and attractive fields. It will help sports managers develop long range, operational and assessment plans and a documentation process for outdoor playing surfaces. This course will consider spectator facilities and special use gymnasia, natatoriums, laundry rooms and locker rooms and the various systems that support them. Mechanical system checklists for use in regular inspections and maintenance programming will be provided. This course will make use of principles, strategies and best practices for fitting, adjusting, managing, reconditioning and maintaining athletic apparel, footwear, and protective equipment. This course will examine the role of the sports manager and other school personnel in supporting and developing the interscholastic sports medicine program within a school. Topics will include: 1. Philosophy, roles and responsibilities, roles of other members of the team, the high school sports medicine center, helping parents, athletes, and the general public understand the role of the athletic trainer, managing legal issues and risks, and providing contemporary response strategies.

CTAV 601D Sports Management – Management Strategies and Organizational Techniques (3 Credits)
This course is designed to inform sports managers how to more effectively organize and manage their time, apply time management principles, be more productive and have balance to life. Instruction will focus on 12 key components and strategies, including proven techniques and tips to teach participants how to: Set Goals, and Priorities, Plan for Results, Organize for Success, Process Paperwork, Delegate Effectively, Eliminate Time Wasters, enhance Decision-Making, Make Meetings Productive, Conquer Procrastination, Utilize Technology, Communicate Effectively and Reduce Stress. This course will also address the role in managing the public address program for athletic contests. It will provide announcing guidelines, emergency situations, unsportsmanlike situations, pre-game, during contest and post game announcement. Contest management methods and procedures currently in use throughout the United States will be reviewed. The course will emphasize the need for flexible plans and responses to various contest situations and contingencies. Basic prevention and intervention methods are examined. Finally this course will examine the causes of challenging or difficult personalities in society, with specific reference to athletic programs. Specific protocols will be defined for dealing with individuals who “must be right,” “must win,” “must be logical” and “must be accepted”.

CTAV 601E Sports Management – Student Centered, Community Centered and Coach Centered Educational Athletics (3 Credits)
This course will provide learning experiences for student athletes beyond the X’s and O’s. This course will support a value based curriculum that will demonstrate model behaviors and qualities that students should emulate both in and out of the athletic arena. Teachable moments beyond the classroom – center court, center field or center ice – provide the opportunity to promote and maximize the achievement of these educational goals and life

skills. This course will provide character based coach to coach mentoring programs that utilize the talents, strengths and qualities of the entire team of coaches to maximize the potential of the coaching staff. Mentoring is an attitude, a relationship and an investment which provides coaches the opportunity to support and nurture each other professionally, personally and ethically. This course will highlight mentoring models that demonstrate key behaviors to implement when establishing an effective mentoring program. Character based educational athletics can only truly succeed when the entire community – school board, superintendent, principal, parents and boosters – support and embrace the values and views lived daily in the school setting. Without question, teachable moments in athletics prepare students for life when the whole community supports and reinforces whose life lessons. This course will empower the sports manager to motivate the entire community to walk the talk by creating strategies to use in your school community.

CTAV 601F Sports Management – Assessment, Supervision and Decision Making (3 Credits)
This course examines a philosophic rational and a variety of methods that may be used to assess athletic programs and personnel. The goals of this class are to improve the performance of athletic coaches and other athletic department personnel, the improvement of program operations and improvement of satisfaction among players, parents and employees. A central theme is to encourage assessments of needs, interests and opinions that can enhance goal setting and planning priorities. The course will examine the relevant strategies and principles that can be utilized to enhance the skills of sport managers in the areas of leadership, management and decision making. Learning begins with an interdiction to the differences between leadership, management and supervision and continues with an in-depth investigation of each. Through the analysis of specific leadership and management characteristics and techniques, students will be able to apply specific skills to improve their leadership effectiveness. Concepts and techniques of decision making strategies are discussed and demonstrated through various in-class exercises.

CTAV 605A Multicultural Education: Facilitating Learning for Diverse Learner (3 credits)
This course prepares educators to administer and facilitate classroom and school programs for multicultural student populations. Informing students about the diverse (race, national or ethnic origin, ancestry, gender, sexual orientation, gender identity and/or expression, age, religion or religious creed, disability, language background, and any other characteristic protected under applicable federal, state, or local law) needs of all individuals within the school community, it also emphasizes self-reflection, intercultural dialogue, engaged action, and the teaching and leadership that will insure all students receive quality, flexible, and responsive instructional services that meet diverse individual needs.

CTAV 605B Critical Conversations About Race (3 credits)
This course provides tools to challenge personal beliefs about race and knowledge, skills, and strategies for interacting and working across different racial identities. By examining the impact of race on student achievement and well-being, educators learn how to better serve racially diverse students, families, and school communities. The course addresses methods for

positively engaging in courageous race-based dialogue and emphasizes small group activities, collaboration, and personal reflection.

CTAV 605C Culturally Responsive Classrooms: Increasing Inclusiveness and Cultural Competence (3 credits)
This course will enhance educator cultural proficiency by providing educators with the knowledge and skill to build strong relationships with diverse students so that they feel affirmed, are motivated to engage in the learning environment and can access teaching and learning as their best selves. Culturally responsive teaching and classroom management strategies are explored.

CTAV 605D Teaching with Poverty and Inequality in Mind (3 credits)
This course introduces current research on poverty and how it impacts students' academic performance, well-being, and access to an equal education. It also provides classroom and school-wide strategies to counter the negative effects of poverty on the teaching and learning process, as well as skills to enable P-12 students to thrive academically as well as socio-emotionally.

CTAV 605E Curriculum Equity and Student Success: Understanding Race and Culture (3 credits)
This course explores equity and achievement in educational settings. Educators examine and understand how race and culture impact access to an equal education for underserved students and develop strategies to positively impact equity in the educational environment, including exploring effective practices to close equity and opportunity gaps.

CTAV 605F Teaching Boys and Young Men of Color (3 credits)
Boys and young men of color face profound educational challenges. This course will address the cognitive, physical, social, emotional, and cultural needs of boys and young men of color, equipping educators with strategies to motivate and engage them in the teaching and learning process, keep them in school, and ensure their academic and socio-emotional well-being and success.

CTAV 608A Authentic Innovation in the 21st Century Classroom (3 credits)
In this course, you will learn the influence of our global high-tech driven society within the classroom that requires instruction and assessment that incorporate the latest learning, collaboration, and engagement. Technologically advanced tools that extend students' thinking in relation to exploring new ideas, research questions, composing thoughts, and coming to conclusions and solutions will be explored and related to the 21st century classroom. You will learn to teach students using these tools as an avenue to academic learning that supports authentic learning environments to prepare students to become innovators and collaborators in our technology driven society and culture.

CTAV 608B Blended Learning Models and Design (3 credits)

In this course, you will learn how to personalize education for all students by combining the best of traditional learning with the power of online learning. You will research and evaluate the various Blended Learning models across the nation and learn how each model changes instructional methodologies and pedagogy from a traditional teacher-led classroom to an innovative teacher facilitated, student-centered learning environment. Best practices of implementing each model will be explored, followed by learning and designing a Blended Learning model that fits the needs of your students.

CTAV 608C Digital Media in the Blended Learning Classroom (3 credits)
Digital media is an abundant source of knowledge that can be highly engaging when effectively utilized not only by the teacher, but particularly when students are the creator of that media. In this course, you will learn how to design, create and incorporate multimedia into instruction and how to apply these concepts to student created digital media projects. Participants will learn the characteristics of quality instructional media content that will be applied through the process of creating a variety of digital media content through the use of a range of tools. Digital media covered will include projects such as creating slideshows, audio, video and screencasts for use in the Blended Learning classroom.

CTAV 608D The Flipped Classroom (3 credits)
In this course, you will research, develop and learn to implement the flipped classroom model. You will gain an understanding of the learning theories and rationale behind the development of the flipped classroom as well as the use of various tools and tips to assist in designing and implementing this Blended Learning model. Additionally, you will learn ways to combine the flipped classroom model with other strategies to enhance student learning and increase student engagement.

CTAV 608E Using Data to Drive Innovative Instruction (3 credits)
This course will cover the importance of data in driving the instruction in a blended learning classroom that can provide personalized learning for students through differentiation. Strategies and tools will be used to systematically evaluate and analyze student data followed by the implementation and monitoring of an action plan to improve student achievement. Additionally, an approach to continuously use data to effectively improve teaching and learning will be explored and utilized through the use of teacher and student reflection.

CTAV 608F Current Issues in Innovative Learning Environments (3 credits)
As student access to technology and online tools increases then the effect of these advances can directly influence how we teach and how students learn in the blended learning classroom. In this course, you will learn and study the current issues and technological advances that are changing innovative learning environments. New online tools will be explored as a method to increase student engagement and achievement, including the use of Learning Management Systems such as Canvas and Classroom Management Systems such as Google Classroom. Other online tools such as Web 2.0 Tools that include G Suite for Education will be investigated and explored as possible avenues to engage your students in your blended learning classroom.

CTAV 623A Clark County School District – School Board – Governance (3 Credits)
This course will increase the participant's knowledge of the interworking of Clark County School District, the School Board and the Governance Policy. It will also encourage all the participant's to ask powerful questions, and have meaningful conversations with those involved.

CTAV 623B Legislative Bills and Their Impact on Education (3 Credits)
This course will increase the participant's knowledge of the interworking of Legislative procedures and the legislative bills. The participants will do a study of the bills and their impact on education both in the state and specifically Clark County School District.

CTAV 623C Individual Rights VS Civil Rights (3 Credits)
This course will increase the participant's knowledge of the teacher, student and parent rights. The participants will determine the TORT Law and other significant laws and their impact on teachers and schools.

CTAV 623D Partnership and Influences of Community Business (3 Credits)
This course will increase the participant's knowledge of different types of business partnerships and how to determine the appropriate partnerships for their classrooms and schools.

CTAV 623E Lobby Groups-CCEA Union & CCSD Negotiations (3 Credits)
This course will increase the participant's knowledge of the different lobby groups and their purpose in the legislative actions. The participant will determine the type of funds for lobbies. They will also study and determine the state lobbyists who are pro or anti education and why.

CTAV 623F Application to the Classroom (3 Credits)
This course will increase the participant's knowledge on how to apply their newly gained information in their individual classrooms and in the school as a whole. The participants will determine the limits as to what they can legally do to improve education.

CTAV 624 Using Web 2.0 in Teaching and Instruction (3 Credits)
This course introduces the new technology supported and offered through implementation of Web 2.0.

CTAV 625 Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape (3 Credits)
Because of digital bombardment and the emergence of the new digital landscape, "digital natives" process information, interact, and communicate in fundamentally different ways than any previous generations.

CTAV 626 Anger Management & Effective Discipline to Prevent Violence, Part I (3 Credits)
The unhealthy expression of anger disrupts instruction, creates a hostile environment and negatively impacts the relationships and emotional well-being of educators, students, and parents.

CTAV 627 Anger Management & Effective Discipline to Prevent Violence, Part II (3 Credits)
. Educators are introduced to current brain research that clearly illustrates the effects of anger on brain functioning and development in children.

CTAV 628 Becoming a Culturally Responsive Teacher (3 Credits)
In this course, you will gain the knowledge and skills to reach students who are culturally and racially different from you. You will explore your own assumptions about race, class, and culture; and learn strategies for creating classrooms that are culturally inviting to all. You will learn principles of Culturally Responsive Teaching, including affirming students' cultural connections, stressing collectivity as well as individuality, and managing the classroom with firm, consistent, caring control.

CTAV 629 Making Student Thinking Visible (3 Credits)
Participants in developing those skills by reflecting on their personal strengths and weaknesses in relation to nine critical design questions, setting growth goals, engaging in focused practice to meet those goals, and soliciting feedback from students and colleagues. Participants will learn from a workshop setting, classroom footage, interviews, and models of reflection-in-process how to use systematic reflection to improve their practice in order to affect student achievement.

CTAV 630 Data, Data, Everywhere (3 Credits)
Learn how to increase student achievement at every grade level, in every subject area, and with every student group.

CTAV 631 Powerful Coaching (3 Credits)
This course explores coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. With the growing presence of coaches in our schools, it is essential that educators understand the skills necessary for successful coaching that promotes change. Karla Reiss clarifies the coach's roles and responsibilities in facilitating personal and organizational change. Participants learn about the International Coaching Federation (ICF), a professional organization that sets standards for the coaching profession. The ICF's standards and skills, the Professional Coaching Core Competencies, are explored and practiced in this course. Reiss also introduces her 5-step POWERful Coaching Framework as a rubric for practice coaching sessions. Workshop participants will observe teachers, superintendents, and other educators role-play coaching skills in model scenarios, and in practice sessions with fellow seminar participants.

CTAV 632 Improving Instruction through Strategic Conversations with Teachers (3 Credits)
This course presents the delicate art of conversations between educational leaders and teachers..

CTAV 633 Charlotte Danielson's A Framework for Teaching (3 Credits)

Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, defines teachers' responsibilities, which for education consultant and expert presenter Danielson fall into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. Through lectures, classroom observations, and vigorous panel discussions, educators work through how to use the Framework to scrutinize and strengthen classroom teaching practices to improve student learning. Danielson and her panel assess classroom footage for strengths and weaknesses in each domain. At various intervals, participants pause to consider their experiences before and after they hear the panel members describe theirs. Educators then begin to assess their practice through Danielson's detailed levels of performance and through the ongoing task of self-reflection. Punctuated by worksheets, reflection questions, and quizzes, the course prepares educators to use the Framework to become their best professional selves.

CTAV 634 Elementary Reading Intervention Strategies (3 Credits)
Proactive reading instruction—in everything from phonics to comprehension—is required both to prevent problems with and to promote authentic literacy. This course offers elementary educators a research-based menu of reading intervention strategies that prepare educators to intervene immediately and effectively at the first signs of students' struggles. The course equips educators with routines and activities that will make confident, able readers of all their students.

CTAV 635 Aiding Students with Learning Disabilities (3 Credits)
This course's goal is to ensure that all students receive a high quality education and become independent and empowered in their learning.

CTAV 636 Building Academic Language (3 Credits)
With the adoption of college and career standards, all students need support developing their understanding and use of language within an academic context. As students progress through school, subject matter becomes more complex and students must use language in more sophisticated ways to argue, to evaluate evidence, to analyze complex texts, to develop their own complex texts, and to engage academic discussions. This course is designed to equip K-12 teachers with the knowledge, skills, and strategies required to help their students grasp language principles and develop the academic language skills they need to reach their highest levels of academic achievement across all grade bands and content areas. Building Academic Language introduces teachers to the features and functions of academic language, strategies and activities for supporting the use of academic language, techniques for modeling academic language, and ideas for lesson planning and assessment that support academic language development.

CTAV 636A Solutions for Successful Learning (3 Credits)
This course will examine problems and issues in special education intended to assist teachers in their understanding of students with learning disabilities, explore educational considerations and life span issues; and investigate community agencies and support services needed by students with learning disabilities. Participants will research current instructional

methodologies appropriate for children and adolescents with learning disabilities in elementary, secondary and special education classrooms. Emphasis on the analysis of classroom situations and application of theories and educational techniques to create positive learning environments for learners with mild, moderate and severe learning disabilities will be explored.

CTAV 636B Response to Intervention (RTI): Introducing the 3-Tiered Approach (3 Credits)
In Response to Intervention (RTI), all educators play a crucial role by observing, referring, and monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail." In this course, participants learn the administrators' roles in implementing an effective three-tier RTI model. They will also study teachers' and other in-school professionals' roles in behavior management and the impact that processing disorders have across academic areas. The Response to Intervention (RTI) model takes a proactive approach to student learning by integrating screening and intervention within a 3-tiered prevention system designed to maximize student achievement and to reduce classroom behavior problems. Using the RTI model, students are no longer required to meet eligibility requirements to get much needed support services. Instead, practitioners identify any student who is at risk of underperforming or failing, provide interventions, monitor the student's progress, and adjust the intensity or type of intervention depending on the student's responsiveness. As a result, the RTI model dramatically changes the roles of all educators within the school site.

CTAV 636C Curriculum Development and Classroom Management Methods (As Applicable to RTI) (3 Credits)
In RTI, all educators play a crucial role by observing, referring, implementing, and monitoring progress as the identified students move through the tiered intervention model. This course emphasizes teaching strategies, methods, curricula, and classroom management for teaching students who are at risk of failing. Students in this course will study procedures for specialization, modification, and/or adaptation of materials and curriculum for these identified students as well as how to develop goals and programs for individualized instruction. Curriculum development and classroom management for students at risk will be addressed in this course.

CTAV 636D Response to Intervention (RTI): Educators' and Specialists' Roles and Responsibilities (3 Credits)
This course identifies the roles and responsibilities of all the RTI stakeholders. Under the RTI model, general educators and paraprofessionals become the primary tier 1 level interventionists by identifying and implementing processing, reading, math, spelling, written language, spoken language, and behavior interventions. Special educators, speech therapists, and occupational therapists become the tier 2 and 3 level interventionists. The school psychologist's role changes from the traditional role of tester to identifier of student intervention needs. In addition, the school psychologist determines the formal referral to special education if RTI fails. All educators play a crucial role by observing, referring, and

monitoring progress as students move through the tiered intervention model. In the RTI scenario, schools quickly isolate and directly address students' academic needs so that students no longer "wait to fail"

CTAV 636F Response to Intervention (RTI): Motivating Underachievers using the RTI and DI Approach (3 Credits)
In this course, participants look at the strategies from Response to Intervention (RTI) and Differentiated Instruction (DI) that can help these particular students—including gifted students as well as those who may eventually be identified for special education. Educators will learn to identify prototypes of underachievers, as well as some of the specific issues they struggle with, including fear of failure and lack of motivation. They will then learn to select strategies from the three-tiered RTI system and from a repertoire of differentiated instructions to target students' particular needs and to teach to students' differently learning preferences.

CTAV636G Urban Studies: Introduction to Teaching in the Urban Setting (As Applicable To RTI) (3 Credits)
This course will address specific issues and challenges for educators working in culturally diverse urban school settings. The main components of the course include demographics of the urban community, expectations and attitudes of the urban societies, the classroom and school settings of the inner-city neighborhoods, motivational instructional strategies, and relationship building in the classroom and the community, and facilitation of academic success. The learning topics will focus on the substantive, supportive role of the teacher leader in the classroom, in the school, and the learning community.

CTAV 639 Health and Environmental Management (3 Credits)
Students will learn the basic concepts of health and wellness and the influence of environmental factors on their professional and personal lives. Students will study how a healthy lifestyle is affected by environmental factors such as social media, screen time, and electronic distractions and the influence these have on an individual's physical, mental, social, and intellectual well-being. Students will be asked to explore their own understanding of their place on the continuum of wellness and self-care. The students will be asked to research and participate in self-care exercises.

CTAV 640 Health and Wellness Choices (3 Credits)
This course will introduce TUN students to the concept of healthy choices and how these selections can have carryover value in their professional and personal lives and impact overall wellness. Students will study how a healthy lifestyle is affected by physical, mental, social, intellectual, and financial choices. Proper nutrition and the importance of water will be explored. How nutrition and exercise affect the brain, longevity, sleep, and stress will be reviewed. Fads, fallacies, and falsehoods of dietary and exercise programs will be examined. Stressors and their effect on healthy choices will also be studied. Students will understand the resources available to help make healthy choices and improve their quality of life.

CTAV 641 Mental Well-being and Mindfulness (3 Credits)

Students will explore both mental health and mental illness. The role of a positive mental attitude will be examined in relation to physical and mental well-being. How moments of mindfulness can curb unhealthy habits, choices, and decisions will be explored. Activities leading to potential unsafe or dangerous situations including gambling, road rage, and drug/alcohol abuse will be reviewed. The class will explore mental and emotional health issues, time management, stress reduction and prevention of illness. They will also be knowledgeable of the helping resources available in the community.

CTAV 642 Harnessing Your Potential (3 Credits)
This course provides students the opportunity to explore techniques for handling chaos, crisis, and change. Stress reducers and illness prevention techniques will be discussed. Strategies will be explored to unleash your inner strength when illness, crisis, grief, change, and self-esteem are impacted. The importance of having a plan and accountability measures to improve health and wellness will be studied.

CTAV 643 Healthy Self and Healthy Communities (3 Credits)
This course will introduce TUN students to the concept of healthy communities. Students will study building healthy relationships. Professional relationships with colleagues, leaders, and staff will be one focus. Professional relationships with external stakeholders will be a second focus. Students will evaluate the kindness they offer themselves and learn strategies for not being their own hardest critic. By the end of the session, students will have an understanding of their role in helping to shape a healthy community.

CTAV 644 Navigating Consumer Health (3 Credits)
This course will introduce TUN students to the concept of Consumer Health. Students will study the body's systems and develop an understanding of how this knowledge can help prevent illness and disease. They will study the benefits and pitfalls of medicine choices and the influence of media and considerations of self-diagnoses. This class will also help students become better able to evaluate advertisements for health care products/services and make more informed choices.

CTAV 648 Methods and Materials for Teaching English as a Second Language - Part 2 (Teaching English Language Learners Across the Curriculum, Part II) (3 Credits)
Participants explore the importance of students' culture, how to organize lessons around meaningful themes, how to communicate effectively with families, and how to engage families and communities in student learning. Through demonstrations, classroom observations, anecdotal examples, and interviews with students and educators, participants learn to apply ELL strategies to their own classrooms in all four domains of language: reading, writing, speaking, and listening.

CTAV 649 Developing the ELL Teacher and the ELL Team (Teaching Reading and Comprehension to English Language Learners K through 5) (3 Credits)
In this course, outlines techniques for elementary teachers seeking to improve the reading and comprehension skills of English learners in their classrooms. With straightforwardness,

patience, and humor, participants through the steps needed to select vocabulary for reading, pre-teach this vocabulary, and model comprehension strategies like think-alouds and partner reading. Writing and editing strategies complete the picture.

CTAV 659A Introduction to Adapted Physical Education (3 Credits)
Introduction to adapted physical education programming for students with physical and/or cognitive challenges. Emphasis on curriculum development, programming, equipment, and teaching methods in developing the adapted physical education program in primarily inclusive settings.

CTAV 659B Methods in Adapted Physical Education (3 Credits)
Adapted Physical Education (APE) is a special education service that provides school-aged children with special needs access to the physical education curriculum. Services are provided to students identified as needing APE intervention to facilitate their access to physical education. This course will emphasize: the identification of students requiring APE support; degree of support required; delivery models (continuum of services); characteristics and educational needs of students with disabilities; and instructional techniques which can be used with these students in the general classroom. It will also include: legal mandates and regulations; 504 regulations; least restrictive environment; reporting and documentation; disability sport, community resources and therapeutic recreation.

CTAV 659C Assessment in Adapted Physical Education (3 Credits)
An overview of motor and fitness assessments available for students with disabilities being served by adapted physical education specialists in physical education. Emphasis will be placed on the application of appropriate motor and physical fitness tests to make subsequent effective placement decisions and to determine provision of services for children with disabilities in school settings. Practical experience selecting, utilizing and scoring assessment instruments and writing diagnostic narratives provided.

CTAV 659D Practicum in Adapted Physical Education (3 Credits)
Adapted Physical Education (APE) is a special education service that provides school-aged children with special needs access to the physical education curriculum. Services are provided to students identified as needing APE intervention to facilitate their access to physical education. As part of the requirements for the Adapted Physical Education endorsement a practicum is required. This forty-five hour practicum experience will include pre-practicum symposium, 35 hours of hands-on experience, and conclude with a post-practicum symposium. The hands-on experience will expose practicum students to school-aged children with several different disabilities, and will allow practicum students to plan and execute a variety of sports and recreation activities. Practicum experiences will be recorded by each student in a detailed log.

CTAV 660 Parental Involvement and Family Engagement (3 Credits)
This course will emphasize the importance of school and family communication and collaboration in order to support the student learning environment in school and at home. Participants will discuss the importance of promoting an equal partnership between parents,

families and schools in making decisions that affect children, parents and families and in informing, influencing and creating school policies, practices and programs.

CTAV 661 Introduction to Special Education (3 Credits)
This course will focus on providing an overview of special education. Specifically, students will understand (a) the history of special education; (b) how legislation and litigation have shaped the current delivery of services; (c) what roles special educators have in providing F.A.P.E. in the L.R.E.; (d) the decision-making process as an interdisciplinary process; (e) effective co-teaching strategies; and (f) how family systems and culture influence the education of exceptional children. Standards from the Council for Exceptional Children Initial Preparation Standards are correlated to course content.

ESLV 635 Curriculum Development and Class Management: Theory and practice of Second Language Learning (3 Credits)
Know who your students really are, advocating an approach that celebrates culture and history, rather than requiring students to give up parts of their identities in order to survive in school.

ESLV 639 Trends and Current Issues in Second Language Acquisition (TESL Course 5) (Strategies for Teaching English Language Learners) (3 Credits)
Participants discover how to adapt difficult texts and assess for understanding. They learn how to apply these strategies and instructional practices in the classroom to help English language learners develop proficiency in all the domains of language development: listening, speaking, reading, and writing, all skills.

ESLV 671 Theory and Practice of Bilingual and Multicultural Education (Understanding Culture & Race) (3 Credits)
Interactions in classrooms and schools that recognize and respond to the cultures that shape the student and teacher are crucial to student learning and teaching success. In Understanding Culture and Race, participants study the building blocks of culture and why cultural differences can obstruct effective interactions between students and teachers. They learn how acknowledging cultural behavior and expectations should inform curriculum development, instructional and assessment strategies, and classroom management.
Participants learn how culture shapes both the student and the educator. They learn to interpret, understand, and incorporate culture into the education setting and study how culture shock can affect a teacher's interpretations of behavior, discipline decisions, and assessment of a student's ability to learn.

ESLV 673 Methods and Materials for Teaching English as a Second Language - Part 1 (Teaching English Language Learners Across the Curriculum, Part I) (3 Credits)
This course provides participants with model instructional and assessment practices that enhance English language learners' understanding and achievement across all content areas. Participants first learn the foundations of language development and language acquisition, which prepares them to design and modify activities for their ELL's different English proficiency levels.

EDUV 650 Introduction to Psychology (3 Credits)
This course is designed to provide a broad overview of the field of Psychology. Special attention will be given to helping the student become a better thinker, by learning to take charge of ideas one has about psychology. The goal of this course is to think consciously, deliberately, and skillfully about human behavior. Topics such as physiological psychology, perception, learning, cognition, emotions, health psychology, psychological disorders, as well as others are included.

EDUV 651 Development Across Lifespan (3 Credits)
This course is an introduction to the foundations of human development across the lifespan. The course will analyze the development of physical, cognitive, social, and emotional behavior in people as they age. Foundational knowledge related to the study of childhood, adolescence, and adulthood, will be examined through the various theories of developmental psychology and the impact they have on current issues in the field. Pre-requisite: EDUV 650 or Co-requisite EDUV 650

EDUV 652 Abnormal Psychology (3 Credits)
This course provides students with an overview of abnormal psychology. Historical perspectives of mental illness will be presented. The course will cover material on various psychological disorders, theories about their development; how disorders are diagnosed and assessed; their clinical course; and how they are treated. Current theory and research will be emphasized. Pre-requisite: EDUV 650 or Co-requisite EDUV 650

EDUV 653 Social Psychology (3 Credits)
A scientific study of the influence of people on the thoughts, feelings, and behaviors of other people. This course examines how individuals affect and are affected by others. Topics include impression formation, conformity and social influence, self-perception, attitudes, aggression, prejudice, helping, attraction, group processes, and other components of social interaction. Pre-requisite: EDUV 650 or Co-requisite EDUV 650

EDUV 654 Psychology of Sport and Physical Activity (3 Credits)
This course will be a unique opportunity to be exposed to sport/physical activity from the standpoint of psychological aspects contributing to participation and associated psychological outcomes of participation. This course examines psychological theories and research and their application to the sport/physical activity-related affect, behaviors and cognitions of participants as well as the individual and environmental factors which shape these outcomes. Pre-requisite: EDUV 650 or Co-requisite EDUV 650

EDUV 655 Physics (3 Credits)
This course will provide student with and overview of basic physics principals. The course will include selected topics in hydraulic, electrical, mechanical, light, and thermal physics principles.

EDUV 656 Preparation for Anatomy (3 Credits)
This course is a regional approach to the study of the structure and functions of the human body. Emphasis includes the study of the musculoskeletal, nervous, cardiovascular, and respiratory system; the anatomical basis of normal human movement on specific muscle actions; physiological and mechanical principles related to muscle function; the structural basis of movement at selected joints.

EDUV 657 Preparation for Neurology (3 Credits)
This course will provide student with and overview of basic physics principals. The course will include selected topics in hydraulic, electrical, mechanical, light, and thermal physics principles.

EDUV 658 Parental Involvement in Programs for Exceptional Children Birth to Eight (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 from birth to eight.

EDUV 659 Human Anatomy and Physiology I (4 Credits)
This course is designed for pre-professional students (i.e., OTA, PTA and Medical Coding) as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive, and nervous systems. The course will focus on the cellular organization and on the tissue and organ level of each system.

EDUV 660 Human Anatomy and Physiology I Lab (4 Credits)
This course is designed for pre-professional students (i.e., OTA, PTA and Medical Coding) as an introduction to a basic understanding of the structural organization of the human body starting with the tissues, integumentary, skeletal, muscular, digestive, and nervous systems. The course will focus on the cellular organization and on the tissue and organ level of each system. In laboratory exercises, students study and learn structures from various available anatomical models**.**

EDUV 661 Human Anatomy and Physiology II (4 Credits)
This course is designed for pre-professional students (i.e., OTA, PTA and Medical Coding). The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems. Class discussions deal with the basic cellular, tissue level and organ level organization of each system. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation.

EDUV 662 Human Anatomy and Physiology II Lab (4 Credits)
This course is designed for pre-professional students (i.e., OTA, PTA and Medical Coding). The course focuses on the organization of the cardiovascular, respiratory, lymphatic, endocrine, urinary and reproductive systems. Class discussions deal with the basic cellular, tissue level and organ level organization of each system. Functional significances as well as clinical correlations of some structures are also covered. Special focus will be on fertilization and reproduction, pregnancy and lactation, coronary and cerebrovascular circulation. Laboratory exercises include studying structures from available anatomical models.

CTEV 691 Counseling: Where are We Now? Where are We Going? (3 credits)
This course is designed to look at the school counseling profession, where it is now and where we are going. This course is intended to build camaraderie and develop the essential networking skills and resources needed to succeed in the counseling profession in this ever-changing world. Basic counseling theories will be reviewed and various counseling models will be examined. A focus on the ASCA model and how it pertains to everyday work will be analyzed. Best practices and concerns specific to the Clark

County School District will be explored including working with students, parents, colleagues, and administrators. Students in this course will gain a stronger foundation in the counseling profession and gain greater knowledge in dealing with the global changes in the future counseling realm.

CTEV 692 Counseling: You Promise Not to Tell (3 credits)
This course will study ethical issues in school counseling. The course is designed to build camaraderie and develop the essential networking skills and resources needed to succeed in the counseling profession. The Nevada Revised Statutes regarding ethical counseling behavior will be studied in addition to reviewing FERPA guidelines. A focus on ACA guidelines will include strengthening the counselor's knowledge of ethical behavior. Through the interaction in class, students will be able to compare and contrast ethical issues as they apply to their everyday life as school counselors.

CTEV 693 Counseling: Meeting the Needs of All Student – Especially Boys (3 credits)
This course will explain the crisis that relates to boys and learning by sharing some of the latest statistics. Research on the female and male brain will also be disseminated to the participants. The presenter will demonstrate and explain how the biological, emotional, physical and social behaviors of boys are impacted by adult behaviors, resources, language and the media. Additionally this course will explain how poverty affects people's perception of giftedness. A review of current identification practices will be used as a basis for justifying the modification of current practices. The presenter will demonstrate a process for identifying gifted students from poverty and then demonstrate what must take place within the instructional program in order to keep those students in the program, as well as helping them be successful with more complex content.

CTEV 694 Counseling: Measurements, Judgements, and Opinions (3 credits)
This course will focus on the many strategies and procedures that counselors can use to help parents and students interpret and understand test scores so that student
achievement is increased. Participants will examine the impact that testing and test taking strategies has on the district, whole school program, special education programs, and individual student achievement. Processes necessary to improve student achievement will be studied and linked to the current status of the district and school.

CTEV 695 Counseling: Mom Always Loved You Best (3 credits)
This course will focus on methodologies and techniques of counseling. At the conclusion of this course, counselors will be able to identify and describe strategies that prove beneficial to the students concerning carious issues. The use of proper strategies will be discussed and researched by the students.

CTEV 696 Counseling: The Big Picture Outside Your Door (3 credits)
This course is designed to look at the school counselor role, within not only their office, but also all of the factors and responsibilities which make up the role of the school counselor. This course is intended to build camaraderie and develop the essential networking skills and resources needed to succeed in the counseling profession in their ever-changing world. This course will focus on dealing with and succeeding with students, parents, colleagues, faculty, staff, administrators, and the community. This course will also focus on dealing with counseling issues such as crisis, grief, change, and self-esteem. This course is intended to expand the outlook of school counselors to create a more global perspective and to prepare them for the future.

Nursing

Registered Nurse to Baccalaureate Degree Program (RN-BSN)
Master of Science (MSN)
Post MSN Graduate Certificates (PMGC)
Doctor of Nursing Practice (DNP)

PROGRAM DESCRIPTIONS

REGISTERED NURSE TO BACCALAUREATE DEGREE PROGRAM (RN-BSN)

This fully online program utilizes a progression model to allow registered nurses to earn a baccalaureate degree in nursing. Central to this program is the expansion of the knowledge, skills, and abilities of registered nurses with diverse backgrounds and varying experiential preparation. With an individualized and balanced blend of didactic and practicum course work, students transition into professional nursing practice through student-centered learning opportunities. This program emphasizes basic research, community health, leadership and management in nursing and evidence-based health care delivery.

Features:

- For students who have completed 60 credits prior to admission including general education and prerequisite requirements at a regionally-accredited institution.
- Three 16 week sessions, providing flexibility to meet the needs of the working adult.
- May be completed in 12 months of study while taking one course at a time.
- Thirty-six (36) semester credits plus validation credit from previous RN program.
- Online course delivery.
- Awarded a Bachelor of Science Degree in Nursing (minimum 120 credits).

Program Outcomes

The graduate will be able to:

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 decision making in the provision of caring and competent nursing care throughout the lifespan with individuals, families, and communities in diverse settings.
3. Uses critical thinking when integrating technological information, research, health information, and client needs information to practice evidence-based nursing.
4. Applies concepts of leadership, autonomy, power, and advocacy in designing, implementing and coordinating nursing care for individuals, families, and communities throughout the lifespan.
5. Implements effective interpersonal and communication processes when interacting within healthcare structures and collaborating with other healthcare professionals

including clients, client families and members of the community in promoting health and well-being for all.

6. Exhibits responsibility and accountability as a member of the nursing profession through life-long learning, personal growth, and leadership to advance the profession for the betterment of the global society by improving health care.

7. Demonstrates attitudes, values, and behaviors consistent with legal and ethical nursing practice.

GENERAL STATEMENT ON ADMISSION

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

Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the RN-BSN degree program, applicants must:

- Complete TUN admissions application.
- At this time, the RN-BSN program will have limited admissions restricted to students from specific states https://tun.touro.edu/programs/nursing/rn-bsn-program/rn-bsn-application--requirements/.
- Hold an ADN nursing degree, with at least 60 transferable credit hours of coursework, from a program of nursing that is accredited by national or regional accreditation body that is recognized by CHEA/DOE.
- Submit all official transcripts from institutions of higher education attended. However, at the time of application, those that are over ten years old AND do not reflect courses relative to the admission requirements are not required. Present evidence that a nursing degree has been conferred prior to acceptance into the program. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org).
- Hold an active unencumbered RN license in your state of residence/clinical rotations and that state must be listed as one of the eligible states listed under residence requisites. Student must notify the director for any changes in licensure.
- Candidates can apply to the RN-BSN program prior to obtaining an active RN license. However, official admission will not be conferred until an active unencumbered RN license is submitted and verified by Touro University Nevada.
- Have a course in general chemistry, inorganic chemistry, microbiology, or pathophysiology. If a student has not taken a course in general chemistry, inorganic chemistry, microbiology or pathophysiology, nursing pathophysiology must be taken

online at TUN during the regular program course of study and prior to enrolling in Health Assessment.

- Successful completion of a course in Nevada and U.S. Constitution. If a student has not taken Nevada and U.S. Constitution, these courses must be completed prior to graduation. This is a state-mandated requirement, and the courses will be offered online through Touro University Nevada on an as needed basis.
- Hold a U.S. citizenship or permanent resident status at the time of application.

Admission Procedures

Admission to the RN-BSN program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. If an applicant applies through NursingCAS, they must also submit a Touro University Nevada secondary application by the application deadline. NursingCAS application is optional.

International Transcript Evaluations

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Check & Immunizations

Students enrolled in the RN-BSN program are not required to submit a background check or immunization records.

Transfer Policy

Course credits from prior work will be evaluated on an individual basis. Transfer credits from a nationally or regionally accredited institution will be accepted as prerequisites to the RN-BSN program provided they meet TUN minimum standards for baccalaureate general education.

Admission Decisions

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

Prerequisites

1. Graduation from a nationally or regionally accredited institution with an ADN nursing degree with at least 60 transfer credit hours of course work.
2. Active, unencumbered registered nurse license in a U.S. state or territory. The RN license must remain active and unencumbered through the program enrollment.

RN-BSN Curriculum

Course #	Course	Credits
BSNV 499	New Student Orientation	0

BSNV 451	Transition to Professional Practice	6
BSNV 452	Research and Scholarly Inquiry for Evidence Based Practice in Nevada	6
BSNV 453	Health Policy & Leadership in Nursing	6
BSNV 454	Nursing Health Assessment and Pharmacology	6
BSNV 455	Family, Community, & Global Population-Based Care	6
BSNV 456	Health Delivery, Information Management and Technology in Nursing	6
BSNV 457	Pathophysiology for Nurses (This requirement may be met through prior course work in chemistry, microbiology or pathophysiology)	3
BSNV 458A BSNV 458B	Nursing US/Nevada Constitution (*State-mandated course may be fulfilled through prior coursework*) or Nevada Constitution (*State-mandated course may be fulfilled through prior coursework*)	3 1
	Validation Credits (awarded upon successful completion of above courses)	24
	Total Credits:	**60+**

INTERPROFESSIONAL EDUCATION COURSEWORK
All nursing students are required to complete the following no credit no charge course.

Interprofessional Activities (IPEV 702) (0 credits)
This course develops student's skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course for degree-seeking students admitted to Touro University Nevada.

MASTER OF SCIENCE IN NURSING
This graduate program prepares the registered nurse as a family nurse practitioner. The learner-centered coursework emphasizes the application of evidence to clinical practice. The MSN courses provide the nurse with the foundation to practice in an advanced nursing capacity and continue academic study at the doctoral level if desired. This program is designed for students who hold a bachelor's degree in nursing and are licensed as registered nurses. The online program runs year-round with three trimesters per calendar year. Short-term on-campus clinical intensives are required during the last three trimesters of the program. Awarded a Master of Science in Nursing degree with specialty Family Nurse Practitioner.

Program Outcomes
The graduate will be able to:

1. Analyze and synthesize knowledge from nursing and related sciences to design and deliver advanced, ethical and evidenced based clinical prevention and population care and services for diverse populations in a variety of care settings.
2. Evaluate healthcare policy, regulatory, legal, economic and sociocultural environments to advocate for patients and affect change in the healthcare system.
3. Apply organizational and systems leadership concepts to function as a leader and change agent in one's nursing specialty.
4. Contribute to the development of new knowledge within their specialty area by identifying gaps and disparities in available evidence and formulating research questions to meet the identified knowledge and practice needs.
5. Function as a leader while collaborating in inter and intra disciplinary teams to optimize patient and population health outcomes.
6. Create a professional development plan to promote the personal and professional growth of oneself and others that fosters implementation of best practices to ensure optimal patient outcomes.
7. Evaluate processes and systems for continuous quality improvement across the care continuum in a variety of settings.
8. Participate in development and evaluation of informatics and healthcare technologies for appropriate integration into practice to contribute to enhanced patient safety and care outcomes.

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

Admission Requirements for Academic Year 2023-2024
To be considered for acceptance in the Master of Science in Nursing degree program, applicants must meet the following minimum requirements:

- Complete TUN admissions application.
- At this time, the MSN program will have limited admissions restricted to students from specific states. (https://tun.touro.edu/programs/nursing/msn-program/msn-application--requirements/).
- Hold a BSN degree from a program of nursing that is accredited by national ***or*** regional accreditation body that is recognized by CHEA and by a nursing accreditor, including CCNE, NLNAC, CNEA, or ACEN.

- Submit all official transcripts from institutions of higher education attended. However, at the time of application, those that are over ten years old AND do not reflect courses relative to the admission requirements are not required. Present evidence that a nursing degree has been conferred prior to acceptance into the program. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org).
- Earned a BSN GPA of 3.0 or higher. Applicants with a GPA of 2.7-2.99 will be considered for conditional admission and will have to maintain a 3.0 in the first trimester of the MSN program.
- Possess an unencumbered active licensure as a registered nurse in a U.S. state or territory as in which the clinical rotations will be completed. The RN license must remain active and unencumbered through the program enrollment. Student must notify the director for any changes in licensure.
- Be eligible for and obtain an unencumbered registered nurse license in Nevada. If you are applying for a Nevada RN license, you must submit receipt from the Nevada State Board of Nursing for the license application with the online program application. If the Nevada State Board of Nursing will not grant a Nevada license for any reason admission may be denied/revoked.
- Resume or Curriculum Vitae.
- A personal statement discussing the following:
    - Discuss how transitioning into the role of Family Nurse Practitioner will align with your professional goals and the mission of TUN.
    - Identify the knowledge, skills, and/abilities you possess that will enable you to successfully earn the designation of Family Nurse Practitioner.
    - Describe why you have chosen to apply to Touro University Nevada's FNP
    - program.
- One letter of reference from a Nursing or Healthcare supervisor/professional.
- A current CPR-American Heart Association certification at the healthcare provider level prior to entry into clinical courses.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- Be able to comply with TUN's required Nursing Technical Standards and Code of Conduct policy which includes the physical, emotional, and mental abilities necessary to perform as a nurse.

Prior to FNP clinical coursework, students must ensure that immunizations required by the clinical site are provided, a background check and drug screen are completed, and Basic Life Support (BLS) (American Heart Association) certification at the healthcare provider level is current. Any other criterion that the clinical site requires is the student's responsibility to obtain in order to complete clinical hours within the appropriate timeframe.

At the end of the "3P courses" (Physical Assessment, Pharmacology and Pathophysiology) MSN students must demonstrate clinical readiness by taking the Advanced Practice Education Associates (APEA) 3P exam and scoring at least 62% overall prior to progressing to clinical coursework (i.e. MSNV 624 or MSNV 626).

If a student scores below 62% overall, a second attempt will be allowed. If a student scores below 62% overall on the second attempt, remediation must be completed by enrolling in 3 credits of MSNV 699 prior to progressing to clinical coursework.

Admission Procedures
Admission to the MSN program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. If an applicant applies through NursingCAS, they must also submit a Touro University Nevada secondary application by the application deadline. The NursingCAS application is optional.

Interviews
Personal interviews may be conducted virtually for MSN applicants.

Background Check & Immunizations
All students enrolled in the MSN program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Nursing Handbook.

Transfer Policy Statement

- Applicants who have completed MSN coursework at a regionally accredited institution may be eligible for transfer credits. Credits must have been earned from a program accredited both regionally and by a nursing accreditor, including CCNE, NLNAC, CNEA, or ACEN.
- Credits may only be transferred for core coursework. To qualify for possible transfer credit the course grade must be a B or higher.
- Up to six credits (two courses) of transfer credit may be accepted.
- Upon acceptance to the program the incoming student must notify their admissions & recruitment program manager of a request to have a transfer credit evaluation.
- The following must be submitted for transfer credit evaluation:
    - Official transcripts with the course names, credits granted, and official grade.
    - Course description from a university catalog or other official university publication. Applicants may be required to submit the course syllabi to verify course contents.
- Transfer credit will be evaluated on an individual basis by the Program Director.
- If you have graduated from a previous MSN program at Touro University Nevada, you may be eligible for up to 15 transfer credits of coursework.

Admission Decisions

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

MSN Curriculum

MSN-FNP (degree total 53 credits, 585 faculty supervised clinical hours)		**Credit**
Core Courses:		
TRIMESTER 1 (6 credits)		
BSNV 499	Online Orientation (0 credit)	0
MSNV 600	Value-driven Leadership Roles and Implications for Care	3
MSNV 601	Research and Ethics in Advanced Practice Nursing	3
TRIMESTER 2 (6 credits)		
MSNV 602	Theoretical Applications in Advanced Nursing Practice Roles	3
MSNV 603	Systems, Policy, & Contextualization: Impact on Healthcare	3
TRIMESTER 3 (6 credits)		
MSNV 604	Cultural Understanding and Population Health	3
MSNV 605	Pathophysiology Across the Lifespan for Advanced Nursing Practice	3
FNP Specialty Courses:		
TRIMESTER 4 (6 credits)		
MSNV 620	Pharmacology for Advanced Nursing Practice	3
MSNV 621	Physical Assessment for Advanced Nursing Practice	2
MSNV 622	Physical Assessment for Advanced Nursing Practice Practicum (45 hours virtual simulation lab work)	1
TRIMESTER 5 (10 credits)		
MSNV 623	Primary Care and Differential Diagnosis	3
MSNV 624	Primary Care Adult Practicum & Seminar (135 faculty supervised clinical hours)	3
MSNV 625	Primary Care for Disease Prevention & Wellness	2
MSNV 626	Primary Care for Disease Prevention & Wellness Practicum (45 faculty supervised clinical hours)	1
MSNV 627	Clinical Intensive I (on campus, 3 days)	1
TRIMESTER 6 (10 credits)		
MSNV 628	Primary Care of Childbearing Families & Children	3
MSNV 629	Primary Care of Childbearing Families & Children Practicum (135 faculty supervised clinical hours)	3
MSNV 630	Primary Care of Mental Health Across the Lifespan	2
MSNV 631	Primary Care of Mental Health Across the Lifespan Practicum (45 faculty supervised clinical hours)	2
MSNV 632	Clinical Intensive II (on campus, 3 days)	1
TRIMESTER 7 (9 credits)		

MSNV 633	Primary Care of the Aging Adult	2
MSNV 634	Primary Care of the Family Practicum (225 faculty supervised clinical hours)	5
MSNV 636	Clinical Intensive III (on campus, 3 days)	1
MSNV 637	Capstone (includes preparation for national certification exam)	1
	Total Credits:	**53**

INTERPROFESSIONAL EDUCATION COURSEWORK
All nursing students are required to complete the following no credit no charge course.

IPEV 702 Interprofessional Activities (0 credits)
This course develops student's skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course for degree-seeking students admitted to Touro University Nevada.

POST-MSN GRADUATE CERTIFICATE
If an applicant has completed a Master of Science in Nursing degree at a nationally or regionally accredited and nursing specialty accredited institution (CCNE, NLNAC, CNEA, ACEN), they may apply to Touro University Nevada to obtain a Post-MSN Graduate Certificate Family Nurse Practitioner.

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

Admission Requirements for Academic Year 2023-2024
To be considered for acceptance in the Master of Science in Nursing Graduate Certificate program, applicants must meet the following minimum requirements:

- Complete TUN admissions application.
- At this time, the certificate program will have limited admissions restricted to students from specific states. https://tun.touro.edu/programs/nursing/post-msn-graduate-certificates/certificate-application--requirements/

- Hold a MSN degree from a program of nursing accredited regionally or nationally and by a nursing accreditor, including CCNE, NLNAC, CNEA, or ACEN
- Submit all official transcripts from institutions of higher education attended. However, at the time of application, those that are over ten years old AND do not reflect courses relative to the admission requirements are not required. Present evidence that a nursing degree has been conferred prior to acceptance into the program. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org).
- Earned a cumulative BSN GPA of 3.0 or higher. GPA of 2.5-2.99 will be considered for conditional admission and will have to maintain a 3.0 in the first trimester of the certificate program.
- Possess an active and unencumbered active licensure as a registered nurse in a U.S. state or territory as specified (https://tun.touro.edu/programs/nursing/post-msn-graduate-certificates/certificate-application--requirements/). The license needs to be in your state of residence/clinical rotations and that state must be one of the four states listed under residence requisites. The RN license must remain active and unencumbered through the program enrollment. Student must notify the director for any changes in licensure.
- Be eligible for and obtain a registered nurse license in Nevada. If you are applying for a Nevada RN license, you must submit receipt from the Nevada State Board of Nursing for the license application with the online program application. If the Nevada State Board of Nursing will not grant a Nevada license for any reason admission may be denied/revoked.
- Resume or curriculum vitae.
- A personal statement discussing the following.
    - Discuss how transitioning into the role of Family Nurse Practitioner will align with your professional goals and the mission of TUN.
    - Identify the knowledge, skills, and/abilities you possess that will enable you to successfully earn the designation of Family Nurse Practitioner.
    - Describe why you have chosen to apply to Touro University Nevada's FNP
    - program.
- One letter of reference from a Nursing or Healthcare supervisor/professional.
- A current CPR-American Heart Association certification at the healthcare provider level prior to entry into clinical courses.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- Be able to comply with TUN's required Code of Conduct, Nursing Technical Standards and Good Moral Character Behavior policy which includes the physical, emotional, and mental abilities necessary to perform as a nurse.
- Prior to FNP clinical coursework students must ensure that immunizations required by the clinical site are provided, a background check and drug screen are completed, and BLS (American Heart Association) certification is current. Any other criterion that the

clinical site requires is the student's responsibility to obtain in order to complete clinical hours within the appropriate timeframe.

- FNP Certificate students who wish to transfer all "3P courses" (Physical Assessment, Pharmacology and Pathophysiology) from another institution must demonstrate competency by taking the APEA 3P exam and score at least 65% overall. The exam must be completed less than 6 months prior to starting the Post MSN Graduate Certificate program.
- If accepted and requesting clinical placement assistance, students must secure acceptance with the required deposit at least 90 days prior to beginning clinical coursework.

Admission Procedures
Admission to the certificate program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. If an applicant applies through NursingCAS, they must also submit a Touro University Nevada secondary application by the application deadline. The NursingCAS application is optional.

Interviews
Personal interviews may be conducted virtually for Post-MSN certificate applicants.

Background Check & Immunizations
All students enrolled in the post-certificate program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Nursing Handbook.

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

POST MSN GRADUATE CERTIFICATE CURRICULUM

Family Nurse Practitioner (FNP): total 29-38 credits
The 9 credits of "3 P coursework" (MSNV 605, 620, 621, 622) may have transfer credit applied. The Program Director will evaluate past MSN transcripts to determine if the courses are adequate to grant transfer credit. Student may be required to supply previous course syllabi. At the end of the "3P courses" (Physical Assessment, Pharmacology and Pathophysiology) students must demonstrate clinical readiness by taking the APEA 3P exam and scoring at least 65% overall prior to progressing to clinical coursework (i.e. MSNV 624 or MSNV 626).
If a student scores below 65% overall, a second attempt will be allowed. If a student scores below 65% overall on the second attempt, remediation must be completed by enrolling in 3 credits of MSNV 699 prior to progressing to clinical coursework.

Post MSN Graduate Certificate-FNP (total 38 credits, 585 faculty supervised clinical hours)		
TRIMESTER (9 credits)		**Credit**
MSNV 605	Pathophysiology Across the Lifespan for Advanced Nursing Practice	3
MSNV 620	Pharmacology for Advanced Nursing Practice	3
MSNV 621	Physical Assessment for Advanced Nursing Practice	2
MSNV 622	Physical Assessment for Advanced Nursing Practice Practicum (45 hours virtual simulation lab work)	1
TRIMESTER (10 credits)		
MSNV 623	Primary Care and Differential Diagnosis	3
MSNV 624	Primary Care Adult Practicum & Seminar (135 faculty supervised clinical hours)	3
MSNV 625	Primary Care for Disease Prevention & Wellness	2
MSNV 626	Primary Care for Disease Prevention & Wellness Practicum (45 faculty supervised clinical hours)	1
MSNV 627	Clinical Intensive I (on campus, 3 days)	1
TRIMESTER (10 credits)		
MSNV 628	Primary Care of Childbearing Families & Children	3
MSNV 629	Primary Care of Childbearing Families & Children Practicum (135 faculty supervised clinical hours)	3
MSNV 630	Primary Care of Mental Health Across the Lifespan	2
MSNV 631	Primary Care of Mental Health Across the Lifespan Practicum (45 faculty supervised clinical hours)	1
MSNV 632	Clinical Intensive II (on campus, 3 days)	1
TRIMESTER (9 credits)		
MSNV 633	Primary Care of the Aging Adult	2
MSNV 634	Primary Care of the Family Practicum (225 faculty supervised clinical hours)	5
MSNV 636	Clinical Intensive III (on campus, 3 days)	1
MSNV 637	Capstone (includes preparation for national certification exam)	1
	Total Credits:	**38**

DOCTOR OF NURSING PRACTICE PROGRAM

The Doctor of Nursing Practice (DNP) program at Touro University Nevada enhances the preparation and abilities of graduate nurses., The program requires completion of didactic and practicum nursing courses that comprise a total of 33 semester credits. Each course focuses on knowledge, skills, and attitudes necessary to fully implement the role of the Doctor of Nursing Practice. Graduates are prepared to function as nursing leaders in a variety of practice settings.

Students will choose a topic of interest and then engage in a practice immersion experience through the design, implementation, and evaluation of a scholarly project that impacts change within the specialty practice of nursing leadership. Didactic courses are completed over eight weeks whereas project-based courses are completed over a 16 week trimester.

A total of 1,000 hours of academic practice experience must be documented at the graduate level. Students may count practicum hours completed during their MSN education toward this requirement. A flexible and engaging format for completion of 528 hours is built into the program. If additional hours are needed they may be added to courses during the program or the program may be extended an extra trimester, depending on the number of practice hours needed to complete the 1,000 total hours needed. All practicum experiences are completed in the student's geographical area and travel to the campus is not required.

Reliable computer resources and high-speed Internet access is required. Web conferencing and teleconferencing will be utilized throughout the program.

Features:

- For students who are licensed as registered nurses and who hold a Master's degree in nursing
- Choice of Accelerated or Standard track
- Accelerated track: Minimum of three trimesters
- Year-round program
- Minimum of 33 semester credits
- Online with no on-campus residency requirement
- Awarded a Doctor of Nursing Practice degree

Program Outcomes

The graduate will be able to:

1. Integrate nursing science, theories, and concepts with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Select appropriate organizational and systems leadership models and theories to promote quality improvement and systems thinking.
3. Compile epidemiological, biostatistical, environmental, cultural, and other appropriate scientific data related to individual, aggregate, and population health to determine and implement the best evidence for practice.
4. Design evidence based practice that integrates nursing science and quality improvement methodologies with the science of other applicable disciplines to improve healthcare delivery and outcomes.
5. Synthesize information systems/technology and patient care technology concepts to improve and transform nursing practice.
6. Critically analyze policy/laws/ethics to develop, evaluate, and advocate for, change that shapes financing, regulation, and delivery of nursing and health care services.
7. Employ effective communication and collaborative skills in the development and implementation of evidence based nursing practice.

GENERAL STATEMENT ON ADMISSION

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

Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the Doctor of Nursing Practice (DNP) program, applicants must meet the following minimum requirements:

- Complete TUN admissions application.
- At this time, the DNP program will have limited admissions restricted to students from specific states (https://tun.touro.edu/programs/nursing/doctor-of-nursing-practice/dnp-application--requirements/.)
- Hold an MSN degree from a program of nursing accredited regionally or nationally and by a nursing accreditor, including CCNE, NLNAC, CNEA, or ACEN.
- Submit all official transcripts from institutions of higher education attended. However, at the time of application, those that are over ten years old AND do not reflect courses relative to the admission requirements are not required. Present evidence that a nursing degree has been conferred prior to acceptance into the program. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org).
- Have a cumulative graduate school MSN GPA of 3.0 or greater.
- Possess an unencumbered, active licensure as a registered nurse in the state the practicum will be completed. This license must be maintained and unencumbered throughout the program. Students must notify the director for any changes in licensure.
- Resume or curriculum vitae.
- An essay discussing the topic of interest for the DNP Scholarly Project.
- One letter of reference from a Nursing or Healthcare supervisor/professional.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Possess basic computer skills to complete Internet searches and use Microsoft Office.
- Be able to comply with TUN's required Code of Conduct, Nursing Technical Standards and Good Moral Character Behavior policy which includes the physical, emotional, and mental abilities necessary to perform as a nurse.

Admission Procedures

Admission to the DNP program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. Applications are submitted through the Touro University Nevada website. If an applicant applies through NursingCAS, they must also submit a

Touro University Nevada secondary application by the application deadline. The NursingCAS application is optional.

Background Check & Immunizations
All students enrolled in the DNP program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Nursing Handbook.

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

Curriculum – Accelerated track

Course #	Course	Credits
	Trimester 1	
BSNV 499	New Student Orientation	0
DNPV 760	Introduction to DNP	4
DNPV 761	DNP Project I	3
DNPV 766	Evidence-Based Practice	3
	Trimester 2	
DNPV 763	DNP Project II	3
DNPV 764	Leadership Practicum	2
DNPV 762	Principles of Research Methods & Biostatistics	4
DNPV 765	Advanced Leadership	3
	Trimester 3	
DNPV 767	DNP III Project	3
DNPV 768	Healthcare Policy	4
DNPV 769	Nursing Leadership Approaches to Population Health	4
	Trimester 4 (*If needed*)	
DNPV 756	DNP Practicum	1-12
	Total Credits:	**33+**

Curriculum – Standard Track

Course #	Course	Credits
	Trimester 1	
BSNV 499	New Student Orientation	0
DNPV 760	Introduction to DNP	4
DNPV 766	Evidence Based Practice	3
	Trimester 2	
DNPV 762	Principles of Research Methods and Biostatistics	4

DNPV 765	Advanced Leadership	3
	Trimester 3	
DNPV 764	Leadership Practicum	2
DNPV 769	Nursing Leadership Approaches to Population Health	4
	Trimester 4	
DNPV 768	Healthcare Policy	4
DNPV 761	DNP Project I	3
	Trimester 5	
DNPV 763	DNP Project II	3
DNPV 756	DNP Practicum *(If needed*)	1 - 12
	Trimester 6	
DNPV 767	DNP III Project	3
DNPV 756	DNP Practicum *(If needed)*	1 - 12
	Total Credits:	**33 +**

*note that standard track may not be eligible for financial aid in Trimesters 5 or 6 depending on credit load

INTERPROFESSIONAL EDUCATION COURSEWORK

All nursing students are required to complete the following no credit no charge course.

Interprofessional Activities (IPEV 702) (0 credits)

This course develops student's skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course for degree-seeking students admitted to Touro University Nevada.

SCHOOL OF NURSING PROGRESSION AND GRADUATION REQUIREMENTS

For the undergraduate program, satisfactory completion requires a grade of 80% or better in each nursing course, in addition to achieving an overall GPA of 3.0. A student who receives lower than an 80% grade in two nursing courses within the program may be dismissed.

In the graduate programs an 83% or better is required in each course, in addition to achieving an overall GPA of 3.15. A graduate student who receives lower than an 83% in two graduate courses may be dismissed from the nursing program. Opportunity to repeat nursing courses will depend upon the number of students enrolled in courses, the schedule for courses, and availability of clinical experiences.

Students must comply with all the legal and financial requirements of Touro University Nevada. Students must also submit an application for graduation and complete an exit survey.

CONTACT INFORMATION
School of Nursing Administrative Assistant, Phone: (702) 777-1737, Fax: (702) 777-1747

COMPLETE COURSE LISTINGS
The School of Nursing reserves the right to determine whether to offer any course that has an enrollment of fewer than ten students.

BSNV 451 Transition to Professional Practice and Current Trends in Nursing (6 credits):
This course is designed to increase awareness of current issues and trends affecting the nursing profession. Transitional concepts will be addressed as they relate to the professional nursing role in an overview of the conceptual and theoretical foundations of professional nursing practice.

BSNV 452 Research and Scholarly Inquiry for Evidence Based Practice in Nursing (6 credits):
This course provides a basic understanding of nursing research principles and concepts. Students will be introduced to research design, methodology, and analysis. Students will learn about types of research, critique completed nursing research, explore researchable problems, and examine the role of theory in nursing research.

BSNV 453 Health Policy and Leadership in Nursing (6 credits):
This course prepares promotes awareness of the complexities of major issues, such as quality of care, healthcare team coordination, patient safety initiatives, healthcare policy, and cost-effectiveness in settings which can include individuals, families, groups, communities, populations, and other members of the healthcare team. The students apply leadership, management, and supervision theories to clinical practice in various healthcare settings.

BSNV 454 Nursing Health Assessment and Pathopharmacology (6 credits):
This course prepares students to conduct comprehensive and holistic health assessments as well as apply principles of pharmacology and pathophysiology to complex patient scenarios. Concepts and techniques necessary for gathering, analyzing, and documenting data about the physical, psychosocial, cultural, volitional and spiritual aspects of a patient's state of wellness are emphasized. Students will integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences throughout the nursing process.

BSNV 455 Family, Community, & Global Population-Based Care in Nursing (6 credits):
This course focuses on care of the community with emphasis on health promotion and prevention for populations at risk in diverse community settings. Utilizing inter-professional collaboration, students explore current public health problems by applying the concept of upstream thinking, and community resources to identify strategies to improve the quality of life. Students analyze the socio-cultural, political, economic, ethical, and environmental factors that influence community health. Practicum experiences will enable students to understand the factors that affect health and health care delivery.

BSNV 456 Health Delivery, Information Management, and Technology in Nursing (6 credits):
This course addresses issues related to the impact of information technology on healthcare practitioners and consumers of all ages. Students will learn about and gain experience with practical applications of information technology, such as handheld devices, telehealth, and Internet resources, which can improve the quality of healthcare communication and delivery, and facilitate healthcare research. Legal and ethical considerations as well as interprofessional collaboration will be included in this course.

BSN 457 Pathophysiology for Nurses (3 credits)
This course prepares the student for nursing practice through reviewing pathophysiology of various disease processes in the human body. This course will utilize online learning modules to assess the students' knowledge and their ability to apply pathophysiology to various patient scenarios

BSNV 499 New Student Orientation (0 credits)
All nursing students should start with this Canvas Student Orientation course! This course will introduce you to the School of Nursing and the nursing programs at Touro University Nevada. This interactive course details the Canvas learning management system and how to use Canvas in your program. Topics covered include: where to find course information, how to participate in online discussions, how to submit assignments in Canvas, and how to use the TUN library. You will also have the opportunity to interact with other new nursing students at all program levels. Please access this course prior to the start of your first term at TUN.

MSNV 600 Value-driven Leadership Roles and Implications for Care (3 Credits)
This course introduces the student to healthcare leadership. Emphasis includes nursing opportunities for leadership in various roles and at multiple levels of the organization. Content includes leadership theories, nursing contributions to the organization, stakeholder/agency partnerships, and resulting outcomes. Change processes and strategies in healthcare will be discussed. Both clinical and non-clinical nursing leadership roles are detailed in the context of the current healthcare environment.

MSNV 601 Research and Ethics in Advanced Practice Nursing (3 Credits)
This course emphasizes nursing's increasing scope of utilizing evidence to support practice, education, and the development of further evidence through research. Emphasis includes understanding statistics as they are reported in the nursing literature, and the associated implications for practice. Analysis of research frameworks to examine nursing issues will occur. Ethics related to research processes and utilizing the evidence base will be explored.

MSNV 602 Theoretical Applications in Advanced Nursing Practice Roles (3 Credits)
This course allows for critical analysis and evaluation of multiple theories utilized in nursing education and practice. Examines how different theories and models serve the profession and, ultimately, guide understanding of practice and outcomes. Theories examined will include the scope of grand nursing theories, middle range theories, and practice theories and models.

MSNV 603 Systems, Policy, & Contextualization: Impact on Healthcare (3 Credits)
This course describes the U.S. healthcare system and current policies. The associated organizational, social, legal, regulatory, and legislative factors that influence policy development and implementation will be explored. Policies significantly affecting nursing practice, such as the Patient Protection and Affordable Care Act, will be emphasized. The healthcare and educational system's responses to current health policies will be compared and contrasted.

MSNV 604 Cultural Understanding and Population Health (3 Credits)
This course demonstrates the impact nursing has on population health. Cultural understanding will be emphasized as a skill needed to aid in quality interpretation of epidemiological data. The course will also develop skills used in building health promotion programs for populations.

MSNV 605 Pathophysiology Across the Lifespan for Advanced Nursing Practice (3 Credits)
This course focuses on the physiologic mechanisms and pathophysiology of human body systems including both adaptive and maladaptive changes that occur throughout the lifespan. Pathophysiology of frequently encountered primary care conditions across the lifespan and special populations will be examined. This course provides foundational content for all future clinical courses. Content is presented a within a holistic, culturally competent and evidenced based framework.

MSNV 620 Pharmacology for Advanced Nursing Practice (3 Credits)
This course emphasizes the development of pharmacological knowledge required for an advanced practice nurse to treat and care for patients. Students will analyze and synthesize clinical pharmacokinetics and pharmacodynamics concepts in the management of common disease processes occurring in patients across the lifespan.
Pre-requisite: MSNV 605 or credit awarded from previous coursework.

MSNV 621 Physical Assessment for Advanced Nursing Practice (2 Credits)
This course builds on the students' knowledge and physical assessment skills and provides a foundation for the advanced practice nurse to evaluate the health of individuals. Emphasis is on advanced assessment including advanced communication (i.e., clinical interviewing, focused history taking), biopsychosocial and physical assessment, critical diagnostic reasoning, and clinical decision-making skills required to diagnose and treat individuals across the lifespan.
Pre-requisite: MSNV 605 or credit awarded from previous coursework.
Co-requisite: MSNV 622

MSNV 622 Physical Assessment for Advanced Nursing Practice Practicum (1 Credit)
This course is a lab that accompanies MSNV 621 and provides the student the opportunity to apply advanced assessment skills. There is an emphasis on history taking, physical examination and acquiring and analyzing diagnostic data within a holistic, culturally competent framework and evidenced based framework. Course requires 45 hours of online simulation.
Pre-requisite: MSNV 605 or credit awarded from previous coursework.
Co-requisite: MSNV 621

MSNV 623 Primary Care and Differential Diagnosis (3 Credits)
This course focuses on synthesizing knowledge from pathophysiology, assessment techniques and other previous courses to provide appropriate differential diagnosis and interventions in a primary care environment. The content is presented within a holistic and culturally competent framework and evidenced based framework.
Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.
Co-requisite: MSNV 624, 627

MSNV 624 Primary Care Adult Practicum (3 Credits)
This practicum accompanies MSNV 623 and focuses on students applying theoretical and clinical concepts related to health assessment and differential diagnosis in the adult health population. The content is presented within a holistic, culturally competent framework and evidenced based framework. Course requires 135 hours of directly supervised clinical hours.
Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.
Co-requisite: MSNV 623, 627

MSNV 625 Primary Care for Disease Prevention & Wellness (2 Credits)
This course focuses on the theoretical and clinical concepts related health promotion and disease prevention in a primary care environment. Both disease prevention and health promotion are presented within a holistic, culturally competent framework and evidenced based framework
Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.
Co-requisite: MSNV 626, 627

MSNV 626 Primary Care for Disease Prevention & Wellness Practicum (1 Credit)
This practicum accompanies MSNV 625 and focuses on students applying theoretical and clinical concepts related health promotion and disease prevention in a primary care environment. Both disease prevention and health promotion are presented within a holistic, culturally competent framework and evidenced based framework. Course requires 45 hours of directly supervised clinical hours.
Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.
Co-requisite: MSNV 625, 627

MSNV 627 Clinical Intensive I (1 Credit)
This is the first of three clinical intensive experiences that focuses the NP student on application and development of primary assessment and diagnostic skills needed to care for patients across the lifespan. Clinical experiences will be chosen to allow the student the opportunity to apply, develop and broaden nurse practitioner skills. On campus.
Pre-requisite: MSNV 605, 620, 621, 622 or credit awarded from previous coursework.
Co-requisite: MSNV 623, 624, 625, 626

MSNV 628 Primary Care of Childbearing Families & Children (2 Credits)

This course prepares the Nurse Practitioner to provide holistic family-centered care during the childbearing years. Focus is on comprehensive assessment, intervention and preventive care for women and families throughout reproductive and childrearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced. Content will include management of both normal and pathological conditions.
Pre-requisite: MSNV 623, 624, 625, 626, 627
Co-requisite: MSNV 629, 632

MSNV 629 Primary Care of Childbearing Families & Children Practicum (3 Credits)
This practicum accompanies MSNV 628 and focuses on students applying theoretical and clinical concepts related to provide holistic family-centered care during the childbearing years. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced. Course requires 135 hours of directly supervised clinical hours.
Pre-requisite: MSNV 623, 624, 625, 626, 627
Co-requisite: MSNV 628, 632

MSNV 630 Primary Care of Mental Health across the Lifespan (2 Credits)
This course prepares the Nurse Practitioner to provide for holistic mental health care needs of individual and families across the lifespan. Focus is on comprehensive assessment, intervention and preventive care in a variety of patient settings. Content will include management of both normal and pathological conditions. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced.
Pre-requisite: MSNV 623, 624, 625, 626, 627
Co-requisite: MSNV 631, 632

MSNV 631 Primary Care of Mental Health across the Lifespan Practicum (2 Credits)
This practicum accompanies MSNV 630 and allow for the NP student to apply theoretical and clinical concepts needed to provide mental health care needs across the lifespan. Focus is on comprehensive assessment, intervention and preventive care in a variety of patient settings. Content will include management of both normal and pathological conditions. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced. Course requires 45 hours of directly supervised clinical hours.
Pre-requisite: MSNV 623, 624, 625, 626, 627
Co-requisite: MSNV 630, 632

MSNV 632 Clinical Intensive II (1 Credit)
This is the third of three clinical intensive experiences that focuses the NP student on application and development of primary assessment and diagnostic skills needed to care for patients across the lifespan. Clinical experiences will be chosen to allow the student the opportunity to apply, develop and broaden nurse practitioner skills. On campus.

Pre-requisite: MSNV 623, 624, 625, 626, 627
Co-requisite: MSNV 628, 629, 630, 631

MSNV 633 Primary Care of the Aging Adult (2 Credits)
This course prepares the Nurse Practitioner to provide for the unique health care needs of the aging adult. Focus is on comprehensive assessment, intervention and preventive care in a variety of patient settings. Content will include management of both normal and pathological conditions. Students will further develop their skills related to health promotion, prevention of illness, diagnosis, and management of health problems commonly experienced.
Pre-requisite: MSNV 628, 629, 630, 631, 632
Co-requisite: MSNV 634, 636, 637

MSNV 634 Primary Care of the Family Practicum (5 Credits)
This practicum allows the NP student to apply both theoretical and clinical concepts to the primary health care needs of patients across the lifespan within a safe, culturally competent, evidenced based framework. Emphasizes achieving clinical competence in collaboration with other healthcare professionals. Course requires 225 hours of directly supervised clinical hours.
Pre-requisite: MSNV 628, 629, 630, 631, 632
Co-requisite: MSNV 633, 636, 637

MSNV 636 Clinical Intensive III (1 Credit)
This is the second of three clinical intensive experiences that focuses the NP student on application and development of primary assessment and diagnostic skills needed to care for patients across the lifespan. Clinical experiences will be chosen to allow the student the opportunity to apply, develop and broaden nurse practitioner skills. As the final clinical intensive this course synthesizes and integrates knowledge from previous courses. On campus.
Pre-requisite: MSNV 628, 629, 630, 631, 632
Co-requisite: MSNV 633, 634, 637

MSNV 637 Capstone (1 Credit)
The course serves as a review of all program content to prepare the NP student for the certification exam. The content will also include exploration of the certification exam requirements and the test blueprint
Pre-requisite: MSNV 628, 629, 630, 631, 632
Co-requisite: MSNV 633, 634, 636

MSNV 699 Nursing Independent Study (1 – 5 credits)
Students work with Nursing Faculty to meet individualized student learning objectives.

DNPV 756 DNP Practicum (1 – 12 credits)
Students requiring additional practicum hours should register for this course. Development of a practicum plan to demonstrate successful completion of course and program outcomes is required. With the course instructor's guidance, the student is responsible for identifying and participating in learning activities that address the DNP competencies within the course.

Registration requires permission of the program director. Each credit hour equals 48 hours of practicum.

DNPV 760 Introduction to the Doctor of Nursing Practice (4 Credits)
This course provides an introduction to the Doctor of Nursing Practice role and focuses on the application of leadership abilities, professional values, and interprofessional collaboration to effect change in the complex health care system. There is a concentration on advancing the specialty of nursing leadership through scholarly inquiry and innovation. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisite: Admission to the DNP Program.

DNPV 761 DNP Project I (3 Credits)
This project course allows the student to systematically identify and examine issues and trends related to leadership in nursing and other related disciplines in order to promote human flourishing, enhance nursing practice, and enable nursing judgment. The student will explore the role of a scholar-practitioner in translation of research into practice through design, implementation, and dissemination of research findings. Students are encouraged to pull from content in the didactic courses to develop and bolster their DNP Project. The foundation of the doctoral nursing project will begin through development of a problem statement, project aims, literature review, and application of a theoretical framework to the project. Course requires 144 practice hours. Pre-requisite: Admission to the DNP Program.

DNPV 762 Principles of Research Methods and Biostatistics (4 Credits)
This course explores various research and statistical methods within the scope of the Doctor of Nursing Practice and allows the opportunity for application of these methods to the specialty of nursing leadership. Exposure and application of the techniques used to evaluate the scholarly project in alignment with a rigorous project design will be provided. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisite: DNPV 766.

DNPV 763 DNP Project II (3 Credits)
This project course allows the student to systematically identify and examine issues and trends related to leadership in nursing and other related disciplines in order to promote human flourishing, enhance nursing practice, and enable nursing judgment. The student will explore the role of a scholar-practitioner in translation of research into practice through design, implementation, and dissemination of research findings. Students are encouraged to pull from content in the didactic courses to develop and bolster their DNP Project. Development of a project plan including interventions and tools for implementation, identifying the project setting, population, stakeholders and exploring recruitment methods will be completed in this course. Course requires 144 practice hours. Pre-requisite: DNPV 761.

DNPV 764 Leadership Practicum (2 Credits)
This practicum course provides an interactive experience with a practicum mentor. Students will apply strategies of the advanced practice nurse specializing in nursing leadership to

practice. There is an emphasis on synthesis and translation of best practices to the nursing-leadership arena. Participants will be encouraged to apply such information to their DNP project as appropriate. Course requires 96 practice hours. Pre-requisite: DNPV 760.

DNPV 765 Advanced Leadership (3 Credits)
This course explores the role of the doctorally prepared nurse as a leader. Students will apply principles of accountability, quality improvement, patient safety, and ethics. The role of the doctorally prepared nurse leader will be examined as it applies to leading innovative health care policy and practice through the spirit of inquiry, maintaining a professional identity, and exercising nursing judgment. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760.

DNPV 766 Evidenced Based Practice (3 Credits)
This course focuses on translating research to practice in the arena of nursing leadership through evaluation and synthesis of literature and evidence. Students will apply principles of nursing judgment, professional identity, and collaborative skills in the development and evaluation of evidence based practice models. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760.

DNPV 767 DNP Project III (3 Credits)
This project course allows the student to systematically identify and examine issues and trends related to leadership in nursing and other related disciplines in order to promote human flourishing, enhance nursing practice, and enable nursing judgment. The student will explore the role of a scholar-practitioner in translation of research into practice through design, implementation, and dissemination of research findings. Students are encouraged to pull from content in the didactic courses to develop and bolster their DNP Project. Implementation and evaluation will be completed in this course. Additionally, the significance of the DNP Project to the nursing profession and healthcare as a whole will be explored. Course requires 144 practice hours. Pre-requisite: DNPV 761, DNPV 763.

DNPV 768 Healthcare Policy (4 Credits)
This course will address the design, influence and implementation of health policy and healthcare system issues on a local, state, national and international level. Advocacy related to population need, social justice, ethical practice, will be central to this course. Critical analysis, health policy proposals and healthcare leadership will be covered in relation to patient care, healthcare, and other client outcomes. Finance, regulations, delivery and scope of DNP education and practice are also included. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760.

DNPV 769 Nursing Leadership Approaches to Population Health (4 Credits)
Data analysis and interpretation, community engagement, and inter-collaborative care delivery, as they relate to population health, epidemiology, and social determinants of health will be addressed. Economic framework, aggregate health outcomes, cultural perspectives, health disparities and overall population health delivery will be explored in relation to

appropriate nursing interventions. Participants will be encouraged to apply such information to their DNP project as appropriate. Pre-requisites: DNPV 760.

IPEV 702 Interprofessional Activities (0 credits)
This course develops student's skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course for degree-seeking students admitted to Touro University Nevada.

Occupational Therapy

Occupational Therapy Doctorate (OTD)

PROGRAM DESCRIPTIONS

Entry-Level Occupational Therapy Doctorate 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. The graduates are encouraged to practice occupation-based interventions including being mindful of the needs, challenges, and opportunities for their clients. Furthermore, they are empowered with the strength of leadership to enable advocacy for their profession, their clients, and themselves.

The occupational therapy department administers the Occupational Therapy Doctorate (OTD) program on a trimester system. The OTD is 36 months in length, including six months of fieldwork placement and a 14-week experiential component known as the doctoral capstone.

The sequence of courses 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 the development of critical thinking skills in preparation for practice. In addition to successfully meeting the academic didactic expectations and passing fieldwork experiences, students are expected to complete the following before the conclusion of the curriculum: evidence-based systematic review project, needs assessment for the capstone project, capstone evaluation plan, and scholarly capstone paper. As a Touro University Nevada requirement, IPEV 701 and IPEV 702, both interprofessional experiences developed to broaden the student's skills of collaborating with other disciplines are also required to be completed prior to graduation.

The courses in the program 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 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.

Entry-Level Occupational Therapy Doctorate Degree

The purpose of the OTD is to build a strong culture of forward-thinking occupation-based practitioners who will develop and sustain programs and redefine healthcare with health and wellness approaches. In addition, the OTD is to create and broaden the potential for occupational therapy services through direct collaboration with community partners. Throughout the curriculum, courses shape and support the Capstone project. Finally, the 9th semester consists primarily of the student-developed Capstone project.

Courses in the Occupational Therapy Doctorate program specifically address advanced clinical practice, research, administration, leadership, program and policy development, advocacy, and education skills. Students will engage in the creation of their unique path via mentored learning and rich opportunities in a diverse community. Each student will complete course assignments and develop an individual Capstone project in collaboration with a community partner mentor and faculty advisor. Also, the student will complete a 14-week capstone experience and a Capstone project. The OTD student will be paired with a faculty advisor to provide direct mentorship throughout their doctoral experience.

Graduates of the Occupational Therapy Doctorate program will become advanced practice generalists with expertise in providing occupation-based services in an emerging practices area, with an ability to translate evidence into practice and contribute to the occupational therapy body of research.

Special Features:
The overriding goal of the Touro University Nevada Occupational Therapy educational program is to prepare entry-level occupational therapists that are capable of innovative service delivery, leadership, and entrepreneurial endeavors designed to meet the needs of the various Nevada populations served, including the diverse urban and rural populations, work-age populations, retired populations, children, and industry.

The learning experiences within the didactic and clinical phases of the curriculum are designed to develop each graduating student's ability to demonstrate competencies required to enter the field of occupational therapy.

Touro University Nevada Student Occupational Therapy Association, which is affiliated with the American Occupational Therapy Association, provides students with opportunities to form relationships with each other outside of classes and learn organizational skills while providing service outside of class, learn organizational skills while providing service to others, and gain

benefits from collaboration on mutual goals. The potential for involvement with the Student Government Association provides students with opportunities within the university environment to develop leadership, and personal growth, while exploring professional affiliations. Students are also members of the Student Occupational Therapy Association, which provide opportunities for leadership and personal growth through activities in the community and often in collaboration with the Nevada Occupational Therapy Association. Students who are in the top thirty-five percent of their cohort with a GPA above 3.5 are invited to join Pi Theta Epsilon (PTE) honor society following the second semester. The purposes of PTE are to recognize and encourage scholastic excellence of occupational therapy students, contribute to the advancement of the field of occupational therapy through the scholarly activities of student and alumni members, and to provide a vehicle for students to exchange information and to collaborate regarding scholarly activities.

The curricular themes – Evidence-Based Practice; Occupation-Based Practice; Leadership; and, Social Justice – reflect a belief in the strength of occupation and commitment to service to the community through leadership and the 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 style/approach to hone skills in the therapeutic use of self based on opportunities for self-discovery as we see ourselves through others.

ACCREDITATION FROM THE ACCREDITATION COUNCIL FOR OCCUPATIONAL THERAPY EDUCATION (ACOTE)

The School of Occupational Therapy's OTD program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.ACOTEONLINE.org. Graduates of the OTD program 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). Also, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

GENERAL STATEMENT ON ADMISSION

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

OTD Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the Occupational Therapy degree programs, applicants must have met the following admission requirements:

- Submitted a completed and verified application through OTCAS and submitted a TUN secondary application.
- Obtained a baccalaureate degree from a regionally accredited institution of higher education before matriculation.
- Earned a cumulative GPA of 3.0 or higher as calculated by OTCAS.
- Completed the following coursework and earned a C or better prior to applying:
  -3 semester credits of Writing/Composition (Composition, Technical Writing, Academic Writing, Scientific Writing, Professional Writing, Critical Thinking and Writing courses are strongly encouraged). Verbal GRE score>70 percentile or higher or a score of '3' on analytical GRE would satisfy writing requirement.
  -3 semester credits of Humanities (anthropology, philosophy, religion, fine arts, logic, ethics, foreign language, cultural studies and/or group dynamics)
  -3 semester credits of Applied Statistics or Research Methods (course must cover research qualitative, quantitative, methodology, correlation)
  -6 semester credits of Human Anatomy & Physiology w/lab (must include at least one lab) Anatomy/Physiology courses must have been completed within five calendar years of matriculation into the program.
  -3 semester credits of Abnormal Psychology (psychopathology)
  -1 semester credit of Medical Terminology.

- -6 semester credits of Psychology to include 3 credits General Psychology and 3 credits of Developmental Psychology. These credits do not include or count toward the Abnormal Psychology requirement.

- Have basic computer literacy and be able to use Microsoft Word and PowerPoint software.
- Knowledge of the American Psychological Association (APA) writing style.
- Submit two letters of recommendation. One letter must be from a professor or college advisor. One letter must be from a licensed occupational therapist, professional supervisor, or college professor **and**, one letter much be a character reference (cannot be related to applicant). Letters of recommendation should be sent directly by the recommenders on letterhead and must include contact information. The letters of recommendation must be submitted via OTCAS.
- WAIVED for the 2022-2023 application cycle. Have performed a minimum of 20 hours of work shadowing or volunteering alongside an occupational therapist. Additional 20 hours in a client-based setting as a volunteer or employee with or without an occupational therapist (e.g., special education classroom, adult day care center, a camp counselor with special populations). Hours must be logged on the OT Student Experience Documentation Form and submitted via the OTCAS portal.

- Hold a U.S. citizenship or permanent resident status at the time of application.
- Must meet the OT Technical Standards, which includes the physical abilities necessary to perform as an occupational therapist.

Interviews
Candidate interviews are conducted virtually or on the Touro University Nevada campus for selected applicants.

International Transcript Evaluations
All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an approved agency by the National Association of Credential Evaluation Services (www.naces.org). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Check & Immunizations
All students enrolled in the OTD program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receiving licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Occupational Therapy Handbook.

Transfer Policy
The School of Occupational Therapy does not accept transfer students nor credits from other occupational therapy programs. Students currently admitted in another occupational therapy program are required to apply for admission to Touro University Nevada as a new applicant.

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

Student Health Insurance/Health Care
All on-ground students are required to carry comprehensive health insurance coverage for the benefit of the university community. Touro offers a student health insurance policy (SHIP) through Relation Insurance Services. Students may submit proof of their alternative health insurance coverage and waive out of SHIP if the coverage meets the waiver requirements. Students who do not waive out of SHIP will be automatically enrolled. If there has been a change in insurance or coverage status, students are responsible for reporting it to the university. Failure to comply can lead to suspension or dismissal from the program.

The student has exclusive responsibility for their medical bills. The University assumes no responsibility to seek reductions or waivers. Before graduation, students must be free from any medical financial responsibility with any of the University's affiliated 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.

Laboratory and Equipment
Each student is required to follow the course instructor and lab manager guidelines for all lab environments. The student may be required to attend an orientation and complete additional training to ensure their safety. Following direct instruction, the student is expected to follow given guidelines and recommendation for lab equipment use at all times. Equipment check-out of any piece of equipment is dependent on faculty approval. Posted Material Safety Data Sheets are located within the appropriate learning areas to provide instruction ~~as~~ regarding the risks and actions necessary if exposure does occur.

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 academic courses within the Occupational Therapy Doctorate degree program including the two required Level II fieldwork placements to be eligible for graduation. OTD students must successfully complete all academic courses including the two required Level II fieldwork placements and the Capstone Experience to be eligible for graduation. All coursework including the Capstone Experience must be completed within 54 months (4.5 years) for the OTD program.

Criteria for successful progression through the curriculum includes factors such as passage of all curricular courses with a grade of 73% or better, no more than 9 credits of a "C", maintenance of a cumulative grade point average (GPA) of 3.0 or higher (80% or higher), no outstanding incomplete (INC) grades, all financial obligations met, statements from clinical supervisor(s) of the final Level II fieldwork placements that the student has achieved entry-level status as an occupational therapist as evidenced by their performance on clinical fieldwork placements, and passing score based on the Capstone Experience Evaluation.

The student must comply with all the legal and financial requirements of Touro University Nevada. A student must also submit an application for graduation and complete an exit survey.

Technical Standards for Admission and Continued Enrollment
Every applicant who seeks admission to the School of Occupational Therapy, or is a continuing student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Once enrolled in the program each occupational therapy student must be able to quickly and accurately integrate all information received, maintain a safe environment for self and others, perform as a member of a team, maintain confidentiality according to professional and institutional standards, and demonstrate the ability to learn, integrate, analyze, and synthesize information and data.

The School of Occupational Therapy will make every effort to provide reasonable accommodations for students with limitations based upon evaluation by a recognized practitioner in the area of disability. However, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of occupational therapy. Students entering the program with, or acquiring deficits of these standards while enrolled, will be evaluated by a team of faculty to determine if accommodation is feasible. Accommodations to meet technical requirements will be at the student's expense.

The School of Occupational Therapy, in consideration of the technical requirements of the practice of occupational therapy, requires that each student must meet the following elements:

Observation: Occupational therapy students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises. They must be able to observe a patient accurately at distances and for close details. Students must have sufficient visual skills to scan the area for environmental safety factors.

Communication: Occupational therapy students must be able to write, speak, hear, and observe to elicit information, examine, educate, and provide interventions, describe changes in mood, activity, and posture, and perceive non-verbal communication. Communication includes not only speech but also reading and writing. Students must be able to communicate effectively and efficiently in oral and written formats.

Motor Function and Strength: Occupational therapy students must have sufficient motor function and strength to execute movements reasonably required to provide interventions with patients/clients in a therapeutically effective and safe manner. Examples of interventions reasonably required for the occupational therapy student include: cardiopulmonary resuscitation, lifting and transferring of clients/patients, provision of balance stability and guarding of falls during transfers and functional activities; administration of manual therapy techniques, setting up and moving equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.

Sensory: Occupational therapy students require enhanced sensory skills in coordination, proprioception, vestibular, tactile, and hearing senses to complete the examination, evaluation, and application of interventions to clients/patients in a therapeutically effective and safe manner. Occupational therapy students must be able to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements. Hearing skills must be sufficient to discriminate sounds in the environment for safety, communication with people, and utilize therapeutic equipment.

Mobility: Occupational therapy students must exhibit mobility in body movements and locomotion required to provide interventions to clients/patients and participate in emergency care if needed. Examples of mobility include: crawling, rolling, standing, walking, and sitting.

Vision: Occupational therapy students must possess sufficient vision to perform physical assessments of clients/patients, utilize required therapeutic equipment, and read documents such as medical records, textbooks, and computer screens. Visual integration must be consistent for the student to assess asymmetry, range of motion, and tissue color and texture changes, and monitor clients/patients during activity. It is essential for the student to have adequate visual capabilities for the integration of evaluation techniques and treatment of the client/patient.

Intellectual, Conceptual, Integrative, and Quantitative Abilities: Occupational therapy students must be able to demonstrate ability in measurement, calculating, reasoning, comparison and contrasts, application, critical analysis, synthesis, judgment, and problem-solving. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews and evaluations, and readings from textbooks, journals, and medical records. Students must be able to identify and respond accurately to factual information as well as subtle cues of mood, temperament, and gestures provided by others. The ability to comprehend three-dimensional relationships and understanding the spatial relationships of structures is important. Students must be able to assess threats to safety and apply research methods to practice.

Behavioral and Social Abilities: Occupational therapy students must have appropriate social skills for forming and maintaining of mature and culturally sensitive relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must possess the emotional/psychological health required for full utilization of their intellectual abilities, exercise good judgment, prioritize and complete responsibilities promptly. Students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in professional education and the fieldwork environments while treating clients/patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities assessed during the admissions and occupational therapy educational processes. Students must possess the ability to work effectively as a group/team member.

Participation in Skills Laboratories: Occupational therapy students must be active participants in all laboratory sessions. Students are required to participate as patients, therapist, and observers with a variety of people representing different physical attributes, gender, age, abilities and disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

Health: Exposure to Hepatitis B and other contagious diseases is possible in the fieldwork experiences; immunizations are required as indicated in the Touro University Nevada Catalog

and School of Occupational Therapy Student Handbook; students with pre-existing conditions which may impair their functioning ability are strongly advised to wear an appropriate medical alert bracelet and notify faculty and fieldwork educators.

Students with concerns about their ability to meet these technical standards should discuss them first with their academic faculty advisor. If a student requires accommodation of or exemption from educational activities, the Director of the School of Occupational Therapy must be notified in writing. Students requiring an exemption from any of the activities included in these technical standards on a temporary basis of greater than 90 days may be requested to resign from the occupational therapy program.

Technical Standards Certification

Touro University Nevada is committed to ensuring that otherwise qualified disabled students fully and equally enjoy the benefits of a professional education. Touro University Nevada will make reasonable accommodations necessary to enable a disabled student who is otherwise qualified to successfully complete the degree requirements for a Master of Science degree in Occupational Therapy. However, Touro University Nevada insists that all students meet the minimum essential requirements to safely, efficiently, and effectively practice as a professional occupational therapy student.

I, _____, hereby certify that I have read Touro University Nevada School of Occupational Therapy Technical Standards and that I can meet all requirements listed therein, either without accommodation or with reasonable accommodation from the university.

Signature: _____

Print Name: _____

Date: _____

GRADUATE CURRICULUM

PROFESSIONAL CURRICULUM – COURSES IN THE MAJOR
OCCUPATIONAL THERAPY DOCTORATE (OTD)
Credits required (OTD): 106 credits

Course #	Course Title	Credits
	Semester 1	**16**
OTDV 500	Fundamentals and Foundations of Occupational Therapy (4 lecture)	4
OTDV 504	Research I: Introduction to Quantitative and Qualitative Research (1 lecture/1 lab)	2
OTDV 506	Clinical Reasoning about Occupation (1 lecture/1 lab)	2
OTDV 508	Introduction to Fieldwork & Capstone (4 lecture)	4
OTDV 514	Human Structure and Occupation (3lecture/1 lab)	4
	Semester 2	**13**
OTDV 526	Occupations of Children/Adolescents (4 lecture)	4
OTDV 526A	Level I Fieldwork – Children/Adolescents (1 fieldwork)	1
OTDV 520	Occupation Skills Lab – Children and Adolescents (1 lecture/1 lab)	2
OTDV 525	Occupational Analysis and Evaluation I (1 lab)	1
OTDV 528	Brain, Behavior, and Occupation (3 lecture)	3
OTDV 528A	Occupational Performance for Neurological Conditions (1 lecture)	1
OTDV 713	Capstone Seminar (1 lecture)	1
IPEV 701	Interprofessional Competencies	0
	Semester 3	**11**
OTDV 630	Occupations of Adults (4 lecture)	4
OTDV 630A	Level I Fieldwork – Adult & Older Adult (1 fieldwork)	1
OTDV 637	Occupation Skills Lab - Adults (1 lecture/1 lab)	2
OTDV 645	Occupational Analysis and Evaluation II (1 lecture/1 lab)	2
OTDV 527	Psychosocial Approach to Occupation (1 lab)	1
OTDV 523	Research II: Applications for the Research Process (1 lab)	1
	Semester 4	**11**
OTDV 651	Occupations of the Older Adult (4 lecture)	4
OTDV 651A	Level I Fieldwork – Special Populations (1 fieldwork)	1
OTDV 636	Special Topics: Emerging Practice (3 lecture)	3
OTDV 643	Research III: Systematic Reviews of the Literature in Occupational Therapy (3 lecture)	3

	Electives	
OTDV 712	Advanced Clinical Reasoning in Child-Based Occupational Therapy *optional elective* (0 lecture/1 lab)	1
OTDV 714	Advanced Clinical Reasoning in Adult/Older Adult Occupational Therapy *optional elective* (0 lecture/1 lab)	1
IPEV 702	Interprofessional Activities	0
	Semester 5	**9**
OTDV 644	Preparation for Professional Practice (2 lecture)	2
OTDV 711	Program Development I for Occupational Therapy (1 lecture)	1
OTDV 660	Fieldwork IIA – (6 fieldwork)	6
	Semester 6	**9**
OTDV 662	Fieldwork IIB (6 fieldwork)	6
OTDV 657	Integration of Learning in Occupational Therapy (3 lecture)	3

Course #	**Course Title**	**Credits**
	Semester 7	**12**
OTDV 701	Advanced Theoretical Applications in Occupational Therapy (3 lecture)	3
OTDV 703	Program Development II for Occupational Therapy (3 lecture)	3
OTDV 705	Teaching and Learning in Occupational Therapy (3 lecture)	3
OTDV 652	Management in Occupational Therapy (3 lecture)	3
	Semester 8	**12**
OTDV 704	Advanced Leadership in Occupational Therapy (3 lecture)	3
OTDV 706	Capstone I (3 lecture)	3
OTDV 707	Health and Wellness influences on Occupational Therapy Practice (3 lecture)	3
OTDV 708	Social Justice and Culture Aspects related to Occupational Therapy Practice (3 lecture)	3
	Semester 9	**11**
OTDV 709	Doctoral Capstone Experience (8 fieldwork)	8
OTDV 710	Capstone II (3 credits)	3

Independent study is available throughout the curriculum
OCTV 681 Independent Study: Special Problems (1-3)

OCTV 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. For example, occupational therapists may work in medically-oriented environments 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 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
- driving rehabilitation

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 that they can participate fully in life.

Core FACULTY

Katie Capistran-Manalang, OTD, OTR/L, BCPR
Linda Frasier, OTD, OTR/L, CLT, CEAS, CAPS,SHSS
Julia Graham, OTD, MFA, OTR/L
Cynthia Lau, Ph.D., OTR/L, BCP, FAOTA
Christen Leach, OTD, OTR/L,BCP
Shannon Martin, OTD, OTR/L, BCG, CSRS
Johnny Rider, Ph.D, MSOT, OTR/L, CEAS
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Gloria Cooper, Capstone Administrative Coordinator, (702) 777-3201
For more information visit www.tun.touro.edu

COMPLETE COURSE LISTINGS

OTDV 500 Fundamentals and Foundations of Occupational Therapy (4 credits)

This four-credit course will serve as an introduction to the occupational therapy curriculum and the profession. This course presents a historical view of the development of occupational therapy as a profession and field of study and includes an introduction to the basic tenets, philosophical, theoretical, and conceptual foundations of occupational therapy. The primary focus will be a study of the emergence of occupation as a central tenet and the development of the academic field of study. **Prerequisite: None; Co-requisites: First semester courses.**

OTDV 504 Research I: Introduction to Quantitative and Qualitative Research (2 credits)
This two-credit introductory course focuses on quantitative and qualitative research in occupational therapy. The course includes an understanding of the research process, introduction to APA format, and writing skill development at the professional level. Search skill development will include knowledge how to access literature through the virtual library; how to read, understand, and evaluate quantitative and qualitative research as part of evidence-based practice in occupational therapy. **Prerequisite: None; Co-requisites: First semester courses.**

OTDV 506 Clinical Reasoning about Occupation (2 credits)
This two-credit course explores concepts and processes related to clinical reasoning and the analysis of occupations. Included in the course is understanding of foundational concepts of the profession including the Occupational Therapy Practice Framework, activity and occupational analysis, observation skills, and goal writing. Students will explore how to formulate questions about individuals and their occupations including the impact of roles, habits, culture, and context. The principles of the teaching-learning process while presenting information to others, and incorporating fundamentals of group process will be introduced. **Prerequisite: None; Co-requisites: First semester courses.**

OTDV 508 Introduction to Fieldwork and Capstone (4 credits)
This three-credit course will introduce clinical fieldwork and capstone. Using the Student 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 and capstone assignments. **Prerequisite: None; Co-requisites: First semester courses.**

OTDV 514 Human Structure and Occupation (4 credits)
This four-credit course is a regional approach to the study of the structure and functions of the human body within the broader context of occupational therapy theory and practice, emphasizing the musculoskeletal system, with additional content on the nervous, cardiovascular, and respiratory systems. This course includes foundational kinesiology, physics, and biomechanics concepts as they apply to purposeful movement and occupational performance. This course consists of lecture and lab components, with prosecuted and virtual cadaver studies, osteological and anatomical models, and hands-on training using surface anatomy on living individuals. Students will work collaboratively to acquire and apply clinical reasoning skills necessary to identify musculoskeletal limitations that may affect occupational performance. By the end of this course, students will have a solid understanding of the dynamic

transaction between human movement, environmental context, and daily occupation. **Prerequisite: None; Co-requisites: First semester courses.**

OTDV 520 Occupation Skills Lab – Children and Adolescents (2 credits)
This lab course incorporates hands-on learning experiences focusing on occupational therapy treatment for children and adolescents. Students explore the 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.**

OTDV 523 Research II: Applications for the Research Process (1 credit)
This one-credit lab class simulates the research design process through a developed project. Utilizing the research design principles previously covered, this course will allow students to apply research principles to develop a mixed-methods project. The course will include topics pertaining to the research process: developing an introduction, research validity and design, data analysis and synthesis, and dissemination of findings. **Prerequisite: First semester courses; Co-requisite: Second-semester courses.**

OTDV 525 Occupational Analysis and Evaluation I (1 credit)
This one-credit analysis and evaluation lab course provide 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.**

OTDV 526 Occupations of Children/Adolescents (4 credits)
This four-credit course introduces the student to child-based occupational therapy practice focusing on occupational behaviors including exploration and application of developmental and other 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 settings. Students will participate in didactic course work, group discussion, and research as it relates to child-based practice. In concert with this course, the student will complete OCTV 526A. **Prerequisite: OCTV First semester courses; Co-requisite: Second-semester courses.**

OTDV 526A Level I Fieldwork – Children and Adolescents (1 credit). *Pass/Fail grading option.*
This one credit fieldwork course assists the student in bridging the child-based didactic classes with exposure to child-based populations. Fieldwork is an integral part of the learning process. This 16-hour fieldwork exposes students to situations in which they must illustrate critical thinking through verbal communication with their assigned fieldwork educator as well as via assignments for the course faculty. Level I fieldwork can be met through a variety of methods including simulated environments, standardized patients, faculty practice, faculty-led site visits

and supervision by a fieldwork educator in a practice environment. **Prerequisite: First semester courses; Co-requisite: Second-semester courses.**

OTDV 527 Psychosocial Approach to Occupation (1credit)
This one-credit course addresses psychosocial skills needed in the practice of occupational therapy and psychosocial issues that impact human occupation. This course includes content on common mental health challenges, how they affect occupational performance, person-centered evaluation methods, and evidence-based intervention approaches. This course includes hands-on practice administering psychosocial assessments and interventions and developing a therapeutic use of self for individual and group settings through in-class lab activities, experiences in the community, and standardized patient encounters.
Prerequisite: OCTV First semester courses; Co-requisite: Second-semester courses.

OTDV 528 Brain, Behavior and 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.**

OTDV 528A Occupational Performance for Neurological Conditions (1 credit)
Pass/fail grading option
This one-credit course will provide students with the clinical reasoning skills to identify, administer, and interpret assessments for neurological disorders affecting occupational performance. This class will emphasize the evaluation of neurological impairments. Students will gain foundational knowledge and hands-on experience assessing the somatosensory, motor, cognitive, visual, and vestibular systems.
: First semester courses; Co-requisite: Second-semester courses

OTDV 630 Occupations of Adults (4 credits)
This four-credit course will explore the application of occupational therapy theory and frames of reference to individuals with conditions typically seen in adults. The impact of conditions on adult occupation will be discussed. Occupational therapy treatment approaches and challenges to health and wellness will be explored. The student will complete a Level I fieldwork experience in an adult treatment environment. **Prerequisite: First and Second-semester courses; Co-requisite: Third-semester courses.**

OTDV 630A Level I Fieldwork – Adults and Older Adults (1 credit). *Pass/Fail grading option.*
This one-credit fieldwork course assists the student in bridging the adult didactic classes with exposure to adult and older adult populations. Fieldwork is an integral part of the learning process. This 16 -hour clinical rotation exposes students to situations in which they must illustrate clinical thinking through verbal communication with their assigned fieldwork educator as well as via documentation for the course faculty. Level I fieldwork can be met through a variety of methods including simulated environments, standardized patients, faculty practice,

faculty-led site visits and supervision by a fieldwork educator in a practice environment. **Prerequisite: First and Second-semester courses; Co-requisites: Third-semester courses.**

OTDV 636 Special Topics: Emerging Practice (3 credits)
This course will examine current trends in emerging practice arenas, and the skill required to practice in an entrepreneurial environment. Students will write a paper focused on an emerging practice area of their own particular interest. **Prerequisites: First and Second semester courses; Co-requisite: Third semester courses.**

OTDV 637 Occupation Skills Lab - Adults (2 credits)
This two-credit course incorporates hands-on learning experiences focusing on occupational therapy treatment for adults. Included in this course is group skill development, handling techniques, transfer techniques, application of frames of reference/models of practice, treatment planning, documentation, clinical reasoning, and safety awareness. **Prerequisite: First and Second-semester courses; Co-requisites: Third-semester courses.**

OCTV 640 Occupation Skills Lab – Older Adults (2 credits)
This two-credit lab course incorporates hands-on learning experiences focusing on occupational therapy treatment for older adults. Included in this course are the following: handling techniques, transfer techniques, application of frames of reference/models of practice, treatment planning and intervention implementation, documentation, clinical reasoning, and safety awareness. **Prerequisites: First, Second and Third-semester courses; Co-requisites: Fourth-semester courses.**

OTDV 643 Research III: Systematic Reviews of the Literature in Occupational Therapy (3 credits)
This course will provide an opportunity for students to be guided toward the construction of systematic review of the literature in contemporary occupational therapy practice settings. **Prerequisites: First, Second and Third-semester courses; Co-requisites: Fourth-semester courses.**

OTDV 644 Preparation for Professional Practice (2 credits)
This two-credit course addresses essential professional issues students may encounter in level II fieldwork and practice. Students will learn the importance of monitoring and influencing legislation and regulations that guide practice and reimbursement. Students will recognize their role in advocacy and education to support stakeholders' understanding and recognition of value of the OT role in promoting health. Students will develop individualized professional development plans to support life-long learning outside of the classroom including obtaining and maintaining licensure and registration, specialty certifications, and/or future continuing education opportunities. Students will also learn and apply essential skills of effective communication in inter- and intraprofessional teams.
Prerequisites: First, Second and Third-semester courses; Co-requisites: Fourth-semester courses.

OTDV 645 Occupational Analysis and Evaluation II (2 credits)
This two-credit analysis and evaluation course focuses on the occupational therapy evaluation process and assessment tools used for adults and older adults. Specific tools for analysis and evaluation for this population will be examined. Further development of student observation and clinical analysis skills will be emphasized. **Prerequisites: First and Second-semester courses; Co-requisites: Third-semester courses.**

OTDV 651 Occupations of the Older Adult (4 credits)
This four-credit course will explore the application of occupational therapy theory and frames of reference to individuals with conditions typically seen in older adults. The impact of conditions on older adult occupation, treatment approaches and challenges to health and wellness will be explored. In concert with this course, the student will complete OCTV 651A, a Level I fieldwork experience in practices with specialty populations. **Prerequisites: First, Second, and Third-semester courses; Co-requisites: Fourth-semester courses.**

OTDV 651A Level I Fieldwork –Special Populations (1 credit). *Pass/Fail grading option.*
This one credit fieldwork course assists the student in bridging the adult and older adult didactic classes with a focus on specialty populations and areas of practice. Fieldwork is an integral part of the learning process. This 16-hour clinical rotation exposes students to situations in which they must illustrate clinical thinking through verbal communication with their assigned fieldwork educator as well as via documentation for the course faculty. Most Level I fieldwork experiences are observational in nature allowing the student to begin the synthesis process of blending knowledge and skills in relation to the older adult population. Level I fieldwork can be met through a variety of methods including simulated environments, standardized patients, faculty practice, faculty-led site visits and supervision by a fieldwork educator in a practice environment. **Prerequisite: First, Second, and Third-semester courses; Co-requisites: Fourth-semester courses.**

OTDV 652 Management of Occupational Therapy Service Provision (3 credits)
This three credit course provides basic knowledge and skills necessary for the development, management, and administration of occupational therapy services in a variety of practice settings. Theoretical discussions, as well as practical applications, will be emphasized. **Prerequisite: First, Second, Third, Fourth, Fifth, and Sixth semester courses. Co-requisites: Seventh semester courses.**

OTDV 657 Integration of Learning in Occupational Therapy (3 credits)
This three-credit application course provides skills in critical thinking and clinical reasoning needed to practice in occupational therapy practice settings. This course is designed to integrate knowledge from the didactic occupational therapy curriculum and the level II fieldwork experiences. **Prerequisite: First, Second, Third, Fourth, and Fifthsemester courses. Co-requisites: Sixth semester courses**

OTDV 660 Fieldwork IIA and OTDV 662 Fieldwork II B (6 credits for each course). *Pass/Fail grading option.*

Fieldwork education is a crucial part of the student's professional preparation. This 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. Students are expected to gain practice skills in client-centered evaluation and treatment utilizing occupation-based interventions and utilizing treatment methods that are backed by solid scientific evidence. The experience promotes clinical reasoning and reflective practice while developing a repertoire of assessment/treatment interventions related to human performance. Students will practice under the consistent direct supervision and role modeling of a professional occupational therapist in an actual clinical environment. While the student continues to develop professional skills with less supervision, a minimum of eight hours per week of direct supervision is required by the Academic Council on Occupational Therapy Education (ACOTE) standards. Development of professionalism will emphasize application of ethical principles and values. The student is expected to achieve entry-level clinical expertise by the completion of the second Level II experience. Completion of OTDV and 660 OTDV 662 requires that all twelve weeks are completed at the site – no partial credit of hours will be granted in the event a student elects to leave or is removed from the fieldwork site. **Prerequisite for OTDV 660: First, second, third, OTDV 644, and OTDV 711 coursework. Prerequisite for OTDV 662: OTDV 660.**

OTDV 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.

OTDV 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.

OTDV 701 Advanced Theoretical Applications in Occupational Therapy (3 credits)
This course promotes student understanding of the more comprehensive theoretical views of occupation and occupational therapy through discussion as well as applied learning activities. This course will focus on advanced intervention planning processes at the individual client level while also addressing intervention at population levels. **Prerequisite: First, Second, Third, Fourth, Fifth, and Sixth-semester coursework; Co-requisites: Seventh-semester coursework**

OTDV 703 Program Development II for Occupational Therapy (3 credits)
Upon completion of this course, the student will have an advanced understanding of program development as well as various forces including theoretical frameworks that can impact program implementation and service delivery. Following the completion of the needs assessment, students will develop a program plan and presentation for critical review to the

faculty. **Prerequisite: First, Second, Third, Fourth, Fifth, and Sixth-semester coursework; Co-requisites: Seventh-semester coursework**

OTDV 704 Advanced Leadership in Occupational Therapy (3 credits)
In this course, students will explore and apply theories of leadership to the practice of occupational therapy in a variety of settings and in diverse roles the occupational therapy practitioner may hold. Students will reflect and identify their own personal leadership strengths, values, and potential in order to apply these to the development and implementation of their capstone project. Students will explore concepts of professional ethics, professional responsibilities and development, and quality improvement through application to occupational therapy practice settings. **Prerequisite: First, Second, Third, Fourth, Fifth, Sixth, and Seventh-semester coursework; Co-requisites: Eighth-semester coursework**

OTDV 705 Teaching and Learning in Occupational Therapy (3 credits)
This course will focus on the development of teaching and learning skills required of occupational therapy practitioners across a variety of clinical and academic settings. A variety of learning theories and strategies across the lifespan will be explored in detail as they relate to occupational therapy practice. Students will develop and apply teaching skills appropriate for varying audiences and settings. **Prerequisite: First, Second, Third, Fourth, Fifth, and Sixth-semester coursework; Co-requisites: Seventh-semester coursework**

OTDV 706 Capstone I (3 credits)
Throughout this course, the student will plan and prepare for the implementation of their doctoral capstone in the ninth semester of the program. Students will learn and apply concepts of project development including financial management, personnel, marketing, interprofessional collaboration and service delivery models that impact occupational therapy practice. At the end of this course, students will be prepared to implement their capstone projects
Prerequisite: First, Second, Third, Fourth, Fifth, Sixth, and Seventh-semester coursework; Co-requisites: Eighth-semester coursework

OTDV 707 Health and Wellness influences on Occupational Therapy Practice (3 credits)
This three-hour seminar-based course involves the exploration of health and wellness theories, principles, approaches, initiatives, and policies that support occupation-based health promotion. Upon completion of this course, students will be able to discuss current health challenges and identify expanded roles for occupational therapy practitioners to address society's occupational needs. **Prerequisite: First, Second, Third, Fourth, Fifth, Sixth, and Seventh-semester coursework; Co-requisites: Eighth-semester coursework**

OTDV 708 Social Justice and Culture Aspects related to Occupational Therapy Practice (3 credits)
This course provides an opportunity to explore the correlation between culture, social justice, occupational justice, and health at multiple levels. The course design allows for in-depth examination and application of knowledge regarding personal culture and its impact on practice, culture of clients and its influence on health beliefs, practices, and occupations;

discussion of theories of justice, public policy, and participatory research as they relate to occupational justice issues; and the impact culture and issues of justice have on public health inequities. **Prerequisite: First, Second, Third, Fourth, Fifth, Sixth, and Seventh-semester coursework; Co-requisites: Eighth-semester coursework**

OTDV 709 Doctoral Capstone Experience (8 credits)
Each student is required to complete a Capstone Experience as part of the OTD program and curriculum. The Capstone Experience offers the student the opportunity to extend and refine knowledge acquired in the curriculum and utilize it meaningfully in the community as a means of critically analyzing occupational therapy practice. A student may target one or more of the following areas during the Capstone Experience: clinical practice skills, research, administration, leadership, program/policy development, advocacy, and education. This component of the curriculum is designed to promote professional development through both community and faculty mentorship.
Prerequisite: First, Second, Third, Fourth, Fifth, Sixth, Seventh, and Eighth-semester coursework; Co-requisites: Ninth-semester coursework

OTDV 710 Capstone II (3 credits)
Hybrid Option
This three-credit course represents the final capstone experience designed to integrate developed advanced knowledge and skills acquired within doctoral program. Through this course, the student will utilize work completed from the previous Capstone I course to collect, interpret, and analyze findings based on either their program evaluation or program implementation. Furthermore, this course will allow the student to discover creative avenues to advocate further support for occupational therapy within emerging arenas based on their scholarly project involvement and/or analyzed outcomes.
Prerequisite: First, Second, Third, Fourth, Fifth, Sixth, Seventh, and Eighth-semester coursework; Co-requisites: Ninth-semester coursework

OTDV 711 Program Development I for Occupational Therapy (1credit)
This course provides the necessary foundation to develop a deep understanding of the community partner's needs. Students will complete the necessary steps to develop their needs assessment including a developed plan, methodology, and assessment tool. Implementation of their assessment tool will occur within OTDV 703 Program Development II for Occupational Therapy. **Prerequisite: First, Second, Third, and Fourth-semester coursework; Co-requisites: Fifth-semester coursework**

OTDV 712 Advanced Clinical Reasoning in Child-Based Occupational Therapy (1 credit).
Pass/Fail grading option
This elective course emphasizes clinical decision making related to the components of child-based occupational therapy practice in different settings. The course uses a problem-based format with complex client cases serving as the basis for the development of student learning. Students will explore specific interventions as they relate to assisting children and adolescents with neuromotor, sensory, and developmental problems. Students will access community and

professional resources and apply these to the distinct client populations. Course will be offered based on availability and faculty resources. **Prerequisite: First, Second, and Third-semester coursework**

OTDV 713 Capstone Seminar (1 credit)
Pass/Fail grading option
This one credit seminar introduces students to the doctoral capstone. Students will understand the requirements and expectations of the capstone project and experience. Students will be exposed to various options for developing advanced practice skills in one of the following areas: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. Students will begin to prepare a proposal for their capstone experience and project and be paired with a faculty advisor for the doctoral capstone. **Prerequisite: First-semester coursework; Co-requisites: Second-semester coursework**

OTDV 714 Advanced Clinical Reasoning in Adult/Older Adult Occupational Therapy (1 credit).
Pass/Fail grading option
This elective course emphasizes clinical decision making related to the components of adult and older adult occupational therapy practice in different settings. The course uses a problem-based format with complex client cases serving as the basis for the development of student learning. Students will explore specific assessments and interventions as they relate to assisting adults and older adults with neurological, cardiopulmonary, vestibular, orthopedic, cognitive, and psychosocial problems. Students will access community and professional resources and apply these to the distinct client populations. Course will be offered based on availability and faculty resources. **Prerequisite: First, second, and third semester coursework.**

IPEV 701 Interprofessional Competencies (0 credits)
This course introduces students to the Core Competencies for Interprofessional Collaborative Practice. Students will become familiar with the Core Competencies and participate in a variety of learning activities examining the following interprofessional themes: professional roles and responsibilities, communication, values/ethics, and teamwork. This is a required course(s) for degree-seeking students admitted to Touro University Nevada Summer 2017 and beyond.

IPEV 702 Interprofessional Activities (0 credits)
This course develops student skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include: simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course(s) for degree-seeking students admitted to Touro University Nevada Summer 2017 and beyond.

Physical Therapy

The Entry-Level Doctor of Physical Therapy program at Touro University Nevada is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314. Telephone: (703) 706-3245. Email: accreditation@apta.org. Website: https://www.capteonline.org/ .

PROGRAM DESCRIPTION

The Doctor of Physical Therapy (DPT) is the only degree offered by the School of Physical Therapy.

Entry-Level Doctor of Physical Therapy Track

The entry-level Doctor of Physical Therapy is designed for those individuals with no formal education in physical therapy who wish to enter the profession with the doctoral education credential. The entry-level track requires 3-years of full-time enrollment. The curriculum includes 120 credits, up to 2 units of elective credit, and 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:

- Cumulative Numerical Grade Average of 80% (GPA ≥ 3.0)
  - Completion of didactic courses with a minimum grade of 75%.
  - Completion of all clinical education courses with a minimum passing numerical grade of 80% (DPTV874, 875, 877)
- Consistently demonstrate the Essential Functions of the School of Physical Therapy
- Completion of 50 hours of service to the community (DPTV724)
- Completion of 20 hours of Integrated Clinical Experience
- Completion of the Interprofessional Education courses (IPEV 701 and 702)
- Submission of all forms required for graduation
- Payment of all tuition and fees to Touro University Nevada
- Complete an exit survey

In the event of administrative protocols that restrict access to the campus or campus technology, equipment, or supplies, any provisions in this catalog may be subject to change. Students will be advised of these changes as they occur.

GENERAL STATEMENT ON ADMISSION

It is the policy of the School of Physical Therapy to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the Essential Functions (technical standards) and possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Physical Therapy Admissions Committee for selection to the School. The School of Physical Therapy also maintains the right to refuse to matriculate a student deemed

by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the Doctor of Physical Therapy (DPT) degree program, applicants must have met the following admission requirements:

- Submitted a completed and verified application through PTCAS and submitted a TUN secondary application.
- Obtained a baccalaureate degree or higher from a regionally accredited institution of higher education prior to matriculation.
- Earned a cumulative, science, and prerequisite coursework GPA of *2.75 or higher as calculated by PTCAS. *For the 2022-2023 application cycle, if you have below a 2.75 GPA, we will accept a cumulative GPA of 2.75 or higher from the last 60 credits of post-baccalaureate courses or a cumulative GPA of 2.75 from a Master's level program. The graduate program curriculum must include relevant science coursework.
- Completed the following prerequisite coursework with a grade of C or better:
  -4 semester credits of Biology with lab
  -8 semester credits of Human Anatomy & Physiology with lab
  -8 semester credits of General Chemistry with lab
  -8 semester credits of Physics with lab
  -6 semester credits of Behavioral Sciences
- Applicants for the current class must submit GRE scores to PTCAS that are no older than five years preceding application. On the GRE score system, applicants must have a minimum verbal score of 143, quantitative score of 143 and a minimum analytical score of 3.0. GRE scores should be submitted no later than January 15th of the admission year.
- Submit two letters of recommendation to PTCAS. One letter must be from a college faculty member or advisor and one letter must be from a licensed health care professional.
- Have experience or observation in physical therapy. Applicants need a minimum of 100 hours of observation in physical therapy practice settings under the supervision of a licensed PT or PT assistant.
- Demonstrate academic competence, personal/professional achievements, leadership (through extracurricular, work or community activities), community service, diversity experiences, good oral and written communication skills, and personal/lifestyle management (such as coping mechanisms, critical thinking, unique life experiences and time management).
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Must meet the required Essential Functions of the School of Physical Therapy, which includes the physical abilities necessary to perform as a physical therapist.

Admission Procedures

Admission to the entry-level DPT program is conducted on a rolling basis. Applications are submitted through the Central Application Service for Physical Therapy (PTCAS). Qualified applicants will be required to submit a supplemental application.

Interviews
Candidate interviews are not conducted virtually or on the Touro University Nevada campus for PT applicants.

International Transcript Evaluations
All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Checks
All students enrolled in the DPT program must pass a Level I criminal background check prior to matriculation with subsequent criminal background checks prior to beginning the Clinical Education component. A criminal background may prevent a student from matriculating, progressing in the program or obtaining a license to practice after graduation.

Students are required to pass a drug screen prior to the Clinical Education component. Students are referred to University policies regarding drug screening requirements and expectations. The Student Drug Testing Policy is found in Appendix D of this catalog.

Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Physical Therapy Handbook and the School of Physical Therapy Clinical Education Handbook. All immunizations must remain current throughout the student's enrollment in the program. Failure to maintain immunization may result in academic discipline, referral to the Division of Student Affairs, immunization holds on the student's accounts through the Office of the Registrar and may delay or prohibit the student's ability to complete the Clinical Education component.

Transfer Policy
The School of Physical Therapy does not accept transfer students from other Physical Therapy programs. Students currently admitted in another physical therapy program are required to apply for admission to Touro University Nevada as a new applicant.

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

Student Health Insurance/Health Care

All students are required to carry comprehensive health insurance coverage for the benefit of the university community. Touro offers a student health insurance policy (SHIP) through Relation Insurance Services. Students may submit proof of their alternative health insurance coverage and waive out of SHIP if the coverage meets the waiver requirements. Students who do not waive out of SHIP will be automatically enrolled. If there has been a change in insurance or coverage status, students are responsible for reporting it to the university. Failure to comply can lead to suspension or dismissal from the program.

The student has exclusive responsibility for their medical bills. The University assumes no responsibility to seek reductions or waivers. Before graduation, students must be free from any medical financial responsibility with any of the University's affiliated clinics.

Technology Competence
To be successful in the curriculum, students must be competent using computer technology, such as word processing, use of the internet, e-mail, and database searches.

Matriculation Date
Matriculation (entry into the program) is in July (Summer term).

THE CURRICULUM
The DPT degree requires 3-years of full-time enrollment. The curriculum includes 122 credits with up to an optional 4 additional elective credits. The curriculum includes 32 weeks of full-time supervised clinical practice. The curriculum schedule will normally appear as below. The School of Physical Therapy reserves the right to change the sequence, content, and overall curriculum to meet current professional standards.

Curriculum Sequence Beginning in July		
Year 1	**Summer**	
Course #	**Course Title**	**Credits**
DPTV 701	Human Anatomy	4
DPTV 703	Physiology: Pathology	3
DPTV 704	Medical Terminology	1
DPTV 716	Screening For Referral	1
DPTV 746	Patient Management and Communication	3
Year 1	**Fall**	

Course #	Course Title	Credits
DPTV 702	Functional Anatomy	3
DPTV 752	Pharmacology in PT	3
DPTV 802	Basic Evaluative Skills	4
DPTV 705	Neuroscience	3
DPTV 723	Professional Practice I	2
Year 1	**Spring**	
Course #	**Course Title**	**Credits**
DPTV 729	Exercise Physiology	4
DPTV 812	Patient Management in Acute Care	4
DPTV 755	Orthopedic Assessment and Management I	4
DPTV 733	Physical Modalities and Electrotherapeutics	3
DPTV 707	Movement Science	2
DPTV 717	Functional Gait Assessment	1
Year 2	**Summer**	
Course #	**Course Title**	**Credits**
DPTV 757	Orthopedic Assessment and Management II	4
DPTV 822	Neurological Conditions and Management I	4
DPTV 731	Integumentary Conditions and Management	4
DPTV 713	Evidence Based Practice 1	2
DPTV 840	Integrative Health	2
Year 2	**Fall**	
Course #	**Course Title**	**Credits**

DPTV 759	Orthopedic Assessment and Management III	4
DPTV 824	Neurological Conditions and Management II	4
DPTV 814	Cardiopulmonary Conditions and Management	4
DPTV 722	Culture of Disability	2
DPTV 714	Evidence Based Practice II	2
Year 2	**Spring**	
Course #	**Course Title**	**Credits**
DPTV 830	Pediatric Conditions and Management	4
DPTV 805	Health Promotion	2
DPTV 715	Diagnostic Imaging	2
DPTV 895	Terminal Project I	1
DPTV 754	Science of Pain	2
DPTV 899	Comprehensive Exam	4
Year 3	**Summer**	
Course #	**Course Title**	**Credits**
DPTV 724	Professional Practice II	2
DPTV 896	Terminal Project II	1
DPTV 874	Clinical Experience 1	6
Year 3	**Fall**	
Course #	**Course Title**	**Credits**
DPTV 817	Prosthetics and Orthotics	3
DPTV 897	Terminal Project III	1
DPTV 845	NPTE Exam Prep	1

DPTV 875	Clinical Experience 2	4
	Optional Elective: **May take up to two**	
DPTV 850	Advanced Physical Therapy Seminar	1-2
Year 3	**Spring**	
Course #	**Course Title**	**Credits**
DPTV 877	Clinical Experience 3	6
DPTV 725	Professional Practice III	3

Code of Ethics for the Physical Therapist.

Students will consistently demonstrate compliance with the APTA's Code of Ethics for the Physical Therapist (http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf), which includes the following principles:

- Physical Therapists shall respect the inherent dignity and rights of all individuals.
- Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.
- Physical therapists shall be accountable for making sound professional judgments.
- Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.
- Physical therapists shall fulfill their legal and professional obligations.
- Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities and professional behaviors.
- Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.
- Physical therapists shall participate in efforts to meet the health needs of people locally, nationally or globally.

FULL-TIME FACULTY

Steven Liaos, PT, DPT, DSc
Board Certified Orthopedic and Sports Clinical Specialist
Fellow of the American Academy of Orthopaedic Manual Physical Therapists
Lawrence Contreras, PT, DPT
Board Certified Orthopedic Clinical Specialist
Stacy Fisher, PT, DPT, DBA

Diplomate – Board Certified Wound Specialist
Diplomate – American Professional Wound Care Association
Gretchen Haase, PT, DPT
Daniel Huddart, PT, DPT
Board Certified Geriatric Clinical Specialist
Tony Iwakawa, PT, DPT
Katherine Joines, PT, DPT, DHSc
Board Certified Pediatric Clinical Specialist
Andrew Mills, PT, DPT, EdD
Board Certified Cardiovascular and Pulmonary Clinical Specialist
Jacqueline Randa, PT, DPT, PhD
Board Certified Orthopedic and Neurologic Clinical Specialist

CONTACT INFORMATION
Steven Liaos, PT, DPT, DSc., OCS, SCS, FAAOMPT, Interim Director (702) 777-3957
LaShon McKinley, Administrative Assistant, (702) 777-3050

COMPLETE COURSE LISTINGS

DPTV 701 Human Anatomy (4 credits)
A regional approach to the study of the structure and function of the human body. Learning teaching strategies will include lectures, the study of human cadavers and multimedia substitutes/supplements as the situation allows, the study of the surface anatomy of living individuals, the study of skeletal model materials, models of body regions, books, atlases, formative/summative evaluations and other such aids including electronic resources.

DPTV 702 Functional Anatomy and Kinesiology (3 credits)
An introduction 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.

DPTV 703: Physiology: Pathology (3 credits)
Normal and pathological conditions of tissues will be presented as well as the application of this information to screen for referral in physical therapy. Normal and pathological processes common to physiological systems will be discussed as well as the impact of external and environmental stressors on the human body systems at rest and in motion. This course includes systems review, imaging integration, and concepts of tissue repair and healing as it applies to physical therapy practice.

DPTV 704 Medical Terminology (1 credits)
A self-paced course to demonstrate proficiency in the oral and written use of medical terminology.

DPTV 705 Neuroscience (3 credits)

An integrated presentation of neuroscience and neurophysiology with emphasis on the sensory and motor functions of the human nervous system. In preparation for clinical studies, students are expected to learn the anatomy of the human nervous system, basic principles of neurophysiology, and muscle function, as well as the effects of disease on the nervous system. This class is devoted to regional gross structure and function of the nervous system, including the head, neck, upper extremity, superficial back, spine, thorax, abdomen, pelvis, and lower extremity. The student is introduced to clinical problem identification through discussion of the anatomical bases for somatic dysfunction. Emphasis is placed on building the relationship between structure and function of the neuromusculoskeletal system and the clinical implications of dysfunction.

DPTV 707 Movement Science (2 credits)
Introduction to motor control and developmental theories and examines the development of typical human movement across the lifespan including postural control, locomotion, and reach and grasp.

DPTV 713 Evidence Based Practice I (2 credits)
The first of a two-course sequence covering principles of critical inquiry and application of evidence-based practice. Emphasis is placed on the student's ability to formulate relevant clinical questions, develop search strategies, and critically review professional literature to inform clinical decision-making Content in this semester will focus on the application of reliability and validity principles, statistics to assess predictive relationships, and observational designs for the study of prognosis, diagnostic accuracy, and clinical prediction rules. The course is designed for a team-based learning format.

DPTV 714 Evidence Based Practice II (2 credits)
Part two of the two-course sequence covering principles of critical inquiry and application of evidence-based practice. An introduction to the research process as it relates to clinical practice, with special consideration of measurement theory and assessment of functional outcomes, research designs, and relevant statistical analysis. Content in this semester will focus on the application of research to clinical trials to study effectiveness of interventions, including experimental, quasi-experimental, and observational studies, and assessment of design validity. The course will also address characteristics of systematic reviews and metanalyses.
The course is designed for a team-based learning format.

DPTV 715 Diagnostic Imaging
Introduces imaging techniques commonly used in healthcare and their implications to the physical therapists' role in professional practice. Topics will include radiographs, computed tomography, magnetic resonance imaging, diagnostic ultrasound, nuclear medicine, and cardiac catheterization. Clinical scenarios will discuss interpretation of results and the application to physical therapy evaluation and planning for interventions.

DPTV 716 Screening for Referral (1 credit)

The identification of appropriate candidates for physical therapy is discussed. This includes screening for medical disease, recognizing areas beyond the physical therapist's scope of practice, and identifying individuals who need a medical (or other disciplines) referral.

DPTV 717 Functional Gait Assessment (1 credit)
Students will learn to recognize the variables that are examined in both normal and impaired gait and apply clinical decision-making skills in evaluating gait analysis data.

DPTV 722 Culture of Disability (2 credits)
Investigation of the culture of disability in our society. The psychological, social, biological and cultural issues of acquiring, living with, coping, and dying with a disability will be discussed. Appropriate attitudes and responses of healthcare practitioners to clients with disabilities will be explored.

DPTV 723 Professional Practice I (2 credits)
Introduction to the professional behaviors and skills of the physical therapist. Topics include professionalism, communication (verbal, nonverbal, and written), professional relationships, individual and cultural differences, ethics, legal issues, the professional association, and responsibility for professional development. Professional roles of the physical therapist as a clinician, administrator, educator, and consultant are discussed.

DPTV 724 Professional Practice II (2 credits)
Builds upon the professional behaviors and skills identified in Professional Practice I and will focus on developing the skills needed to provide physical therapy services in a manner that is consistent with legal and ethical guidelines for clinical practice. Students will discuss and apply course topics to case studies. Topics include ethical and moral reasoning, advocacy for patients/clients and the profession, and taking responsibility for and providing health care services to the public.

DPTV 725 Professional Practice III (3 credits)
Builds upon the professional behaviors and skills identified in Professional Practice I & II to focus on leadership, professional development, and expert practice expected of physical therapists. Topics related to skills necessary for assuming professional responsibility in the areas of advanced management skills, marketing professional services, and providing consultative services are included. This course will focus on developing skills needed to successfully secure licensure as a PT, supervise and manage staff and students, plan and market therapy services, and advocate for legislative changes to state and federal regulations related to the provision of health care services.

DPTV 729 Exercise Physiology (4 credits; lab)
Introduction to motor control and motor learning and provides the student with knowledge of the physiological principles for understanding the response of the human body to exercise. The neuromuscular, musculoskeletal, pulmonary, and cardiovascular responses to exercise and

their implications in physical therapy intervention will be explored. Basic principles of therapeutic exercise, exercise progression, and standard protocols for aerobic and anaerobic exercise to affect flexibility, strengthening, endurance, coordination and balance will be covered. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions. Lab attire required.

DPTV 731 Integumentary Conditions and Management (4 credits; lab)
Pathophysiology of common conditions of the integumentary system will be presented. Medical and surgical management of wounds, surgical incisions, burns, and dermatological conditions will be discussed. Rehabilitation guidelines, protocols and interventions related to patients with integumentary conditions will be presented.

DPTV 733 Physical Modalities and Electrotherapeutics (3 credits; lab)
Theory and principles of physical therapy modalities. This is a lecture and laboratory course designed to instruct students in the physics and physiological effects of physiological therapeutics and their modalities. Students learn through lectures and laboratory sessions essential skills for patient management in clinical practice. Examples of these skills include selecting and using deep thermal, electrodiagnostic, electrotherapeutic, and mechanical modalities (including massage) for various impairments and functional limitations.

DPTV 746 Patient Management and Communication (3 credits)
This clinical decision-making course covers communication, documentation, and patient interviews based on the Guide to Physical Therapy Practice. The curriculum includes coding in the ICF and ICD, and the functional outcome reporting (FOR) method of documentation, which supports communication with other healthcare team members. Students will participate in case studies, group discussions, and simulations to gain practical experience applying these concepts and skills to real-world clinical scenarios.

DPTV 752 Pharmacology in PT (3 credits)
Principles of pharmacology and the impact of prescription and over-the-counter pharmaceuticals, botanicals, nutraceuticals, and drugs of abuse on physical therapy goals and functional abilities will be discussed. All physiological systems in the human will be studied in the course.

DPTV 754 Science of Pain (2 credits)
Theories and mechanisms of the experience of pain in acute and chronic conditions will be presented in this course. Methods of evaluation and treatment involving an interdisciplinary approach will be discussed.

DPTV 755 Orthopedic Assessment and Management I (4 credits; lab)
Evaluation and assessment of lower quadrant problems including the lumbar spine, hips, knees, ankle, and foot. Discussions of common conditions associated with the areas with an emphasis on the use of clinical reasoning to determine the primary hypothesis. Functional anatomy,

biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopedic pathologies and disorders.

DPTV 757 Orthopedic Assessment and Management II (4 credits; lab)
Evaluation and assessment of upper quadrant problems including the cervical spine, shoulder, elbow, forearm, wrist, and hand. Discussions of common conditions associated with the areas with an emphasis on the use of clinical reasoning to determine the primary hypothesis. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopedic pathologies and disorders.

DPTV 759 Orthopedic Assessment and Management III (4 credits; lab)
Evaluation and assessment of the thoracic spine, temporomandibular joint, and the head and face. Functional anatomy, biomechanics, and evaluative manual therapy skills used to functionally diagnose orthopedic pathologies and disorders. Additionally, this class will build on the previous courses in the program to discuss and apply differentiation and intervention techniques for all areas.

DPTV 802 Basic Evaluative Skills (4 credits; lab)
Students will learn to recognize the broad variation that characterizes normal movement and begin to appreciate how aberrant movement develops. They will learn how to perform the foundation outcomes measurements in a valid and reliable way while appreciating the limitations of those tests. Specific skills instructed in this class include palpation, general cognitive assessment, the assessment of posture, range of motion, muscle length and strength, reflex integrity, sensation, general tone and Upper Motor Neuron signs, and cranial nerve function. Instruments used for this course include the goniometer, dynamometer, tape measure, reflex hammer and, most importantly, the therapists' own hands.

DPTV 805 Health Promotion (2 credits)
Prepares students to embrace their roles as primary caregivers who address the holistic needs of their patients in the areas of prevention, wellness, fitness, and health promotion through intervention and education regarding nutrition, sleep, stress management and the importance of physical activity.

DPTV 812 Patient Management in Acute Care (4 credits)
Management of patients in the acute care setting (hospitals, skilled nursing facilities) requires an understanding of the unique characteristics of the facilities and standards of care. This course will explore the policies, procedures, equipment, and patient management considerations for physical therapy in acute care settings. Basic procedural skills used in health care and the rationale for their use will be taught in this course. Procedures will include but are not limited to, transfers, draping, positioning, universal safety precautions, Health Insurance Portability and Accountability Act (HIPAA), basic patient communication, professional behaviors, ambulation assistive aids, bandaging and patient care equipment. Students will be required to experience techniques under faculty supervision in laboratory sessions. Lab uniform

required. Consideration for treatment based on diagnostic categories will be discussed through evaluation of case studies.

DPTV 814 Cardiopulmonary Conditions and Management (4 credits; lab)
Pathophysiology of common conditions of the cardiovascular and pulmonary systems will be presented in this course. Acute and chronic management of studied conditions will be included. Rehabilitation guidelines and protocols will be presented. Patient/client management for cardiac, vascular, and pulmonary conditions and will cover screening, evaluation, treatment planning, interventions including techniques, outcome assessment, and patient education. Students are required to demonstrate and experience techniques under faculty supervision in laboratory sessions.

DPTV 817 Prosthetics and Orthotics (3 credits)
Introduction to the evaluation and treatment of patients who require prosthetics and orthotics including types, use, application, and fitting. This course will cover current trends and advancements in off the shelf and custom fabrication.

DPTV 822 Neurological Conditions and Management I (4 credits; lab)
Prepares students to recognize the typical impairments, limitations, and restrictions associated with the neurological conditions affecting the peripheral nervous system. Students will organize and administer a general examination augmented by using impairment- and limitation-specific outcomes and evaluate their examination results to develop an effective plan of care. Students will learn to identify appropriate responses to the complications and emergencies that may arise in this population and perform a differential diagnosis to identify the need for referral to other health care professionals.

DPTV 824 Neurological Conditions and Management II (4 credits, lab)
Prepares students to recognize the typical impairments, limitations, and restrictions associated with the neurological conditions affecting the central nervous system. Students will organize and administer a general examination augmented by using impairment- and limitation-specific outcomes and evaluate their examination results to develop an effective plan of care. Students will learn to identify appropriate responses to the complications and emergencies that may arise in this population and perform a differential diagnosis to identify the need for referral to other health care professionals.

DPTV 830 Pediatric Conditions and Management (4 credits; lab)
Introduces the fundamental concepts necessary for the entry-level physical therapist to examine, evaluate, and treat the pediatric client. Lecture and lab experiences emphasize a problem-oriented approach to physical therapy management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. Students will learn to recognize normal and abnormal development, particularly during the first year of life and during significant transitions as children with disabilities become adults.

DPTV 840 Integrative Health (2 credits)

Exploration of the intersections of frailty, falls, osteoporosis, cancer, pelvic health, and genetics, and aging. The course will use lectures, discussions, case studies, and community outreach to develop screenings, evaluation techniques, treatment plans, outcomes assessments, and patient education.

DPTV 845 NPTE Exam Prep (1 credit)
This course covers information on the National Physical Therapy Exam and provides in class and online review and practice testing opportunities.

DPTV 850 Advanced Physical Therapy Seminar (1-2 credits)
This course will cover advanced theory, skills, and decision making for the student physical therapists. The student will participate in six-week modules on various topics as determined by the instructors. Students may take a maximum of two units from these seminars.

DPTV 874 Clinical Experience 1 (6 credits)
Clinical Experience 1 is the first of three full-time terminal clinical experiences under supervision of a licensed physical therapist. Students will participate in a 12-week full-time equivalent clinical experience at an assigned physical therapy facility. Students are responsible for all their transportation and living expenses if any. Clinical practice dress is required.

DPTV 875 Clinical Experience 2 (4 credits)
Clinical Experience 2 is the second of three full-time terminal clinical experiences under supervision of a licensed physical therapist. Students will participate in an 8-week full-time equivalent clinical experience at an assigned physical therapy facility. Students are responsible for all their transportation and living expenses if any. Clinical practice dress is required.

DPTV 877 Clinical Experience 3 (6 credits)
Clinical Experience 3 is the third of three full-time terminal clinical experiences under supervision of a licensed physical therapist. Students will participate in a 12-week full-time equivalent clinical experience at an assigned physical therapy facility. Students are responsible for all their transportation and living expenses if any. Clinical practice dress is required.

DPTV 895 Terminal Project I (1 credit)
The Terminal Project series enables students to showcase their expertise in knowledge translation and dissemination. They will identify a clinical question relevant to their practice setting and patient population, develop and implement an evidence-based intervention, measure and evaluate the response, and then analyze and disseminate their results across the three-course series.

DPTV 896 Terminal Project II (1 credit)
This course is the second of three in the Terminal Project sequence.

DPTV 897 Terminal Project III (1 credit)
This course is the third of three in the Terminal Project sequence.

DPTV 899 Comprehensive Exam (4 credit; lab)
This is a comprehensive course designed to prepare students for their clinical rotations. This course provides students an overview of their clinical coursework to enable them to carry out a safe and effective patient examination and treatment for patients presenting with multiple system involvement. This course requires students to demonstrate competence during a comprehensive practical examination as well as a comprehensive written examination.

DPTV 880 Independent Study (1 to 2 credits)
Curated independent study courses may be offered to students who require remediation of cognitive or psychomotor skills following failure of a course.

Physician Assistant Studies

MASTER OF PHYSICIAN ASSISTANT STUDIES
DOCTOR OF PHYSICIAN ASSISTANT STUDIES – CLINICAL TRACK
DOCTOR OF PHYSICIAN ASSISTANT STUDIES – EDUCATION TRACK
DOCTOR OF PHYSICIAN ASSISTANT STUDIES – HEALTHCARE ADMINISTRATION TRACK

PROGRAM DESCRIPTIONS

MASTER OF PHSYCIAN ASSISTANT STUDIES

MISSION
The mission of the Master of Physician Assistant Studies Program is to develop competent and compassionate physician assistants by providing students with education and experiences that support professional excellence and engagement with underserved communities.

GOALS
- Educate, support and prepare competent, well-rounded healthcare providers for successful transition to practice of medicine.
- Pursue diversity of all kinds: people, and educational experiences.
- Foster service to community and underserved populations.

As the institution has an interdisciplinary program, the students learn to work with all health care team members. Through service-learning courses and strong community outreach, the PA program prepares graduates to be culturally sensitive and advocates of the community.

REQUIREMENTS
The Master of Physician Assistant Studies program is 28 months in length and consists of 16 months of didactic coursework and 12 months of clinical rotations.
- The 16-month didactic phase is comprised of classroom work which consists of basic science, clinical, and behavioral science courses. Science courses are clinically oriented to provide a substantial knowledge base for the clinical courses. The clinical courses provide experiences in problem solving techniques to prepare the students for their clinical rotations.
- The 12-month clinical rotation phase includes ten required rotationsand 2 elective rotations. The program is responsible for arranging and monitoring all aspects of the rotations.

GENERAL STATEMENT ON ADMISSION
It is the policy of the School of Physician Assistant Studies to admit qualified students irrespective of race, sex, color, national origin, religion, sexual orientation, or disability. To be considered for admission to the Program a student must meet the technical standards and

possess the academic credentials and professional attributes deemed essential by the Touro University Nevada School of Physician Assistant Studies Admissions Committee for selection to the School. The School of Physician Assistant Studies also maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment in the School's programs.

Admission Requirements for Academic Year 2023-2024

- To be considered for acceptance in the Physician Assistant Studies program, applicants must have completed all of the following admissions requirements:
- Submitted a completed and verified application through CASPA and submitted a TUN secondary application.
- Obtained a baccalaureate degree conferred from a regionally accredited institution of higher education. Applicants who are still in progress of conferring/completing their bachelor's degree program must have their degree awarded on an official transcript prior to beginning the program.
- Earned a cumulative and science GPA of 3.0 or higher as calculated by CASPA or a cumulative GPA of 3.0 or higher from at least one semester/term of a graduate level certificate or degree program. The graduate program curriculum must include coursework in Anatomy/Physiology, Microbiology/Immunology, and Biochemistry.
- Completed the following prerequisite coursework with a grade of C or better:
  -8 semester credits of Human Anatomy and Physiology with lab
  -4 semester credits of Organic Chemistry with lab
  -3 semester credits of Biochemistry
  -3 semester credits of Microbiology
  *Three semester credits in general psychology and three semester credits in statistics are also recommended.
- All prerequisite science courses must be completed within the past seven years with the exception of organic chemistry. An applicant may have up to two prerequisite courses pending. All the prerequisite courses must be completed before
- the candidate begins the program.
- Human Anatomy & Physiology and Organic Chemistry courses taken in a classroom setting is preferred.
- Completed GRE prior to application. No minimum score required. The score will be used in the evaluation for entry into the program. GRE scores will only be accepted within the past five years of the application date.
- Have 500 hours of Direct Patient Care experience.
- Submitted two letters of recommendation to CASPA. One letter of recommendation must be from a medical provider such as a physician assistant, nurse practitioner or physician. It is recommended that one letter be from a PA.
- Hold a U.S. citizenship or permanent resident status at the time of application.
- Must meet the required PA Technical Standards, which includes the physical abilities necessary to perform as a physician assistant.

Admission Procedures
Admission to the MPAS program is conducted on a rolling basis. Applications are submitted through the Central Application Service for Physician Assistants (CASPA). Qualified applicants will be required to submit a supplemental application.

Interviews
Candidate interviews are conducted virtually or on the Touro University Nevada campus for selected applicants.

International Transcript Evaluations
All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Check & Immunizations
All students enrolled in the PA program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or receive licensure. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of Physician Assistant Studies Handbook.

Transfer Policy
The School of Physician Assistant Studies does not accept transfer students from other physician assistant programs. Students currently admitted in another physician assistant program are required to apply for admission to Touro University Nevada as a new applicant.

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

Student Health Insurance/Health Care
All on-ground students are required to carry comprehensive health insurance coverage for the benefit of the university community. Touro offers a student health insurance policy (SHIP) through Relation Insurance Services. Students may submit proof of their alternative health insurance coverage and waive out of SHIP if the coverage meets the waiver requirements. Students who do not waive out of SHIP will be automatically enrolled. If there has been a change in insurance or coverage status, students are responsible for reporting it to the university. Failure to comply can lead to suspension or dismissal from the program.

The student has exclusive responsibility for their medical bills. The University assumes no responsibility to seek reductions or waivers. Before graduation, students must be free from any medical financial responsibility with any of the University's affiliated 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.

Master of Physician Assistant Studies Academic Progression – A student must fulfill academic requirements prior to progressing to the next session of the program.

A. End of each session (didactic phase) – A student must complete all coursework with a passing grade of 73% or as specified in the syllabus.
B. End of session 1 (didactic phase) – A student must maintain a GPA of 2.5.
C. End of Session 2 – 4 (didactic phase) – a student must maintain a GPA of 3.0.
D. End of didactic phase – A student must be in good academic and professional standing as defined by the university. If a student is not in good academic standing, they may not be able to progress to the clinical phase session 5 thru 7. A student on probationary status may be permitted to continue to the clinical phase of education in accordance with the recommendations and requirements of the program director.
E. End of clinical phase – A student must pass and complete all clinical coursework and a summative examination prior to the conclusion of their clinical year and program completion. Students who do not pass the summative examination will be referred to the P&A Committee and may be required to repeat the examination and/or be delayed in graduation from the program until further review by the P&A Committee.

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.

Requirements for Graduation
Satisfactory completion of all required course work and all graded and non-graded course work, rotations (required and elective), assignments, Integrative Master's Project, and other projects designated by the program.

1. Overall satisfactory rating on professionalism upon completion of the program.
2. Satisfactory completion of a summative evaluation.
3. Recommendation by the Promotion and Advancement (P&A) Committee for graduation and approval by the Program Director.
4. Has fulfilled all legal and financial obligations to Touro University Nevada.
5. Has satisfied all financial obligations at the clinical teaching sites, teaching hospitals, and/or other institutions or individuals associated with student instruction.

PROGRAM REQUIREMENTS

CURRICULUM

SESSION I		
PASV 657	Human Science	9
PASV 696	PA History and Role in the US Health Care System	2
PASV 693	A Case Based Approach to Ethics	1
PASV 659	Immunology	2
PASV 680	Medical Interviewing	1
PASV 670	Clinical Skills I	1
SESSION 2		
PASV 655	Principles of Pharmacology I	2
PASV 658	Infectious Disease/Diagnostic Microscopy	2
PASV 671	Clinical Medicine I	8
PASV 672	Physical Diagnosis I	1.5
PASV 691	Management of the Vulnerable and Medically Underserved	2
PASV 685	Clinical Skills II	3
PASV 674	Clinical Correlations I	2
SESSION 3		
PASV 688	Principles of Pharmacology II	2
PASV 673	Clinical Medicine II	8.5
PASV 676	Clinical Correlations II	2
PASV 684	Introduction to Statistics and Epidemiology	2
PASV 681	Behavioral and Community Medicine	3
PASV 686	Clinical Skills III	2
PASV 640	Medical Nutrition	1
PASV 677	Physical Diagnosis II	1
SESSION 4		
PASV 689	Principles of Pharmacology III	2
PASV 678	Emergency Medicine	2
PASV 679	Surgical Principles for the Primary Care PA	1
PASV 675	Clinical Medicine III	6
PASV 692	Clinical Correlations III	2
PASV 654	Clinical Genetics	1
PASV 698	Introduction to Jurisprudence	1
PASV 687	Clinical Skills IV	3
PASV 683	Physical Diagnosis III	1
Master's Project		

PASV 695	Integrative Master's Project	3
Clinical Rotations		
PASV 699K	Internal Medicine Rotation	4
PASV 699L	Internal Medicine Elective Rotation	4
PASV 699M	Family Medicine Rotation	4
PASV 699N	Family Medicine Elective Rotation	4
PASV 699C	Emergency Medicine Rotation	4
PASV 699D	Women's Health Rotation	4
PASV 699E	Pediatrics Rotation	4
PASV 699F	Surgery Rotation	4
PASV 699G	Elective Rotation I – Internal Medicine Focus	4
PASV 699H	Elective Rotation II	4
PASV 699I	Community Medicine Rotation	4
PASV 699J	Behavioral Medicine Rotation	4
Hours for graduation		128

INTERPROFESSIONAL EDUCATION COURSEWORK

All Physician Assistant students are required to complete the following no credit no charge courses.

IPEV 701 Interprofessional Competencies (0 credits)

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

IPEV 702 Interprofessional Activities (0 credits)

This course develops students skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include: simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course(s) for degree-seeking students admitted to Touro University Nevada Summer 2017 and beyond.

DOCTOR OF PHYSICIAN ASSISTANT PROGRAM

The Doctor of Physician Assistant (DPA) program at Touro University Nevada is designed to serve the needs of Post Professional candidates who have been practicing in any area of medicine, surgery or medical education. In addition to taking graduate courses to expand professional competencies, students will develop a doctoral research project aligned with their area of expertise or interest and gain a comprehensive understanding of scientific evidence and research methodology. The program prepares graduates to utilize their specialized area of expertise with honed research skills to practice in a contemporary healthcare field and prepares graduates to take leadership roles as advanced practitioners in their fields, researchers, and educators.

Features:

- Engage students in scholarly and professional activities commensurate with the doctoral level.
- Faculty-guided research experience and research dissemination through peer reviewed journals and/or conferences.
- Provide a support system dedicated to student success
- Minimum of 32 semester credits
- Online with no on-campus residency requirement
- Awarded a Doctor of Physician Assistant degree

Program Outcomes

The graduate will be able to:

1. Develop in-depth, accurate, evidence-based knowledge of the field.
2. Understand central issues and current research in health care.
3. Critically appraise and apply theoretical information to solve practical problems.
4. Design, conduct, and interpret research.
5. Prepare and communicate scholarly information in written and oral forms to scientific and lay audiences.

GENERAL STATEMENT ON ADMISSION

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

Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the Doctorate of Physician Assistant program, applicants must meet the following minimum requirements:

- Submitted a complete TUN admissions application.
- Have earned a Bachelor's or Master's degree in physician assistant studies or similar program from an accredited institution.
- Cumulative GPA of 3.0 in the accredited bachelor's or Master's Program.
- Current licensure or possess an Emeritus status.
- NCCPA certification or Emeritus status.
- Minimum two years clinical practice / experience.
- Proficiency with standard written English including the ability to express concepts and communicate meaning in concise writing.

Candidates who meet the above criteria will need to complete and submit the following for admissions consideration:

- Submit official transcripts from all institutions attended. Transcripts must come directly from the issuing institutions. Students who completed college coursework outside the United States must have their transcripts translated and evaluated. (See Foreign Credit for additional information.)
- Submit two letters of recommendation, at least one from physician and/or administrator who can verify clinical experience and provide a recommendation for the candidate.
- Submit a verification of NCCPA certification or Emeritus status.
- Submit a Curriculum Vitae that demonstrates the minimum of two years of clinical experience as a Physician Assistant or a Physician Assistant Educator.
- Submit a Doctoral Entrance Essay which includes the following: a brief biography, career plan, and goals in pursuing the doctorate at Touro University Nevada. The essay should also include proposed topics being considered for the research project or thesis.

International Transcript Evaluations

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org).

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.

Admission Procedures

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

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

Interviews
Personal interviews may be conducted virtually for DPA applicants.

Transfer Policy
The School of Physician Assistant Studies does not accept transfer students from other Doctor of Physician Assistant programs. Students currently admitted in another Doctor of Physician Assistant program are required to apply for admission to Touro University Nevada as a new applicant.

CURRICULUM

Course	Title	Credits
DPAV 700	Evidence Based Medicine	3
DPAV 701	Research Methods for Healthcare Professionals	3
DPAV 702	Advanced Discussions in Clinical Medicine I	3
DPAV 703	Doctoral Project Capstone Phase I - Introduction	1
DPAV 704	Healthcare Law	2
DPAV 705	Healthcare Management and Delivery Systems	3
DPAV 706	Advanced Discussions in Clinical Medicine II	3
DPAV 707	Doctoral Project Capstone Phase II – Preparatory	2
DPAV 708	Advanced Pharmacology and Therapeutics III	3
DPAV 709	Doctoral Project Capstone Phase III – Proposal	3
DPAV 710	Doctoral Project Capstone Phase IV – Final Project	3
DPAV 711	Contemporary Issues in Clinical Medicine and Practice	1
	Total Credit Units	30

Education Track

Course	Title	Credits

DPAV 700	Evidence Based Medicine	3
DPAV 701	Research Methods for Healthcare Professionals	3
DPAV 712	Adult learning theory, assessment, and evaluation methods	3
DPAV 703	Doctoral Project Capstone Phase I – Introduction	1
DPAV 704	Healthcare Law	2
DPAV 705	Healthcare Management and Delivery Systems	3
DPAV 713	Curriculum design, instructional technology, and course delivery	3
DPAV 707	Doctoral Project Capstone Phase II - Preparatory	2
DPAV 714	Program evaluation, accreditation, and higher education law	3
DPAV 709	Doctoral Project Capstone Phase III – Proposal	3
DPAV 710	Doctoral Project Capstone Phase IV – Final Project	3
DPAV 711	Contemporary Issues in Clinical Medicine and Practice	1
	Total Credit Units	30

Administration and Leadership Track

Course	Title	Credits
DPAV 700	Evidence Based Medicine	3
DPAV 701	Research Methods for Healthcare Professionals	3
DPAV 715	Best practices in Organizational Management in Healthcare	3
DPAV 703	Doctoral Project Capstone Phase I – Introduction	1
DPAV 704	Healthcare Law	2
DPAV 705	Healthcare Management and Delivery Systems	3
DPAV 716	Financial Management in Healthcare Administration	3
DPAV 707	Doctoral Project Capstone Phase II – Preparatory	2
DPAV 717	Management Strategies in Healthcare Administration	3

DPAV 709	Doctoral Project Capstone Phase III – Proposal	3
DPAV 710	Doctoral Project Capstone Phase IV – Final Project	3
DPAV 711	Contemporary Issues in Clinical Medicine and Practice	1
	Total Credit Units	30

Accelerated Track

Course	Title	Credits
DPAV 701	Research Methods for Healthcare Professionals	3
DPAV 702	Advanced Discussions in Clinical Medicine I	3
DPAV 703	Doctoral Project Capstone Phase I - Introduction	1
DPAV 704	Healthcare Law	2
DPAV 706	Advanced Discussions in Clinical Medicine II	3
DPAV 707	Doctoral Project Capstone Phase II - Preparatory	2
DPAV 708	Advanced Discussions in Clinical Medicine III	3
DPAV 709	Doctoral Project Capstone Phase III - Proposal	3
DPAV 710	Doctoral Project Capstone Phase IV – Final Project	3
DPAV 711	Contemporary Issues in Clinical Medicine and Practice	1
	Total Credit Units	24

INTERPROFESSIONAL EDUCATION COURSEWORK
All physician assistant students are required to complete the following no credit no charge courses.

IPEV 701 Interprofessional Competencies (0 credits)
This course introduces students to the Core Competencies for Interprofessional Collaborative Practice. Students will become familiar with the Core Competencies and participate in a variety of learning activities examining the following interprofessional themes: professional roles and responsibilities, communication, values/ethics, and teamwork. This is a required course(s) for degree-seeking students admitted to Touro University Nevada Summer 2017 and beyond.

IPEV 702 Interprofessional Activities (0 credits)
This course develops students skills and abilities related to the Core Competencies for Interprofessional Collaborative Practice. Students apply the core competencies from the

framework of their chosen profession to a variety of interprofessional learning activities. Learning activities may include: simulation, unfolding case studies, small group discussions, or events with TUN community partners. Activities may take place via a variety of methods including on campus, virtual videoconferencing, and/or asynchronous discussions. Students then analyze and evaluate the interprofessional processes that occurred during the learning activities. This is a required course(s) for degree-seeking students admitted to Touro University Nevada Summer 2017 and beyond.

Doctor of Physician Assistant Progression and Graduation Requirements
In the graduate programs an 83% or better is required in each course, in addition to achieving an overall GPA of 3.15. A graduate student who receives lower than an 83% in two graduate courses may be dismissed from the physician assistant program. Opportunity to repeat physician assistant courses will depend upon the number of students enrolled in courses, the schedule for courses, and availability of faculty.

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.

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
Amie Duford, MPAS, PA-C, Program Director, Associate Professor
Jerry Reeves, MD, Medical Director
Rebecca Edgeworth, MD, Associate Medical Director, Assistant Professor
Taylor Hough, PhD, MHA, Director of Clinical Education, Associate Professor
Oksana Matvienko, PhD, Research Coordinator, Professor
Lynne Kato, MS, MSPAS, PA-C, Director of Academic Education, Assistant Professor
Lindsey Reynolds, MSPAS, PA-C, Associate Director of Academic Education, Assistant Professor
Brian Sady, DMSc, PA-C, DFAAPA, Associate Professor
Joshua Owens, MPAS, PA-C, Associate Professor
Tabitha Miller, MPAS, PA-C, Assistant Professor
Cristina Belanger, MPAS, PA-C, Assistant Professor
Tina Chao, MPAS, PA-C Assistant Professor
Robert Wimmer, PhD, MPAS, PA-C, Assistant Professor
Michael Clark, DMSc, Ph.D., PA, FACC, DFAAPA, Assistant Professor

STAFF
Anastasia Alekseyev, PA Program Coordinator
Mandy Moor, MA, Assistant Director of Clinical Education
Juana Valdivia, Administrative Assistant to the Clinical Coordinator
Silvana Pena, Curriculum Coordinator

Mayra Gonzalez, Community Outreach Coordinator

CONTACT INFORMATION
Program- 702-777-1770
For further information, visit the Touro University website at www.tun.touro.edu.

COMPLETE COURSE LISTINGS

DPAV 700 Evidence Based Medicine (3 Credits)
This course aims to allow candidates to implement the principles of evidence-based practice and policy, practice guidelines, and information utilization for practice modeling.

DPAV 701 Research Methods for Healthcare Professionals (3 Credits)
This course is designed to support the DPA Capstone Doctoral Project. The course focuses on research methodology used in the field of medicine with a focus on a systematic approach. In this course, students will develop concrete analytical tools to assess and critique medical literature. Students will develop research skills such as development of clinical questions, understanding and critique of study methodology, data collection, analysis, and interpretation. The DPA student is introduced to the utilization of quantitative reasoning, and statistical analysis as applicable to performing scientific investigations in contemporary medicine.

DPAV 702 Advanced Discussions in Clinical Medicine I (3 Credits)
This is the first of 3 courses that supports the DPA Capstone Doctoral Project. In Advanced Discussions I, the DPA student will codify core clinical knowledge in their identified medical/surgical specialty and expand on respective, evidence based advances in pharmacologic and medical therapeutics. The discussion forum allows for a diverse sharing of clinical areas integral to the PAs general medical education. The course discussion includes understanding and incorporating healthcare policy, clinical practice guidelines, and implementing best practice for optimal patient care.

DPAV 703 Doctoral Project Capstone PhaseI – Introduction (1 Credit)
This course is the introductory and the first preparatory phase of the DPA Capstone Doctoral Project. The Doctoral Project is primarily focused on the DPA student's clinical expertise in their self-identified field or specialty. This course is supported by key elements of the DPA core curriculum. In this first course the DPA student will gain an understanding of the Capstone Project. The DPA student will participate in researching the medical literature and developing clinical questions. The DPA student will have an understanding the AMA and APA styles of scholarly writing. Ultimately, the completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 704 Healthcare Law (2 Credits)
This discussion based course, the DPA student will gain a comprehensive understanding of the United States health care legal and regulatory system and its application to patient care, clinical practice guidelines, and information utilization for optimal healthcare outcomes. The DPA student applies this knowledge in multiple discussion threads. The course is designed to support the Capstone Doctoral Project.

DPAV 705 Healthcare Management and Delivery Systems (3 Credits)
This course will enhance the student's awareness of the current dynamics of management and delivery systems as they relate to population medicine.

DPAV 706 Advanced Discussions in Clinical Medicine II (3 Credits)
This is course is the second of 3 courses and is a continuation of DPAV 702. The DPA student will continue exercises in codifying core clinical knowledge in their identified medical/surgical specialty and expanding on respective, evidence based advances in pharmacologic and medical therapeutics. The discussion forum allows for a diverse sharing of clinical areas integral to the PAs general medical education. The course discussion includes understanding and incorporating healthcare policy, clinical practice guidelines, and implementing best practice for optimal patient care.

DPAV 707 Doctoral Project Capstone Phase II – Preparatory (2 Credit)
This course is the second preparatory phase of the DPA Capstone Doctoral Project and is a continuation of DPAV 703. The Doctoral Project is primarily focused on the DPA student's clinical expertise in their self-identified field or specialty. This course is supported by key elements of the DPA core curriculum. In this course the DPA student will continue exercises in researching the medical literature and developing clinical questions. The DPA student will develop a working topic for their Capstone Doctoral Project and construct an annotated bibliography to support the working topic. The exercise includes AMA and APA styles of scholarly writing. Ultimately, the completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 708 Advanced Discussions in Clinical Medicine III (3 Credits)
This is course is the last of 3 courses and is a continuation of DPAV 702 and DPAV 706. The course supports the Capstone Doctoral Project. The DPA student will continue exercises in codifying core clinical knowledge in their identified medical/surgical specialty and expanding on respective, evidence based advances in pharmacologic and medical therapeutics. The discussion forum allows for a diverse sharing of clinical areas integral to the PAs general medical education. The course discussion includes understanding and incorporating healthcare policy, clinical practice guidelines, and implementing best practice for optimal patient care.

DPAV 709 Doctoral Project Capstone PhaseIII – Proposal (3 Credits)
This course is the third preparatory phase of the DPA Capstone Doctoral Project and is a continuation of DPAV 703 and DPAV 707. This course is supported by key elements of the DPA core curriculum. In this course the DPA student will finalize and present their Capstone Doctoral Project and present that project in a written and oral project proposal. The proposal is reviewed by the DPA students Doctoral Advisor and DPA Program Director or Medical Director. The project must be approved by the DPA Program before moving on to the Final Project. Ultimately, the completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 710 Doctoral Project Capstone Phase IV – Final Project (3 Credits)
This course is the final phase of the DPA Capstone Doctoral Project and is a continuation of DPAV 703, 707, and 709. This course is supported by key elements of the DPA core curriculum. In this course the DPA student will identify and discuss a peer reviewed journal they would

consider for publication. Publication of the Final Project is encouraged but not required. In this course the DPA student will present their written final paper for their Capstone Doctoral Project. Once the paper is approved the student will present their project in a PowerPoint presentation or in a Poster with audio presentation. The project must be approved by the Doctoral Project Advisor and ultimately by the DPA Program. The completed Capstone Doctoral Project serves as evidence of program and research mastery in completing the DPA program.

DPAV 711 Contemporary Issues in Clinical Medicine and Practice (1 Credits)
This course is a discussion forum on contemporary healthcare and professional issues that impact the Physician Associate/Assistant as well as other healthcare providers. It is designed to allow the student to examine, contemplate, discuss, and reflect on those issues that are commonly encountered will in the clinical practice of medicine and how it will affect their daily practice and professional interactions. The course also provides discussion on how the DPA will impact the PA profession and the healthcare environment.

DPAV 712 Adult learning theory, assessment, and evaluation methods (3 Credits)
This course examines adult learning theory, processes, and describes best practices for measurement, assessment, and evaluation in education. Students learn the various learning theories and learning style theories; roles of assessment in teaching; development of instructional goals and objectives; best practice in test writing; and interpretation and evaluation of assessment scores.

DPAV 713 Curriculum design, instructional technology, and course delivery (3 Credits)
This course will introduce students to methods and best practices for medical education curriculum design and provides an overview of key considerations for integrating technology into curriculum. Students learn the various applications and platforms available to support curriculum engagement and optimize student learning.

DPAV 714 Program evaluation, accreditation, and higher education law (3 Credits)
This course will assist students in their application of practical approaches for developing, implementing, evaluating, and maintaining curricular and program operational components; examines how an institutions management relates to accreditation, compliance; and will explore legal responsibilities and ethical issues impacting institutions.

DPAV 715 Best practices in Organizational Management in Healthcare (3 Credits)
In this course, students explore foundational leadership theories along with evidence-based management practices to address organizational relationships and structures in healthcare settings. Organizational management is viewed from a holistic perspective that addresses both the individual and team in various healthcare settings. Special emphasis includes the leadership role in effective program assessment and evaluation in organizational management.

DPAV 716 Financial Management in Healthcare Leadership (3 Credits)
In this course, students examine the purpose and application of financial management tools for leadership roles in healthcare. Students explore financial management literature to learn about

assessment and functions to include its influence on personnel management for specific settings in healthcare. Special topics include economics relevant to healthcare, financial benchmarking and ethics associated with financial management.

DPAV 717 Management Strategies in Healthcare Leadership (3 Credits)
This course provides students with vital healthcare leadership and management strategies to increase leadership skillsets in various types of healthcare organizations. Students will identify best practices in strategic planning and management congruent with internal and external environmental challenges and opportunities in healthcare settings.

DPAV 718 Advanced Discussions in Clinical Medicine III (formally Advanced Pharmacology and Therapeutics III) (3 Credits)
This is course is the last of 3 courses and is a continuation of DPAV 706, which expands upon the pharmacology and therapeutics used in the treatment of the disease process. Students will refine their specialized area of interest that will be utilized in the Doctoral Research Project proposal and research processes.

PASV 654 CLINICAL GENETICS
The course will introduce the student to the field of genetics and teach skills in identifying families for evaluation. Basic genetic principles will be discussed and their relevancy in counseling patients and disease processes. Ethical and legal issues will be discussed as well. The course will be taught via lecture and discussion. (1 credit)

PASV 655 PRINCIPLES OF PHARMACOLOGY I
The course will introduce the student to the basic principles of pharmacokinetics and pharmacodynamics. The course will lay the foundation of the value of therapeutics in treating disease as well as preventive modalities. Students will learn the clinical therapeutics essential in treating conditions taught in PA 671, Clinical Medicine I. The course will be taught via lecture and discussion. (2 credits)

PASV 657 HUMAN SCIENCE
The integrated lecture-laboratory course will instruct the student in gross anatomy, neuroanatomy, biochemistry and physiology. The course is taught by body systems in order to facilitate learning with an emphasis on clinical relevancy. The student will develop an awareness of how the various parts and systems of the human body are related spatially, functionally, and clinically which will provide a framework to understanding Clinical Medicine I, II, III as well as Pharmacology, Surgery, Emergency Medicine and Microbiology and Infectious Disease. (9 credits)

PASV 658 INFECTIOUS DISEASE AND DIAGNOSTIC MICROSCOPY
The main objective of this course is to give students a basic understanding of the principles of microbiology, including bacteriology, virology, mycology, and parasitology. This introductory course will integrate these concepts with the pathogenic mechanisms, diagnostics, and epidemiology of disease-causing microorganisms. 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 immunological mechanisms in response to these microbes contribute to disease and how disease manifests itself clinically as tissue damage. (2 credits)

PASV 659 IMMUNOLOGY
The course will familiarize the student with basic immunology principles as it relates to diseases processes. An emphasis is placed on immunological disorders and its implication in the infectious diseases. Special concepts including immune assessment, tumor and transplantation immunology will also be covered. (2 credits)

PASV 640 MEDICAL NUTRITION
This course focuses on nutrition science that applies to treatment and prevention of medical conditions. It provides an overview of nutrient functions, nutritional imbalances, therapeutic diets, nutrition support therapy, guidelines for prescribing nutrition therapy, and basic counseling techniques. The course will be taught via lecture, experiential activities, and discussion. (1 credit)

PASV 670 CLINICAL SKILLS I
The course will instruct the student on the value of utilizing various modalities in the diagnosis of diseases and medical conditions. It will include different laboratory tests, radiologic tests, and some specialty tests that will aid the student in the diagnostic process. The course will augment Clinical Medicine I, II, and III, Microbiology and Infectious Disease, Emergency Medicine, and Surgical Principles courses. The course will be taught via lecture and discussion. (1 credit)

PASV 671 CLINICAL MEDICINE I
The course will instruct the student on illnesses related to pulmonology, cardiology, otolaryngology, ophthalmology 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, ECG interpretation and history and physical examination 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, small groups, PBL format and discussion. (8 credits)

PASV 672 PHYSICAL DIAGNOSIS I
The course will instruct the student on how to competently perform a comprehensive physical examination. Emphasis is placed on proper technique, efficiency, and patient sensitivity. The course will be taught via lecture and small group instruction. Students will be taught physical examinations corresponding with PASV 671 Clinical Medicine I systems. The students will be encouraged to study in a collaborative manner. (1.5 credits)

PASV 673 CLINICAL MEDICINE II
The course will instruct the student on illnesses related to endocrinology, gastroenterology,

urology/nephrology, hematology/oncology, obstetrics and gynecology. 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 examination findings will aid the student in developing a differential diagnosis and treatment plan. The student will also participate in Project Prepare. Information taught in this course will be utilized in the physical diagnosis courses. The course will be taught via lecture, small groups, PBL format and discussion. (8.5 credits)

PASV 674 CLINICAL CORRELATIONS I
The course will instruct the student on the problem-oriented history and physical examination. The student will learn to identify and utilize relevant components of history and physical examination in order to address and treat an illness or condition. The course will be problem based and taught via lecture, small groups and simulated patient scenarios. (2credits)

PASV 675 CLINICAL MEDICINE III
The course will instruct the student on illnesses related to neurology, 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 examination findings will aid the student in developing a differential diagnosis and treatment plan. The course will be taught via lecture, small groups, PBL format and discussion. (6 credits)

PASV 676 CLINICAL CORRELATIONS II
This course is a continuation of PA 674 Clinical Correlations I and will instruct the student on problem-oriented history and physical examinations, differential diagnoses and treatment plans. The student will learn to identify and utilize relevant components of the history and physical examination in order to identify appropriate differential diagnoses and address and treat an illness or condition. The course will be problem based and taught via lecture, small groups and simulated patient scenarios. (2 credits).

PASV 677 PHYSICAL DIAGNOSIS II
The course is a continuation of PASV 672 Physical Diagnosis I and will instruct the student on how to competently perform a comprehensive physical examination. Emphasis is placed on proper technique, efficiency, and patient sensitivity. The course will be taught via lecture and small group instruction. Students will be taught physical examinations corresponding with the PASV 673 Clinical Medicine II systems. The students will be encouraged to study in a collaborative manner. (1 credit)

PASV 678 EMERGENCY MEDICINE
The course will introduce the student to the principles of the emergent patient, triage, and management. Included in patient management will be the management of the undifferentiated patient and development of a comprehensive differential diagnosis. The course will be taught via lecture, class participation, and discussion. (2 credits)

PASV 679 SURGICAL PRINCIPLES 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. The course will be taught via lecture, class participation and discussion. (1 credit)

PASV 680 MEDICAL INTERVIEWING
The course will introduce the student to the medical interview and writing of the history of present illness. Included within the course is practicing the interview and presentation of the patient. The course will be taught via lecture and small group discussions. (1 credit)

PASV 681 BEHAVIORAL AND COMMUNITY MEDICINE
The course will introduce the student to common psychiatric and mental health disorders frequently encountered in outpatient settings. Sexual concerns and dysfunction will also be discussed. The course will be taught via lectures, small group exercises, and discussion.
(3 credits)

PASV 683 PHYSICAL DIAGNOSIS III
The course is a continuation of PASV 677 Physical Diagnosis II and will instruct the student on how to competently perform a comprehensive physical examination. Emphasis is placed on proper technique, efficiency, and patient sensitivity. The course will be taught via lecture and small group instruction. Students will be taught physical examinations corresponding with PASV 675 Clinical Medicine III systems. The students will be encouraged to study in a collaborative manner. (1 credit)

PASV 684 INTRODUCTION TO STATISTICS AND EPIDEMIOLOGY
The course will begin by providing the student with the basic knowledge and skills to effectively use biostatistics in different research design and data analysis, and to critically evaluate articles in related professional journals. The student will then utilize these skills in discussing in depth selected chronic diseases and how they impact on the overall health care of the nation. The course will be taught via lecture and discussion. (2 credits)

PASV 685 CLINICAL SKILLS II
This course will build on clinical skills I and is the basis for clinical skills III and IV. This course will focus on interpretation of laboratory, radiology, ECGs and introduce point of care ultrasound. This course will also instruct students on the most common procedures done by primary care providers in practice. The course will shadow the clinical medicine course as much as possible so that disease processes and procedures are taught simultaneously. This course will be taught by lecture, laboratory, and one-on-one learning. (3 credits)

PASV 686 CLINICAL SKILLS III
This course will build on clinical skills I and II and be the basis for clinical skills IV. This course will focus on interpretation of laboratory, radiology, ECGs and point of care ultrasound. This course will also instruct students on the most common procedures done by primary care providers in practice. The course will shadow the clinical medicine course as much as possible

so that disease processes and procedures are taught simultaneously. This course will be taught by lecture, laboratory, and one-on-one learning. (2 credits)

PASV 687 CLINICAL SKILLS IV
This course will build on clinical skills I through III. This course will focus on interpretation of laboratory, radiology, ECGs and point of care ultrasound. This course will also instruct students on the most common procedures done by primary care providers in practice. The course will shadow the clinical medicine course as much as possible so that disease processes and procedures are taught simultaneously. The student will also develop skills in interventional procedures and successfully complete BLS and ACLS. This course will be taught by lecture, laboratory, and one-on-one learning. (3 credits)

PASV 688 PRINCIPLES OF PHARMACOLOGY II
The course is a continuation of PASV 655 Principles of Pharmacology I. Students will learn the clinical therapeutics essential in treating conditions taught in PASV 673, Clinical Medicine II. The course will be taught via lecture and discussion. (2 credits)

PASV 689 PRINCIPLES OF PHARMACOLOGY III
The course is a continuation of PA 688 Principles of Pharmacology II Students will learn the clinical therapeutics essential in treating conditions taught in PA 675, Clinical Medicine III. The course will be taught via lecture and discussion. (2 credits)

PASV 691 MANAGEMENT OF THE VULNERABLE AND MEDICALLY UNDERSERVED
This course is designed to teach the student techniques and skills in the management of patient problems in the medically underserved and vulnerable patient populations. The course introduces the concept of social determinants of health and how those impact these populations. The course is designed to address key components of other courses by integrating cultural considerations, improving communication and developing counseling techniques pertinent to individual patients. The course will be taught via lectures, student discussion and patients with lived experience as guest speakers. (2 credits)

PASV 692 CLINICAL CORRELATIONS III
This course is a continuation of PA 676 Clinical Correlations II and will instruct the student on problem-oriented history and physical examinations, differential diagnoses and treatment plans. The student will learn to identify and utilize relevant components of the history and physical examination in order to identify appropriate differential diagnoses and address and treat an illness or condition. The course will be problem based and taught via lecture, small groups and simulated patient scenarios. (2 credits).

PASV 693 A CASE BASED 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. (1 credit)

PASV 695 INTEGRATIVE MASTER'S PROJECT
The Integrative Master's Project is an empirical study that integrates theoretical and applied concepts and results in a manuscript ready for submission to an academic journal. Students work in groups to develop a project proposal and apply expertise learned in the PA program to investigate a problem of interest. (3 credits)

PASV 696 PA HISTORY AND ROLE IN THE US HEALTH CARE SYSTEM
The course will introduce the student to the history of the Physician Assistant profession and provide an overview of the PA scope of practice in medicine. Students will acquire relevant knowledge of the existing relationships, similarities and differences among different health care providers and the critical role Physician Assistants play in today's health system. The course will be taught via discussion, student presentation, readings and lecture. (2 credits)

PASV 697 INDEPENDENT STUDIES
This course consists of individual projects and directed reading for students who are competent to assume independent work. Admission to this course requires approval of a faculty member under whom the work is to be conducted. (1-3 credits)

PASV 698 INTRODUCTION TO JURISPRUDENCE
The course will introduce the student to legal issues of health care to include professional liability, laws and regulations regarding prescriptive practice, and licensing. The course will be taught via discussion and lecture. (1 credit)

PASV 699K INTERNAL MEDICINE ROTATION
A one month required clinical rotation designed to provide the student with an understanding of adult medicine, which includes internal medicine and geriatrics, as practiced in the ambulatory and/or inpatient care setting. The rotation will provide the student with practical opportunities to incorporate the multiple medical disciplines necessary in a diverse practice setting population. The student will also gain exposure to concerns related to family dynamics, including psychosocial interventions, end of life issues, and psychiatric disorders as seen in internal medicine practices. The student will become familiar with hospital-based practice when appropriate to the preceptor's practice. (4 credits)

PASV 699L INTERNAL MEDICINE ELECTIVE ROTATION
A one month required clinical rotation designed to provide the student with an understanding of internal medicine focused on specialties encountered daily primary care. The rotation will provide the student with practical opportunities to incorporate the multiple medical disciplines necessary in a diverse practice setting. The Director of Clinical Education and the student will select from varied subspecialties of Internal Medicine, integrating adult, and geriatric populations into an individualized student experience. (4 credits)

PASV 699M FAMILY MEDICINE ROTATION
A one month required clinical rotation designed to provide the student with an understanding

of family medicine as practiced in the ambulatory care setting. The rotation will provide the student with practical opportunities to incorporate the multiple medical and surgical disciplines necessary in a diverse practice setting, integrating pediatric, adult, and geriatric populations. The student will also gain exposure in Behavioral Health. (4 credits)

PASV 699N FAMILY MEDICINE ELECTIVE ROTATION
A one month required clinical rotation designed to provide the student with an understanding of family medicine focused in specialties encountered daily in Family Medicine. The rotation will provide the student with practical opportunities to incorporate the multiple medical and surgical disciplines necessary in a diverse practice setting. The Director of Clinical Education and the student will select from Family Medicine, Urgent Care, ENT, Orthopedic, Dermatology or Urology, or other appropriate subspecialties integrating pediatric, adult, and geriatric populations into an individualized student experience. (4 credits)

PASV 699C EMERGENCY MEDICINE ROTATION
A one month required clinical rotation designed to provide the student with practical experiences working in an acute care emergency room. This rotation will augment and strengthen the student's skills in developing a systematic approach to common medical and surgical emergency problems and will afford the student the opportunity to formulate organized and complete emergency room records and problem lists. (4 credits)

PASV 699D WOMEN'S HEALTH ROTATION
A one month required clinical rotation designed to provide the student with practical clinical experience in the diagnosis, evaluation, and management of normal and abnormal obstetrical and gynecological conditions. The rotation is intended to augment and strengthen the students' skills in regard to a wide variety of problems as seen in the primary care setting. Settings for the women's health rotation may include a traditional OB/Gyn practice or a primary care setting that allows for students to meet program expectation regarding prenatal and gynecological care. (4 credits)

PASV 699E PEDIATRIC ROTATION
A one month required clinical rotation designed to emphasize the care of the child from birth to adolescence. The focus of the learning experience is recognition and management of common childhood illness, assessment of variations of normal growth and development, preventive health care visits to include parental counseling, nutrition, injury prevention and common psychosocial problems. (4 credits)

PASV 699F SURGERY ROTATION
A one month required clinical rotation designed to provide the student with clinical experience in the care of the surgical patient. The student will demonstrate the ability to manage a surgical patient pre-operatively, peri-operatively and post-operatively and identify common surgical problems and conditions that require surgical intervention. Experiences will take place in the operating room as well as outpatient and inpatient settings related to the practice. (4 credits)

PASV 699G ELECTIVE ROTATION I – INTERNAL MEDICINE FOCUS
One-month required clinical rotation designed to afford the student the ability to pursue other disciplines of interest. Placements for this rotation are limited to primary care clinics or subspecialties of internal medicine. This is a pass/fail rotation. (4 credits each)

PASV 699H ELECTIVE ROTATION II
One-month required clinical rotation designed to afford the student the ability to pursue other disciplines of interest in any specialty OR participate in an international rotation. This is a pass/fail rotation. (4 credits each)

PASV 699I COMMUNITY MEDICINE ROTATION
A one month required clinical rotation that is based on experiential learning with underserved populations. Students will be assigned to community partners or agencies that work directly with various underserved communities. Students will provide care for underserved patients using the skills learned as a physician assistant student. (4 credits)

PASV 699J BEHAVIORAL MEDICINE ROTATION
A one month required clinical rotation designed to provide the student with clinical experiences in behavioral medicine. The student will develop an understanding of management of patients with mental health illnesses to include diagnosis and treatment. (4 credits)

PASV 699R CLINICAL REASONING AND KNOWLEDGE INTEGRATION
This course will enhance the student's medical knowledge, ability to synthesize medical information to demonstrate critical- thinking, communication, and problem-solving skills. Participants will review the pathophysiology, epidemiology, etiology, clinical manifestations, diagnosis, treatment, and prognosis of medical and surgical conditions. Emphasis is placed on diagnostic problem-solving, differential diagnosis, developing a management plan, providing patient education, and incorporating evidence-based care. This course will provide additional academic support and address the student's deficiency of knowledge and/or skills. This course is substituted as a clinical year elective. Program Director approval is required to enroll in this course. (4 credits)

College of Osteopathic Medicine

PROGRAMS

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

Doctor of Osteopathic Medicine

Master of Science in Medical Health Sciences

Osteopathic Medicine

DOCTOR OF OSTEOPATHIC MEDICINE

Mission Statement

The Touro University Nevada Osteopathic Medicine program prepares students to become outstanding osteopathic physicians who uphold the values, philosophy and practice of osteopathic medicine and who are committed to primary care and the holistic approach to the patient. The program advances the profession and serves its students and society through innovative pre-doctoral and post-doctoral education, research, community service, and multidisciplinary and osteopathic clinical services.

PROGRAM DESCRIPTION

TUNCOM is Nevada's largest medical school, a division of an international university system, offering a distinctive osteopathic approach to medicine concentrating on holistic, patient-centered care. Central to the osteopathic philosophy is the tenet that the body, given the chance, has the inherent ability to heal itself, proactively emphasizing wellness and the prevention of disease and disability; a growing philosophic approach in which one in four medical students are choosing to train.

Our central focus is on positioning students to succeed through intellectual challenge and clinical engagement. TUNCOM's Basic and Clinical Sciences faculty work collaboratively and are driven to support each individual in reaching his or her goals and aspirations. We accomplish this through a systems-based curriculum and by providing students with the educational resources and environment to grow academically, professionally and personally.

As active participants in their education, students experience practical, real world application of the foundational concepts embedded throughout the curriculum. Whether it is through interactive lectures, engagement with a trained, standardized patient or working with patients in the community, our focus is on the student's development. Medical students at TUN find themselves as part of a larger, interdisciplinary community of aspiring health care professionals, working under one roof to forge a healthier future for the families of the region.

At TUNCOM, we enjoy relationships with our community and regional hospitals that provide an educational experience unique to Southern Nevada. These relationships allow for all students to remain in the Las Vegas valley during that crucial first year of clinical experiences while still enjoying the support the University's resources.

Osteopathic Program Student Learning Outcomes (pSLOs)

TUNCOM has adopted the American Osteopathic Association (AOA) Core Competency domains as the pSLOs. The AOA Core Competency domains are:

- Osteopathic Philosophy and Osteopathic Manipulative Medicine
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice

DO FACTS WEBSITE

The Doctor of Osteopathic Medicine program strives to ensure the quality of education and supports the success of the students and graduates. For Graduate Medical Education placement and COMLEX pass rates, please visit the following link:
https://tun.touro.edu/programs/osteopathic-medicine/comlex-and-residency-placement/

GENERAL STATEMENT ON ADMISSION

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

Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the Osteopathic Medicine degree program, applicants must:

- Have submitted a completed and verified application through AACOMAS and submitted a TUN secondary application.
- Have obtained a baccalaureate degree or higher from a regionally accredited institution of higher education prior to matriculation.
- Have earned a cumulative and science GPA of 3.00 or higher.
- Have completed the following coursework with a grade of C or better:
  -8 semester credits of Biology/Zoology with Lab
  -8 semester credits of Inorganic Chemistry
  -8 semester credits of Organic Chemistry with Lab*
  **Four semester credits of Biochemistry may be substituted for the second semester of Organic Chemistry.*
  -8 semester credits of Physics
  -6 semester credits of English
  -6 semester credits of Behavioral Sciences
  -3 semester credits of Math/Statistics

- Have scored 500 composite score on the MCAT submitted through AACOMAS. Applicants for the class matriculating in 2023 must submit MCAT scores that are no older than June 2020.
- Have submitted three letters of recommendation. Two letters must be from
- your college science instructors or one premedical/academic committee letter. One letter must be from a physician (D.O. or M.D.). Letters of recommendation should be sent directly from recommenders on letterhead and must be signed. Recommendations are also accepted via Virtual Evaluations, Interfolio, and AACOMAS.
- Have completed documented physician shadowing experience.
- Have submitted the CASPer score. No minimum score required. CASPer score will only be valid if it is within the current cycle of the application.
- RECOMMENDED - Duet assessment.
- Demonstrate academic competence, personal/professional achievements, leadership skills, creative abilities, experience in health care and a likelihood of practicing in underserved primary care areas.
- Hold U.S. citizenship or permanent resident status at the time of application.
- Meet the DO Technical Standards, which includes the physical abilities necessary to perform as an osteopath physician.

Additional Admission Requirements for TUN MHS Graduates:

- Achieved a GPA of 3.25 at the conclusion of the first semester in the TUN MHS program.
- If a 3.25 GPA is achieved, then a 500 MCAT score may not be required.
- Graduated from the TUN MHS program.

Admission Procedures

Admission to the DO program is conducted on a rolling basis. Applications are submitted through the Central Application Service for Osteopathic Medicine (AACOMAS). Qualified applicants will be required to submit a supplemental application.

Interviews

Candidate interviews are conducted virtually or on Touro University Nevada's campus for selected applicants.

International Transcript Evaluations

All official transcripts from all institutions attended, including undergraduate and graduate, must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as the World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Check & Immunizations

All students enrolled in the DO program must pass a Level I criminal background check and drug screen. A criminal background check may prevent a student from progressing in the program or

receiving licensure. Immunizations must be submitted prior to matriculation and are required as indicated in the Touro University Nevada Catalog and the College of Osteopathic Medicine Handbook.

Transfer Policy
The Touro University Nevada College of Osteopathic Medicine (TUNCOM) does accept transfer students from other Osteopathic Medicine programs. Students currently admitted in another Osteopathic Medicine program are required to apply for admission to Touro University Nevada as a transfer applicant. The College of Osteopathic Medicine does not accept transfer students from Liaison Committee on Medical Education accredited colleges of medicine. Additionally, the last two years of education must be completed at TUNCOM.

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

Student Health Insurance/Health Care
All on-ground students are required to carry comprehensive health insurance coverage for the benefit of the university community. Touro offers a student health insurance policy (SHIP) through Relation Insurance Services. Students may submit proof of their alternative health insurance coverage and waive out of SHIP if the coverage meets the waiver requirements. Students who do not waive out of SHIP will be automatically enrolled. If there has been a change in insurance or coverage status, students are responsible for reporting it to the university. Failure to comply can lead to suspension or dismissal from the program.

The student has exclusive responsibility for their medical bills. The University assumes no responsibility to seek reductions or waivers. Before graduation, students must be free from any medical financial responsibility with any of the University's affiliated 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.

REQUIREMENTS FOR GRADUATION
In order to graduate, the TUN medical student must:

- Complete at least four years in an accredited osteopathic college or its equivalent.
- Have been enrolled in the Touro University Nevada College of Osteopathic Medicine during the final two academic years.
- Complete all prescribed academic requirements with a cumulative curriculum weighted average of 70% or higher, have no outstanding grade which is incomplete, have a passing grade for all courses, and not be on academic probation.

- Have taken and passed all components of COMLEX-USA Level 1, COMLEX-USA Level 2CE, and COMLEX-USA Level 2PE. (The COMLEX-USA Level 2PE requirement is currently suspended).
- Have performed and behaved in a manner that is ethical, professional, and consistent with the practice of Osteopathic Medicine.
- Comply with all the legal and financial requirements of Touro University Nevada.
- Complete an application for graduation and exit survey.
- Attend the graduation ceremony in person, unless special permission has been granted by the Dean.
- Complete the academic requirements within six years following matriculation.
- Pass an OSCE exam if the student has completed and passed all clerkships but has been on LOA or any type of suspension for 90 days or more prior to graduation.

DESCRIPTION OF PROGRAM CURRICULUM

The TUNCOM curriculum is structured to provide the student in the first two years with a strong base in the foundational sciences. Integration and application of clinical concepts occurs throughout the first year and is a point of emphasis in the second year. Course content is delivered via a combination of lectures, laboratory sessions, designated study assignments, and clinical integrative case sessions. Interwoven throughout the curriculum are osteopathic principles and practice, osteopathic clinical skills, ethical and legal aspects of medicine, and medical informatics.

The final two years are based in the clinical environment with a rigorous academic program designed to prepare the student to succeed in their post-graduate studies.

Courses are subject to change through academic channels. New courses and substantive changes in existing course work are initiated by the responsible departments or programs and must be approved by the Curriculum Committee and the Dean. Some course credits may change pending approval by the Curriculum Committee and the Dean. All preclinical courses in the DO program use a P/F grading system.

Clinical Experience

The program educates students to become competent physicians who clearly recognize their future roles as providers of comprehensive healthcare. The ultimate intent of the program is to prepare physicians to positively impact on the quality of healthcare and healthcare delivery systems, to optimize access and to minimize cost burden for future patients and health populations.

Students complete a set of core clinical disciplines (Family Medicine, Internal Medicine, Surgery, Obstetrics and Gynecology, Pediatrics, Psychiatry, Emergency Medicine) during their third and fourth years. Virtual clerkships shall not exceed one third of required core clerkships. In addition, students will accomplish a number of elective experiences which, in combination with the core requirements, lead to a cumulative credit hour minimum of 80 hours over the final two years, which includes OMM and OSCE courses. The list below identifies both the required and the

elective clerkships upon the express approval of the Department of Clinical Education prior to registration.

Additionally, students are required to take the Osteopathic Principles and Practices Clinical Integration courses (OMMV 700, OMMV 701, OMMV 810, and OMMV 811) as well as the OSCE Callback courses (CLNV 796A and CLNV 796B).

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.

Total Credits Required = 182.5

First Year Curriculum		**TOTAL**	**51 credits**
DOMV 650	Molecular and Cellular Mechanisms		3.5 credits
DOMV 610	Musculoskeletal System 1		5.5 credits
DOMV 630	Endocrine System 1		2 credits
DOMV 640	Cardiopulmonary System 1		5.5 credits
DOMV 605	Host Defense Mechanisms		3 credits
DOMV 615	Gastrointestinal System 1		3.5 credits
DOMV 635	Renal System 1		2 credits
DOMV 625	Reproductive Systems and Development 1		3 credits
DOMV 655	Neuroscience 1		6 credits
DOMV 620	Clinical Skills 1		4.5 credits
DOMV 665	Clinical Skills 2		4.5 credits
OMMV 610	Osteopathic Manipulative Medicine 1		3.5 credits
OMMV 622	Osteopathic Manipulative Medicine 2		3.5 credits
DOMV 602	Telemedicine/Telehealth		1 credit
IPEV 701	Interprofessional Competencies		0 credits

Second Year Curriculum		**TOTAL**	**47 credits**
DOMV 670	Neuroscience 2		4 credits
DOMV 671	Behavioral Medicine		3 credits
DOMV 672	Integumentary and Musculoskeletal Systems		4 credits
DOMV 673	Blood and Lymph		3 credits
DOMV 674	Cardiovascular Medicine		3 credits
DOMV 680	Respiratory System Medicine		3 credits
DOMV 681	Endocrine System 2		3 credits
DOMV 682	Renal System 2		3 credits
DOMV 683	Gastrointestinal System 2		3 credits
DOMV 684	Reproductive Systems and Development 2		3 credits
DOMV 685	Pediatrics and Geriatrics		3 credits
OMMV 625	Osteopathic Manipulative Medicine 3		3 credits
OMMV 637	Osteopathic Manipulative Medicine 4		3 credits

DOMV 675	Clinical Skills 3	3 credits
DOMV 687	Clinical Skills 4	3 credits
IPEV 702	Interprofessional Activities	0 credits

Third and Fourth Year Curriculum **Total Credits 84.5**

COURSE NUMBER	COURSE TITLE		CREDITS	REQUIRED (YES)
DOMV 686	OSCE CAPSTONE		1	YES
CLNV 796 A	OSCE Callback		0.5	YES
CLNV 796 B	OSCE Callback		0.5	YES
OMM 700	OPP Clinical Integration 1		0.5	YES
OMM 701	OPP Clinical Integration 2		1	YES
OMM 810	OPP Clinical Integration 3		0.5	YES
OMM 811	OPP Clinical Integration 4		0.5	YES
CLNV 730	Family Medicine		2 to 16	YES
CLNV 731	Internal Medicine		2 to 16	YES
CLNV 733	Obstetrics and Gynecology		2 to 16	YES
CLNV 734	Pediatrics		2 to 16	YES
CLNV 735	Psychiatry		2 to 16	YES
CLNV 736	General Surgery		2 to 16	YES
CLNV 830	Clinical Management Review		2 to 16	YES
CLNV 831	Emergency Medicine		2 to 16	YES
CLNV 860	Addiction Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 861 S	Addiction Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 803	Adolescent Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 803 S	Adolescent Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 817	Aerospace Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 817 S	Aerospace Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 857	Allergy/Immunology	E	.5 to 16	CLIN ED APP REQ
CLNV 857 S	Allergy/Immunology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 881	Anatomic Pathology	E	.5 to 16	CLIN ED APP REQ
CLNV 881 S	Anatomic Pathology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 740	Anatomy Research	E	.5 to 16	CLIN ED APP REQ
CLNV 797	Anatomy Teaching Assistant	E	.5 to 16	CLIN ED APP REQ
CLNV 820	Anesthesiology	E	.5 to 16	CLIN ED APP REQ
CLNV 820 S	Anesthesiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 741	Anesthesiology Research	E	.5 to 16	CLIN ED APP REQ
CLNV 742	Biochemistry Research	E	.5 to 16	CLIN ED APP REQ
CLNV 882	Blood Banking	E	.5 to 16	CLIN ED APP REQ
CLNV 882 S	Blood Banking	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 774	Body Imaging	E	.5 to 16	CLIN ED APP REQ
CLNV 774 S	Body Imaging	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 841	Cardiology	E	.5 to 16	CLIN ED APP REQ
CLNV 846	Cardiology	E	.5 to 16	CLIN ED APP REQ
CLNV 846 S	Cardiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 777	Cardiovascular Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 777 S	Cardiovascular Surgery	Sub-I	.5 to 16	CLIN ED APP REQ

CLNV 840	Clinical Independent Study	E	.5 to 16	CLIN ED APP REQ
CLNV 826	Clinical Management Review II	E	.5 to 16	CLIN ED APP REQ
CLNV 880	Clinical Pathology	E	.5 to 16	CLIN ED APP REQ
CLNV 880 S	Clinical Pathology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 837	Clinical Topics in Medical Genetics	E	.5 to 16	CLIN ED APP REQ
CLNV 786	Colorectal Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 786 S	Colorectal Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 833	Community Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 811	Community Pediatrics	E	.5 to 16	CLIN ED APP REQ
CLNV 811 S	Community Pediatrics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 862	Critical Care Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 862 S	Critical Care Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 853	Dermatology	E	.5 to 16	CLIN ED APP REQ
CLNV 853 S	Dermatology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 808	Developmental Pediatrics	E	.5 to 16	CLIN ED APP REQ
CLNV 808 S	Developmental Pediatrics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 758	International Community Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 865	International Community Med	E	.5 to 16	CLIN ED APP REQ
CLNV 864	Electrocardiogram Interpretation	E	.5 to 16	CLIN ED APP REQ
CLNV 827	Emergency Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 827 S	Emergency Medicine*	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 743	Emergency Medicine Research	E	.5 to 16	CLIN ED APP REQ
CLNV 850	Endocrinology/Metabolism	E	.5 to 16	CLIN ED APP REQ
CLNV 850 S	Endocrinology/Metabolism	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 816	Environmental Health	E	.5 to 16	CLIN ED APP REQ
CLNV 816 S	Environmental Health	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 744	Family Medicine Research	E	.5 to 16	CLIN ED APP REQ
CLNV 883	Forensic Pathology	E	.5 to 16	CLIN ED APP REQ
CLNV 883 S	Forensic Pathology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 843	Gastroenterology	E	.5 to 16	CLIN ED APP REQ
CLNV 843 S	Gastroenterology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 832	General Family Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 832 S	General Family Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 868	General Gynecology	E	.5 to 16	CLIN ED APP REQ
CLNV 868 S	General Gynecology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 845	General Internal Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 845 S	General Internal Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 870	General Obstetrics	E	.5 to 16	CLIN ED APP REQ
CLNV 870 S	General Obstetrics	Sub-I	.5 to 16	CLIN ED APP REQ

CLNV 875	General Obstetrics/Gynecology	E	.5 to 16	CLIN ED APP REQ
CLNV 875 S	General Obstetrics/Gynecology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 879	General Pathology	E	.5 to 16	CLIN ED APP REQ
CLNV 879 S	General Pathology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 804	General Pediatrics	E	.5 to 16	CLIN ED APP REQ
CLNV 804 S	General Pediatrics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 813	General Preventive Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 813 S	General Preventive Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 818	General Psychiatry	E	.5 to 16	CLIN ED APP REQ
CLNV 818 S	General Psychiatry	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 770	General Radiology	E	.5 to 16	CLIN ED APP REQ
CLNV 770 S	General Radiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 776	General Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 776 S	General Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 829	Geriatrics	E	.5 to 16	CLIN ED APP REQ
CLNV 829 S	Geriatrics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 859	Gerontology	E	.5 to 16	CLIN ED APP REQ
CLNV 859 S	Gerontology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 869	Gynecologic Oncology	E	.5 to 16	CLIN ED APP REQ
CLNV 869 S	Gynecologic Oncology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 825	Healthcare Improvement	E	.5 to 16	CLIN ED APP REQ
CLNV 822	Health-Care Management & Public Health Policy	E	.5 to 16	CLIN ED APP REQ
CLNV 849	Hematology/Oncology	E	.5 to 16	CLIN ED APP REQ
CLNV 849 S	Hematology/Oncology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 884	Hematopathology	E	.5 to 16	CLIN ED APP REQ
CLNV 884 S	Hematopathology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 863	Hospice/Palliative Care	E	.5 to 16	CLIN ED APP REQ
CLNV 863 S	Hospice/Palliative Care	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 844	Infectious Diseases	E	.5 to 16	CLIN ED APP REQ
CLNV 844 S	Infectious Diseases	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 824	Integrated Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 746	Internal Medicine Research	E	.5 to 16	CLIN ED APP REQ
CLNV 836	International Health	E	.5 to 16	CLIN ED APP REQ
CLNV 773	Interventional Radiology	E	.5 to 16	CLIN ED APP REQ
CLNV 773 S	Interventional Radiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 866	Maternal Fetal Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 866 S	Maternal Fetal Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 739	Medical Education Research	E	.5 to 16	CLIN ED APP REQ
CLNV 839	Medical Education Research	E	.5 to 16	CLIN ED APP REQ

CLNV 851	Medical Genetics	E	.5 to 16	CLIN ED APP REQ
CLNV 851 S	Medical Genetics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 867	Medical Genetics	E	.5 to 16	CLIN ED APP REQ
CLNV 867 S	Medical Genetics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 838	Medical Genetics Research	E	.5 to 16	CLIN ED APP REQ
CLNV 745	Medical Genetics Research	E	.5 to 16	CLIN ED APP REQ
CLNV 823	Medical Informatics	E	.5 to 16	CLIN ED APP REQ
CLNV 701 O	Medical Spanish**	E	4	CLIN ED APP REQ
CLNV 812	Medicine/Pediatrics	E	.5 to 16	CLIN ED APP REQ
CLNV 812 S	Medicine/Pediatrics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 747	Microbiology Research	E	.5 to 16	CLIN ED APP REQ
CLNV 886	Neonatology	E	.5 to 16	CLIN ED APP REQ
CLNV 886 S	Neonatology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 856	Nephrology	E	.5 to 16	CLIN ED APP REQ
CLNV 856 S	Nephrology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 848	Neurology	E	.5 to 16	CLIN ED APP REQ
CLNV 848 S	Neurology*	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 782	Neurosurgery	E	.5 to 16	CLIN ED APP REQ
CLNV 782 S	Neurosurgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 772	Nuclear Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 772 S	Nuclear Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 748	OB/GYN Research	E	.5 to 16	CLIN ED APP REQ
CLNV 814	Occupational Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 814 S	Occupational Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 779	Ophthalmology	E	.5 to 16	CLIN ED APP REQ
CLNV 779 S	Ophthalmology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 749	OPP Research	E	.5 to 16	CLIN ED APP REQ
CLNV 785	Orthopedic Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 785 S	Orthopedic Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 878	Osteopathic Manipulation	E	.5 to 16	CLIN ED APP REQ
CLNV 878 S	Osteopathic Manipulation	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 778	Otolaryngology/ENT	E	.5 to 16	CLIN ED APP REQ
CLNV 778 S	Otolaryngology/ENT	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 821	Pain Management	E	.5 to 16	CLIN ED APP REQ
CLNV 821 S	Pain Management	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 750	Pathology Research	E	.5 to 16	CLIN ED APP REQ
CLNV 877	Pediatric Emergency Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 877 S	Pediatric Emergency Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 810	Pediatric Allergy/Immunology	E	.5 to 16	CLIN ED APP REQ

CLNV 810 S	Pediatric Allergy/Immunology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 805	Pediatric Cardiology	E	.5 to 16	CLIN ED APP REQ
CLNV 805 S	Pediatric Cardiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 802	Pediatric Critical Care Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 802 S	Pediatric Critical Care Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 806	Pediatric Dermatology	E	.5 to 16	CLIN ED APP REQ
CLNV 806 S	Pediatric Dermatology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 809	Pediatric Endocrinology/Metabolism	E	.5 to 16	CLIN ED APP REQ
CLNV 809 S	Pediatric Endocrinology/Metabolism	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 898	Pediatric Gastroenterology	E	.5 to 16	CLIN ED APP REQ
CLNV 898 S	Pediatric Gastroenterology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 801	Pediatric Genetics	E	.5 to 16	CLIN ED APP REQ
CLNV 801 S	Pediatric Genetics	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 896	Pediatric Hematology/Oncology	E	.5 to 16	CLIN ED APP REQ
CLNV 896 S	Pediatric Hematology/Oncology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 894	Pediatric Infectious Disease	E	.5 to 16	CLIN ED APP REQ
CLNV 894 S	Pediatric Infectious Disease	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 807	Pediatric Nephrology	E	.5 to 16	CLIN ED APP REQ
CLNV 807 S	Pediatric Nephrology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 899	Pediatric Neurology	E	.5 to 16	CLIN ED APP REQ
CLNV 899 S	Pediatric Neurology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 819	Pediatric Psychiatry	E	.5 to 16	CLIN ED APP REQ
CLNV 819 S	Pediatric Psychiatry	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 897	Pediatric Pulmonary Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 897 S	Pediatric Pulmonary Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 771	Pediatric Radiology	E	.5 to 16	CLIN ED APP REQ
CLNV 771 S	Pediatric Radiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 751	Pediatric Research	E	.5 to 16	CLIN ED APP REQ
CLNV 800	Pediatric Rheumatology	E	.5 to 16	CLIN ED APP REQ
CLNV 800 S	Pediatric Rheumatology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 788	Pediatric Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 788 S	Pediatric Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 752	Pharmacology Research	E	.5 to 16	CLIN ED APP REQ
CLNV 835	Physical Medicine & Rehabilitation	E	.5 to 16	CLIN ED APP REQ
CLNV 835 S	Physical Medicine & Rehabilitation	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 753	Physiology Research	E	.5 to 16	CLIN ED APP REQ
CLNV 784	Plastic Surgery	E	.5 to 16	CLIN ED APP REQ

CLNV 784 S	Plastic Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 706	Prenatal Care for the Underserved	E	0.5	CLIN ED APP REQ
CLNV 834	Primary Care	E	.5 to 16	CLIN ED APP REQ
CLNV 834 S	Primary Care	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 734 O	Pediatrics (Virtual)	E	.5 to 16	CLIN ED APP REQ
CLNV 755	Psychiatry Research	E	.5 to 16	CLIN ED APP REQ
CLNV 798 O	Primary Care Multi Case Review*	E	.5 to 16	CLIN ED APP REQ
CLNV 815	Public Health	E	.5 to 16	CLIN ED APP REQ
CLNV 815 S	Public Health	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 842	Pulmonary Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 842 S	Pulmonary Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 775	Radiation Oncology	E	.5 to 16	CLIN ED APP REQ
CLNV 775 S	Radiation Oncology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 756	Radiology Research	E	.5 to 16	CLIN ED APP REQ
CLNV 876	Reproductive Endocrine	E	.5 to 16	CLIN ED APP REQ
CLNV 876 S	Reproductive Endocrine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 754	Research in Preventive Medicine/Public Health	E	.5 to 16	CLIN ED APP REQ
CLNV 847	Rheumatology*	E	.5 to 16	CLIN ED APP REQ
CLNV 847 S	Rheumatology*	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 789	Sports Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 789 S	Sports Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 757	Surgery Research	E	.5 to 16	CLIN ED APP REQ
CLNV 780	Thoracic Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 780 S	Thoracic Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 885	Toxicology	E	.5 to 16	CLIN ED APP REQ
CLNV 885 S	Toxicology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 783	Transplant Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 783 S	Transplant Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 787	Trauma Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 787 S	Trauma Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 781	Urology	E	.5 to 16	CLIN ED APP REQ
CLNV 781 S	Urology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 828	Wilderness Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 828 S	Wilderness Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 702	Urologic Gynecology	E	.5 to 16	CLIN ED APP REQ
CLNV 702 S	Urologic Gynecology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 703	Pediatric Orthopedic Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 703 S	Pediatric Orthopedic Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 704	Pediatric Urology	E	.5 to 16	CLIN ED APP REQ

CLNV 704 S	Pediatric Urology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 705	Pediatric Otolaryngology	E	.5 to 16	CLIN ED APP REQ
CLNV 705 S	Pediatric Otolaryngology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 710	Breast Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 710 S	Breast Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 711	Surgical Critical Care	E	.5 to 16	CLIN ED APP REQ
CLNV 711 S	Surgical Critical Care	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 712	Orthopedic Surgery Research	E	.5 to 16	CLIN ED APP REQ
CLNV 730 O	Family Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 731 O	Internal Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 733 O	Obstetrics and Gynecology	E	.5 to 16	CLIN ED APP REQ
CLNV 735 O	Psychiatry	E	.5 to 16	CLIN ED APP REQ
CLNV 736 O	Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 759	DOCARE Dom Rep Intl Med	E	.5 to 16	CLIN ED APP REQ
CLNV 768	HIV - Family Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 768 S	HIV - Family Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 769	HIV - Internal Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 769 S	HIV - Internal Medicine	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 791	Vascular Surgery	E	.5 to 16	CLIN ED APP REQ
CLNV 791 S	Vascular Surgery	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 792	Urgent Care	E	.5 to 16	CLIN ED APP REQ
CLNV 792 S	Urgent Care	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 793	Interventional Cardiology	E	.5 to 16	CLIN ED APP REQ
CLNV 793 S	Interventional Cardiology	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 831 O	Emergency Medicine	E	.5 to 16	CLIN ED APP REQ
CLNV 848 O	Neurology	E	.5 to 16	CLIN ED APP REQ
CLNV 709	Emergency Medicine Ultrasound	E	.5 to 16	CLIN ED APP REQ
CLNV 709 S	Emergency Medicine Ultrasound	Sub-I	.5 to 16	CLIN ED APP REQ
CLNV 889	Wound Care	E	.5 to 17	CLIN ED APP REQ
CLNV 905 A - X	COMLEX PREP COURSE		3	CLIN ED APP REQ
CLNV 999	Independent Study		.5 to 16	CLIN ED APP REQ; OPTIONAL
CLNV 999 O	Independent Study		.5 to 16	CLIN ED APP REQ; OPTIONAL

***course may be available in a digital format and is equal in credit totals**

**** permission required, course is available for OMS IV January through May**

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

COURSE LISTINGS

FIRST YEAR COURSE LISTINGS

DOMV 650 Molecular and Cellular Mechanisms (3.5 credits)

This course combines elements of biochemistry, cell biology, molecular biology, and genetics to provide the foundation necessary for the systems-based courses that follow. Among the topics presented in this course are cell structure, cell receptors and signaling, macromolecules, basic metabolism, DNA structure and function, protein synthesis, cell cycle, gametogenesis, embryogenesis, genetics, hematopoiesis, and erythrocyte structure and function. This course is largely lecture-based, but does include integrated case sessions and reading assignments.

DOMV 610 Musculoskeletal System 1 (5.5 credits)

The focus of the interdisciplinary Musculoskeletal System 1 course is the normal structure and physiology of the system. The cadaver dissection begins in this system and comprises a significant portion of the contact hours. The course includes clinical case discussions that tie the structure and function to musculoskeletal disorders.

DOMV 630 Endocrine System 1 (2 credits)

The Endocrine System 1 course provides an overview of the normal structure and function of the major endocrine glands. Steroid synthesis and the actions of many hormones are presented, as are disorders that arise from endocrine gland dysfunction.

DOMV 640 Cardiopulmonary System 1 (5.5 credits)

The Cardiopulmonary System 1 course includes the normal structure and function of the respiratory system, as well as cardiovascular system development, anatomy, and function. The cardiac cycle and physiological basis of the heartbeat, cardiac conducting system, and ECGs are detailed. Respiratory mechanics, gas exchange, lung function testing, and the acid-base balance relationship to respiratory function are among the topics presented. Clinical case discussions are based on pathophysiological changes that arise in the cardiovascular and pulmonary systems.

DOMV 605 Host Defense Mechanisms (3 credits)

This course serves as an introduction to immunology and microbiology. Among the topics, the course includes lectures on activation of immunity, antigen recognition, immunogenetics, cytokines, inflammation and infection, and histology of organs related to the immune system. Clinical application sessions accentuate the function of the immune system.

DOMV 615 Gastrointestinal System 1 (3.5 credits)

This course encompasses the normal anatomy, development, and function of the gastrointestinal system. The course includes gross anatomy lectures and laboratory sessions as well as lectures

on gastrointestinal genetics, immunity, physiology, embryology, and liver biochemistry. A number of self-study assignments and integrated case sessions round out the course.

DOMV 635 Renal System 1 (2 credits)
The Renal System course centers on the normal physiological mechanisms involved in urine formation, acid-base balance, and electrolyte and water regulation. These mechanisms are described via lectures and self-study assignments, and the application to the clinical setting is demonstrated during integrated case sessions.

DOMV 625 Reproductive Systems and Development 1 (3 credits)
Gross anatomy, microanatomy, development, and physiology of the female and male reproductive systems are taught in this course utilizing lectures and gross anatomy laboratory sessions. The course culminates with an integrated case session.

DOMV 655 Neuroscience 1 (6 credits)
This course is designed to introduce the student to the normal anatomy and function of the central nervous system. This comprehensive course covers basic neuroanatomy and neurophysiology in both a lecture and laboratory format. The course builds on knowledge of neural structure and function to encompass complex brain activities such as sleep, learning and memory, emotion, language, and cognition.

DOMV 620 Clinical Skills 1 (4.5 credits)
DOMV 665 Clinical Skills 2 (4.5 credits)
The goal of this course series is to prepare students to be able to perform appropriate, high-quality osteopathic history and physical examinations. The first course will stress interview techniques, appropriate interactions with a variety of patient behaviors including the difficult patient, and developing a consistent approach to performing a focused and complete history. In addition, students will be instructed to correlate knowledge in gross anatomy, awareness of surface anatomy and to correlate this knowledge with patient complaints. Over the two semesters, students will develop proficiency in acknowledging the patient, interviewing to obtain a thorough and pertinent history, understanding the use of screening versus focused exams, using basic diagnostic equipment, skillfully performing a physical examination, integrating the structural exam into the classical "visceral" exam, and documenting the examination findings. Students will have ample opportunity to practice these skills. These courses provide an overview of ethical principles in clinical practice and research, as well as an introduction to legal policies germane to today's healthcare setting. Clinical cases and situations are discussed in terms of the rights of the patient and obligations of the physician. These courses serve as an introduction to medical informatics and the resources available through the Touro University Nevada library system. The course will equip students to efficiently access medical information and evaluate the validity of the information and its source.

OMMV 610 Osteopathic Manipulative Medicine 1 (3.5 credits)
OMMV 622 Osteopathic Manipulative Medicine 2 (3.5 credits)

This first year course series is designed to introduce and develop the history, philosophy, and principles and skills of osteopathic health care. The course series is offered throughout the two semesters of year I. Emphasis is on the sequential development of palpatory diagnostic and therapeutic skills of osteopathic manipulative medicine. Recognizing the contribution of the musculoskeletal system to health and disease, the course integrates the osteopathic philosophy with patient care. The courses will teach osteopathic approaches to problem solving and patient management, incorporating multiple osteopathic manipulative techniques as appropriate, including: muscle energy, fascial release, high velocity low amplitude, counter strain, articulatory techniques, and osteopathy in the cranial field and other course content areas.

DOMV 602 Telemedicine/Telehealth (1 credit)
This self-paced, online course is an introduction to, and survey of the basic foundations, etiquette, and appropriate scenarios students need to be aware of when utilizing Telemedicine/Telehealth. By using topic modules, and short, interactive quizzes, the student will be introduced to the basics of telemedicine, the degree and extent it is being used, as well as a review of legal implications in every state. It allows the student to utilize provided links and sources to further enhance their education in this valuable, health care tool. This is a required course that must be completed prior to the beginning of the second year. It is designed for completion in one or multiple sessions based on the student's availability.

SECOND YEAR COURSE LISTINGS
DOMV 670 Neuroscience 2 (4 credits)
This course applies the neurophysiology and neuroanatomy presented in Neuroscience 1 to neuropathology and clinical neurology. Neuroscience 2 is an intense course that includes lectures and study assignments, as well as case discussions that draw upon this content.

DOMV 671 Behavioral Medicine (3 credits)
This course covers a variety of topics in basic behavioral medicine and psychiatry, including, but not limited to: the psychiatric interview; emotional reactions to illness; anxiety disorders; mood disorders; sexual disorders; child and adolescent development and psychopathology; suicide; violence, including domestic violence; personality disorders; somatoform and factitious disorders; legal and ethical issues; and addiction medicine.

DOMV 672 Integumentary and Musculoskeletal Systems (4 credits)
This course focuses on the pathologic basis, clinical diagnosis, and management of diseases and disorders that involve the musculoskeletal and integumentary systems.

DOMV 673 Blood and Lymph (3 credits)
This hematology course focuses on the pathologic basis and diagnosis of disorders that affect the production and function of blood cells and proteins.

DOMV 674 Cardiovascular Medicine (3 credits)
The Cardiovascular Medicine course expands upon the physiology taught in the year 1 Cardiopulmonary course to develop the students' knowledge and understanding of

cardiovascular pathophysiology. Clinical manifestations of common cardiovascular diseases, including signs, symptoms, diagnosis, and treatment protocols, are presented via lectures, self-guided study assignments, and case discussions.

DOMV 680 Respiratory System Medicine (3 credits)
Physiology taught in the first-year Cardiopulmonary course serves as a foundation for the pathophysiology, diagnosis, and treatment of respiratory system disorders presented in this course. Lectures are augmented with self-guided study assignments and case discussions.

DOMV 681 Endocrine System 2 (3 credits)
Disorders that result in hyper- and hypo-secretion of major endocrine glands are presented, and the clinical manifestations that result are discussed. The pathophysiology of the hypothalamic-pituitary axis, adrenal, thyroid, parathyroid, and endocrine pancreas are emphasized.

DOMV 682 Renal System 2 (3 credits)
Pathological entities related to the kidney and urinary tract are the focus of the Renal System 2 course. Lectures, self-guided study assignments, and case discussions provide the pathophysiology, clinical presentation, and treatment of common kidney diseases and renal hypertension.

DOMV 683 Gastrointestinal System 2 (3 credits)
The Gastrointestinal System 2 course covers diseases of the gastrointestinal tract, hepatobiliary system, and exocrine pancreas. The pathophysiology underlying gastrointestinal diseases is presented, along with related case discussions.

DOMV 684 Reproductive Systems and Development 2 (3 credits)
This course provides an overview of general obstetrics and the pathophysiology and clinical presentations for a wide spectrum of gynecological disorders. The pathophysiology and clinical manifestation of major male reproductive pathologies are also presented. Course content is delivered via lectures, study assignments, and case discussions.

DOMV 685 Pediatrics and Geriatrics (3 credits)
Conditions and disorders common to the pediatric patient from the neonate to the adolescent are presented in this course. The clinical presentations, diagnosis, and treatments for genetic abnormalities, developmental abnormalities, and common illnesses are provided in lectures and case discussions. This course also focuses on the process of aging and special considerations related to the evaluation and treatment of older adults.

OMMV 625 Osteopathic Manipulative Medicine 3 (3 credits)
OMMV 637 Osteopathic Manipulative Medicine 4 (3 credits)
This second-year course series is a continuation of the development of the basic philosophy and principles of osteopathic health care. Emphasis is on the sequential development of palpatory diagnostic and therapeutic skills of osteopathic manipulative medicine.

DOMV 675 Clinical Skills 3 (3 credits)
DOMV 687 Clinical Skills 4 (3 credits)
These second-year courses provide lectures, simulated clinical settings, and small group experiences to develop students' practical clinical skills, proper patient interactions, and Subjective Objective Assessment Plan (SOAP) note preparation. Students gain practice in the development of patient history and physical skills, differential diagnosis, clinical reasoning, appropriate professional presentation and documentation, as well as specific procedures essential in clinical practice.

DOMV 698 Clinical Nutrition with Culinary Medicine Elective (1 credit)
This elective aims to teach future healthcare providers the importance of preventive medicine-based nutrition so they can integrate good nutrition into their lifestyles and that of their patients.

DOMV 999 Independent Study Elective (1 -12 credits)
Independent Study is a preclinical elective course for students who participate in unpaid research or scholarly activity under the supervision of a principal investigator with a terminal degree (i.e. DO, MD, PhD, EdD). The principal investigator and student must submit a report at the end of the course detailing the results obtained by the student and the hours spent involved with the course.

INTERPROFESSIONAL COMPETENCIES COURSEWORK
IPEV 701 Interprofessional Competencies (first year, 0 credits)
IPEV 702 Interprofessional Activities (second year, 0 credits)
These courses are required of all TUN students. Please see page 27 of this catalog for a further description.

PBHC 600 Public Health Field Study (4 credits)
Available for Dual degree MPH Students Only
This course is a structured and practical experience in a professional public health setting which allows students to apply and integrate the knowledge and skills acquired during the didactic period into public health practice.
Joint and Dual degree students are required to complete 200 hours. Students apply their academic knowledge to real world situations that address public health issues. Students conduct field work as interns at public health organizations, which serve as field study placement sites. The role of the MPH student intern is to assist partnering organizations with specific public health projects locally or abroad. Student participation should contribute to strategic resolutions, be valued by the Organization, and contribute to meeting its mission and goals. Through their field work, students help to build and strengthen working partnerships between field study placement sites and the University.

THIRD AND FOURTH YEAR COURSE LISTINGS
Third and fourth year courses may include preceptor involvement in or outside of a clinical setting, small group learning discussions, online virtual modules, formative assessments and the use of various online cloud based meeting and learning applications.

Orientation to Clinical Clerkships (**ACLS Advanced Cardiac Life Support**, **BCLS Basic Life Support)**
Students are required to attend 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 and provide ACLS/BLS certificate training, basic clinical skills, routine office care, hospital badging and credentialing, OMM clinical year courses and medico-legal considerations. It is also an introduction to the general routine of the clinic or hospital setting and the responsibilities and expectations of the medical student in those settings. Dates of these trainings vary and are dependent on third party presenters. Therefore, the dates may fall anytime between May through the end of July.

DOMV 686 OSCE Capstone (1 credit)
The Clinical Reasoning/OSCE course is presented prior to entering clerkships and is the culmination of the preclinical curriculum. Students will receive instruction in the performance of case presentations and morning reports. Students will also receive experience and assessments in history taking and physical examination, disease assessment, documentation skills, humanism and treatment planning.

CLNV 796A OSCE Callback (0.5 credits)
CLNV 796B OSCE Callback (0.5 credits)
This third year course reinforces and builds upon the first two years of osteopathic medical education and directs students in honing their clinical skills. The course focuses on the biomechanical and humanistic domains of patient care.

OMMV 700 Osteopathic Principles and Practices Clinical Integration 1 (0.5 credit)
OMMV 701 Osteopathic Principles and Practices Clinical Integration 2 (0.5 credit)
This course is presented during monthly self-study sessions on CANVAS as well as multiple OMT practical opportunities throughout the third year. It is designed to reinforce and build upon the basic foundation of the first two years of osteopathic medical education. It provides the student with further information on how to integrate osteopathic principles and practice to patient care. Students also continue to develop OMT skills through a variety of practical opportunities, acquiring further proficiency performing OMT with faculty input and assistance. Students will be better able to assess patients and apply OMT with confidence and competency. This course will additionally serve the student in continued preparation for taking national licensure exams.

OMMV 810 Osteopathic Principles and Practices Clinical Integration 3 (.5 credit)
OMMV 811 Osteopathic Principles and Practices Clinical Integration 4 (.5 credit)
This course is presented during monthly self-study sessions on CANVAS as well as multiple OMT practical opportunities throughout the fourth year. It is designed to reinforce and build upon the basic foundation of the first three years of osteopathic medical education. It provides the student with further information on how to integrate osteopathic principles and practice to patient care. Students also continue to develop OMT skills through a variety of practical opportunities, acquiring further proficiency performing OMT with faculty input and assistance. Students will be

better able to assess patients and apply OMT with confidence and competency. This course will additionally serve the student in continued preparation for taking national licensure exams.

CLNV 730 Family Medicine (2 - 16 credits)
This core clerkship provides students with training to further their understanding of family medicine. This clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in family medicine. Students focus on ambulatory management of common, acute, and chronic medical problems within a primary care setting to prepare for more advanced study of the discipline. Emphasis is placed on prevention and wellness as they pertain to the community and population health

CLNV 731 Internal Medicine (2 – 16 credits)
This core clerkship provides students with training to better understand principles and practices of general internal medicine. This clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in internal medicine. Students focus on active participation in the care and management of patients to prepare for more advanced study of the discipline.

CLNV 733 Obstetrics and Gynecology (2 – 16 credits)
This core clerkship provides students with training to further their understanding of obstetrics and gynecology. This clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in Obstetrics and Gynecology. Students focus on the diagnosis, treatment and management of common OB/GYN conditions to prepare for more advanced study of the discipline. During the clerkship, students will continue to improve their abilities to obtain, record, analyze and communicate clinical information.

CLNV 734 Pediatrics (2 – 16 credits)
This core clerkship provides students with training to further their understanding of general pediatrics. This clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in pediatrics. Students focus on inpatient and outpatient medical management of infants and children to prepare for more advanced study of the discipline.

CLNV 735 Psychiatry (2 – 16 credits)
This core clerkship provides students with training to further their understanding of psychiatry. This clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in psychiatry. Students focus on assisting with the treatment and medical management of patients, both ambulatory and inpatient, with psychiatric disorders to better understand mental health and illness to prepare for more advanced study of the discipline

CLNV 736 General Surgery (2 – 16 credits)

This core clerkship provides students with training to further their understanding of general surgery. The clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in general surgery. Students focus on active participation in the care of surgical patients in the operating room, the clinic and office.

CLNV 830 Clinical Management Review (2 – 16 credits)
This required elective is a self-paced study and review to improve the student's knowledge and application in clinical medicine.

CLNV 831 Emergency Medicine (2 – 16 credits)
This fourth-year required clerkship is designed to provide students with training to further their understanding of emergency medicine. The clerkship takes place in a clinic setting or may be offered as a virtual course with online modules exposing students to an extensive array of presentations commonly observed in the emergency medicine setting. Students focus on the care, treatment and diagnosis of a variety of acute and sub-acute problems in the adult emergency medicine patient. Highlights include how to stabilize and correctly triage critically ill patients. Specific goals, learning objectives and reading assignments are outlined in the required curriculum modules. This course satisfies 827 S requirements.

CLNV 700 and 800 level courses (.5 - 16 credits)
All other CLNV courses, requiring Department of Clinical Education approval, are either elective and sub-internship clerkships designed to provide students with clinical exposure and training to further their understanding within a selected area of interest as specified in the course title.
These experiences take place in a wide variety of clinical, office and hospital settings presenting unique opportunities with regard to the spectrum of clinical situations encountered. Learning is enhanced with specific goals and learning objectives.
Sub-internships are restricted to fourth-year students and are designed to provide the student with an increased level of patient care responsibility in a hospital residency program setting. Students serve as the primary care provider under the direct supervision of the attending physician or faculty and may perform simple diagnostic procedures. Training focuses on self-education and includes more advanced study of the discipline.

CLNV 905 (A-X) COMLEX AND/OR SHELF PREP COURSE (3 credits)
CLNV 905 enrollment will be limited to two months in an academic year. The objective of this course is to assist students in mastering clinical subjects at a level that will maximize the likelihood of success on third and fourth year high-stakes examinations. This includes clinical course-related shelf examinations as well as licensing examinations. The course will enable students to: identify their areas of weakness relative to the disciplines tested on the COMLEX and/or clinical course shelf examinations; develop and initiate a study plan optimized for their preparation (which will include working with OASIS and the Clinical Education Department); and demonstrate improved time management skills. A variety of assignments and activities will be tailored to achieve the course objectives.

CLNV 999 Independent Study (.5 - 16 credits)
Individual research, study and directed reading in an area not directly covered in the core courses, elective clerkships, or sub-internship clerkships. Students pursue a particular course of study on a one-on-one basis with a faculty member. Educational objectives must be specified in advance. All students will produce scholarly work during and/or at the completion of the specified coursework. This coursework may include online modules.

Medical Health Sciences

MASTER OF SCIENCE IN MEDICAL HEALTH SCIENCES WITH A CONCENTRATION IN DO AND PA PREREQUISITES
MASTER OF SCIENCE IN MEDICAL HEALTH SCIENCES WITH A CONCENTRATION IN RESEARCH
MASTER OF SCIENCE IN MEDICAL HEALTH SCIENCES WITH A CONCENTRATION IN HEALTHCARE SIMULATION
MASTER OF SCIENCE IN MEDICAL HEALTH SCIENCES WITH A CONCENTRATION IN OCCUPATIONAL THERAPY PREREQUISITES
MASTER OF SCIENCE IN MEDICAL HEALTH SCIENCES WITH A CONCENTRATION IN PHYSICAL THERAPY PREREQUISITES

PROGRAM DESCRIPTION

The Medical Health Sciences Program is a Master of Science degree-granting program designed to enrich the academic knowledge base and skills of students interested in strengthening their credentials for admission to health care professional programs. Unlike other institutions that offer post-baccalaureate programs consisting of undergraduate curricula, the Master of Science program at Touro University Nevada provides its students a rigorous program consisting of 30 credits of quality graduate-level biomedical courses.

Master of Medical Health Sciences

Students interested in pursuing the Master of Science in Medical Health Sciences can enroll in a 10-month non-research program.

The program includes coursework in biochemistry, genetics, physiology, molecular biology, immunology, embryology, microbiology, and anatomy, and emphasizes the acquisition of knowledge regardless of the field one chooses to enter. We also offer prerequisite courses required to apply to OT or PT programs: normal and abnormal psychology, physics with lab, and research.

The program is designed to augment and prepare the student's education in pursuit of successful enrollment into professional programs in healthcare fields, (e.g., DO, MD, PA, PT, OT, DDS).

Finally, an important component of the program is the inclusion of ancillary support services to help the student's application to medical or professional schools. An MCAT or GRE preparation opportunity is offered along with tutorials in interviewing for professional schools.

OVERALL GOALS AND OBJECTIVES

The overall goal of the Master of Science in Medical Health Sciences (MHS) curriculum at Touro University Nevada is to increase the knowledge base, develop the motor skills, promote a humanistic and compassionate, as well as an ethical, respectful, and culturally competent

approach to medical care or research activities, and encourage attitudes of professionalism expected of a future health care practitioner. These goals can be accomplished through the following long-term objectives:

Health Sciences Learning Outcomes

Graduates from Master of Science in Medical Health Science program will:

1. Apply conceptual knowledge of core basic sciences required for success in health care education.
2. Demonstrate the ability to critically evaluate scientific literature.
3. Demonstrate the ability to critically present scientific data.
4. Demonstrate a basic understanding of the ethical considerations in scientific research and health care.
5. Apply communication skills to effectively collaborate in group endeavors
6. Exhibit a basic understanding of federal and state law relating to the practice of osteopathic medicine

GENERAL STATEMENT ON ADMISSION

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

Admission Requirements for Academic Year 2023-2024

To be considered for acceptance in the Master of Science in Medical Health Sciences degree program, applicants must have completed all of the following admission requirements:

- Completed TUN admissions application.
- Obtained a baccalaureate or higher degree from a regionally accredited institution of higher education prior to matriculation.
- Earned a cumulative and science GPA of 2.5 or higher. However, a 2.9 GPA will be considered and given conditional acceptance.
- Completed the following prerequisite coursework with a grade of C or better:
  -4 semester credits of Biology/Zoology with lab
  -4 semester credits of Inorganic Chemistry with lab (General Chemistry/Introductory Chemistry are permissible)
  -4 semester credits of Organic Chemistry and/or Biochemistry with lab
  -4 semester credits of Math/Computer Science
  -2 courses of College English or TOEFL iBT of 80
- Hold a U.S. citizenship or permanent resident status at the time of application.

- Have a strong desire to attend a professional program in a healthcare field.
- Be able to handle the rigors of and challenges of the graduate-level basic science courses that are part of the MHS curriculum.

Additional Admissions Information

- **It is the applicant's responsibility to ensure all admission requirements are met for the professional school they plan to apply for following the MHS program.**
- Effective 2017-2018 and future application cycles-
  Touro University of Nevada – College of Osteopathic Medicine (TUNCOM) Grade Replacement Policy: For students enrolled in the Touro University Nevada Medical Health Science (MHS) program, TUN's Doctor of Osteopathic Medicine applicant GPAs will be revised, and grade replacement will be approved using the final attempt at repeated courses for the subsequent application cycle. This recalculation is only for students enrolled in the TUN MHS program and will occur after submission of the applicant's AACOMAS application. MHS applicants to the TUNCOM must meet all admission requirements prior to matriculation into the program and must adhere to the AACOMAS Repeat Coursework Policy when submitting their AACOMAS application.

Admission Procedures

Admission to the MHS program is conducted on a rolling basis. Applications are submitted through the Touro University Nevada website. Only complete applications will be reviewed. If an applicant applies through the PostbacCAS system, they must also complete a Touro University Nevada secondary application from the website by the deadline. PostbacCAS application is optional.

Interviews

Candidate interviews are not conducted virtually or on the Touro University Nevada campus for MHS applicants.

International Transcript Evaluations

All official transcripts from all institutions attended including undergraduate and graduate must be submitted. This includes foreign transcripts professionally evaluated by an agency, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (www.naces.org). Must also include verified transcripts with a course-by-course evaluation and calculated GPA.

Background Check & Immunizations

All students enrolled in the MHS program must pass a Level I criminal background check and drug screen. A criminal background may prevent a student from progressing in the program or professional licensure in the future. Immunizations are required as indicated in the Touro University Nevada Catalog and the School of MHS Handbook.

Resume and Letters of Recommendations

Provide a resume or curriculum vitae.

Submit two letters of recommendation. One pre-professional/academic committee summary letter; or one letter from a practicing healthcare provider. One letter from a college science professor. Letters of recommendation should be sent directly from recommenders and accepted via Virtual Evaluations and Interfolio on letterhead and must be signed.

Transfer Policy
The School of Medical Health Sciences does not accept transfer students.

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

Student Health Insurance/Health Care
All on-ground students are required to carry comprehensive health insurance coverage for the benefit of the university community. Touro offers a student health insurance policy (SHIP) through Relation Insurance Services. Students may submit proof of their alternative health insurance coverage and waive out of SHIP if the coverage meets the waiver requirements. Students who do not waive out of SHIP will be automatically enrolled. If there has been a change in insurance or coverage status, students are responsible for reporting it to the university. Failure to comply can lead to suspension or dismissal from the program.

The student has exclusive responsibility for their medical bills. The University assumes no responsibility to seek reductions or waivers. Before graduation, students must be free from any medical financial responsibility with any of the University's affiliated 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.

SATISFACTORY ACADEMIC PROGRESS
Students must achieve a score of 70% or better in each course to be eligible for degree-granting. Students scoring below 70% in no more than 1 class/semester may be permitted to remediate that course and, if successful, receive a score of 70% thus making them eligible for degree-granting. Failure in more than one course/semester places a student in the category for dismissal. Remediation of a failed Fall course will normally be offered during the first week of the second semester, while remediation of a Spring course will be offered up to 30 days after the last day of the final exam.

COURSE SCHEDULE

Fall

Course Name	Credits
MHSV 600. BIOMEDICAL ETHICS	2
MHSV 667. SURVEY OF IMMUNOLOGY	3
MHSV 670 A. HUMAN ANATOMY I	3
MHSV 680. MEDICAL BIOCHEMISTRY	3
MHSV 681 ADVANCED STUDY SKILLS I	1
MHSV 690 A. HUMAN PHYSIOLOGY I	3

Spring: DO and PA Track	
Course Name	**Credits**
MHSV 601. MOLECULAR GENETICS	2
MHSV 605. SCIENTIFIC COMMUNICATIONS	2
MHSV 610 CURRENT TOPICS IN BIOMEDICAL SCIENCES	2
MHSV 620. LABORATORY DIAGNOSTICS	1
MHSV 665. INTRODUCTION TO MICROBIOLOGY AND INFECTIOUS DISEASE	2
MHSV 670 B. HUMAN ANATOMY II	3
MHSV 690 B. HUMAN PHYSIOLOGY II	3

Spring: Research Track	
Course Name	**Credits**
MHSV 605. SCIENTIFIC COMMUNICATIONS	2
MHSV 670 B. HUMAN ANATOMY II	3
MHSV 690 B. HUMAN PHYSIOLOGY II	3
MHSV 602 INDIVIDUAL RESEARCH	6
MHSV 603. THESIS PREPARATION	4

Spring: Healthcare Simulation Track	
Course Name	**Credits**
MHSV 665. INTRODUCTION TO MICROBIOLOGY AND INFECTIOUS DISEASE	2
MHSV 670 B. HUMAN ANATOMY II	3
MHSV 690 B. HUMAN PHYSIOLOGY II	3
MHSV 604. INTRODUCTION TO HEALTHCARE SIMULATION	3
MHSV 606. HEALTHCARE SIMULATION	4

Spring: OT Track	
Course Name	**Credits**
MHSV 670 B. HUMAN ANATOMY II	3
MHSV 690 B. HUMAN PHYSIOLOGY II	3
MHSV 614. HUMAN DEVELOPMENT ACROSS THE LIFESPAN	3
MHSV 616. GENERAL PSYCHOLOGY	6
MHSV 619. ABNORMAL PSYCHOLOGY	3

Spring: PT Track	
Course Name	**Credits**
MHSV 670 B. HUMAN ANATOMY II	3
MHSV 690 B. HUMAN PHYSIOLOGY II	3
MHSV 617 PHYSICS WITH LAB A	4
MHSV 618 PHYSICS WITH LAB B	4
MHSV 613 RESEARCH	3

CONTACT INFORMATION

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COMPLETE COURSE LISTINGS

MHSV 600. BIOMEDICAL ETHICS (2 credit)
Discussion of major ethical issues in biomedical sciences and research involving authorship, intellectual property, conflict of interest, privacy issues, confidentiality, informed consents, discrimination, misconduct, animal care and use, and human subjects research.

MHSV 601. MOLECULAR GENETICS (2 credits).
The course will introduce the student to the basic science of molecular genetics and extend the student's knowledge into the application of the basic science to the practice of medical genetics including the clinical and laboratory diagnosis of genetic disease, genetic counseling, and ethical and legal issues in relation to genetic disease. The course will be taught via lecture and discussion.

MHSV 602. INDIVIDUAL RESEARCH (6 credits). This course will not be offered every year. This is mentor-directed research. Faculty mentors function as course directors. Students perform hypothesis-driven research under the direction of faculty. Activities to enhance students' skills or learning but limited in scope regarding learning objectives/outcomes and duration. These could be used for learning new laboratory or clinical procedures, developing teaching experiences, and completing written reports. Opportunities for developing presentation skills and participation in seminars are provided.

MHSV 603. THESIS PREPARATION (4 credit) This course will not be offered every year. This is a mentor-directed internship at an approved site. The internship could be in a research or clinical facility. Requirements include a written report of the activities during the internship and a public presentation of the activities. Faculty mentors function as course directors.

MHSV 604. INTRODUCTION TO HEALTHCARE SIMULATION (3 credit) This course will not be offered every year. In this course, students are provided an overview of healthcare simulation with an introduction to the terminology and history of the specialty. This course delivers the fundamental elements of healthcare simulation as an educational approach for those employed in clinical or academic teaching areas. Additional topics of this course include evidenced-based practice, legal/ethical standards, fidelity, human patient simulators, and evaluation methodology.

MHSV 605. SCIENTIFIC COMMUNICATIONS (2 credits)
This course is designed to help students develop skills in reading and analyzing scientific literature, preparing oral and poster presentations, manuscripts for publication, and a capstone project.

MHSV 606. HEALTHCARE SIMULATION (4 credit) This course will not be offered every year. This course is designed to help the simulation educators develop an interdisciplinary simulation. The student will learn the essential elements of educational theories used in healthcare simulation and curriculum integration and design elements. Additional instruction will be provided in the assessment and evaluation of the learner. The student will appraise current trends and/or issues in healthcare simulation and develop a comprehensive healthcare simulation or research project based on an identified clinical problem.

MHSV 610 CURRENT TOPICS IN BIOMEDICAL SCIENCES (2 credits)
The purpose of the course is to enable students to develop the skills to critically appraise the current literature on recent or seminal scientific discoveries in various fields of biomedical sciences and their impact on advancing our knowledge and understanding of disease pathology and the development of new therapeutic targets. The objective will be achieved by participation in journal club sessions where the students will take turns reading, researching, analyzing and leading a class discussion evaluating and critiquing a paper from a pre-selected collection of articles from the scientific literature on a given topic.

MHSV 613. RESEARCH (3 credit) This course will not be offered every year. This is mentor-directed research. Faculty mentors function as course directors. Students perform hypothesis driven research under the direction of faculty. These could be used for learning new laboratory or clinical procedures, developing comprehensive reviews, and completing written reports. Opportunities for developing presentation skills and participation in seminars are provided.

MHSV 614. HUMAN DEVELOPMENT ACROSS THE LIFESPAN (3 credit) This course will not be offered every year. This course includes a survey of the organic, social, and physical factors that influence the development of the individual. It seeks to understand what makes a person distinctively different, along with critically evaluating various theories of learning and personality development. Additionally, this course will provide the candidate with an understanding of the physical, mental, emotional, and sociocultural aspects of human development.

MHSV 616. GENERAL PSYCHOLOGY (6 credit) This course will not be offered every year. This course provides an overview of the scientific study of human behavior. Topics include but are not limited to history, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, emotion, and development. Upon completion, students should be able to demonstrate an advanced knowledge of the science of psychology.

MHSV 617. PHYSICS WITH LAB A (4 credit) This is the first part of a two-part survey of general physics with an integrated laboratory recommended for students majoring in a science other than physics, including students of premedical programs. Topics include kinematics and dynamics of particles; momentum, work, and energy; gravitation; circular, angular, and harmonic motion; mechanical and thermal properties of solids, liquids, and gases; heat and thermodynamics.

MHSV 618. PHYSICS WITH LAB B (4 credit) This course will not be offered every year. This is the second part of a two-part survey of general physics with integrated laboratory recommended for students majoring in a science other than physics, including students of premedical programs. Topics covered include electricity and magnetism, optics, atomic and nuclear physics.

MHSV 619. ABNORMAL PSYCHOLOGY (3 credit) This course will not be offered every year. This course examines various psychological disorders, as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis is placed on terminology, classification, etiology, assessment, and treatment of major disorders. Upon completion, students should be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and therapeutic techniques.

MHSV 620. LABORATORY DIAGNOSTICS (1 credit)
A practical course for students to learn techniques in biomedical sciences. Students will be instructed on the principles of common laboratory techniques through didactic lectures and hands-on application of the methodologies in the clinical laboratory.

MHSV 660. INTRODUCTION TO MICROBIOLOGY AND INFECTIOUS DISEASE (2 credits). The objectives of this course is to give students a basic understanding of the principles of microbiology, including bacteriology, virology, mycology, and parasitology. This introduction will integrate these concepts with the pathogenic mechanisms, diagnostics, and epidemiology of disease-causing microorganism.

MHSV 667. SURVEY OF IMMUNOLOGY (3 credits). This course is designed to familiarize students with the basic immunology concepts and mechanisms associated with host defenses against infectious disease pathogens. Clinical and experimental studies will be employed to discuss how the immune response develops and works to protect against pathogens. Students will also explore and present seminal studies in the scientific literature that led to important

advances in the understanding of the scientific literature that led to important advances in the understanding of immunological principles. Specialized concepts including vaccination, hematology, tumor immunology, transplantation immunology, and hypersensitivity will also be covered in this course.

MHSV 670 A & B. HUMAN ANATOMY I & II (3 credits each semester) Involves studies of the human body through lectures, faculty-directed examination of human cadavers, medical images and skeletal material, small group discussions, and student presentations. A regional approach to the study of the structure and function of the human body is used.

MHSV 680. MEDICAL BIOCHEMISTRY (3 credits) The objective of this course is to provide in-depth knowledge of biochemical pathways and their relevance to human physiology, pathology, and nutrition. Students are expected to integrate the concepts of this course with other basic science disciplines in order to understand how bodily functions relate to health and disease. The course contains both didactic lectures and clinical case-based team exercises.

MHSV 681 ADVANCED STUDY SKILLS I (1 credit Fall). This course is intended to enhance and develop the students' basic and advanced study skills. Instructors from relevant courses (eg. anatomy, biochemistry, and physiology) will give helpful strategies to promote success in these courses. Classroom experiences will further prepare students for rigorous courses by emphasizing time and stress management, study skills, and test taking strategies.

MHSV 690 A & B. HUMAN PHYSIOLOGY I & II (3 credits each semester) This two-semester course is a survey of human physiology. Covered are all organ systems. Integration of those to maintain homeostasis will be emphasized.

Appendix A
Guidelines for Access to and Disclosure of Educational Records

ANNUAL NOTICE TO STUDENTS
The Family Educational Rights and Privacy Act of 1974
(F.E.R.P.A.)

The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.), as amended, was designated to protect the privacy of educational Records. The Act affords students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes in inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student, in writing, of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or

her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The following is considered "Directory Information" at Touro University may be made available to the general public unless the student notifies the Registrar, in writing, within 4 days from the beginning of the semester.

- Student's name, telephone listing, e-mail address, place of birth, college, major, honors, awards, photo, classification, dates of enrollment status, degrees conferred, dates of conferral, and graduation distinctions.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

I. Definitions

As used herein:

1. "University" means Touro University.
2. "Directory information" includes the following information relating to a student:
    - Student's name, telephone listing, e-mail address, place of birth, college, major, honors, awards, photo, classification, dates of enrollment status, degrees conferred, dates of conferral, and graduation distinctions.
3. "Disclosure" means permitting access to or the release, transfer or other communication of education records of the student or the personally identifiable information contained therein, orally or in writing or by electronic means, or by any other means to any party.
4. "Education records" means those records which are directly related to a student and are maintained by the University, or by a party acting for the University, as a part of its official records of a student's University work. The term does not include:
    - Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto, which are in the sole possession of the maker thereof and are not accessible or revealed to any other individual except a substitute (for the purpose of this definition, a "substitute" means an individual who performs on a temporary basis the duties of the individual who makes the record, and does not refer to an individual who permanently succeeds the maker of the record in his or her position);
    - Records of a law enforcement unit of the University which are maintained apart from educational records solely for law enforcement purposes and are not disclosed to individuals other than law enforcement officials of the same jurisdiction;

- Records relating to an individual who is employed by the University which are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee, and are not for use for any purpose (this sub-paragraph does not apply to records relating to any individual in attendance at the University who is employed as a result of his or her status as a student);
- Personal health records of a student, which are created or maintained by a professional acting in his or her professional capacity, used only in connection with the provision of treatment to a student, and not disclosed to anyone other than individuals providing the treatment (provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice); and
- Alumni records compiled after graduation.

5. "Personally identifiable" means that the data or information includes:
    - The name of a student, the student's parent or other family member;
    - The address of the student;
    - A personal identifier, such as the student's social security number or student number;
    - A list of personal characteristics which would make the student's identity easily traceable; or
    - Other information which would make the student's identity easily traceable.
6. "Record" means any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, film, microfilm and microfiche.
7. "Student" means any person who has matriculated at the university and commenced classes, for whom the University maintains education records. The term does not include an individual who has applied for admission to but had not been in attendance at the University, nor does it include alumni status. "Student" status terminates at the time a student ceases to attend classes and leaves the institution.

II. Inspection and Review of Education Records

1. Education records maintained: The University shall maintain the following types of education records:
    a. Personal data which identifies each student enrolled in the university, including full legal name, address, race, sex, date and place of birth, marriage status, names of spouse, name of parent or guardian.
    b. Description of student academic status including grade level completed grades, standardized test scores and clinical evaluations of work competency and achievement.
    c. Scores on standardized intelligence and aptitude tests.

d. Scores on standardized professional examination boards.

e. Records of extracurricular activities.

f. Health data relevant to educational assignments.

g. Systematically gathered academic and clinical evaluations.

h. Reports of disciplinary and criminal proceedings provided the reports contain only factual information and not subjective information.

2. Retention and security of records
    a. The University Registrar shall maintain all education records as well as any and all records maintained by the central University administration, with the exception of the disciplinary and criminal records which shall be kept separately by the Dean of Students.

    b. Security of all records shall be the responsibility of the Registrar, excepting those above-mentioned files which are the responsibility of the Dean of Students.

    c. With the exception of records of disciplinary and criminal proceedings, the above-enumerated records of subsection 2.a. shall be kept for at least 6 years after the student leaves the school. Records of disciplinary and criminal proceedings shall be reviewed upon graduation to determine whether the record shall be maintained for professional certification or legally related reasons. If there is not sound legal or professional reason for such maintenance, the records shall be destroyed upon order of the Dean of Students.

    d. The Registrar shall at any time deemed appropriate, review any and all records for which he/she shall have responsibility. Such review shall be done to eliminate those records which no longer have meaning in determining the educational accomplishments of the student or which are inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

3. Right to inspect and review education records
    a. The University shall, permit a student who is or has been in attendance at the institution to inspect and review the education records of that student. This right to inspect and review includes the right to a response from the University to reasonable requests for explanations and interpretations of the records, and the right to obtain copies would effectively prevent a student from exercising the right to inspect and review.

    b. Students shall not be permitted to inspect and review the following records:

i. Financial records and statements of their parents or any information contained therein.

ii. Confidential letters and confidential statements of recommendation which were placed in the education records of a student prior to January 1, 1975, provided that: (1) the letters and statements were solicited with a written assurance of confidentiality or sent and retained with a documented understanding of confidentiality, and (2) the letters and statements are used only for the purposes for which they were specifically intended.

iii. Confidential letters and confidential statements of recommendation which were placed in the education records of a student after January 1, 1975, with respect to University admission, an application for employment, or the receipt of an honor or honorary recognition, provided that the student has waived in writing his or her right to inspect and review those letters and statements of recommendation. In the event of such a waiver: (1) the applicant or student shall be, upon request, notified of the names of all individuals providing the letters or statements; (2) the letter or statements shall be used only for the purpose for which they are originally intended; and (3) such waiver shall not be required by the university as a condition of admission to or receipt of any other service or benefit.. Such a waiver may be revoked at any time with respect to any actions occurring after the revocation.

c. The procedure for inspection and review of records shall be as follows:

i. A student desiring to inspect and review his/her records shall submit a written request directly to the person in charge of the desired records.

ii. Such request must specify the records requested.

iii. A request to inspect the desired records will be granted within a reasonable period of time, not exceeding 45 days after the request has been made.

iv. The student will be notified by mail as to when and where he/she may inspect the requested records.

v. Inspection of records will be made in front of the responsible administrator or designee.

vi. A notation will be placed in the file each time it is inspected, stating the date of inspection, person inspecting, and reason for the inspection. In the case of transcript transmittal, a student

must submit such request in writing and a notation shall be made on the file as to date and place sent.

d. Students and alumni may request copies of their official academic printed transcript at a charge of $10.00 per copy. Students and alumni may request copies of their official academic electronic transcript at a charge of $5.00 per copy. In order to request an official academic transcript, students and alumni must submit their order online via the TouroOne Portal. The academic transcript is official only when it bears the signature of the Registrar and is in a sealed envelope. Academic transcripts and diploma will be withheld from students who have not completed 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. Additional fees may apply for expedited mailing. Fees are subject to change.

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 Campus

President and Provost 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 a Compliant concerning alleged failures by the University to comply with the requirements of FERPA and regulations promulgated there under, with the Student Privacy Policy Office (SPPO) located at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-8520.

Form of notice. The notice required under subparagraph V.1 above shall be given annually and shall be published in the student handbook or school catalog, or posted on bulletin boards at the University, or any other means reasonably likely to inform students of the aforesaid rights.

Appendix B
POLICY AND PROCEDURE FOR ACCOMMODATING STUDENTS WITH DISABILITIES

POLICIES AND PROCEDURES CONCERNING REQUESTS TO ACCOMMODATE DISABILITIES AND COMPLAINTS REGARDING ALLEGATIONS OF FAILURE TO ACCOMMODATE AND DISABILITY-BASED DISCRIMINATION

1.0 POLICY

It is Touro's policy that any students with a disability or medical condition be afforded the same opportunities as every other student within the Touro community. This policy may be utilized when there is a dispute about discrimination, including harassment on the basis of disability, refusal to find a disabled student eligible for academic adjustments and auxiliary aids, denial of a requested prospective reasonable academic adjustment/auxiliary aid, and refusal of a faculty member to implement approved academic adjustments and auxiliary aids. Any adverse treatment in regards to a person's disability will not be tolerated.

2.0 PURPOSE

All divisions of Touro University ("Touro") seek to foster a collegial atmosphere where all qualified students have full access to each of our programs and are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Adverse treatment of any kind in regards to an individual's disability, is anathema to Touro's mission, history, and identity, and will not be tolerated. Touro will endeavor to resolve claims of policy violations in an effective and timely manner. When a violation is found to have occurred Touro will take prompt and effective remedial action.

Those believing that they have been harassed or discriminated against on the basis of their disability should immediately contact the University Compliance Officer. When Touro has notice of the occurrence, Touro will take prompt and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

3.0 SCOPE

This policy applies to all qualified students of the Touro University community.

4.0 DEFINITIONS

4.1 Individual with a Disability

An individual with a disability is a person who has a physical or mental impairment which substantially limits one or more major life activities of the individual. These persons are protected by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Individuals with a record of such an impairment and individuals who are regarded as having such an impairment are also protected by these Federal laws.

4.2 Academic Adjustments/Auxiliary Aids

Title I of the Americans with Disabilities Act of 1990 (the "ADA") and Section 504 of the Rehabilitation Act require an institution to provide academic adjustments and auxiliary aids to qualified individuals with disabilities, unless to do so would cause undue hardship.

Students must provide documentation of disability from an appropriate professional, which vary depending on the nature of the disability. This documentation may be the student's medical records, or reports created by the student's medical provider or an appropriate professional who conducts a recent assessment of the student. The documentation of disability is kept confidential, though not strictly so, including but not limited to situations where it receives a subpoena. The Compliance Officer will determine what information needs to be shared with Touro staff and professors, on an "as needed basis," in order to facilitate academic adjustments/auxiliary aids or other services.

There are a number of possible academic adjustments/auxiliary aids that Touro may be required to provide to qualified students in connection with the scholastic environment. An academic adjustment or auxiliary aid is practical depending on the:

- student's disability;
- the type of academic adjustment/auxiliary aid requested by the student; and
- the academic adjustment/auxiliary aid is effective in meeting the needs of the individual in the context of the educational setting.

An academic adjustment/auxiliary aid enables a qualified student with a disability to have an equal opportunity to participate in our programs. Finally, an academic adjustment/auxiliary aid allows a student with a disability an equal opportunity to enjoy the benefits and privileges of our programs that students without disabilities enjoy.

All that being said, Touro is not required to change the essential elements/requirements of its program to accommodate a student. For example, our Satisfactory Academic Progress Policy is blind to students with or without disabilities. Also, there are several academic adjustments/auxiliary aids that are considered appropriate provided that an academic adjustments/auxiliary aid does not cause a fundamental alteration or cause an undue burden to the program. If the latter is the case, Touro will work with the student to determine if there is

an alternative academic adjustments/auxiliary aid which can meet the needs of the student that does not cause a fundamental alteration or undue burden. This is because a person with a disability who is unable to meet one or more essential program requirements, with or without academic adjustments/auxiliary aids, is not a "qualified" individual with a disability within the meaning of the law.

Touro does not have to provide as academic adjustments/auxiliary aids, personal use items, otherwise known as personal appliances. Thus, Touro is not required to provide a prosthetic limb, a wheelchair, eyeglasses, hearing aids, or similar devices if they are also needed off campus.

4.3 Compliance Officer

The Compliance Officer, or his or her designee ("Compliance Officer"), is trained and knowledgeable about the duties of the institution with regard to accommodating students with disabilities in a post-secondary setting.

4.4 Interactive Dialogue for Academic Adjustments/Auxiliary Aids

Students who plan to request an academic adjustment/auxiliary aid should contact the Compliance Officer promptly, so there is time for the Compliance Officer to review the student's documentation and discuss the academic adjustment/auxiliary aid with the student before the student begins the class or program for which the academic adjustment/auxiliary aid is being requested.

In determining what appropriate academic adjustments/auxiliary aids are to be provided, the Compliance Officer (or other designated position) will engage in a dialogue and give careful consideration to the student's request. The student and the Compliance Officer will discuss how the student's impairment impacts the student, how the student expects the impairment to impact the student in Touro's program, the types of academic adjustments/auxiliary aids the student has previously received (if any), and the academic adjustment/auxiliary aid being requested by the student from Touro. Academic adjustments/auxiliary aids needed during certain phases of the program, classroom, laboratory, externships, rotations, and for classroom instruction, skills based instruction and skills practice may differ.

4.5 Decision of Academic Adjustment/Auxiliary Aids

The Compliance Officer will decide the appropriate academic adjustments/auxiliary aids to be provided to the student. They will consider any past academic adjustments/auxiliary aids that have been effective for the student. Alternate academic adjustments/auxiliary aids may be provided if there is an alternative that would be equally effective for the student.

Generally, within 10 days after receiving a complete set of required medical documentation and engaging in a dialogue, the Compliance Officer will list the approved academic adjustments/auxiliary aids in writing to the student. The Compliance Officer will then inform

the appropriate professors and Touro staff in the same timeframe of the academic adjustments/auxiliary aids they are responsible for providing to the student, how to provide the academic adjustments/auxiliary aids, and when to provide the academic adjustments/auxiliary aids. The Compliance Officer will keep a written record of these contacts about the student's academic adjustments/auxiliary aids. The student must inform the Compliance Officer when academic adjustment/auxiliary aid is not being fully implemented. The Compliance Officer will intervene with relevant staff members to ensure the academic adjustment/auxiliary aid is provided to the student. The student must not delay in bringing implementation issues to the Compliance Officer's attention.

A faculty member may not unilaterally make a determination as to whether the student has a disability, the extent of the student's disability or the appropriateness of an approved academic adjustment/auxiliary aid.

4.6 Denial of Academic Adjustments or Auxiliary Aids

A denial of an academic adjustment/auxiliary aid may be justified if the student fails to follow procedure and supply the appropriate requested documentation. Further, a denial of an academic adjustment/auxiliary aid is warranted when Touro acts in good faith and when an attempt is made to assess the complainant's limitations or explore possible academic adjustments/auxiliary aids. A denial of academic adjustments/auxiliary aids may take place when the complainant's request is unreasonable for a variety of reasons, including, but not limited to: (a) a request for the academic adjustment/auxiliary aid is based on a stale evaluation[1] by an appropriate healthcare provider, and has not provided an updated evaluation upon Touro's request, (b) the academic adjustment/auxiliary aid would result in an undue burden to Touro[2], (c) the complainant never notified Touro of the academic adjustment/auxiliary aid requirement, (d) providing an academic adjustment/auxiliary aid requested by a student with a disability would fundamentally alter the course or program requirements[3] or (e) the aid sought is to be applied retroactively (e.g. when a student has not

[1] Touro defines a stale evaluation as one that is 1) not applicable or related to the technical standards of the program; 2) is over three years old; or 3) has been previously provided to another school or program that is not Touro and is a course of study that is dissimilar to the current program to which the student is enrolled.

[2] The factors to be considered in determining whether an academic adjustment/auxiliary aid causes an undue burden to Touro include, but are not limited to: (a) the nature and cost of the requested academic adjustment/auxiliary aid, and (b) the overall financial resources of the School and the effect of the academic adjustment/auxiliary aid on expenses and resources of the School.

[3] The factors to be considered in determining whether an academic adjustment/auxiliary aid is a fundamental alteration include, but are not limited to, the following: (a) the purpose or objective of the course, requirement, standard, testing practice, procedures or rule in question, (b) the purpose or objective related to the requirements for the student's program or degree, (c) the mastery of skills and knowledge required by a student in the course, (d) the minimum level of mastery that must be demonstrated by students, (e) the purpose of the chosen instructional methods, evaluation methods, and evaluation requirements, and (f) whether the evaluations to (a) through (e) above are generally consistent between all instructors of a course, or in a program.

previously requested accommodations or otherwise self-identified, and seeks accommodations for exams previously taken or grades previously received) when a student did not self-identify. Where such determinations arise, regarding a requested academic adjustment/auxiliary aid, the School will work collaboratively with the student to identify whether any alternative academic adjustments/auxiliary aids may be provided (see below regarding "Disagreements and Complaints about Disability Accommodations Determinations").

4.7 Retaliation

Retaliation is any kind of intimidation, harassment, reprisal, adverse action, or negative action taken against an individual that would not have occurred but for his or her: (1) filing or otherwise participation in the filing of or investigation of a complaint about alleged discrimination, (2) participation as a party or witness in an investigation relating to such allegations, or (3) participation as a party or witness in a court proceeding or administrative investigation regarding such allegations. Retaliation does not exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint at issue is ultimately found to lack merit, as long as the complaint was made in good faith.

Touro prohibits any conduct by any Touro community member that may be regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint through the method described in section 6.4 below, or for any other reason will not be tolerated. A student may also file a Complaint if the student feels that he or she has been retaliated against based on disability. Any individual who believes he/she has been subjected to retaliation may file a separate complaint under this procedure.

5.0 CONFIDENTIALITY

Touro has independent obligations to report or investigate potential misconduct, even if a complainant does not wish to initiate an official process. Therefore, absolute confidentiality cannot be promised with respect to a complaint that is received by the Dean of Students in Nevada at 702-777-1761 or the Dean of Student Services in California at 707-638-5226

Touro wishes, however, to create an environment in which legitimate complaints are encouraged, while also protecting the privacy of all involved in an investigation. Complaints about violations of these policies will therefore be handled in strict confidence, with facts made available only to those who need to know in order for Touro to promptly and thoroughly investigate and resolve the matter.

6.0 COMPLAINT PROCEDURES & IMPLEMENTATION

6.1 Types of Complaints Covered Under This Procedure

The purpose of this procedure is to provide the resolution of student complaints and is not limited to any of the following: (a) complaints by individuals with disabilities when the complainant believes that he or she has been retaliated or discriminated against on the basis of disability, (b) refusal to engage in the interactive process, (c) unreasonable denial of a requested reasonable academic adjustment/auxiliary aid, or (d) refusal to implement approved academic adjustment/auxiliary aid by a member of the community (including faculty and staff) whether the academic adjustment/auxiliary aid has been denied or if a previously approved academic adjustment/auxiliary aid has not been implemented. If the complainant does not wish to resolve the complaint informally, the receiving school authority must promptly forward the complaint to the Dean of Students in Nevada and the Dean of Student Services in California who will initiate an investigation, generally, no later than twenty (20) days after receipt of a complaint.

6.2 Duty to Cooperate and Facilitate

All members of the Touro community are required to cooperate fully with any investigation of discrimination, including harassment occurring in relation to any campus activity. A faculty member, staff member, or student who has relevant information and refuses to cooperate with an ongoing investigation will be subject to disciplinary action for, among other things, insubordination. Likewise, all Touro employees are required to ensure that complaints about discrimination, including harassment and retaliation are directed to the appropriate administrative office for investigation and evaluation. Touro is committed to conducting an inquiry that is thorough and impartial.

6.3 Compliance Officer

The Compliance Officer, or his or her designee, shall coordinate the enforcement, compliance, communication and implementation of Touro's policy.

The Compliance Officer shall communicate the policy via the following, without limitation: student orientations and catalogues, campus websites and publications, Student Affairs, Disabled Student Services, and Academic Affairs.

The Compliance Officers include:
Touro University Nevada:

Dr. Jennifer Obodai
702-777-3182
jobodai@touro.edu

Mr. Michael Mikkelsen
702-777-3853
mmikkels@touro.edu

Touro University California:
Dr. James Binkerd
707-638-5883
james.binkerd@tu.edu

6.4 Duty to Report Violations

Any member of the Touro community including faculty, employees, or vendors have a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify the Dean of Students in Nevada and Dean of Student Services in California.

The Complaint procedure provides students the opportunity to file a complaint when they feel they have been discriminated against or retaliated against on the basis of disability. Touro then has the responsibility to objectively investigate the allegations in the complaint and determine whether the student has been discriminated or retaliated against. If Touro determines that discrimination or retaliation occurred, Touro must take appropriate steps to correct the discrimination or retaliation and prevent it from reoccurring.

6.4(a) Reporting Procedure

Complaints should be filed as soon as possible after the date of the alleged misconduct, and a written complaint is preferable but not absolutely required.

A complaint, which must be submitted within the earlier of the following two dates:(a) 180 days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred. A complaint should include the following information:

a. Complainant's full name, home address, email, telephone number, and Touro Student/Employee ID number.
b. Name of the person against whom the complaint was made, including job title or student status, if known.
c. A clear statement of the facts that constitute the alleged discrimination or retaliation, including dates on which the acts were committed and any information to identify witnesses.
d. The term and year of his/her most recent active student status within the university.
e. A student who is seeking admission to Touro should include the term and year in which he/she sought admission to the university.
f. The specific harm that resulted from the alleged act and the remedy sought.
g. The complainant's signature and the date on which the complaint was submitted.

6.4(b) Intake Interview After Reporting

After receipt of a complaint, the Dean of Students-Dean of Student Services will meet with the complainant as soon as possible, but generally, not later than thirty (30) days after receipt. The complainant must make himself/herself available to meet.

The meeting will be an intake interview where the Dean of Students-Dean Student Services must inform the complainant about the investigation procedure and timeline. The student may sign a formal complaint form at that time (under the above guidelines) if he/she has not already done so.

A thorough and impartial investigation of complaints will occur, which includes documented interviews of the complainant, the accused, and witnesses with relevant knowledge. Also, a review of relevant documents, if any, and other evidence also occurs.

6.5 Disagreements and Complaints about Academic Adjustment/Auxiliary Aid Determinations

A student, who disagrees with a decision made by the Compliance Officer concerning the outcome of the academic adjustment/auxiliary aid review process, including whether the student is a qualified individual with a disability or the adequacy of the student's documentation regarding the student's disability , the functional limitations of the disability, or approved academic adjustments/auxiliary aids, a denial of the student's request for disability-related services such as a request for academic adjustments/auxiliary aids, delay in the provision of an approved academic adjustment/auxiliary aid, or non-implementation of an approved academic adjustment/auxiliary aid by faculty or staff may take the following steps:

a. Promptly make an appointment with the Compliance Officer after the decision has been made. Within 10 days of receiving the student's complaint, the Compliance Officer will discuss the disputed decision with the student, while providing necessary information. The Compliance Officer will forward the relevant information to a Fact Finder who will inform the student in writing, generally, within ten (10) calendar days whether they decide to change or uphold the original decision. This decision may take longer to process and investigate depending on the nature of the allegations. If the decision is to change the original determination, the Compliance Officer will ensure that the changes to the original determination are implemented based on the Fact Finder's determination.

(b. If the student disagrees with the Fact Finder's decision, the student may file a written appeal to the Dean of Student Services or his/her designee within ten (10) days of the Fact Finder's decision. The appeal must contain the decision that the student disagreed with, and the reasons for the disagreement, including any relevant documentation. The Dean of Student Services will contact the student and Compliance Officer to gather relevant information, will liaise with the complainant, and will provide a written determination response to the appeal, generally, within ten (10) calendar days of the date the appeal was received or longer if additional investigating or processing is necessary. The written determination will include the reasons for the determination and what remedial action that will be taken (if any). This determination is final.

Faculty and Staff Compliance

6.6 Complaints about Faculty or Other Employees

Complaints against faculty or other employees shall be submitted according to the procedures set forth above. Upon receipt of a complaint against a faculty member or an employee of the Touro, the Compliance Officer shall conduct a thorough and impartial investigation regarding the circumstances surrounding the complaint. This investigation shall include documented interviews of the complainant, the person against whom the complaint is written, and witnesses with relevant knowledge, if any; as well as a review of relevant documents and any other evidence. A determination will be made by a Dean of Students-Dean of Student Services.

6.8 Preponderance of the Evidence and Written Determination

This standard weighs the evidence in an investigation. One party's evidence outweighs the evidence of the other. All investigations conducted at any of Touro's schools rely on the preponderance of the evidence standard. A written decision will be provided to the Complainant that includes the outcome of the investigation, reasons for the decision, and whether corrective actions must be taken, if any. Consistent with the Dean of Students-Dean of Student Services decision, Touro will take prompt, effective, remedial action to resolve any identified discrimination and to ensure that the effects are remedied and to ensure that it will not recur again.

6.9 Discipline

Supporting our students with Disabilities is an important aspect of creating an environment where student success is the norm. This policy helps to ensure that Touro is compliant with the American with Disabilities Act.

Employees, faculty and students who violate Touro's policies may be subject to disciplinary action. All disciplinary actions shall comply with applicable local, state and federal laws. Individuals who retaliate against someone who files a complaint, or against a witness, representative, or advocate for a complainant, will be subject to further disciplinary action. In the event that a faculty or staff member fails to allow the student to exercise his or her approved accommodation, then the matter will be forwarded onto the faculty-staff members supervisor and or human resources office to be followed up on through progressive discipline process.
Consistent with this Policy Touro will take prompt effective action to resolve any identified retaliatory acts, and take steps to avoid a reoccurrence.

7.0 **EXTERNAL REMEDIES**

Members of the Touro community are always subject to local, state, and federal laws, and nothing in these procedures is intended to limit or postpone the right of an individual to file a complaint or charge with appropriate federal, state, or local departments or agencies.

Among other options, students may contact the Headquarters of the

Office of Civil Rights
U.S. Department of Education,
Lyndon Baines Johnson Department of Education
Building, 400 Maryland Avenue, SW,
Washington, D.C. 20202,
by phone at (800) 421-3481,
or via email at OCR@ed.gov.

Or the student may contact the appropriate Regional Office at:

San Francisco Office (California)
Office for Civil Rights
U.S. Department of Education
50 Beale Street, Suite 7200
San Francisco, CA 94105-1813
Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov

Seattle Office (Nevada)
Office for Civil Rights
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174-1099
Telephone: 206-607-1600
FAX: 206-607-1601; TDD: 800-877-8339
Email: OCR.Seattle@ed.gov

8.0 SOURCE DOCUMENTS

34 CFR 106.8 and 106.9
Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students, or Third Parties, dated January 19, 2001
"Dear Colleague Letter" from the Assistant Secretary, U.S. Department of Education, Office of Civil Rights, dated April 4, 2011.

Appendix C
Student Conduct Code

Student Conduct Code
Rights and Responsibilities of
Students of Touro University Nevada
Revised August 27, 2020
Revision implemented August 27, 2020

The primary purpose of Touro University Nevada (TUN) is the education of students enrolled in the academic programs. As members of an academic community, we all share responsibility for the quality of the community and the well-being of its members. For that reason, TUN has established rights and responsibilities that govern our actions with one another, and students are responsible for knowing and understanding both their rights and responsibilities. Students are expected to uphold the legal, moral, and ethical standards expected of professionals in their field and to display professional behavior that is consistent with these standards.

The Student Conduct Code, which governs the university's expectations for individual students and student organizations, outlines student responsibilities, student rights, and established procedures that will be used when the university's standards of conduct are violated.

INTRODUCTION

Student Responsibilities

Students and student organizations of Touro University Nevada are responsible to:

- know, understand, and follow the Student Conduct Code including the Code of Responsibilities and Rights of the Students of Touro University's degree programs.
- help maintain a university community that is safe.
- engage in interactions and behaviors that are congruent with the university's commitment to tolerance and social justice and are consistent with professional behavior.
- promote positive public relations and perceptions through their behaviors and interactions
- maintain good academic standing in order to hold or maintain elected and/or appointed positions within Touro and/or to travel on behalf of student organizations representing the university.

Student Rights

Students and student organizations of Touro University Nevada shall have the right to a fair process when they face charges under the Student Conduct Code; the process will include an opportunity to:

- receive notice of the alleged violation.
- share their perception(s) of the incident prior to a decision being rendered.
- present witnesses who may provide information in the case.
- be accompanied by an advisor for the Formal Method of Resolution hearing. Please note that the advisor may **not** speak or participate directly in the process (to include questioning witnesses, serving as a witness, and/or making arguments on the student's behalf). The advisor may not be an attorney.
- choose not to participate in or respond to questions at a hearing.
- question any statements made by others in writing, from a transcribed recorded interview as part of an investigation by the Dean of Students or designee, or at a hearing.
- challenge an individual selected as a member of a hearing panel (as outlined below).
- appeal the outcome of a conduct hearing for one or more of the following reasons (as outlined below):
    - established university procedures were not followed.
    - insufficient time to prepare a response to the charges.
    - evidence presented was insufficient to justify the decision.
    - sanction imposed was not in keeping with the gravity of the violation.

Students may view their disciplinary file in accordance with university regulations. Requests to review the file should be submitted to the Dean of Students in writing and will be responded to in timely fashion in accordance with University policy.

Conduct Violations

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

1. Disrupting the educational environment to include malicious obstruction or disruption of teaching, research, and/or administrative procedures.
2. Behaviors inconsistent with the qualities and ethics expected of professionals within the field for which the student is studying.
3. Conduct which could serve as a basis for professional licensure denial. Conduct which could result in a gross misdemeanor or felony accusation. Any attempt to commit one or more acts of the prohibited conduct may be sanctioned. Any attempt to conceal an act of prohibited conduct is subject to sanctions to the same extent as completed acts.
4. Violation of the confidentiality of any medical, personal, financial, and/or business information obtained through the student's educational activities in any academic or professional practice setting.
5. Neglect of responsibilities to include clinical assignments, hospital assignments, patients' rights, and/or pharmaceutical privileges.
6. Cheating (to include but not be limited to the unauthorized use of a text, notes, or other aids during an examination, copying the work of another student, obtaining and using a

copy of an examination in advance of its administration, providing questions and/or answers from an exam to others).

7. Plagiarism (presenting as one's own work the work of another without proper acknowledgement) and self-plagiarism.
8. Deceitful practice (using a substitute or acting as a substitute for another in any academic evaluation or academic setting).
9. Unauthorized collaboration: working together on an exam, project, report, or assignment when the work was assigned to be complete individually and/or when expressly prohibited from doing so by a course instructor or proctor.
10. Initiating, causing, or contributing to any false or misleading information to the university.
11. Forgery, alteration, or misuse of university documents, records, identification, etc.
12. Conduct that threatens or endangers the health or safety of any person or oneself, or causing reasonable fear of such harm.
13. Theft of or damage to property of the university and/or of a member of the university community.
14. Use, possession, display or storage of any weapon, dangerous instrument, explosive device, fireworks, or dangerous chemical unless specifically authorized by a faculty member or administrator to be used in a course or as part of a course requirement, while on campus property or while participating in a University function.
15. Using, selling, possessing, distributing, or being under the influence of alcoholic beverages except as permitted by law and university policy. Members of the university community are accountable for their decisions regarding use of alcohol as well as behavior that occurs as a result of those decisions.
16. Using, selling, possessing, distributing, or being under the influence of an illegal drug or narcotics, including marijuana (which is illegal under federal law).
17. Disrupting the operations of the university through actions that interfere with, hinder, obstruct, or prevent the rights of others to freely participate in an activity, program, or service of the university.
18. Using and/or being under the influence of an illegal drug, narcotic, or marijuana, during class, laboratory, externship, clerkship, or at any other situation under the jurisdiction of the university in which professional conduct is expected or required.
19. Possession or use of firearms, ammunition, explosive devices or materials, or other weapons on campus property (to include automobiles parked on the campus)
20. Conduct that threatens, causes harm to, or endangers the health or safety of any person (including but not limited to bullying, stalking, assault, battery)
21. Threatening harm to self in a manner that is disruptive to the university environment.

22. Harassment of any type including but not limited to sexual harassment. Harassment is conduct toward an individual that would disturb or annoy a reasonable person under similar circumstances. This conducts includes, but is not limited to, all forms of verbal, physical, and or racial harassment.
23. Engaging in conduct intended to, or that results in discrimination based on race, color, religion, sex, age, disability, sexual orientation, national origin, military status, or genetic test information.
24. Disorderly, lewd, indecent, or obscene behavior directed toward a member of the university community and/or at a university-related activity.
25. Failure to comply with the directions of and/or interfering with any university official or public safety officer who is acting in the performance of his or her duties.
26. Threatening, harassing, and/or intimidating any participant in a student conduct procedure.
27. Knowingly giving false information to a TUN official who is performing official duties (including making a wrongful accusation against a university official, fellow student, or other member of the university community).
28. Violating the terms of any disciplinary action imposed for an earlier violation of the student conduct code or other University rules.
29. Unauthorized presence in or unauthorized use of University property, resources or facilities.
30. Unauthorized access to, disclosure of, or use of any University document, record, or identification including, but not limited to, electronic software, data, and records. Misuses of University computing facilities, telecommunications, networking systems, associated facilities, resources, or equipment as outlined by University policies.
31. Misrepresenting oneself or an organization as an agent of the University.
32. Retention of property the student knows or has reason to believe may be stolen.
33. Hazing, solicitation to engage in hazing, or aiding and assisting another who is engaged in hazing of any person enrolled, accepted for enrollment, or intending to enroll in the University. Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with other(s), against another student, and in which both of the following apply:
    a. The act was committed in connection with an initiation into, an affiliation with, or the maintenance of membership in any organization that is affiliated with an educational institution.
    b. The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

34. Violation of established university policies and procedures. Including, but not limited to the following:
    a. Attempting to commit an infraction of university policy, regardless of whether or not the attempt is or possibly could have been successful.
    b. Associating or participating in any infraction of university policy or entering into an agreement with one or more individuals to commit an infraction of university policy where the infraction is ultimately committed or attempted by any one of more of the individuals.
    c. Inducing or soliciting another to commit an infraction of university policy or providing assistance to another knowing that it is likely to result in an infraction of this Policy.
35. Engaging in any sexual offense, including but not limited to, sexual assault, public sexual indecency or indecent exposure.
36. Sexual Harassment--Sexual harassment is a form of unlawful discrimination under state and federal law. It may consist of: actual or threatened sexual contact which is not mutually agreeable to both parties, continued or repeated verbal abuse of a sexual nature, and/or a threat or insinuation that a lack of sexual submissiveness will adversely affect the victim's employment, academic standing or other vital circumstances.
    Examples of sexual harassment include but are not limited to:
    - inappropriate display of sexually suggestive objects or pictures;
    - unnecessary touching, pinching, patting or the constant brushing against another's body;
    - use of sexually abusive language (including remarks about a person's clothing, body or bodily movement or sexual activities), and/or
    - unwelcome sexual propositions, invitations, solicitations, and flirtations.
37. Sexual Assault--An offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation. Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. Or, any unlawful, nonforced sexual intercourse such as incest or statutory rape.

38. Non-Consensual Sexual Contact--Consent is defined as affirmative, unambiguous, and voluntary agreement to engage in a specific sexual activity during a sexual encounter. Nonconsensual sexual contact includes: any intentional sexual touching, however slight, with any object, by a person upon another person, that is without consent and/or by force.
    Sexual touching includes any bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

39. Sexual Exploitation--A person who induces another person to undertake or endure a sexual act by serious abuse of that person's position of dependency on the perpetrator, shall be guilty of sexual exploitation.
40. Domestic Violence is violence committed by:
    - A current or former spouse or intimate partner of the victim
    - A person with whom the victim shares a child in common
    - A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner
    - A person similarly situated to a spouse of the victim, without regard to gender or
    - Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction
41. Dating Violence is violence committed by a person who is or has been in a social relationship or a romantic or intimate nature with the victim, where the existence of such a relationship shall be determined based on a consideration of the following factors:
    a. the length of the relationship,
    b. the type of relationship, and
    c. the frequency of interaction between the persons involved in the relationship.
42. Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or to suffer substantial emotional distress.
43. Bullying is an intentional course of conduct, individual act or series of acts that is intended to impose one's will or desire and causes harm to others, and may include verbal or non-verbal threats, assault, stalking or other methods of attempted coercion such as manipulation, blackmail or extortion (including, without limitation, offending conduct that is undertaken or effected in whole or in part through the use of electronic messaging services, commercial mobile services, electronic communications, social media or other technology). In addition, Bullying includes, but is not limited to, unwanted or uninvited aggressive behavior that intends to harm, threaten, frighten or intimidate another person and may involve a pattern of behavior that is repeated over time where an imbalance of power exists between the Respondent and the Complainant. *(Taken from Loyola Marymount University Student Code of Conduct)*
44. Knowingly failing or refusing to adhere to the guidelines and requirements located in any of the following documents:
    a. COVID-19 Policies listed in Appendix M of the TUN Catalog
    b. COVID-19 Health and Safety Guide for Campus
    c. COVID-19 Health and Safety Acknowledgement Form
45. Organizing and/or hosting, either individually or with others, an event, party or other gathering ("Event") or attending such an event, where the attendees are not required to, or knowingly fail or refuse to, adhere to COVID-19 guidelines and requirements of federal, state or local public health laws, regulations or orders, including but not limited to the requirements of maintaining appropriate social distancing (6 feet based on

current public health guidance) and wearing an appropriate face mask. This applies to events that are organized and/or held on or off campus.

REPORTING ALLEGATIONS OF MISCONDUCT

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

RESOLUTION PROCESS FOR MISCONDUCT

When an individual wishes to report that a student or group of students has violated the Student Conduct Code, they are to report that in writing in sufficient detail (appending any documentation and/or list of witnesses) to the Dean of Students. Upon receipt of a written complaint, the Dean of Students will contact the student(s) involved to inform them of the alleged violation. Charges initially are investigated by the Dean of Students and/or her or his designee to determine whether the matter will move forward in the resolution process. Touro University Nevada uses, at the discretion of the investigative officer, either an informal or formal method of resolution. The resolution process is designed to determine whether a student or group of students should be held responsible for violating the Student Conduct Code. When students are found responsible for acts of misconduct, they receive sanctions that hold them accountable for those acts.

When the Dean of Students determines that the student's behavior is sufficiently egregious and/or disruptive to warrant it, a student may be temporarily suspended from the university, until a final decision is reached through the resolution process.

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

Informal Method of Resolution

If the student and the investigative officer agree on an informal resolution, both will sign a written document to that effect, and the terms of that disciplinary action will take effect immediately. Informal resolution is not subject to appeal by the student as it is entered into voluntarily.

The student must decide whether to accept the informal resolution within three (3) business days of notification. If the student does not accept the informal resolution as proposed or amended by the investigative officer, the matter will move forward using the formal method of resolution.

Formal Method of Resolution

The formal method of resolution may be used when students are alleged to have violated the Student Conduct Code. The process is designed to ensure that students are treated fairly when their conduct is questioned and to ensure that disruptions to the educational environment are minimized and addressed. The steps in the formal method of resolution are as follows:

- Within ten business days of receiving the initial complaint, the charge(s) will be shared with the student, in written form, by the Dean of Students (or designee). Should a student refuse and/or fail to accept delivery of the statement after a bona fide attempt is made to deliver, the requirements of notification will be considered to have been met.
- The student, after being notified of an allegation, will meet with the investigative officer to discuss the charges. At this meeting, the investigative officer will explain the formal method of resolution and review students' rights and responsibilities in the process. If the student agrees, this discussion may occur by telephone.
- The Dean of Students (or designee) shall arrange a hearing as follows:
    - The hearing shall take place no earlier than three calendar days and no later than ten business days after notification of the decision to proceed with the formal method;
    - The hearing shall be heard by a hearing panel composed of three full-time faculty and/or administrative staff members and two student committee members; The chair, who shall be a faculty and/or administrative staff member and shall be selected by the Dean of Students, will vote only in the case of a tie.
    - All individuals involved in a hearing shall be given written notice of the hearing date, time, and place at least 36 hours prior to any hearing unless waived by the parties involved.
    - Hearings may be postponed for a short time by the Dean of Students if information arises that indicates that essential information and/or an interested party cannot, for good cause, be available at the time set.
- Prior to the hearing, the student charged and the person(s) making the charges (including the University Representative or the Investigative Officer) may:
    - Review all information to be presented to the hearing committee; the length of time for review shall be reasonable as determined by the Dean of Students.
    - The accused student may challenge the seating of one hearing committee member; the challenge must be made at least two business days in advance of the hearing.
    - Request that the hearing be open; however, all hearings will be closed unless **all** parties agree in writing to open session(s).
- At the hearing, the student charged (also referred to as the accused student) and the university representative (usually the investigative officer) may:
    - Present, within reasonable time constraints as set by the chair, all aspects of the issue before the hearing committee.

- Be accompanied by an advisor (who may provide advice to but not speak on behalf of the student). The advisor may not be an attorney. Attorneys are not permitted in the room during the hearing.

- At Touro's sole and absolute discretion, Touro has the option of providing the student with a verbatim transcript, redacted transcript or no transcript of the proceedings.

- The hearing will be organized in the following manner:
  - The individual bringing the complaint on behalf of the university, usually the university representative will attend the hearing.
  - The hearing chair will appoint one of the panel members as recorder; this individual will be responsible for taking notes during the hearing. If the issue is sufficiently complex to warrant it, a recorder may be assigned to an individual who is not a committee member. The hearing chair would work with the Dean of Students to request a recorder.
  - The Dean of Students or designee will establish, in advance, expectations of those present. He or she will review the Student Conduct Code, the committee's responsibilities, the student's rights, and the process prior to the hearing.
  - The charges and all issues in dispute shall be orally presented by the investigative officer.
  - The investigative officer (and/or others designated by the chair) will present all information and witnesses supporting the charges made against the accused student. This information may include but is not limited to incident reports, recorded interviews conducted by the investigative officer (or transcripts of the aforementioned interviews), meeting minutes and notarized witness statements. The accused student will have an opportunity to ask questions of each of the witnesses the investigative officer calls to testify during the hearing.
  - Following this presentation, the accused student may present his or her perspective on the issue(s) and submit for the committee's consideration all relevant information. If the student chooses to remain silent, this shall not be interpreted as an admission of guilt. The student may call his or her own witnesses and or present his or her own notarized witness statements. The university representative will have an opportunity to ask questions of each of the witnesses the accused student calls to testify during the hearing.
  - Following questioning by the university representative and the accused student, the committee members may ask questions of any witness. Further, committee members may ask questions of the university representative and the accused student, although the accused student is under no obligation to answer such questions. Additionally, between presentations, the accused student, and/or

university representatives may raise questions about the information under review so that all aspects of the case are clarified.
    - At the completion of all discussion, the university representative and the accused student may each make a summary statement. The university representative shall first present a summary statement followed by the student summary. If the student chooses to make a summary statement, the university representative, having the burden of proof, may offer a rebuttal to the student summary statement, but such rebuttal may address only subjects mentioned in the student summary.
    - Once the summary statements are complete and all questions have been asked and answered, the members of the hearing committee will reconvene and all other individuals will leave the meeting.
- The hearing committee's deliberations will be organized as follows:
    - The hearing committee will meet in closed session to reach a decision; this meeting must be held within one school day following the formal hearing.
    - If the hearing committee seeks additional information once it begins deliberations, it will notify the parties within two school days and reconvene the hearing, if necessary, within five school days of the conclusion of the original hearing.
    - The hearing committee will determine whether it finds the student(s) responsible for violating the Student Conduct Code. The committee will use a preponderance of evidence standard. It will determine whether it is more likely than not that a violation occurred. At least three affirmative votes are required to find a student responsible for a violation.
    - If the student is found responsible, the hearing committee shall recommend sanctions that are logical consequences for the particular violation(s) of the Code.
    - Prior to the making a recommendation of a sanction, the hearing committee will be advised by the Dean of Students of any prior instances when the student has been found responsible for violating the Student Conduct Code and resulting sanctions.
    - The hearing committee chair will prepare, with the committee's concurrence, finding of whether the student violated the Student Conduct Code, written recommendation of sanction(s). This recommendation, submitted to the Dean of Students, must include all recommendations for final disposition of the issues involved.
    - If the committee finds the University has not proven, by a preponderance of the evidence, any allegations of the Student Conduct Code charged, the student may request to have references to the allegation removed from their record per the University FERPA policy.
- The Dean of Students shall review the recommendation of the hearing committee as well as the student's disciplinary file and has the authority to affirm, negate, and/or modify any

recommended sanctions. The Dean's decision will be conveyed in writing to the student and the academic dean of the college in which the student is enrolled;

- The university will institute the sanctions outlined by the Dean of Students unless the student involved appeals the decision.
- A student, within seven business of notification of the decision, may appeal the decision of the Dean of Students in writing. The appeal may be based **only** on one or more of the following reasons:
    - established university procedures were not followed.
    - insufficient time to prepare a response to the charges.
    - evidence presented was insufficient to justify the decision.
    - sanction imposed was not in keeping with the gravity of the violation.
- The appeal will be assigned to the academic dean of the college in which the student is NOT enrolled using only the criteria outlined above. The appeal must be in writing and include all facts that substantiate the appeal.
- Sanctions will not be imposed until the appeal process is complete.
- The academic dean will consider the student's written appeal and the case file and determine whether to uphold or modify the decision made by the Dean of Students. The academic dean has seven business days from the day the appeal is received from the student to respond to the student.
- 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 in writing to the Campus President and Provost of Touro University Nevada, by the student within seven business days from the date of the letter from the academic dean. The decision of the Campus President and 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 also known as Disciplinary probation (another incident may result in more stringent consequences including suspension)
- Deferred suspension (another incident would result in disciplinary suspension)

- Suspension (a finite amount of time away from the university during which time the student may not participate in classes, organizations, or events and a notation will be placed on the student's transcript) (In certain instances the Dean of Students may allow the student to return to campus to meet with Student Health or other administrators. This permission must be received in writing.)
- Deferred dismissal (a future violation of the Student Conduct Code that is found to the meet the preponderance of evidence standard will result in automatic dismissal).
- Dismissal (termination of student's relationship with/enrollment in the university and notation on the student's transcript)

Note:
For the purposes of this policy, a business day is defined as a day in which the Campus President and Provost, and or Division of Student Affairs Administrative Offices are open at 874 American Pacific Dr, Henderson, NV 89014.

For the purposes of this policy, a school day is defined as a day in which classes may meet on campus as outlined in the Academic Calendar in the University Catalog.

Appendix D
Student Drug Testing Policy

Purpose:

To establish policies and procedures whereby Touro University Nevada shall implement a drug free workplace and academic environment consistent with federal and state law; including the terms and conditions whereby students are required to pass a drug screening that conforms with the standards set by the university and by the affiliated clinical sites of Touro University Nevada.

Policy:

Scope

Students of Touro University Nevada—including all enrolled students who have clinical experience at an outside facility—and any student enrolled at another academic institution while serving an internship, affiliation or similar association on the premises of a clinical facility affiliated with Touro University Nevada who require a drug screen.

Definition

Illegal Drug – This policy covers alcohol and any drug defined as illegal under federal and/or state law or any drug for which a prescription is required and where no prescription has been issued to the student or clinical faculty member for a valid and specific purpose.

General Policy

- Students assigned by Touro University Nevada to a clinical site as part of their educational program are required to be screened for drugs.
- Students who are believed to have violated the policies of the Student Conduct Code dealing with the use of illegal substances and/or alcohol may be required to be screened for drugs.
- Students who request time to be treated for addiction may be required to participate in random drug testing upon their return to classes and/or clinical experiences.
- The cost incurred for the initial drug screen will be the responsibility of Touro University Nevada providing that the drug screen is performed at the facility designated by the University. Drug screens performed at any other facility will not be reimbursable. If the results of the drug screen are positive, Touro University Nevada will pay for an initial follow-up drug screen. At the discretion of the Institutional Student Health Director, students with an initial positive drug screen may be subject to random urine drug screening. This will be a cost incurred by the student.

- To allow sufficient time for processing, drug screens for clinical experiences must be scheduled at least 2 months before but no earlier than 6 months before the commencement of the clinical experience (preceptorship) and/ or service to the affiliated clinical site.
- The results of the drug screen will be sent directly to the Institutional Student Health Director who will review the results. A positive result on the drug screen will generate a scheduled appointment with the Institutional Student Health Director to discuss the result and any required and/or recommended course of action. This may include referral to an addiction medicine specialist or treatment facility for further evaluation at the student's expense. The appropriate college dean or school director will be contacted if there is an issue for clinical placement or progression in the program. The Dean of Students will be contacted when appropriate as determined by the circumstances (Conduct Code violation) or by the Institutional Student Health Director if the student has need for support from the Dean of Students.
- Outside of testing for clinical rotations, fieldwork, clerkships etc. This policy does not permit university personnel to mandate drug testing unless there is an applicable university code of conduct violation or a requirement for drug testing by the students clinical or fieldwork site.

Drug and Alcohol Screening

The drug screening is a comprehensive screening for alcohol and drugs that are illegal under federal law including but not limited to:

- Alcohol
- Amphetamines
- Barbiturates
- Benzodiazepines
- 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 drug testing coordinator for their College and offered the opportunity for further confirmatory testing. The results of the initial test shall be deemed conclusive if the affected person declines the opportunity to be retested.

No person shall be compelled by use of force because of behavior to submit to a physical examination, including submission to a blood, urine or other screening procedure, to detect the presence of an illegal drug or alcohol. However, a refusal to comply shall be considered insubordination and subject the affected person to possible dismissal according to the Student Conduct Code.

No enrolled student shall be exempt from the terms and conditions of this policy on the grounds that he or she is suffering from a drug or alcohol addiction or habituation.

Confidentiality of Testing and Test Results

- All test results and written authorizations to perform tests shall be treated confidentially and stored in a secure area of the office of the Institutional Student Health Director.
- All samples of urine shall be obtained at the lab designated by the University in accordance with accepted standards for an un-witnessed sample.
- Samples of urine for testing will not bear the name of the person giving the sample but will be marked with an anonymous identifier. The Social Security number of the affected person shall not be an appropriate identifier.
- Should a Chain of Custody urine sample be required, the collection of urine for this test shall be witnessed by an appropriate person at the lab, and will meet the requirements necessary for guaranteeing a chain of custody when the drug testing coordinator determines the circumstances warrant it.
- Disclosure of test results of current or past impairment of a person covered by this policy shall be governed by and limited to:
    - Federal and state laws requiring or prohibiting disclosure, (e.g. Health Care Quality Improvement Act);
    - Individuals within Touro University Nevada on a need-to-know basis;
    - The valid order of a court or government agency.

Program Continuation and Progression

If dismissal is recommended for a student as a result of a drug test, the student may consult with the Dean of Students and appeal to the Dean of the College in which the student is enrolled. A leave of absence may be granted by the Dean of the College with written stipulations outlining the conditions that might allow the student to return.

Participation in an after-care program, as well as periodic, random drug testing at the student's expense may be a stipulation for return and/or continuation in the program. If additional drug testing indicates substance abuse, a student can be dismissed from the university.

Appendix E
Academic Integrity Policy

STATEMENT ON ACADEMIC INTEGRITY

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

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, plagiarizing, and utilizing AI tools without acknowledgment of such, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

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

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

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity.[1] To sustain these values, Touro University's Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;

- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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

The Touro University works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

VIOLATIONS OF ACADEMIC INTEGRITY

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

PLAGIARISM

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one’s own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

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

INTENTIONAL PLAGIARISM

Plagiarism takes many forms. **Flagrant forms**, or **intentional plagiarism**, include, but are not limited to:

- Purchasing a paper;
- Commissioning another to draft a paper on one's behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others' work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one's own words the theories, opinions or ideas of another without proper citation.

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

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

UNINTENTIONAL PLAGIARISM

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

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

In its policies and disciplinary procedures, the Touro University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

CHEATING ON EXAMINATIONS AND OTHER CLASS/FIELDWORK ASSIGNMENTS

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner's audience response device/i-clicker;
- Using materials, devices, or tools not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.
- Bringing into the examination room notes in any format and paper, electronics or

writings, drawings, etc. that could be used to aid in taking a closed notes/book exam.

Examples of unauthorized assistance include:

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

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

RESEARCH MISCONDUCT

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005. Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."[2]

These terms are defined as follows:

(a) *fabrication* - making up data or results and recording or reporting them;

(b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;

(c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include honest error or honest differences of opinion.

Touro's Research Misconduct Policy can be found: https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/PoliciesandProceduresforRespondingtoAllegationsofResearchMisconduct.final6.15.23.pdf

OTHER UNETHICAL CONDUCT

MISLEADING OR FRAUDULENT BEHAVIOR

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

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

TAMPERING

Tampering is the unauthorized removal or alteration of college/university documents (e.g., library resources, official institutional forms, correspondence), software, equipment, or other academic-related materials, including other students' work. It should be noted that tampering as a form of cheating may also be classified as criminal activity and may be subject to criminal prosecution.

Examples include, but are not limited to:

- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

COPYRIGHT VIOLATIONS

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair

use," may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. Examples of copyright violations include:

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist's work without permission, including those found on the internet;
- Copying large sections of a book.

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: https://www.copyright.gov/fair-use. Also see the library's guide on frequently asked copyright questions: https://libguides.tourolib.org/copyright/faqs.

Please contact your campus librarian to get copyright clearance for required reading materials.

SANCTIONS

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct. (Academic Integrity Plagiarism Tutorial, https://libguides.tourolib.org/AI, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, https://libguides.tourolib.org/research-101 that will go to the instructor's email.)

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro University System
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations

- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment or to do an alternative assignment, which may include a grade reduction

PROCEDURES IN RESPONSE TO VIOLATIONS OF ACADEMIC INTEGRITY

This Touro University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy.

The Dean of each school or the Provost shall designate a member of the school's administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

Each school shall designate a Committee that will adjudicate violations of academic integrity via a formal Hearing process.

The Provost or Vice President shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

REPORTING A CASE OF SUSPECTED PLAGIARISM OR CHEATING

Due to the organizational and administrative differences among schools and programs, each school can determine its own reporting sequence from faculty member to CAI Officer.

Depending on the school or program, faculty or students may report an alleged incident to: Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

Each school and program should make its reporting sequence known to its constituencies.

For the sake of clarity, the faculty member's supervisor will be referred to as "Chair" in the paragraphs that follow.

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will

consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the *Academic Integrity Violation Reporting Form)* to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the "Chair", who will investigate and report in writing to the CAI officer.

RESOLUTION OF ACADEMIC INTEGRITY VIOLATIONS

Incidents of academic integrity violations are reported to the department Chair, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing. It is the responsibility of the student to work with their program to make up any time missed from clinical assignments.

INFORMAL RESOLUTION

After consulting with the Chair and the CAI Officer (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

The informal resolution process is not available to individuals who have previously committed an academic integrity violation.

FORMAL RESOLUTION

In the event that (1) the accused student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been previously found guilty of a similar infraction, or (4) for any other reason for which informal resolution is not appropriate as determined by the CAI Officer, then the matter shall be submitted for formal resolution.

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

- The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.
- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:

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

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee

on an individual basis.

- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, put not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the

Committee will be presented in writing to the CAI Officer, the student, and the Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom. In the event the case involved a student in a dual-degree or joint-degree program, the CAI Officer of each relevant school should be informed of the decision.

APPEAL PROCESS

- Following a Formal Resolution Hearing and notification of the Committee decision, either party may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The appellant has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the appellant's position and substantiate the reason(s) for their appeal.
- The Appeals Dean may request to meet with the appellant.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision, that is discretionary in nature, to the Chief Academic Officer (CAO) (i.e., Provost) or his/her designee. In the event the CAO decides to consider the matter, the CAO may only sustain the appeal on the basis of one of the following:

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

The CAO may, at his/her discretion, conduct interviews and review materials. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

STATUS OF STUDENT PENDING ACTION

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a

student is suspended for any reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

RECORDKEEPING

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

A student may see his/her file in accordance with Touro University regulations concerning inspection of records (see "Confidentiality of Student Education Records").

REFERENCES

1. Center for Academic Integrity. The fundamental values of academic integrity. 1999. http://www.academicintegrity.org/icai/assets/FVProject.pdf
2. U.S. Department of Health and Human Services. Public Health Services Policies on Research Misconduct; Final Rule. 2005. http://ori.hhs.gov/documents/42_cfr_parts_50_and_93_2005.pdf

Appendix F
Occupational Exposure Policy

Policy: Student Responsibilities:

- Receive office/department orientation regarding infection control policy and post exposure management procedures.
- Utilize appropriate barrier precautions during the administration of care to all individuals.
- Utilize appropriate safety devices for the handling/disposing of contaminated sharp instruments or other equipment.
- Immediately report accidental needle sticks and exposure to blood or body fluids.
- Provide The Institutional Student Health Director with a written account of the incident.
- Initiate immediate intervention for the management of accidental exposure to blood or body fluids. (*See Below)
- Provide health education to individuals and groups regarding the prevention, transmission and treatment of HIV.

Accidental/Occupational Exposure Procedure

In the event of an accidental/occupational exposure to blood or body fluids, which includes accidental needle sticks, the student should:

- **Immediately** wash the area of exposure with soap and water.
- **Immediately** report the incident to instructor, preceptor or supervisory personnel. The student will notify Touro University Nevada Institutional Student Health Director, (702) 777- 9970, within 24 hours of the incident occurring. **Initiate** referral to the nearest Emergency Department, Clinic, or Private Physician for post exposure management.
- Decisions regarding post exposure management, prophylaxis and follow-up will be at the discretion of the individual and his/her care provider. Touro University Nevada Department of Institutional Student Health recommends a **minimum** of: Baseline screening for: HIV, Hepatitis panel (to include antibodies) and update any needed immunizations. TUN recommends post-exposure follow up labs, to include HIV and Hepatitis C panel, drawn at 1,3,6 and 12 months.

Touro University Nevada Department of Institutional Student Health will be available to guide the student as to further follow-up based on current CDC guidelines in conjunction with the treating physician.

Students will be financially responsible (i.e. student health insurance) for emergency treatment, prophylaxis and all follow-up care resulting from the incident, DO NOT CLAIM WORKER'S COMPENSATION AS THIS IS NOT A WORKER'S COMPENSATION CASE.

Appendix G
PREGNANCY ACCOMODATIONS AND LACTATION PERMISSIONS

PURPOSE: To provide a policy and procedure to accommodate pregnant and lactating students.

SCOPE: This policy applies to all TUN students, as well as all staff and faculty who work with students who are pregnant or lactating.

POLICY:

Pregnancy Accommodations*:* ADA considers pregnancy to be a temporary disability. Pregnant and/or lactating students are urged to apply for temporary accommodations with the Office of Academic Services and Institutional Support (OASIS). Pregnant students will need to supply documentation of their expected due date and any recommendations for their care. The Office of Academic Services and Institutional Support will notify department chairs and appropriate faculty when requests are made for temporary accommodations.

Pregnant students will be given options to satisfy or fulfill course requirements. Extended deadlines to make up assignments, and incomplete grades that can be completed at a later date, may all be employed. To the extent possible, pregnant students should be placed in the same position of academic progress that they were in when they took leave. The plausibility of doing so is not governed by an individual faculty member's class rules or policies, but by the nature of the work. Whenever the class work is of a type that can be completed at a later date—such as papers, quizzes, tests, and even presentations—that option will be made available to the student. Lactating students will be assisted on a case by case basis in timing and managing class responsibilities in order to express milk between or during classes and/or clinical sites.

Space and facilities*:* Student Affairs will assist students to obtain access to the lactation room in order to provide a nursing mother's needs for a clean, private, comfortable space. The Office of Academic Services and Institutional Support will work with clinical students to provide suitable lactation assistance when off campus.

Title IX: Pregnant students are also supported by Title IX. Students with questions or concerns are encouraged to reach out to the Title IX coordinator.

Appendix H
MISSING ADMISSIONS' DOCUMENTS POLICY

PURPOSE: To provide a procedure to promote timely and thorough submission of admitted students missing documents including official transcripts of previously attended institutions of higher education.

POLICY: Students who have not turned in all application documents by the first day of orientation (transcripts, shadowing documentation, letters of recommendation, course requirements etc.) will need to obtain a letter from their Academic Dean indicating they may remain and/or start their academic coursework. The letter will specify the final due date that all outstanding admission requirements will need to be completed and delivered to the Touro University Nevada Office of Admissions (including but not limited to (foreign and domestic) official transcripts of previously attended institutions of higher education, other required documents and or specified conditions. Official transcripts may be delivered to the University via U.S. post mail or in-person. Official transcripts must be in a sealed envelope from the originating institution. Official transcripts may be transmitted electronically from the originating institution or through an approved and secure College Application Service (CAS). Failure to provide placeholders or documentation of transcripts in-progress may result in administrative withdrawal from the University.

Foreign transcripts must be evaluated by a recognized transcript evaluation service, such as World Education Services (www.wes.org) or an agency approved by the National Association of Credential Evaluation Services (NACES; https://www.naces.org/). Must also include verified transcripts with a course-by-course evaluation and calculated GPA. Touro University Nevada recognizes that it may be difficult to obtain foreign transcripts in the event of political upheaval or natural disaster. However, these situations are rare. Failure to provide official transcripts may result in administrative withdrawal from the University.

Appendix I
CREDIT HOUR POLICY

SCOPE
This policy applies to credit-bearing coursework offered at Touro University Nevada, including the College of Health and Human Services and the College of Osteopathic Medicine.

RATIONALE
The United States Department of Education requires that post-secondary institutions develop written policies regarding assignment of credit hours that conforms to the definition under 34 CFR 600.2 and 34 CFR 602.24.

POLICY
Touro University Nevada measures student learning in accordance with the WASC Senior College and University Commission Credit Hour Policy, which relies on federal regulations on the definition and assignment of credit hours.

Under federal regulations both institutions and accrediting agencies are required to come into compliance with regulations regarding the definition and assignment of credit hours under 34 CFR 600.2 and 34 CFR 602.24. All candidate and accredited institutions are required to comply with the definition of the credit hour.

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour (*minimum fifty minutes) of classroom or direct faculty instruction and a minimum of two hours (*minimum one hundred minutes) of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, online courses, hybrid courses, and other academic work leading to the award of credit hours.

*This rule refers to a 50 minute Carnegie hour so the requirement for one semester or trimester of credit is 12.5 hours of direct instruction or a total of 37.5 hours of total student work. Please refer to the table below for guidance on minimum amount of time required for credit-bearing courses.

	Traditional in-class Credit-Bearing Course		Non-Traditional Credit Bearing Experience (e.g. Clinicals, Fieldwork, Lab, Independent Study, Online, Hybrid)
Credit Hours Earned	**Minimum amount of Instruction Time Required**	**Minimum Amount of Time Required Outside of Class/Instruction Time**	**Minimum amount of Time required for all Activities** **(Note: this is the same as the previous two columns combined)**
1 Credit	12.5 hours	25 hours	37.5 hours
2 Credits	25 hours	50 hours	75 hours
3 Credits	37.5 hours	75 hours	112.5 hours
4 Credits	50 hours	100 hours	150 hours
5 Credits	62.5 hours	125 hours	187.5 hours
6 Credits	75 hours	150 hours	225 hours
7 Credits	87.5 hours	175 hours	262.5 hours
8 Credits	100 hours	200 hours	300 hours
9 Credits	112.5 hours	225 hours	337.5 hours
10 Credits	125 hours	250 hours	375 hours

PROCEDURE

To ensure a course's credit hours reflect the minimum amount of work required to earn those credits, academic department heads must perform a periodic compliance review of the credit hour policy. In addition, on an annual basis Academic Deans will randomly select courses offered within their College and perform a periodic compliance review of the credit hour policy. Compliance review findings will be reported to the Office of the Campus President and Provost.

Appendix J
TRANSFER CREDIT POLICY

PURPOSE

Touro University Nevada has established a transfer credit policy which is consistent with the WSCUC Transfer of Credit Policy. This policy is designed to facilitate the transfer of credits from a college or university to Touro University Nevada.

SCOPE

This policy applies to all academic programs offered at Touro University Nevada.

POLICY

Students who have completed (or plan to complete) external course work at a non-Touro University Nevada, regionally accredited college or university may request an evaluation for transfer credit. Students must consult with their Senior Associate Dean or School Director for additional details regarding College/School transfer credit policies as some academic programs do not accept transfer coursework. External coursework may be considered for transfer credit if all of the following conditions are met:

- Coursework must have been taken at a regionally accredited institution in the U.S. or at an officially recognized institution in a foreign country.
- Coursework is substantially similar to Touro University Nevada courses.
- Final grade posted for each potential transfer course is a minimum passing grade of the academic program for which the student is enrolled in.
- Coursework does not duplicate, overlap, or regress previous work.
- College of Health and Human Services programs and the Medical Health Sciences program – transfer coursework must first be approved by the School Director and then the Academic Dean.
- Doctor of Osteopathic Medicine program – transfer coursework must first be approved by the Associate Dean or Senior Associate Dean and then the Academic Dean.

PROCESS

Approved transfer work will be entered into the TouroOne system by the Office of the Registrar. Students must submit to the Office of the Registrar an official transcript that indicates course number, title, final grade earned, credit earned, along with a complete course description that details course learning objective(s). Additional documentation may be requested by the Office of the Registrar. The Academic Dean must notify, in writing, the Office of the Registrar if approved transfer work will be used to satisfy an academic program requirement. Approved transfer work must occur prior to the student's date of degree conferral.

Appendix K
TOURO COLLEGE AND UNIVERSITY SYSTEM
TITLE IX GRIEVANCE POLICY

Effective August 14, 2020

1.0 POLICY

The Touro College and University System, specifically: Touro College, Touro University California, Touro University Nevada, New York Medical College and Hebrew Theological College (hereinafter collectively referred to as "Touro"), seek to maintain a safe learning, living, and working environment for all members of its community. In addition, as individual educational institutions, Touro subscribes to all federal, state, and institutional laws and regulations necessary to ensure that goal.

Title IX of the Educational Amendments of 1972 prohibits any person in the United States from being discriminated against on the basis of sex in seeking access to any educational program or activity receiving federal financial assistance. The U.S. Department of Education, which enforces Title IX, has long defined the meaning of Title IX's prohibition on sex discrimination broadly to include various forms of sexual harassment and sexual violence that interfere with a student's ability to equally access our educational programs and opportunities.

On May 19, 2020, the U.S. Department of Education issued a Final Rule under Title IX of the Education Amendments of 1972 that:

- Defines the meaning of "sexual harassment" (including forms of sex-based violence)
- Addresses how this institution **must** respond to reports of misconduct falling within that definition of sexual harassment, and
- Mandates a grievance process that this institution **must** follow to comply with the law in these specific covered cases before issuing a disciplinary sanction against a person accused of sexual harassment.

Based on the Final Rule, Touro has implemented the following Title IX Grievance Policy as of the effective date of August 14, 2020.

As such, this policy is meant to work in harmony with other applicable Touro policies and procedures that address sexual and discriminatory misconduct. In the event that the alleged violation falls within the scope of Title IX, this policy serves as the operating process for addressing the violation while also subscribing to any regulations or reporting requirements of other federal and state laws addressed in the Touro Sexual Misconduct Policy.

2.0 PURPOSE

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Sexual Harassment of any kind, is detrimental to Touro's mission, history, and identity. Touro will resolve any Covered Sexual Harassment in a timely and effective manner. Compliance with Touro's policies and procedures is a necessary step in achieving a safe environment in our educational community.

The policy set forth were developed to promote a safe educational environment in compliance with Final Rule under Title IX of the Educational Amendments of 1972. Those believing that they have been subject to Sexual Harassment, as defined in the Final Rules under Title IX, should immediately contact the Title IX Coordinator. When the Title IX Coordinator has received a Formal Notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

3.0 SCOPE

This policy applies to all members of Touro (including Touro College, Touro University California, Touro University Nevada, New York Medical College and Hebrew Theological College), including students, faculty, and administrators as well as third-parties (including, but not limited to, vendors, invitees, etc.).

This policy applies to events that occur in the United State in any on-campus premises, any off-campus premises that Touro has substantial control over or in any activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Touro's programs and activities over which Touro has substantial control.

4.0 PROCEDURES

4.1 HOW DOES THE TITLE IX GRIEVANCE POLICY IMPACT OTHER CAMPUS DISCIPLINARY POLICIES?

In recent years, "Title IX" cases have become a short-hand for any campus disciplinary process involving sex discrimination, including those arising from sexual harassment and sexual assault. But under the Final Rule, Touro must narrow both the geographic scope[4] of its authority to act

[4] The Title IX grievance process applies to the conduct of members of the Touro community, including students, employees, and third parties, who are located in the United States, and occurred in:

- Any on-campus premises

under Title IX and the types of "sexual harassment" that it must subject to its Title IX investigation and adjudication process. ***Only*** incidents falling within the Final Rule's definition of sexual harassment will be investigated and, if appropriate, brought to a live hearing through the Title IX Grievance Policy defined below.

Touro remains committed to addressing any violations of its policies, even those not meeting the narrow standards defined under the Title IX Final Rule.

Specifically, our campus has:

- A **Code of Conduct** that defines certain behavior as a violation of campus policy, and a separate **Sexual Misconduct Policy** that addresses the types of sex-based offenses constituting a violation of campus policy, and the procedures for investigating and adjudicating those sex-based offenses.

To the extent that alleged misconduct falls outside the Title IX Grievance Policy, or misconduct falling outside the Title IX Grievance Policy is discovered in the course of investigating covered Title IX misconduct, the institution retains authority to investigate and adjudicate the allegations under the policies and procedures defined within the Code of Conduct or Sexual Misconduct Policy through a separate grievance proceeding.

The elements established in the Title IX Grievance Policy under the Final Rule have no effect and are not transferable to any other policy of the College for any violation of the Code of Conduct, employment policies, or any civil rights violation except as narrowly defined in this Policy. This Policy does not set a precedent for other policies or processes of the College and may not be cited for or against any right or aspect of any other policy or process.

4.2 GENERAL RULES OF APPLICATION

Effective Date

This Title IX Grievance Policy became effective on August 14, 2020, and only applies to formal complaints of sexual harassment alleged to have occurred on or after August 14, 2020. Alleged Conduct that occurred prior to August 14, 2020 will be investigated and adjudicated according to the Title IX and Sexual Misconduct Policy then in effect.[5]

- Any off-campus premises that Touro has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
- Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Touro's programs and activities over which Touro has substantial control.

[5] This specific provision may be subject to additional guidance from OCR (if issued).

Revocation by Operation of Law

Should any portion of the Title IX Final Rule, 85 Fed. Reg. 30026 (May 19, 2020), be stayed or held invalid by a court of law, or should the Title IX Final Rule be withdrawn or modified to not require the elements of this policy, this policy, or the invalidated elements of this policy, will be deemed revoked as of the publication date of the opinion or order and for all reports after that date, as well as any elements of the process that occur after that date if a case is not complete by that date of opinion or order publication. Should the Title IX Grievance Policy be revoked in this manner, any conduct covered under the Title IX Grievance Policy shall be investigated and adjudicated under the existing Code of Conduct, Sexual Misconduct Policy or any other relevant policy.

How does the Title IX Grievance Policy impact the handling of complaints?

Our existing Title IX office and reporting structure remains in place. What has changed is the way our Title IX office will handle different types of reports arising from sexual misconduct, as detailed in full below.

4.3 MAKING A REPORT REGARDING COVERED SEXUAL HARASSMENT

Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Contact Information for the Title IX Coordinator at each Touro School:

Touro College

Matthew Lieberman
500 Seventh Avenue, 4th Floor
New York, NY 10018
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

New York Medical College

Katherine Dillon Smith, M.S.W.
40 Sunshine Cottage Road
Valhalla, NY 10595
Phone: 914-594-4527
Email: Katherine_Dillon@NYMC.edu

Touro University Nevada

Zachary Shapiro
874 American Pacific Drive
Henderson, Nevada 89014
Phone: 707-638-5459
Email: Zachary.Shapiro@tu.edu

Touro University California

Kathy Lowe
690 Walnut Avenue, Suite 210
Vallejo, California 94592
Phone: 707-638-5806
Email: Kathy.Lowe@tu.edu

Hebrew Theological College

Dr. Malkie Eisenberg
2606 W. Touhy Avenue
Chicago, Illinois 60645
Phone: (773) 973-0241
Email: meisenberg@htc.edu

Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.

4.4 INITIAL ASSESSMENT

Note: Until it is determined whether the alleged misconduct falls under the Title IX policy, Touro's Sexual Misconduct policy, or other relevant policy or procedure the "Responsible Administrator" can be the Title IX Coordinator, Compliance Officer or any other individual designated to investigate claims. When a determination is made such that the alleged misconduct meets the relevant requirements under the Title IX policy, only the term Title IX Coordinator will be used. In addition, an individual who makes a report of alleged misconduct is referred to as the "Potential Complainant" until he or she makes a written, formal complaint, as required by the Title IX regulations, at which point only the term "Complainant" will be used under this Title IX Grievance policy.

Whenever the Responsible Administrator receives notice of alleged misconduct, they will promptly contact the Potential Complainant regarding the alleged misconduct for an initial assessment. At that point, the Responsible Administrator will (in no particular order):

- assess the nature and circumstances of the report;

- assess immediate concerns including physical safety and emotional well-being of the Potential Complainant;
- discuss the Potential Complainant's right to contact law enforcement and right to seek medical treatment;
- provide the Potential Complainant information about resources (on-campus and off-campus) and the availability of appropriate and supportive measures;
- advise on Touro's policy regarding confidentiality and retaliation; and
- explain the process and requirements for filing a formal complaint under Title IX.

By law, a formal written complaint must be made before the Title IX process can begin. Before a Potential Complainant can file a formal complaint under Title IX, the Responsible Administrator will determine whether:

- the alleged misconduct can be classified under Title IX;
- the Title IX Coordinator has the ability to file a formal complaint on behalf of the Potential Complainant;
- the alleged misconduct should be handled under a separate college policy or procedure.

4.5 NON-INVESTIGATORY MEASURES AVAILABLE UNDER THE TITLE IX GRIEVANCE POLICY

Supportive Measures

Complainants (as defined above), who report allegations that could constitute covered sexual harassment under this policy, have the right to receive supportive measures from Touro regardless of whether they desire to file a complaint. Supportive measures are non-disciplinary and non-punitive and may include, but are not limited to, the following as appropriate:

- Counseling
- extensions of deadlines or other course-related adjustments
- modifications of work or class schedules
- campus escort services
- restrictions on contact between the parties (no contact orders)
- changes in work or housing locations
- leaves of absence
- increased security and monitoring of certain areas of the campus

Emergency Removal

Touro retains the authority to remove a respondent from Touro program or activity on an emergency basis, where Touro (1) undertakes an individualized safety and risk analysis and (2) determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of covered sexual harassment justifies a removal.

If Touro determines such removal is necessary, the respondent will be provided notice and an opportunity to challenge the decision immediately following the removal.

Administrative Leave

Touro retains the authority to place a non-student employee respondent on administrative leave during the Title IX Grievance Process.

4.6 DETERMINATION OF TITLE IX RESPONSE

Definition of Sexual Harassment

If a complaint is to be addressed under Title IX, the alleged misconduct must first meet the definition of Covered Sexual Harassment, as defined under Title IX, which includes any conduct on the basis of sex that satisfies one or more of the following:

- An employee conditioning educational benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
- Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the educational institution's education program or activity;
- Sexual assault (as defined in the Clery Act), which includes any sexual act directed against another person, without the consent of the victim including instances where the victim is incapable of giving consent;
- Dating violence (as defined in the Violence Against Women Act (VAWA) amendments to the Clery Act), which includes any violence committed by a person: (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship; (ii) The type of relationship; (iii) The frequency of interaction between the persons involved in the relationship.
- Domestic violence (as defined in the VAWA amendments to the Clery Act), which includes any felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under applicable state and local domestic or family violence laws or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the State or local jurisdiction.
- Stalking (as defined in the VAWA amendments to the Clery Act), meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to-

- (A) fear for their safety or the safety of others; or (B) suffer substantial emotional distress.

Note that conduct that does not meet one or more of these criteria may still be prohibited under the Touro Code of Conduct or other relevant policy.

If the alleged misconduct meets the Title IX definition of Sexual Harassment provided above, the Title IX grievance process below then applies to the conduct of members of the Touro community, including students, employees, and third parties, who are located in the United States, and occurred in:

- Any on-campus premises
- Any off-campus premises that Touro has substantial control over. This includes buildings or property owned or controlled by a recognized student organization.
- Activity occurring within computer and internet networks, digital platforms, and computer hardware or software owned or operated by, or used in the operations of Touro's programs and activities over which Touro has substantial control.

For Avoidance of doubt, the Title IX process will apply when ***all*** of the following elements are met, in the reasonable determination of the Responsible Administrator:

5. The conduct is alleged to have occurred on or after August 14, 2020;
6. The conduct is alleged to have occurred in the United States;
7. The conduct is alleged to have occurred in Touro's education program or activity; and
8. The alleged conduct, if true, would constitute covered sexual harassment as defined in this policy.

If the alleged misconduct meets these requirements, then the Title IX grievance process applies and the Potential Complainant may file a Formal Complaint or their prior Complaint submission will become a Formal Complaint.

If the alleged misconduct does not meet these Title IX requirements, it requires a mandatory dismissal under Title IX, but it may be addressed by the broader Touro Sexual Misconduct Policy or another applicable Touro policy. In the event of a dismissal, the Responsible Administrator will provide written reasoning for the dismissal determination to the Potential Complainant with information on how to appeal, if desired.

4.7 DISMISSAL OF COMPLAINTS

Under Title IX, there are instances when complaints are dismissed. These dismissals fall into two categories: (1) mandatory dismissals and (2) discretionary dismissals.

Mandatory Dismissal

A mandatory dismissal occurs in the event that the conduct:

(1) is alleged to have occurred before August 14, 2020;
(2) does not meet the Title IX definition of Sexual Harassment;
(3) did not occur in Touro's education program or activity; or
(4) did not occur against a person in the United States.

If any of these three situations are present, then Touro must dismiss the complaint under Title IX. Touro will provide notice of dismissal to the Parties, including information on how to appeal the dismissal. At the same time, if applicable, the alleged conduct may be addressed under another Touro policy.

Discretionary Dismissal

A discretionary dismissal may occur in a few situations:

(1) the Complainant wishes to withdraw or does not submit the formal complaint,
(2) the Respondent is no longer enrolled at or employed by Touro, or
(3) the specific circumstances prevent Touro from gathering sufficient evidence to investigate or make a determination toward the allegations; or
(4) Does not follow the process or protocols established in this Title IX Grievance policy.

In these events, Touro may choose to dismiss the complaint. Touro will provide notice of the dismissal to the parties currently involved and information on how to appeal the dismissal.

4.8 FORMAL COMPLAINT

Filing a Formal Complaint

If the alleged misconduct meets the Title IX requirements, the Responsible Administrator cedes responsibility of the Title IX complaint process to the Title IX Coordinator.[6] The Title IX Coordinator will then advise the Potential Complainant on the process to proceed with a Formal Complaint.

For the purposes of this Title IX Grievance Policy, "Formal Complaint" means a document – including an electronic submission - filed by a Complainant with a signature or other indication that the complainant is the person filing the formal complaint, or signed by the Title IX Coordinator, alleging sexual harassment against a respondent about conduct within Touro's

[6] The Responsible Administrator role shall no longer be used once a determination of the appropriate process has been made. If the Title IX Coordinator was previously serving as the Responsible Administrator, the individual shall continue with the process.

education program or activity and requesting initiation of the procedures consistent with the Title IX Grievance Policy to investigate the allegation of sexual harassment.

The timeframe for the Title IX Grievance Process begins with the filing of a Formal Complaint. The Grievance Process will be concluded within a reasonably prompt manner, provided that the Process may be extended in situations that, include but are not limited to, the absence of a party, a party's Process Support Person, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

To file a Formal Complaint, a Complainant must provide the Title IX Coordinator a written, signed complaint describing the facts alleged. Complainants are only able to file a Formal Complaint under this Policy if they are currently participating in, or attempting to participate in, the education programs or activities of Touro, including as an employee. For complainants who do not meet this criteria, the College will utilize existing policy in the Code of Conduct, Sexual Misconduct Policy or any other relevant policy.

If a Potential Complainant chooses not to file a Formal Complaint and the matter is determined to fall under Title IX, the Title IX Coordinator may, in their sole discretion, choose to file a Formal Complaint on the individual's behalf. The Title IX Coordinator must determine that failure to file the Formal Complaint would be clearly unreasonable and not in the best interests of the Touro community. Touro will inform the complainant of this decision in writing, and the complainant need not participate in the process further but will receive all notices issued under this Policy and Process.

Nothing in this Title IX Grievance Policy or the Code of Conduct, Sexual Misconduct Policy or any other Touro policy prevents a complainant from seeking the assistance of state or local law enforcement alongside the appropriate on-campus process.

Notice of Formal Complaint

If a Potential Complainant chooses to file a Formal Complaint in a Title IX matter, their status will be adjusted to Complainant. Touro will provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate. The notice of the Formal Complaint will be sent promptly to all relevant parties, as soon as practicable, after the institution receives a Formal Complaint of the allegations if there are no extenuating circumstances, which includes:

- the identities of the parties involved in the alleged incident, if known;
- the alleged conduct constituting Sexual Harassment;
- the date and location of the alleged incident, if known;
- the prospective grievance process and next steps;
- a statement that the Respondent is presumed not responsible for the alleged conduct until a determination regarding responsibility is made at conclusion of the grievance process;

- a statement informing both parties that they may choose a Process Support Person, who will be their advisor, who may be, but is not required to be an attorney;
- any measures taken by Touro that affects both parties;
- a notice informing parties of any provisions of other Touro policies that prohibit knowingly making false statements, or knowingly submitting false information; and
- a notice of Touro's retaliation policy.

The parties will be notified by their institutional email accounts if they are a student or employee, and by other reasonable means if they are neither.

After notice of the Formal Complaint has been received by both parties, and Touro has provided sufficient time for the parties to review the Notice of Allegations and prepare a response before any initial interview, the Title IX Coordinator, or their designee, will initiate the Title IX informal review process or investigation process.

4.9 INFORMAL RESOLUTION PROCESS

At any time after a Formal Complaint is filed, the Title IX Coordinator or their designee may, in their discretion, choose to offer and facilitate an Informal Resolution process, so long as both Parties give voluntary, informed, written consent to attempt Informal Resolution. Touro may not require the Parties to participate in an Informal Resolution process or require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal Investigation and adjudication of Formal Complaints of Title IX Prohibited Conduct. Any person who facilitates an Informal Resolution will be experienced and trained in dispute resolution and trained on this Title IX Procedure.

Withdrawing from an Informal Resolution Process

At any time prior to agreeing to an Informal Resolution, any Party has the right to withdraw from the Informal Resolution process and resume the process with respect to the Formal Complaint.

Matters Not Eligible for Informal Resolution

- No Informal Resolution process will be offered before a Formal Complaint is filed.
- No Informal Resolution process will be offered to resolve Formal Complaints involving a student as Complainant and a staff or faculty member as Respondent.

4.10 INVESTIGATION

General Rules of Investigations

The Title IX Coordinator and/or an investigator designated by the Title IX Coordinator will perform an investigation under a reasonably prompt timeframe of the conduct alleged to constitute Covered Sexual Harassment under Title IX after issuing the Notice of Allegations.

Touro cannot access, consider, or disclose medical records without a waiver from the party (or parent, if applicable) to whom the records belong or of whom the records include information. Touro will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence, (i.e. evidence that tends to prove and disprove the allegations) as described below.

Process

As a first step in the investigation process, a Title IX Investigator will be designated to conduct a prompt, thorough, and impartial investigation into the alleged conduct identified in the Formal Complaint.

The Title IX Investigator will, at a minimum, interview both the Complainant and the Respondent who will each have an equal opportunity to:

- speak about the complaint;
- to submit any inculpatory or exculpatory evidence or information; and
- to identify witnesses who may have information directly related to the alleged conduct.

The Title IX Investigator may also interview any relevant witnesses and interested parties, and re-interview the Complainant or Respondent, if appropriate.

Both parties may also have a Process Support Person of their choice present with them during any phase of the investigation.[7] Touro may, at its discretion, establish restrictions on a Process Support Person's participation. The restrictions must apply equally to both parties including, but not limited to, barring a Process Support Person's participation during the interview process.

Relevant Evidence and Questions

"Relevant" evidence and questions refer to any questions and evidence that tends to make an allegation of sexual harassment more or less likely to be true.

"Relevant" evidence and questions do not include the following types of evidence and questions, which are deemed "irrelevant" at all stages of the Title IX Grievance Process:

[7] Touro is not obligated to provide a Process Support Person to either party at the investigation stage of the Title IX process.

- Evidence and questions about the complainant's sexual predisposition or prior sexual behavior unless:
    - They are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or
    - They concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- Evidence and questions that constitute, or seek disclosure of, information protected under a legally-recognized privilege (e.g., attorney-client privilege).
- Any party's medical, psychological, and similar records unless the party has given voluntary, written consent.

Investigation – Review of Information

Upon completion of the investigation, but prior to completing the investigative report, the Title IX Investigator will provide both the Complainant and Respondent evidence and information gathered directly related to the alleged misconduct in the Formal Complaint. The evidence and information will be provided in a manner equally accessible to both parties.

Both parties will then be given a ten (10) business day review period to examine the evidence and information. At the conclusion of the ten (10) business day review period, each party has the right to submit a written response to the Title IX Investigator commenting on the evidence and information that can be considered before completing the draft investigative report.

Inspection and Review of Evidence

Prior to the completion of the investigation, the parties will have an equal opportunity to inspect and review the relevant evidence obtained through the investigation. The purpose of the inspection and review process is to allow each party the equal opportunity to meaningfully respond to the evidence prior to conclusion of the investigation.

Evidence that will be available for inspection and review by the parties will be any evidence that is directly related to the allegations raised in the Formal Complaint. It will include any:

1. Evidence that is relevant, even if that evidence does not end up being relied upon by the institution in making a determination regarding responsibility;
2. inculpatory or exculpatory evidence (i.e. evidence that tends to prove or disprove the allegations) that is directly related to the allegations, whether obtained from a party or other source.

All parties must submit any evidence they would like the investigator to consider prior to when the parties' time to inspect and review evidence begins.

Investigation – Investigative Report

After both parties have had an opportunity to review directly related evidence and information, the Title IX Investigator will then draft an investigative report that compiles and fairly summarizes all of the relevant evidence.

The Investigative Report is not intended to catalog all evidence obtained by the investigator, but only to provide a fair summary of that evidence.

Only relevant evidence (including both inculpatory and exculpatory – i.e. tending to prove and disprove the allegations - relevant evidence) will be referenced in the Investigative Report.

The investigator may redact irrelevant information from the Investigative Report when that information is contained in documents or evidence that is/are otherwise relevant.

Both the Complainant and Respondent will then be given a ten (10) business day review period to examine the draft of the investigative report. At the conclusion of the ten (10) business day review period, each party has the right to submit a written response to the Title IX Investigator to comment on the investigative report.

The Title IX Investigator will prepare the final investigative report for the adjudication phase of the grievance process.

Confidentiality/Destruction of Evidence, Information and Documents

Each Party is responsible to keep private (by not disseminating beyond Support Persons) documents, materials, and information received from Touro during this process. Failure to comply will be considered a violation of Touro policy and may incur separate sanctions. Additionally, The responsibility to destroy, when so directed by Touro, evidentiary materials and/or writings submitted by the other Party as party of the process.[8]

4.11 DECORUM AND PERMISSIVE CONDUCT OF PROCESS SUPPORT PERSON

Both the Complainant and Respondent have the right to choose a Process Support Person. The Process Support Person will be the advisor of choice for such Party.

Touro has a long-standing practice of requiring students to participate in the process directly and not through an advocate or representative. Students participating as Complainant or

[8] A Party or Witness may not distribute materials obtained through the process and may not engage in Retaliatory or Intimidating conduct aimed at any other participants in the process. Touro will investigate allegations of a person engaging in any of these prohibited acts. Touro recognizes, however, that it cannot otherwise prevent individuals from speaking openly about their experience and the Title IX process.

Respondent in this process may be accompanied by a Process Support Person of choice to any meeting or hearing to which they are required or are eligible to attend.

While all parties involved in the Title IX grievance process may have a Process Support Person present (including at investigative interviews and scheduled live hearings) and, aside from questioning parties or witnesses during the live hearing, a Process Support Person may not actively participate at any other point in the process. Any Process Support Person who violates these expectations may not be permitted to participate further in the process. All questioning by the parties must be conducted through a Process Support Person.

Touro will not intentionally schedule meetings or hearings on dates where the Process Support Person of choice for all parties are not available, provided that the Process Support Person act reasonably in providing available dates and work collegially to find dates and times that meet all schedules.

Only one Process Support Person will be allowed to accompany a Party to meetings with Investigators or at the Hearing (including meetings that occur using technology, such as Zoom).

Each Party may elect to identify an attorney to serve as a Process Support Person. An attorney acting in this role has no different role in the process and serves in the same capacity as a non-attorney.

If a Party arrives at the Hearing without a Process Support Person, Touro will designate a Process Support Person to conduct the oral cross-examination on behalf of the Party. The oral cross-examination questions will be provided to the Process Support Person by the Party they are designated to assist. Touro is not obligated to provide a Process Support Person to either party at the investigation stage of the Title IX process. Additionally, any Process Support Person provided by Touro is solely provided for the purpose of asking questions requested by the party during the cross-examination stage of the Hearing. A Process Support Person provided by Touro does not represent either party in any legal, strategic or other advisory capacity and, as such, are not responsible for any outcomes or consequences related to their involvement. Under no circumstances, is any attorney-client, fiduciary or other duty-bound relationship formed by the Touro's provision of a Process Support Person during the Hearing.

4.12 ADJUDICATION/HEARINGS

General Rules of Hearings

Touro will not issue a disciplinary sanction arising from an allegation of covered sexual harassment without holding a live hearing unless otherwise resolved through an informal resolution process.

The live hearing may be conducted with all parties physically present in the same geographic location, or, at Touro's sole discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually through Zoom or other appropriate video conferencing tools

available at the time. This technology will enable participants simultaneously to see and hear each other. At its discretion, Touro may delay or adjourn a hearing based on technological errors not within a party's control.

All proceedings will be recorded through either recording and/or transcript. The choice of medium is at Touro's sole discretion.

Prior to obtaining access to any evidence, the parties and their Process Support Person must sign an agreement not to disseminate any of the testimony heard or evidence obtained in the hearing or use such testimony or evidence for any purpose unrelated to the Title IX Grievance Process. Once signed, this Agreement may not be withdrawn. Failure to sign or adhere to this agreement may result in a negative inference against the party and the immediate withdrawal of that Process Support Person from the Title IX grievance process.

Notice of Hearing

Upon completion of the investigation, and after the investigative report is complete, the Complainant and Respondent will be notified in writing of:

- the date, time, and location of the live hearing;
- the applicable grievance process;
- that both Parties can have a Process Support Person of their choice;
- that they may inspect and review evidence obtained in the investigation;
- the allegations and conduct that potentially constitute Sexual Harassment;
- the identities of the Parties involved (if known); and
- the date and location of the alleged offense (if known).

Depending on the circumstances and, at the sole discretion of Touro, the hearing may be conducted in-person or virtually, but will always be conducted in real-time. Permission to postpone a hearing may be granted provided that the request to postpone is reasonable.

Prior to the scheduled hearing, a trained Decision-maker will be appointed to be the fact-finder of responsibility for the alleged conduct. The Title IX Investigator will provide the Decision-maker with the finalized investigative report for review prior to the hearing.

While the Complainant, Respondent and witnesses are expected to be present and fully participate in the hearing (including being subject to questioning by a Process Support Person), it is the right of any and all parties to choose not to participate in the hearing of the alleged conduct. In the event that any party chooses not to participate fully in the hearing process, their statements (including those made in the investigation stage) may not be considered in the Decision-maker's determination of responsibility.

If the hearing is held in-person (not virtually), by request of either the Complainant or Respondent, questioning by a Process Support Person can be conducted in separate rooms with technology available that enables the other party to see and hear the questioning in real-time. The entire hearing will be recorded, either by electronic means or transcription. The recording will be made available, upon request, for inspection and review to both Parties. This recording will be kept on file by Touro in accordance with applicable rules and regulations.

Continuances or Granting Extensions

Touro may determine that multiple sessions or a continuance (i.e. a pause on the continuation of the hearing until a later date or time) is needed to complete a hearing. If so, Touro will notify all participants and endeavor to accommodate all participants' schedules and complete the hearing as promptly as practicable

Before the Hearing

Prior to the Hearing, each party will be required to submit any questions, that have not already been addressed in the investigation, that they wish to ask at the oral-cross examination to the Title IX Coordinator no later than twenty-four (24) hours before the Hearing is scheduled to begin.

The Title IX Coordinator will provide the questions to the Decision-maker, who will determine the relevancy of each of the questions. If deemed relevant, the question is permissible to be asked during the hearing. If the Decision-maker determines that a question is not relevant, they will provide a brief reasoning for that decision and the question will not be permitted to be asked during the Hearing. Parties may appeal the relevance determinations at the beginning of the Hearing. The Decision-Maker will endeavor to provide their relevancy determinations at least one hour prior to the Hearing, but no later than the commencement of the Hearing.

Understanding Relevance:

For these adjudications, the basic test for relevance is whether the question posed is probative to the question of responsibility. This includes a Process Support Person asking questions that addresses the credibility of the party. However, there are some topics that are presumptively never relevant unless an exception applies or a party has waived a privilege. These topics include questions and evidence:

- about the Complainant's sexual predisposition or prior sexual behavior, unless offered to prove that someone other than the Respondent committed the alleged conduct;
- that concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent, unless offered to prove consent;
- that would traditionally be protected by a legally recognized privilege (e.g., attorney-client privilege), unless the party has waived the privilege;
- in reference to a party's psychological or medical records unless the party has given voluntary, written consent.

Participants in the Live Hearing

Live hearings are not public, and the only individuals permitted to participate in the hearing are as follows:

Complainant and Respondent (The Parties)

- The parties cannot waive the right to a live hearing.
- The institution may still proceed with the live hearing in the absence of a party, and may reach a determination of responsibility in their absence, including through any evidence gathered that does not constitute a "statement" by that party.
- Touro will not threaten, coerce, intimidate or discriminate against the party in an attempt to secure the party's participation.
- If a party does not submit to cross-examination, the Decision-Maker cannot rely on any prior statements made by that party in reaching a determination regarding responsibility, but may reach a determination regarding responsibility based on evidence that does not constitute a "statement" by that party.
- The decision-maker cannot draw an inference about the determination regarding responsibility based solely on a party's absence from the live hearing or refusal to answer cross examination or other questions.

The Decision-maker

- The hearing body will consist of a single Decision-Maker.
- The Decision-Maker will also not have served as the Title IX Coordinator, Title IX investigator, or Process Support Person to any party in the case, nor may the Decision-Maker serve on the appeals body in the case.
- The Decision-Maker will not have a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The Decision-Maker will be trained on topics including how to serve impartially, issues of relevance, including how to apply the rape shield protections provided for complainants, and any technology to be used at the hearing.
- The parties will have an opportunity to raise any objections regarding a Decision-Maker's actual or perceived conflicts of interest or bias at the commencement of the live hearing.

Process Support Person

- Both the Complainant and Respondent have the right to choose a Process Support Person. The Process Support Person will be the advisor of choice for such Party at the Hearing and may be, but does not have to be, an attorney. An attorney acting in this role has no different role in the process and serves in the same capacity as a non-attorney.
- The Process Support Person of choice may accompany the parties to any meeting or hearing they are permitted to attend, but may not speak for the party, except for the purpose of cross-examination.
- The parties themselves are not permitted to conduct cross-examination; it must be conducted by the Process Support Person. As a result, if a party does not select a Process Support Person, the institution will select a Process Support Person to serve in this role for the limited purpose of conducting the cross-examination at no fee or charge to the party.
- The Process Support Person is not prohibited from having a conflict of interest or bias in favor of or against complainants or respondents generally, or in favor or against the parties to the particular case.
- The Process Support Person is not prohibited from being a witness in the matter.
- If a party does not attend the live hearing, the party's Process Support Person may appear and conduct cross-examination on their behalf.
- If neither a party nor their Process Support Person appear at the hearing, Touro will provide a Process Support Person to appear on behalf of the non-appearing party.
- Process Support Personnel shall be subject to Touro's Rules of Decorum, and may be removed upon violation of those Rules.

Witnesses

- Witnesses cannot be compelled to participate in the live hearing, and have the right not to participate in the hearing free from retaliation.
- If a witness does not submit to cross-examination, as described below, the decision-maker cannot rely on any statements made by that witness in reaching a determination regarding responsibility, including any statement relayed by the absent witness to a witness or party who testifies at the live hearing.

Hearing Process

1. The hearing will begin with any appeals by the Parties to the Pre-Hearing relevancy determinations by the Decision-maker.
2. The Decision-maker will then open the hearing by establishing the rules and expectations. The Decision-maker will then read the charges.
3. The Title IX Investigator will then provide a statement summarizing the investigation findings as recorded in the investigative report.
4. Either party (Complainant or Respondent) that has provided a statement that is included in the investigative report may subsequently request to provide a brief statement of additional clarification of no more than five (5) minutes in duration.
5. Upon conclusion of any clarification statement, the Decision-Maker will ask questions of the Parties and Witnesses.
6. Parties will be given the opportunity for live cross-examination after the Decision-Maker conducts its initial round of questioning; During the Parties' cross-examination, Decision-Maker will have the authority to pause cross-examination at any time for the purposes of asking their own follow up questions; and at any time necessary in order to enforce the established rules of decorum. The Complainant, then followed by the Respondent, may have their Process Support Person ask any approved, relevant questions that have not already been addressed in the investigation or hearing. Should a Party or the Party's Process Support Person choose not to cross-examine a Party or Witness, the Party shall affirmatively waive cross-examination through a written or oral statement to the Decision-Maker. A Party's waiver of cross-examination does not eliminate the ability of the Decision-Maker to use statements made by the Party.
7. Each Party will have an opportunity to submit additional questions for review by the Decision-Maker after the initial Oral Cross-Examination has concluded. Should such questions be approved, the Complainant, followed by the Respondent, may have their Process Support Person ask any additional approved, relevant questions. There will only be one round of additional questions allowed.
8. There shall be no Oral Direct Examination at any point in the hearing process. The only time it is may be allowed is if a Party identifies, and provides sufficient justification for, an "Expert Witness" prior to the Hearing. If an "Expert Witness" is identified by one party, the other party will have an opportunity to Cross-Examine that "Expert Witness", if they so choose.
9. Upon completion of questioning, any Party must raise any procedural, substantive, bias, conflict or other perceived irregularity to the Decision-Maker's attention for review and consideration. Failure to do so will forever waive such complaint.
10. Thereafter the Decision-maker will conclude the hearing.

Live Cross-Examination Procedure

Each party's Process Support Person will conduct live cross-examination of the other party or parties and witnesses. During this live-cross examination the Process Support Person will ask the other party or parties and witnesses relevant questions and follow-up questions, including those challenging credibility directly, orally, and in real time.

Cross-examination questions that are duplicative of those already asked, including by the Decision-Maker, may be deemed irrelevant if they have been asked and answered.

Newly-discovered Evidence

As a general rule, no new evidence or witnesses may be submitted during the live hearing.

If a party identifies new evidence or witnesses that were not reasonably available prior to the live hearing and could affect the outcome of the matter, the party may request that such evidence or witnesses be considered at the live hearing.

The Decision-Maker will consider this request and make a determination regarding (1) whether such evidence or witness testimony was actually unavailable by reasonable effort prior to the hearing, and (2) whether such evidence or witness testimony could affect the outcome of the matter. The party offering the newly-discovered evidence or witness has the burden of establishing these questions by the preponderance of the evidence.

If the Decision-Maker answers in the affirmative to both questions, then the parties will be granted a reasonable pause in the hearing, or at the Decision-Maker's sole discretion an adjournment, to review the evidence or prepare for questioning of the witness.

4.13 DETERMINATION OF RESPONSIBILITY

Standard of Proof

Touro uses the preponderance of the evidence standard for investigations and determinations regarding responsibility of formal complaints covered under this Policy. This means that the investigation and hearing determines whether it is more likely than not that a violation of the Policy occurred.

General Considerations for Evaluating Testimony and Evidence

While the opportunity for cross-examination is required in all Title IX hearings, determinations regarding responsibility may be based in part, or entirely, on documentary, audiovisual, and digital evidence, as warranted in the reasoned judgment of the Decision-maker.

Decision-Makers shall not draw inferences regarding a party or witness' credibility based on the party or witness' status as a complainant, respondent, or witness, nor shall it base its judgments in stereotypes about how a party or witness would or should act under the circumstances.

Generally, credibility judgments rest on the demeanor of the party or witness, the plausibility of their testimony, the consistency of their testimony, and its reliability in light of corroborating or conflicting testimony or evidence.

Still, credibility judgments should not rest on whether a party or witness' testimony is non-linear or incomplete, or if the party or witness is displaying stress or anxiety.

IT is well within the Decision-Maker's purview to make credibility determinations and the Decision-Maker will afford the highest weight relative to other testimony to first-hand testimony by parties and witnesses regarding their own memory of specific facts that occurred. Both inculpatory and exculpatory (i.e. tending to prove and disprove the allegations) evidence will be weighed in equal fashion.

Except where specifically barred by the Title IX Final Rule, a witness' testimony regarding third-party knowledge of the facts at issue will be allowed, but will generally be accorded lower weight than testimony regarding direct knowledge of specific facts that occurred.

The Final Rule requires that Touro allow parties to call "expert witnesses" for direct and cross examination. Touro does not provide for expert witnesses in other proceedings. While the expert witness will be allowed to testify and be crossed as required by the Final Rule, the Decision-maker will be instructed to afford lower weight to non-factual testimony of the expert relative to fact witnesses, and any expert testimony that is not directed to the specific facts that occurred in the case will be afforded lower weight relative to fact witnesses, regardless of whether the expert witness testimony is the subject of cross examination and regardless of whether all parties present experts as witnesses.

The Final Rule requires that Touro allows parties to call character witnesses to testify. Touro does not provide for character witnesses in other proceedings. While the character witnesses will be allowed to testify and be crossed as required by the Final Rule, the Decision-Maker will be instructed to afford very low weight to any non-factual character testimony of any witness.

The Final Rule requires that Touro admit and allow testimony regarding polygraph tests ("lie detector tests") and other procedures that are outside of standard use in academic and non-academic conduct processes. While the processes and testimony about them will be allowed to testify and be crossed as required by the Final Rule, the Decision-Maker will be instructed to afford lower weight to such processes relative to the testimony of fact witnesses.

Where a party or witness' conduct or statements demonstrate that the party or witness is engaging in retaliatory conduct, including but not limited to witness tampering and intimidation, the Decision-Maker may draw an adverse inference as to that party or witness' credibility.

Components of the Determination of Responsibility

Upon reviewing the investigative report and considering the statements and questions made by the Parties at the Hearing, within a reasonable time thereafter, the Decision-maker will make a determination of responsibility under the Preponderance of the Evidence standard. The

Decision-maker will provide a written determination of whether the respondent is found to be responsible or not responsible. This written determination will be provided to both the Complainant and the Respondent simultaneously. The Decision-Maker's written determination will also include the following information:

- identification of the allegations potentially constituting Sexual Harassment;
- a description of the procedural steps taken from receipt of the formal complaint through the making of the determination;
- the findings of fact used to make the determination;
- conclusions regarding the application of Touro's Code of Conduct to the facts;
- a statement, and rationale for, the result of each allegation, including a determination regarding responsibility, any disciplinary sanctions, recommendation of or referral for disciplinary sanctions to be imposed on the Respondent, and whether remedies designed to restore or preserve equal access to Touro's education program or activity will be provided to the Complainant; and
- information on the procedures and permissible bases for parties to appeal the determination.

While both the Complainant and Respondent will be made aware of the determination of responsibility and the specifics of sanctions imposed on the Respondent (if any), any remedies provided to the Complainant will only be specified in the event that the remedy implicates and affects ***both*** parties. Further, the Title IX Coordinator has the responsibility to ensure the effective implementation of any remedies set forth in the written determination.

The decision is considered served and delivered on the date it is transmitted electronically to the Complainant and Respondent at their Touro provided email address. The time to appeal shall run from and including the date of such transmission.

4.14 APPEALS

The Complainant and Respondent will both be provided with at least one level of appeal. The Complainant and Respondent are eligible to file an appeal to the final determination based on:

- a procedural irregularity that affected the outcome of the matter;
- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;
- the Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against Complainants or Respondents generally, or the individual Complainant or Respondent that affected the outcome of the matter; or
- the sanction imposed is disproportionate to the violation.

The Complainant and Respondent may also appeal the mandatory or discretionary dismissal of a complaint based on the first three points listed above.

The request for an appeal must include the grounds for which the request is based and be submitted in writing to the Title IX Coordinator within seven (7) business days following the date of the written determination. The appeal should also state the remedy sought by the appealing party. Upon receipt of the appeal, the other party will receive notification of the appeal and be provided opportunity to respond in writing. Written responses to the other party's appeal must be submitted within three (3) business days following the delivery of notice of the appeal.

In order to ensure a neutral and unbiased review, a party's request for appeal will be sent to an Appeals Panel comprised of individuals with no connection to the initial determination, which serves as a separate Decision-maker. An appeal decision will be rendered within twenty (20) business days after the receipt of the formal appeal request. The appeal decision will be provided in writing to both parties.

Finality

The determination regarding responsibility becomes final either on the date that the institution provides the parties with the written determination of the result of the appeal, if an appeal is filed consistent with the procedures and timeline outlined in "Appeals" above, or if an appeal is not filed, the date on which the opportunity to appeal expires.

5.0 RETALIATION

Touro will keep the identity of any individual who has made a report or complaint of sex discrimination confidential, including the identity of any individual who has made a report or filed a Formal Complaint of sexual harassment under this Title IX Grievance Policy, any Complainant, any individual who has been reported to be the perpetrator of sex discrimination, any Respondent, and any witness, except as permitted by the FERPA statute, 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99, or as required by law, or to carry out the purposes of 34 CFR part 106, including the conduct of any investigation, hearing, or judicial proceeding under this Title IX Grievance Policy.

No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX of the Education Amendments of 1972 or its implementing regulations.

No person may intimidate, threaten, coerce, or discriminate against any individual because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding or hearing under this Title IX Grievance Policy.

Any intimidation, threats, coercion, or discrimination, for the purpose of interfering with any right or privilege secured by Title IX or its implementing regulations constitutes retaliation. This

includes any charges filed against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but that arise from the same facts or circumstances as a report or complaint of sex discrimination or a report or Formal Complaint of sexual harassment.

Complaints alleging retaliation may be filed with the Office of Institutional Compliance at Compliance@touro.edu.

6.0 PRIVACY AND CONFIDENTIALITY

References made to *confidentiality* refer to the ability of identified confidential resources (e.g. priests/clergy) to not report crimes and violations to law enforcement or college officials without permission, except for extreme circumstances, such as a health and/or safety emergency or child abuse. References made to *confidentiality* or *privacy* mean Touro offices and employees who cannot guarantee confidentiality but will maintain privacy to the greatest extent possible, and information disclosed will be relayed only as necessary to investigate and/or seek a resolution and to notify the Title IX Coordinator or designee, who is responsible for tracking patterns and spotting systemic issues. Touro will endeavor to limit the disclosure as much as practicable, even if the Title IX Coordinator determines that the request for *confidentiality* or *privacy* cannot be honored.

Please note that Touro does not have any personnel that can be deemed or considered "Confidential Reporters" and, as such, all information provided to Touro may be disclosed to the Title IX Coordinator or other relevant administrator with Authority.

7.0 DISABILITY ACCOMMODATIONS

This Policy does not alter any institutional obligations under federal disability laws including the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Parties may request reasonable accommodations for disclosed disabilities to the Title IX Coordinator at any point before or during the Title IX Grievance Process that do not fundamentally alter the Process. The Title IX Coordinator will not affirmatively provide disability accommodations that have not been specifically requested by the Parties, even where the Parties may be receiving accommodations in other institutional programs and activities.

8.0 NON-DISCRIMINATION IN APPLICATION

The requirements and protections of this policy apply equally regardless of sex, sexual orientation, gender identity, gender expression, or other protected classes covered by federal or state law. All requirements and protections are equitably provided to individuals regardless of such status or status as a Complainant, Respondent, or Witness. Individuals who wish to file a complaint about Touro's policy or process may contact the Department of Education's Office for Civil Rights using contact information available at https://ocrcas.ed.gov/contact-ocr.

9.0 SPECIFIC INCORPORATIONS

Touro's Title IX Policy sits within the larger Touro Sexual Misconduct Policy. As such, this embedded policy specifically incorporates certain sections that impact the Title IX process. Those specific sections are:

- Section 4 - Definitions
- Section 6 – Sanctions for Violations
- Section 9 - Assistance for Victims: Rights & Options
- Section 10 – Victim Assistance
- Section 11 – External Reporting
- Section 14 – Resources for Sexual Harassment Victims

In the case of any inconsistency between this Title IX policy and the Sexual Misconduct policy, the language found in the policy related to the identified (Title IX or Sexual Misconduct) conduct shall control.

10.0 TRAINING

Section 106.45(b) of the 2020 Final Title IX Rules require the sharing of "All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. A recipient must make these training materials publicly available on its website, or if the recipient does not maintain a website the recipient must make these materials available upon request for inspection by members of the public." Accordingly, the following links to trainings are provided below.

Thompson Coburn – Title IX Training Series

Module 1 –Fundamentals of the Law:

http://content.thompsoncoburn.com/video/Module-1-Fundamentals-of-the-Law.mp4

Module 2 – Formal Complaints:

http://content.thompsoncoburn.com/video/Module-2-Formal-Complaints.mp4

Module 3 –Investigations & Informal Resolutions:
http://content.thompsoncoburn.com/video/Module-3-Investigations-and-Informal-Resolutions.mp4

Module 4 – Hearings:

http://content.thompsoncoburn.com/video/Module-4-Hearings.mp4

Module 5 - Determinations:

http://content.thompsoncoburn.com/video/Module-5-Determinations.mp4

FOR TOURO COLLEGE NEW YORK ONLY:

Student Conduct Institute – Campus Title IX Training

This website includes all training materials created by the Student Conduct Institute for member institutions to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process in Title IX compliance and practices.

11.0 IMPLEMENTATION

This policy shall be implemented by the Office of the Title IX Coordinator.

Appendix L
STUDENT INDEMNIFICATION

Nevada Students – Account for Student Indemnification

The Commission on Postsecondary Education maintains a tuition indemnification fund that may be used to refund students in the event of a school's closure. In order to file a complaint, please contact:

Nevada Commission on Postsecondary Education
8778 South Maryland Parkway Suite 115,
Las Vegas, NV 89123
Telephone: (702) 486-7330
Fax (702) 486-7340

As defined in NRS 394.553 Account for Student Indemnification

1. The Account for Student Indemnification is hereby created in the State General Fund. The existence of the Account does not create a right in any person to receive money from the Account. The Administrator shall administer the Account in accordance with regulations adopted by the Commission.

2. Except as otherwise limited by subsection 3, the money in the Account may be used to indemnify any student or enrollee who has suffered damage as a result of:
(a) The discontinuance of operation of a postsecondary educational institution licensed in this state; or
(b) The violation by such an institution of any provision of NRS 394.383 to 394.560, inclusive, or the regulations adopted pursuant thereto.

3. If a student or enrollee is entitled to indemnification from a surety bond pursuant to NRS 394.480, the bond must be used to indemnify the student or enrollee before any money in the Account may be used for indemnification.

4. In addition to the expenditures made for indemnification pursuant to subsection 2, the Administrator may use the money in the Account to pay extraordinary expenses incurred to investigate claims for indemnification or resulting from the discontinuance of the operation of a postsecondary educational institution licensed in this state. Money expended pursuant to this subsection must not exceed, for each institution for which indemnification is made, 15 percent of the total amount expended for indemnification pursuant to subsection 2 or $10,000, whichever is less.

5. No expenditure may be made from the Account if the expenditure would cause the balance in the Account to fall below $10,000.

6. Interest and income earned on the money in the Account, after deducting any applicable charges, must be credited to the Account.

7. The money in the Account does not lapse to the State General Fund at the end of any fiscal year.

Appendix M
COVID-19 STUDENT VACCINATION POLICY

This policy defines the Touro University Nevada student protocol for the COVID-19 vaccination, and consequences in the event of noncompliance during the COVID-19 pandemic.

I. POLICY:

It is the policy of the University that all students attending Touro University Nevada for any in-person education or in-person use of university services must be fully vaccinated against SARS-CoV-2 unless the student has been granted an exemption for vaccination. Please note that TUN employees and visitors are subject to a similar policy.

II. DEFINITIONS:

A. Fully Vaccinated: 2 or more weeks after the second dose of a COVID-19 vaccine that is a two dose vaccine, or 2 weeks after a COVID-19 vaccine that is a single dose vaccine. The vaccine must be a COVID-19 vaccine that is approved for use or has received an emergency or permanent use authorization by the US Food and Drug Administration.

III. BACKGROUND

A. COVID-19 vaccination is highly efficacious in preventing symptomatic COVID-19 infection and is very safe.

B. A single case of SARS-CoV-2 infection at the University has broad ramifications for the infected individual who must isolate for a period of time, may infect others, and may miss academic and clinical activities.

C. As a university educating and training future health care professionals, Touro University Nevada has an obligation to ensure that students do not pose a risk of infection to their patients or colleagues, in addition to the University community at large.

D. COVID-19 vaccines are widely available and easily accessible in Henderson, Las Vegas, and the greater Clark County area.

IV. PROCEDURES

A. All students attending the University for in-person instruction or for in-person access to any University facilities are required to provide proof of full vaccination, or receive an approval for a vaccine exemption by the following deadline:

The last day of the current academic term in which the student is registered. See the TUN Catalog Academic Year Calendar for specific dates.

Students enrolled in fully online programs with no campus presence will not need to provide proof of vaccination. However, if a student (online or not) comes to campus

for **any reason,** including brief meetings, events, or to use facilities, they have a campus presence and must submit proof of vaccination or have an approved exemption.

B. Proof of vaccination must be provided as a .pdf or .jpeg file sent to the Office of Student Health at: TUN.Immunization@touro.edu

1. Proof of vaccination is a completed CDC vaccination card or a medical document specifying receipt of vaccination with vaccine manufacturer, date(s) of vaccination and lot number.

C. Students requesting an exemption from the COVID-19 vaccine requirement are to proceed as follows:

1. Complete the applicable request for exemption form with all the required documentation. To request an exemption form please contact the Office of Student Health at TUN.Immunization@touro.edu

2. Submit the completed exemption request form with all required documentation to TUN.Immunization@touro.edu

3. All exemption requests will be reviewed by the Division of Student Affairs. Students will be contacted if additional information is required to process the request.

4. Students will be notified of the exemption request determination by return email from Mr. Michael Mikkelsen for medical exemptions, or from Dr. Philip Tompkins for religious exemptions.

5. In the event an exemption request is denied, students will be provided an appropriate deadline to become fully vaccinated.

7. Approved exemptions are subject to revision based on changing circumstances.

8. Students with approved exemptions may be subject to certain health and safety requirements or accommodations while on campus that are not applicable to vaccinated individuals (such as Covid-19 testing, mask-wearing, etc.). Note that additional safety requirements such as face coverings, etc., may be applied to all persons on campus regardless of vaccination status as local conditions require.

9. Questions? Contact Student Health at TUN.Immunization@touro.edu

D. ***Unvaccinated students without an exemption while pursuing in-person education or in-person use of the college facilities include: students who decline the vaccination, and students who are denied an exemption request and then choose to decline vaccination.***

1. Effective the final day of the current academic term in which the student is registered, ***unvaccinated students without an exemption*** **may not access campus.** ***Please refer to the TUN Catalog Academic Calendar for specific dates.***

2. Effective August 13, 2021, ***unvaccinated students without an exemption will not be allowed to register for the upcoming academic term*****.**

3. Effective the final day of the current academic term **in which the student is registered*****, unvaccinated students without an exemption will be placed on an administrative disciplinary suspension or be given the option to take a Leave of Absence until either:***

a) the TUN vaccination requirement is rescinded or

b) the student provides proof of vaccination or an approved exemption.

4. Note that an extended absence from an academic program (i.e., greater than 10 days) may result in the student needing to resume their education with next academic year's cohort.

Appendix N
TITLE IX AND SEXUAL MISCONDUCT POLICY

PURPOSE:

All divisions of Touro seek to foster a collegial atmosphere where students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind, including sexual assault (i.e. rape, fondling, incest or statutory rape), domestic violence, dating violence, and stalking, is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination, harassment or sexual assault in a timely and effective manner. Compliance with Touro's policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with Title IX and Title VII of the Civil Rights Act of 1964, the Violence Against Women Act (VAWA), Nevada State Law, and a high-quality campus life. Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should immediately contact the Office of Institutional Compliance. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

SCOPE:

This policy applies to all members of Touro located in Nevada, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). This policy applies to events that occur on-campus, off-campus, and on study abroad. Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro's website.

POLICY:

The Touro College and University System ("Touro") pledges its efforts to ensure an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated. Touro will not tolerate unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment or sexual assault (i.e. rape, fondling, incest or statutory rape).

All supervisors and managers who receive a complaint or information about suspected sexual misconduct, observe behavior that could be considered to be sexual misconduct or for any reason suspect that sexual misconduct is occurring, are required to report such suspected sexual harassment to the Office of Institutional Compliance. In addition to being subject to discipline if they engage in sexual misconduct conduct themselves, supervisors and managers will be subject

to discipline for failing to report suspected sexual misconduct. Touro will also not tolerate any supervisory and/or managerial personnel who knowingly allow such behavior to continue.

In general, it is a sex crime to engage in any sexual contact with a person who does not affirmatively consent, or to engage in sexual intercourse, deviant sexual intercourse, or sexual abuse if it is accomplished by forcible compulsion. Nevada State Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with Nevada State Law.

DEFINITIONS

- **Accused**
  - Accused means a person accused of a violation who has not yet entered an institution's judicial or conduct process.
- **Advisor**
  - Any individual who provides the accuser or accused support, guidance, or advice.
- **Awareness Programs**
  - Awareness program means community-wide or audience- specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.
- **Bystander**
  - Bystander means a person who observes a crime, impending crime, conflict, potentially violent or violent behavior, or conduct that is in violation of rules of an institution.
- **Campus**
  - Any building or property owned or controlled by an institution within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and
  - Any building or property that is within or reasonably contiguous to the area identified in paragraph (i) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).
- **Campus Security**
  - A campus police department or a campus security department of an institution.
  - Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department under paragraph (i) of this definition, such as an individual who is responsible for monitoring entrance into institutional property.

- Any individual or organization specified in an institution's statement of campus security policy as an individual or organization to which students and employees should report criminal offenses.
- An official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. If such an official is a pastoral or professional counselor as defined below, the official is not considered a campus security authority when acting as a pastoral or professional counselor.

- **Code of Conduct**
  - Code of conduct means the written policies adopted by an institution governing student behavior, rights, and responsibilities while such student is matriculated in the institution.
- **Confidentiality**
  - Confidentiality may be offered by an individual who is not required by law to report known incidents of sexual assault or other crimes to institution officials, in a manner consistent with state and federal law, including but not limited to 20 U.S.C. 1092(f) and 20 U.S.C. 1681(a). Licensed mental health counselors, medical providers and pastoral counselors are examples of institution employees who may offer confidentiality.
- **Consent** (with regards to sexual activity)
  - Affirmative consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in the sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, gender identity, or gender expression.
  - Consent to any sexual act or prior consensual sexual activity between or with any party does not necessarily constitute consent to any other sexual act.
  - Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.
  - Consent may be initially given but withdrawn at any time.
  - Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.
  - Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.
  - When consent is withdrawn or can no longer be given, sexual activity must stop.
- **Dating Violence**

- Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- The existence of a social relationship is based on the "reporting party's statement" with consideration of
    - the length of the relationship,
    - the type of relationship, and
    - the frequency of the interaction between the persons involved.
- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of abuse, and does not include acts covered by the definition of domestic violence.
- **The State of Nevada does not have a definition of dating violence.** See above for definitions pertaining to dating violence.

- **Discrimination and Harassment**
    - Title IX, and its implementing regulations and Touro's policies, prohibit discrimination "because of sex" or "on the basis of sex." or gender, including sexual harassment. The terms "because of sex" or "on the basis of sex" include, but are not limited to, because of or on the basis of pregnancy, childbirth, or related medical conditions; and women affected by pregnancy, childbirth, or related medical conditions shall be treated the same for all employment-related purposes, including receipt of benefits under fringe benefit programs.
    - The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual's, sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.
    - Other misconduct offenses will fall under the jurisdiction of the Title IX Coordinator when sex-based or gender-based include the following:
        - **Harassment**, defined as threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
        - **Discrimination**, defined as actions that deprive other members of the community of educational or employment access, benefits or opportunities on the basis of sex or gender;
        - **Intimidation**, defined as implied threats or acts that cause an unreasonable fear of harm in another;
        - **Hazing**, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the university community, when related to the admission, initiation, or joining any other group-affiliation activity;
        - **Bullying**, defined as repeated or severe; aggressive behavior; likely to

intimidate or intentionally hurt, control or diminish another person, physically or mentally; that is not speech or conduct otherwise protected by the 1st Amendment.

- **Domestic Violence – NRS 33.018**
  - Domestic violence is a felony or misdemeanor crime of violence which may include:
    - A battery.
    - An assault
    - Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform.
    - A sexual assault.
    - A knowing, purposeful or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to: (1) Stalking; (2) Arson; (3) Trespassing; (4) Larceny; (5) Destruction of private property; (6) Carrying a concealed weapon without a permit; (7) Injuring or killing an animal.
    - A false imprisonment
    - Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.
  - Committed by any of the following individuals:
    - A current or former spouse or intimate partner of the victim; or
    - A person with whom the victim shares a child in common; or
    - A person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; or
    - A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
    - Any other person against an adult or youth victim who is protected under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.
- **Institution**
  - Institution means any college or university chartered by the regents or incorporated by special act of the legislature that maintains a campus in Nevada.
- **Jurisdictional Definitions of Domestic Violence, Dating Violence, Sexual Assault and Stalking**
  - *Domestic Violence:* NRS 200.485
    - Nevada law prohibiting battery domestic violence, which is intentionally inflicting unlawful physical force on current or former spouses, dating partners or certain family members.

- *Assault:* NRS 200.471
    - Assault means (1) unlawfully attempting to use physical force against another person; or (2) intentionally placing another person in reasonable apprehension of immediate bodily harm.
- *Strangulation & Related Offense:*
    - A person is guilty of criminal obstruction of breathing or blood circulation when, with intent to impede the normal breathing or circulation of the blood of another person, he or she:
        - applies pressure on the throat or neck of such person; or
        - blocks the nose or mouth of such person.
    - NRS 200.481(g)(2): Substantial bodily harm to the victim results or the battery is committed by strangulation, for a category B felony by imprisonment in the state prison for a minimum term of not less than 2 years and a maximum term of not more than 10 years.
- Sexual Offense Involving Administration of a Controlled Substance – NRS 179D.097(1)(f)
    - Sexual offense means: (f) an offense involving the administration of a controlled substance to another person with the intent to enable or assist the commission of a crime of violence pursuant to NRS 200.408, if the crime of violence is an offense listed in this section.
- **Sexual Assault** – NRS 200.366: The State of Nevada defines sexual assault as follows:

  (1) A person is guilty of sexual assault if he or she:

  (a) Subjects another person to sexual penetration, or forces another person to make a sexual penetration on himself or herself or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct; or

  (b) Commits a sexual penetration upon a child under the age of 14 years or causes a child under the age of 14 years to make a sexual penetration on himself or herself or another, or on a beast.

  (2) Except as otherwise provided in subsections 3 and 4, a person who commits a sexual assault is guilty of a category A felony and shall be punished:

  (a) If substantial bodily harm to the victim results from the actions of the defendant committed in connection with or as a part of the sexual assault, by imprisonment in the state prison:

  (1) For life without the possibility of parole; or

  (2) For life with the possibility of parole, with eligibility for parole beginning when a minimum of 15 years has been served.

  (b) If no substantial bodily harm to the victim results, by imprisonment in the state prison for life with the possibility of parole, with eligibility for parole beginning when a minimum of 10 years has been served.

(3) Except as otherwise provided in subsection 4, a person who commits a sexual assault against a child under the age of 16 years is guilty of a category A felony and shall be punished:
  (a) If the crime results in substantial bodily harm to the child, by imprisonment in the state prison for life without the possibility of parole.
  (b) Except as otherwise provided in paragraph (c), if the crime does not result in substantial bodily harm to the child, by imprisonment in the state prison for life with the possibility of parole, with eligibility for parole beginning when a minimum of 25 years has been served.
  (c) If the crime is committed against a child under the age of 14 years and does not result in substantial bodily harm to the child, by imprisonment in the state prison for life with the possibility of parole, with eligibility for parole beginning when a minimum of 35 years has been served.

(4) A person who commits a sexual assault against a child under the age of 16 years and who has been previously convicted of:
  (a) A sexual assault pursuant to this section or any other sexual offense against a child; or
  (b) An offense committed in another jurisdiction that, if committed in this State, would constitute a sexual assault pursuant to this section or any other sexual offense against a child, is guilty of a category A felony and shall be punished by imprisonment in the state prison for life without the possibility of parole.

(5) The provisions of this section do not apply to a person who is less than 18 years of age and who commits any of the acts described in paragraph (b) of subsection 1 if the person is not more than 2 years older than the person upon whom the act was committed unless:
  (a) The person committing the act uses force or threatens the use of force; or
  (b) The person committing the act knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of his or her conduct.

(6) For the purpose of this section, "other sexual offense against a child" means any act committed by an adult upon a child constituting:
  (a) Incest pursuant to NRS 201.180;
  (b) Lewdness with a child pursuant to NRS 201.230;
  (c) Sado-masochistic abuse pursuant to NRS 201.262; or
  (d) Luring a child using a computer, system or network pursuant to NRS 201.560, if punished as a felony.

- **Ongoing Prevention and Awareness Campaigns**
  - Ongoing prevention and awareness campaigns means programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audience throughout the institution and including information on definitions of different crimes, options for bystander intervention, and risk reduction.

- **Pastoral counselor**
  - A person who is associated with a religious order or denomination, is recognized by that religious order or denomination as someone who provides confidential counseling, and is functioning within the scope of that recognition as a pastoral counselor.
- **Preponderance of the Evidence - NRS 233B.0375**
  - Evidence that enables a trier of fact to determine that the existence of the contested fact is more probable than the nonexistence of the contested fact.

- **Primary Prevention Programs**
  - Primary prevention programs means programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality, encourage safe bystander intervention, and seek to change behavior and social norms in healthy and safe directions.
- **Privacy**
  - Privacy may be offered by an individual when such individual is unable to offer confidentiality under the law but shall still not disclose information learned from a reporting individual or bystander to a crime or incident more than necessary to comply with this and other applicable laws, including informing appropriate institution officials. Institutions may substitute another relevant term having the same meaning, as appropriate to the policies of the institution.
- **Proceeding**
  - All activities related to a non-criminal resolution of an institutional disciplinary complaint, including, but not limited to, fact-finding investigations, formal or informal meetings, and hearings.
  - Does not include communications and meetings between officials and victims concerning accommodations or protective measures to be provided to a victim.
- **Professional counselor**
  - A person whose official responsibilities include providing mental health counseling to members of the institution's community and who is functioning within the scope of the counselor's license or certification.
- **Reporting Individual**
  - Reporting individual encompasses the terms victim, survivor, complainant, claimant, witness with victim status, and any other term used by an institution to reference an individual who brings forth a report of a violation.
- **Respondent**
  - Respondent means a person accused of a violation who has entered an institution’s judicial or conduct process.
- **Result**

- Any initial, interim, and final decision by any official or entity authorized to resolve disciplinary matters within the institution.
- The result must include any sanctions imposed by the institution and the rationale for the result and the sanctions.

- **Retaliation**
  - Retaliation against an employee for engaging in or reporting any protected activity is prohibited under federal and state law. Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has: (1) complained about alleged discrimination or harassment as define above, (2) participated as a party or witness in an investigation relating to such allegations, or (3) participated as a party or witness in a proceeding regarding such allegations. Retaliation can occur contemporaneously during the complaint process or subsequent to it, once the retaliator is aware of the recipient's participation in the process. Retaliation does not exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint at issue is ultimately found to lack merit, as long as the complaint was made in good faith.
  - There are generally two types of retaliation claims:
    - Opposition claims are claims by employees who are retaliated against after they complain to their employer or oppose unlawful discrimination or harassment in the workplace.
    - Participation claims are claims by employees who are retaliated against after filing a charge of discrimination with the Equal Employment Opportunity Commission (EEOC) or testifying, assisting or participating in any employment discrimination investigation or proceeding.
  - Adverse actions you should look out for after you file a complaint could include:
    - You are excluded or left out of company activities
    - You are reassigned to a different shift or department
    - You are passed over for a promotion or raise
    - Your pay or hours are cut
    - You encounter more harassment or bullying
    - You are fired from your job
  - Nevada has federal and state laws that prevent retaliation against an employee for reporting any workplace harassment or discrimination.
  - Report instances of retaliation to:
    Touro University Nevada
    874 American Pacific Drive,
    Henderson NV 89014
    (646)565-6000 x55330
    compliance@touro.edu
- **Risk Reduction**
  - Risk reduction means options designed to decrease perpetration and bystander inaction and to increase empowerment for victims in order to promote safety

and to help individuals and communities address conditions that facilitate violence.

- **Stalking – NRS 200.275**:
  - A person who, without lawful authority, willfully or maliciously engages in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, and that actually causes the victim to feel terrorized, frightened, intimidated, harassed or fearful for the immediate safety of a family or household member, commits the crime of stalking.
- **Sexual Activity**
  - Sexual activity has the same meaning as "sexual act" and "sexual contact" as provided in 18 U.S.C. 2246(2) and 18 U.S.C. 2246(3).
- **Sexual Misconduct**
  - Unwelcome sexual advances, requests for sexual favors, and, other visual, verbal or physical conduct of a sexual nature, when:
  - An individual's submission to or rejection of the conduct is made, either explicitly or implicitly, a term or condition of employment or of status in a course, program, or activity, or is used as a basis for employment or academic decision; or
  - The conduct has the purpose or effect of unreasonably interfering with an individual's work performance, academic performance, or educational experience, or of creating an intimidating, hostile, humiliating, or offensive working, educational, or living environment.
- **Sexual Offense**
  - Any of the following offenses:
    - Sexual assault pursuant to NRS 200.366.
    - Statutory sexual seduction pursuant to NRS 200.368.
    - Unwelcome sexual advances, requests for sexual favors, and any other verbal or physical conduct of a sexual nature constituting sexual harassment.
- **Unlawful employment practices under Title VII:** It shall be an unlawful employment practice for an employer--
  - to fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to his or her compensation, terms, conditions, or privileges of employment, because of such individual's sex; or
  - to limit, segregate, or classify his employees or applicants for employment in any way which would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his or her status as an employee, because of such individual's sex.
  - to print or publish or cause to be printed or published any notice or advertisement relating to employment by such an employer, indicating any preference, limitation, specification, or discrimination, based on sex, except that such a notice or advertisement may indicate a preference, limitation, specification, or discrimination based on sex when sex is a bona fide

occupational qualification for employment.

- to willfully not post and keep posted in conspicuous places upon its premises where notices to employees, applicants for employment, and members are customarily posted a notice to be prepared or approved by the EEOC setting forth excerpts from or, summaries of, the pertinent provisions of Title VII and information pertinent to the filing of a complaint.

PROCEDURES & IMPLEMENTATION

Duty to Report Violations

Any member of the Touro community including students, faculty, employees, and third-parties have a duty to report violations of this policy where individuals know, or should know, of accusations or actions which violate Touro Policy and will notify a Touro Compliance Officer of such violations promptly.

If you believe that you have been subjected to sexual harassment you may complete the attached complaint form found at the end of this policy, which is also available on TouroOne. Your complaint will then be investigated pursuant to the procedures outlined in this policy.

Formal Investigation and Resolution Of Discrimination, Harassment, Sexual Assault Or Retaliation Complaints

Duty to Cooperate and Facilitate

All members of Touro are required to cooperate fully with any investigations of harassment. A faculty member, staff member, or student who has relevant information and refuses to cooperate with an ongoing investigation will be subject to disciplinary action for, among other things, violations of the Touro University Nevada Code of Conduct, and/or insubordination. Likewise, all Touro employees are required to ensure that complaints about harassment are directed to the appropriate administrative office for evaluation and investigation.

Right to Prompt, Fair, and Impartial Proceeding and Complaint Process

Touro is committed to conducting an inquiry that is thorough, prompt and impartial. Accused and accuser will have the opportunity to object to Touro participants as bias.

Victims have the option to notify proper law enforcement authorities, including on-campus security and local police, or to decline to notify such authorities. Complaints concerning sexual harassment and/or sexual discrimination should be sent to the Title IX Coordinator at Zachary.shapiro@tu.edu.

Complaints should be filed as soon as possible after the date of the alleged misconduct, and a written complaint is preferable.

A written or verbal complaint, which should be submitted within the later of the following

two dates: (a) thirty (30) days after the alleged misconduct; or, (b) the end of the semester in which the alleged incident occurred. A complaint should include the following information:

- Complainant's full name, home address, email, telephone number, and Touro Student/Employee ID number.
- Name of the person against whom the complaint was made, including job title or student status, if known.
- The protected status that is the basis for the alleged discrimination, harassment, or retaliation based on the complainant's gender.
- A clear statement of the facts that constitute the alleged discrimination, harassment, or retaliation, including dates on which the acts were committed and any information to identify witnesses.
- Complainant should include the term and year of his/her most recent active employment, academic, or student status within the university.
- A student who is seeking admission to Touro should include the term and year in which he/she sought admission to the university.
- The full name, address, and telephone number of complainant's advisor or supervisor, if any.
- The specific harm that resulted from the alleged act and the remedy sought.
- The complainant's signature and the date on which the complaint was submitted.

The accused will receive notice of the complaint, although the accused will be considered innocent until proven guilty of a violation. While prompt reporting is expected, complaints older than 30 days will be processed. However, if more than 365 days have elapsed since the day of the complaint, the complaint may not be processed.

Every effort is made to conduct a thorough and speedy investigation. Several factors may impact Touro's ability to conduct a prompt investigation, including, but not limited to: the Complainant's accessibility or unresponsiveness, witness availability or unresponsiveness, the number of witnesses, the timing of the investigation (i.e. if an investigation is being conducted at a time when students are taking final exams or on recess), etc. The process allows for extension with good cause shown. The burden to develop facts surrounding the investigation is on the institution, not the reporting individual. A reporting individual may withdraw a complaint or report from the institution at any time. Such individual will not be penalized for withdrawing such complaint. Please note that the institution may, consistent with other provisions of this law as well as federal law, still have obligations to investigate and/or take actions even if the complaint has been withdrawn.

Availability of Counseling

TUN will offer its internal counseling services to any complainant who has begun the complaint process. It is ultimately the complainant's decision of whether or not to accept the counseling service offered by TUN.

Accommodations and Protective Measures Available for Victims

Upon receipt of a report of domestic violence, dating violence, sexual assault or stalking, TUN will provide written notification to the students and employees involved about accommodations available to them, including academic, living, transportation and working situations. The written notification will include information regarding the accommodation options, available assistance in requesting accommodations, and how to request accommodations and protective measures (i.e., the notification will include the name and contact information for the individual or office that should be contacted to request the accommodations).

At the victim's request, and to the extent of the victim's cooperation and consent, TUN will work cooperatively to assist the victim in obtaining accommodations. If reasonably available, a victim may be offered changes to academic, living, working or transportation situations regardless of whether the victim chooses to report the crime to campus police or local law enforcement. Examples of options for a potential change to the academic situation may be to transfer to a different section of a class, withdraw and take a class at another time if there is no option for moving to a different section, etc. Potential changes to living situations may include moving to a different room or residence hall. Possible changes to work situations may include changing working hours. Possible changes in transportation may include having the student or employee park in a different location, assisting the student or employee with a safety escort, etc.

Certain remedial measures may be taken to protect both parties during the pendency of the investigation, including changes to academic, living, transportation, and working situations or other protective measures. Touro may make such accommodations or provide such protective measures if the victim requests them and if they are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement.

To request changes to academic, living, transportation and/or working situations or protective measures, a victim should contact the Dean of Students (if they are a student), Dr. Philip Tompkins, at (702) 777-1761 or the Director of Human Resources (if they are an employee), Bob Bailey, (702) 777-3855. The Dean of Students and/or the Director of Human Resources will work with the Title IX Coordinator and/or the Office of Institutional Compliance should the victim wish to receive assistance in requesting these accommodations.

Notice and Timely Access and Preservation of Evidence

The proceeding will be consistent with TUN's policies and transparent to both the accuser and the accused. Both accuser and accused will receive timely notice of meetings at which their presence is requested. Either party may request that others be present. If allowed, other individuals will not be allowed to participate or interfere in such meeting. Both accuser and accused will receive timely and equal access to information that will be used during formal and informal disciplinary meetings or hearings (if any). Investigation interviews are not deemed disciplinary in nature. TUN will endeavor to protect the privacy of the participating parties and/or witnesses.

It is very important that the victim preserve any proof or evidence of any criminal offense. Such incidents will be reviewed and investigated in an expedient and professional manner.

Intake Interview

After receipt of a complaint, the Compliance Officer or his/her designee will meet with the complainant as soon as possible, usually within one week, but not later than thirty (30) days after receipt. The complainant must make himself/herself available to meet.

The meeting will be an intake interview where the Compliance Officer or his/her designee will inform the complainant about the investigation procedure and timeline. The complainant will have an opportunity to provide or present evidence and witnesses on their behalf. The complainant may sign a formal complaint form at that time (under the above guidelines) if he/she has not already done so. A complaint will proceed even in the absence of a signed written complaint.

Complaints about Students, Faculty, Other Employees or Third Parties

Touro's disciplinary process includes a prompt, fair, and impartial investigation and resolution process from the initial investigation to the final result. Upon receipt of a complaint, the Compliance Officer or his/her designee shall investigate the circumstances of the complaint. This investigation will include documented interviews of the complainant, the person against whom the complaint is written, and witnesses with relevant knowledge, if any. Further, the investigation will include a review of relevant documents and any other evidence. Touro will use the preponderance of the evidence standard in the investigation and disciplinary action, as VAWA requires.

Investigation of Complaints

The Compliance Officer or his/her designee shall have thirty (30) days from the intake interview to complete the investigation of the event in question. Usually, the resolution of domestic violence, dating violence, sexual assault and stalking complaints are completed within 60 days of the report. However, each proceeding allows for extensions of timeframes for good cause. The Compliance Officer will endeavor to provide written notice to the accuser and the accused of the delay and the reason for the delay. College officials involved in the investigation or adjudication of domestic violence, dating violence, sexual assault and stalking complaints are trained annually on the issues related to domestic violence, dating violence, sexual assault, and stalking as well as how to conduct an investigation and hearing process that protects the safety of the victim and promotes accountability. Such thirty (30) days may be extended in the event that one of the following occurs:

- Availability or unavailability of a witness or relevant/material documents;
- Reluctance of a witness and/or any necessary party;
- Delay or other uncooperative actions of any necessary party;
- Numerosity of witnesses;
- Holidays and vacation periods;
- Any other unforeseeable events/circumstances.

Both the complainant and respondent will have the same opportunities to have others present during any disciplinary proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice. Touro will not limit the choice of advisor or presence for either the accuser or the accused in any meeting or institutional disciplinary proceeding, but Touro may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

During any such investigation, the complainant and the accused will each reserve the right to exclude their own prior sexual history with any persons other than the party involved in the hearing during the judicial or conduct investigation process. Both will also reserve the right to exclude any mental health diagnosis and treatment during the institutional disciplinary stage which determines responsibility. Past findings of domestic violence, dating violence, stalking, or sexual assault may be admissible in the stage that determines sanction.

Generally speaking, an investigation will take approximately 60 calendar days following receipt of the complaint. This may not be practicable in every investigation and may vary depending on the complexity of the investigation and the severity and extent of the harassment. The institutional disciplinary procedures will not be conducted by officials who have a conflict of interest or bias for or against the accuser or the accused.

Notice of Determination and Further Action

The Compliance Officer or his/her designee shall report the findings of the investigation to a designated, impartial Fact Finder. The Fact Finder shall endeavor to issue a determination within fifteen (15) days after receipt of the investigation file to determine and detail: (a) whether there is probable cause to believe discrimination occurred with respect to each allegation in the complaint, (b) a description of actions taken, if any, to prevent similar problems from occurring in the future, and (c) the proposed resolution of the complaint. Both parties will be informed of the outcome reached and sanctions imposed as a result of such investigation and determination.

Both the complainant, the party who filed the complaint or the alleged target of the sexual harassment or sexual assault, and the respondent, the accused, shall be informed of the Fact Finder's decision, including the outcome reached and sanctions imposed, in writing simultaneously within ten (10) days of the conclusion of the Fact Finder's deliberation. They will both be notified simultaneously and in writing of the outcome of the proceeding and appeal procedures. Questions concerning these actions should be addressed to the Office of Institutional Compliance. Notification to the appropriate law enforcement officials and other assistance to the student or staff member in notifying law enforcement officials will be provided, if requested.

Touro will provide the victim a written explanation of her/his rights and options with respect to the report when the victim reports to Touro about the misconduct.

Notification to Victims of Crimes of Violence

TUN will, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the report on the results of any disciplinary proceeding conducted by such institution against a student who is the alleged perpetrator of such crime or offense. If the alleged victim is deceased as the result of such crime or offense, the next of kin of such victim shall be treated as the alleged victim for purposes of this paragraph.

Appeals

The complainant and respondent alike will be provided with one level of appeals.

Both the complainant and the respondent are eligible to file an appeal to the determination based on (i) a procedural error occurred, (ii) new information existing that would substantially change the outcome of the finding, or (iii) the sanction is disproportionate with the violation.

The request for an appeal, including the grounds upon which the request is based, should be submitted in writing to the Office of Institutional Compliance within seven (7) business days following the date on the outcome letter. The Appeal should state the remedy sought by the appealing party. Each party may respond in writing to any appeal submitted by the other party. Written responses to the other party's appeal must be submitted within three (3) business days following delivery of the notice of the written appeal. Written requests for appeal submitted by one party will be shared with the other party.

Appeals will be conducted in an impartial manner by trained Touro officials without conflict of interest or bias for or against either party. A party with a concern about a conflict of interest or bias should contact the Office of Institutional Compliance. The Appeals Panel can determine whether a change in the decision is warranted. If applicable, both the accuser and accused will have an opportunity to be present or have others present during any disciplinary proceedings. If a change in this decision is necessary, the Appeals Panel will review the appeal and rationale and make a final decision. Both parties will be informed of the outcome reached and sanctions imposed as a result of such proceedings.

Appeals will not be reviewed or considered beyond the Appeals Panel. Appeals decisions will be rendered within twenty (20) business days after the receipt of the formal request for appeal. The appeal decision will be provided in writing to both parties and the appeal decision is final. However, information obtained during the course of the conduct or judicial process will be protected from public release until the appeals process is final, unless otherwise required by law.

Touro has a grade appeal process, which is not circumvented by this policy. This procedure is not a substitute for a grade appeal. A grade appeal may be suspended until a determination has been made by the Fact Finder.

Touro will provide the victim a written explanation of her/his rights and options with

respect to the report when the victim reports to Touro about the misconduct.

SANCTIONS FOR VIOLATIONS

Student violators may be subject to the following sanctions and remedial measures on a case-by-case basis:

- **Warning**: A written reprimand putting the student on notice that he/she has violated the Code of Conduct. A copy of this warning is placed in the student's folder.
- **No-Contact Order**: A student may be ordered to temporarily not intentionally contact a victim through any medium.
- **Probation**: A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college.
- **Restitution**: A student may be required to pay restitution to the college or to fellow students for damages and losses resulting from his/her actions.
- **Suspension**: At any time during a student's enrollment at the college he/she may be suspended and barred from attending classes for a definite period, not to exceed two years. A student who is suspended is entitled to a written clarification with specific reasons for and description of the sanction. A student may not be automatically re-enrolled at the end of his/her suspension. He/she must apply to the Student Affairs Committee for re-enrollment.
- **Expulsion:** Touro may terminate a student's status at the college at any time.

Faculty and staff (part-time and full-time) who violate the policy will be subject to disciplinary sanctions on a case-by-case basis as follows:

- **Censure:** A written reprimand, outlining the violation(s) of college policies, may be placed in the personnel file of individual violators.
- **Probation:** Faculty and/or staff may be placed on probation for a definite period of time up to a maximum of one year. In such instances, individuals may be required to enroll in a therapeutic counseling or treatment program.
- **Suspension:** Faculty and/or staff may be suspended from employment with or without pay for a period of time ranging from seven days to a maximum of one year.
- **Termination of Employment:** Faculty and/or staff may be dismissed from employment upon written notice by the Director of Human Resources or the Provost.
- **Legal Action:** Faculty and/or staff may be turned over to law enforcement authorities for criminal prosecution and legal action.

In both cases for students, faculty and staff, the existence of a progressive system of disciplinary sanctions measures does not preclude TUN from levying a heavy sanction, without

first resorting to a lesser sanction. By way of illustration and not exclusion, TUN may expel a student or terminate a staff member for a violation of policy without first issuing a warning or putting that student or employee on probation.

College-Initiated Protective Measures

In addition to those protective measures previously described, the Title IX Coordinator or their designee will determine whether interim interventions and protective measure should be implemented, and, if so, take steps to implement those protective measures as soon as possible.

When the accused or respondent is a student, the institution may issue a "no contact order" consistent with institution policies and procedures, whereby continued intentional contact with the reporting individual would be a violation of institution policy subject to additional conduct charges; if the accused or respondent and a reporting individual observe each other in a public place, it shall be the responsibility of the accused or respondent to leave the area immediately and without directly contacting the reporting individual. Both the accused or respondent and the reporting individual shall, upon request and consistent with institution policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of a no contact order, including potential modification, and shall be allowed to submit evidence in support of his or her request. Institutions may establish an appropriate schedule for the accused and respondents to access applicable institution buildings and property at a time when such buildings and property are not being accessed by the reporting individual.

Other examples of interim protective measures include, but are not limited to: a Touro order of no contact, residence hall relocation, adjustment of course schedules, a leave of absence, or reassignment to a different supervisor or position. These remedies may be applied to one, both, or multiple parties involved. Protective measures imposed may be temporary pending the results of an investigation or may become permanent as determined by TUN. Violations of the Compliance Officer's directives and/or protective measures will constitute related violations that may lead to additional disciplinary action including interim suspension pending the outcome of a judicial or conduct process consistent with Touro policy. Both the accused or respondent and the reporting individual shall, upon request and consistent with the institution's policies and procedures, be afforded a prompt review, reasonable under the circumstances, of the need for and terms of an interim suspension, including potential modification, and shall be allowed to submit evidence in support of the request.

Every institution shall ensure that individuals are provided the following protections and accommodations:

- To receive a copy of the order of protection or equivalent when received by an institution and have an opportunity to meet or speak with an institution representative, or other appropriate individual, who can explain the order and answer questions about it, including information from the order about the accused's responsibility to stay away from the protected person or persons;

- When the accused is not a student but is a member of the institution's community and presents a continuing threat to the health and safety of the community, to subject the accused to interim measures in accordance with applicable collective bargaining agreements, employee handbooks, and rules and policies of the institution.

Policy for Transcript Notations

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act established in 20 U.S.C. 1092(f)(1)(F)(i)(I)-(VIII), Touro shall make a notation on the transcript of students found responsible after a conduct process that they were "suspended after a finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation." For the respondent who withdraws from the institution while such conduct charges are pending, and declines to complete the disciplinary process, institutions shall make a notation on the transcript of such students that they "withdrew with conduct charges pending." Touro will allow for appeals seeking removal of a transcript notation for a suspension, provided that such notation shall not be removed prior to one year after conclusion of the suspension, while notations for expulsion shall not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation shall be removed.

CONFIDENTIALITY

Touro has independent obligations to report or investigate potential misconduct, even if a complainant does not wish to initiate an official process. Therefore, absolute confidentiality cannot be promised with respect to a complaint of discrimination, harassment, sexual harassment, sexual assault (i.e. rape, fondling, incest or statutory rape) or retaliation received either through Touro's compliance hotline or otherwise. The phone number for the Touro hotline is 646-565-6000 x55330.

Touro wishes, however, to create an environment in which legitimate complaints are encouraged, while also protecting the privacy of all involved in an investigation. Complaints about violations of these policies will therefore be handled in strict confidence, with facts made available only to those who need to know in order for Touro to promptly and thoroughly investigate and resolve the matter. Touro employees will explain to the reporting individual whether he or she is authorized to offer the reporting individual privacy. Even Touro offices and employees who cannot guarantee confidentiality will maintain your privacy to the greatest extent possible. The information you provide to a non-confidential resource will be relayed only as necessary for the Compliance Officer to investigate and/or seek a resolution.

Reporting individuals may request confidentiality and choose not to consent to an investigation by Touro, and the Compliance Officer must weigh the request against the institution's obligation to provide a safe, non-discriminatory environment for all members of its community. If Touro determines that an investigation is required, it must notify the reporting individuals and take immediate action as necessary to protect and assist them. Touro should seek

consent from reporting individuals prior to investigating, and declining consent will be honored unless Touro determines in good faith that failure to investigate does not adequately mitigate a potential risk of harm to members of the community. If an individual discloses information through a public awareness event, Touro is not obligated to begin an investigation based on such information.

Declining to consent to an investigation shall be honored unless the institution determines in good faith that failure to investigate does not adequately mitigate a potential risk of harm to the reporting individual or other members of the community. Honoring such a request may limit the institution's ability to meaningfully investigate and pursue conduct action against an accused individual. Factors used to determine whether to honor such a request include, but are not limited to:

- Whether the accused has a history of violent behavior or is a repeat offender;
- Whether the incident represents escalation in unlawful conduct on behalf of the accused from previously noted behavior;
- The increased risk that the accused will commit additional acts of violence;
- Whether the accused used a weapon or force;
- Whether the reporting individual is a minor; and
- Whether the institution possesses other means to obtain evidence such as security footage, and whether available information reveals a pattern of perpetration at a given location or by a particular group

Touro will complete publicly available record-keeping for purpose of Clery Act reporting and disclosure. These reports will not include identifying information about the victim or accused and shall maintain confidentiality of any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of Touro to provide the accommodations or protective measures.

By only sharing personally identifiable information with individuals on a need-to-know basis, without the inclusion of identifying information about the victim (to the extent possible), the institution will maintain as confidential any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of Touro to provide the accommodations or protective measures.

RETALIATION

Retaliation is any kind of reprisal, adverse action, or negative action taken against an individual because he or she has:

- Complained about alleged discrimination, harassment or sexual assault as defined above,
- Participated as a party or witness in an investigation relating to such allegations, or
- Participated as a party or witness in a proceeding regarding such allegations.

Retaliation can occur contemporaneously during the complaint process or subsequent to it, once the retaliator is aware of the recipient's participation in the process. Retaliation does not

exist in the absence of an adverse action. An individual is protected from retaliation even when the complaint at issue is ultimately found to lack merit, as long as the complaint was made in good faith.

Touro does not allow, nor tolerate any conduct by any Touro member that may be regarded as retaliatory. Retaliation against any individual, whether said person submitted a complaint, will not be tolerated.

Upon the first instance of disclosure by a reporting individual to a Touro representative, the individual will be informed:

> "You have the right to make a report to university police or campus security, local law enforcement, and/or state police or choose not to report; to report the incident to your institution; to be protected by the institution from retaliation for reporting that incident; and to receive assistance and resources from your institution."

Reporting individuals or bystanders who report an incident of sexual assault in good faith will receive amnesty for drug and alcohol use. The following is Touro's Alcohol and/or Drug Amnesty Policy:

> "The health and safety of every student at the Touro is of utmost importance. Touro recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents due to fear of potential consequences for their own conduct. Touro strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to institution officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to Touro officials or law enforcement will not be subject to Touro's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault."

Employees, faculty and students who violate Touro's policies may be subject to disciplinary action. Individuals, who retaliate against someone who files a complaint, or against a witness, representative, or advocate for a complainant, will be subject to further disciplinary action.

ASSISTANCE FOR VICTIMS: RIGHTS & OPTIONS

Regardless of whether a victim elects to pursue a criminal complaint or whether the offense is alleged to have occurred on or off campus, TUN will assist victims of sexual assault, domestic violence, dating violence, and stalking and will provide each victim with a written explanation of their rights and options. Such written information will include:

- the survivor's right to report or not report the alleged incident to the higher education institution, law enforcement, or both, including information about the survivor's right to privacy and which reporting methods are confidential;
- the contact information for the higher education institution's Office of Institutional Compliance coordinator or coordinators, confidential advisors, a community-based sexual assault crisis center, campus law enforcement, and local law enforcement;
- the survivor's right to request and receive assistance from campus authorities in notifying law enforcement;
- the survivor's ability to request interim protective measures and accommodations for survivors, including without limitation changes to academic, living, dining, working, and transportation situations, obtaining and enforcing a campus-issued order of protection or no contact order, if such protective measures and accommodations are reasonably available, and an order of protection or no contact order in State court;
- the higher education institution's ability to provide assistance, upon the survivor's request, in accessing and navigating campus and local health and mental health services, counseling, and advocacy services; and
- a summary of the higher education institution's complaint resolution procedures.
- the procedures victims should follow if a crime of dating violence, domestic violence, sexual assault or stalking has occurred;
- information about how the institution will protect the confidentiality of victims and other necessary parties;
- an explanation of the procedures for institutional disciplinary action

Rights of Victims and the Institution's Responsibilities for Orders of Protection, "No Contact" Orders, Restraining Orders, or Similar Lawful Orders Issued by a Criminal, Civil, or Tribal Court or by the Institution

Touro complies with Nevada law in recognizing orders of protection. Any person who obtains an order of protection from Nevada or any reciprocal state should provide a copy to Campus Security and the Office of Institutional Compliance. A complainant may then meet with Campus Security to discuss the order, its consequences, and/or develop a Safety Action Plan, which is a plan for campus police and the victim to reduce risk of harm while on campus or coming and going from campus. This plan may include, but in not limited to: escorts, special parking arrangements, providing a temporary cellphone, changing classroom location or allowing a student to complete assignments from home, etc. TUN cannot apply for a legal order of protection, no contact order or restraining order for a victim from the applicable jurisdiction(s). However, the individual may receive assistance from police or

campus security, or have them call the appropriate agency in order to effect an arrest when an individual violates an order of protection.

Touro may issue an institutional no contact order if deemed appropriate or at the request of the victim or accused. If Touro receives a report that such an institutional no contact order has been violated, Touro will initiate disciplinary proceedings appropriate to the status of the accused (student, employee, etc.) and will impose sanctions if the accused is found responsible for violating the no contact order.

It is very important that the victim preserve any proof or evidence of the criminal offense. Such incidents will be reviewed and investigated in an expedient and professional manner. The employee or student can also file a grievance as per Touro's grievance policy described in the appropriate handbook.

The federal laws require that both accuser and accused have the opportunity to object to Touro Participants as impartial.

Every institution shall ensure that every student be afforded the following rights:

- Throughout proceedings involving such an accusation of sexual assault, domestic violence, dating violence, stalking, or sexual activity that may otherwise violate the institution's code of conduct, the right:
    - To a prompt response to any complaint and to have the complaint investigated and adjudicated in an impartial, timely, and thorough manner by individuals who receive annual training in conducting investigations of sexual violence, the effects of trauma, impartiality, the rights of the respondent, including the right to a presumption that the respondent is "not responsible" until a finding of responsibility is made pursuant to the provisions of this article and the institution's policies and procedures, and other issues including, but not limited to domestic violence, dating violence, stalking or sexual assault.
    - To make an impact statement during the point of the proceeding where the decision maker is deliberating on appropriate sanctions.
    - To simultaneous (among the parties) written or electronic notification of the outcome of a judicial or conduct process, including the sanction or sanctions.

Procedures TUN Will Follow When a Crime of Domestic Violence, Dating Violence, Sexual Assault and Stalking is Reported

TUN has procedures in place that serve to be sensitive to victims who report sexual assault, domestic violence, dating violence, and stalking, including informing individuals about their right to file criminal charges as well as the availability of counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services on and/or off campus as well as additional remedies to prevent contact between a complainant and an accused party, such as housing, academic, transportation and working accommodations, if reasonably available. TUN will make such

accommodations, if the victim requests them and if they are reasonable available, regardless of whether the victim chooses to report the crime to the Campus Security department or local law enforcement. Students and employees should contact the Dean of Students (if they are a student), Dr. Philip Tompkins, at (702) 777-1761 or the Director of Human Resources (if they are an employee), Bob Bailey, (702) 777-3855. The Dean of Students and/or the Director of Human Resources will work with the Title IX Coordinator and/or the Office of Institutional Compliance should the victim wish to receive assistance in requesting these accommodations.

The following Student Bill of Rights is a summary of many of the procedures listed above. Under this Bill of Rights all students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;
8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

If a report of domestic violence, dating violence, sexual assault or stalking is reported to TUN, TUN will follow the procedures above.

VICTIM ASSISTANCE

In cases of rape and/or sexual violence, there are many sources of support available to victims.

ON CAMPUS

- Emergency Assistance
- Employee on staff is available to work with the Touro community to meet immediate need.
- Accompaniment
- Security is available to provide support and escort around campus, and in certain instances to assist the individual in getting home.
- Other available community resources may be provided based on client's individual needs.

OFF CAMPUS

NEVADA

- http://doc.nv.gov/Victims/Home/
- https://www.lvmpd.com/en-us/Pages/VictimServices.aspx
  (702)828-3111
- https://www.lvmpd.com/en-us/Pages/SexualAssault.aspx
  (702)828-311
- http://voc.nv.gov/VOC/HelpVictims/
- https://cssnv.org/sexual-assault/
  (775)221-7600

NATIONAL

- www.womenslaw.org
  - (707) 784-6844
- www.rainn.org
  - (800) 656-HOPE (4673)

ISRAEL

- www.1202.org.il/English/
  - +972-2- 623 2451

24 HOUR HOTLINES

- Safe Nest – Rape Crisis/Domestic/Sexual Abuse Helpline: (702)646-4981
- SAFE House, Inc. – Domestic Violence/Intimate Partner Violence: 702-564-3227
- Shade Tree – Escaping Homelessness or Any Form of Violence: (702)-385-4596.
- National Domestic Violence Hotline: (800)799-7233
- Rape Crisis Center: (702)366-1640

SEXUAL ASSAULT SERVICES AT MEDICAL CENTERS

- University Medical Center (UMC): (702)366-1640

- Henderson Hospital: (702)963-7000

Information on Nevada state criminal statutes can be found at:

https://statelaws.findlaw.com/nevada-law/nevada-criminal-laws.html

Please see the Touro University Sexual Violence Policy in the Appendix for more information.

EXTERNAL REPORTING

Touro will conduct a campus climate assessment every other year to ascertain general awareness and knowledge of the provisions of this policy, including student experience with and knowledge of reporting and college adjudicatory processes, which shall be developed using standard and commonly recognized research methods. The aggregate results of these campus climate assessments shall be posted on Touro's website with no identifying information about respondents. Touro will also annually submit to the Nevada State Education Department aggregate data and information about reports of domestic violence, dating violence, stalking, and sexual assault. The assessment shall include questions covering, but not be limited to, the following:

- The Title IX Coordinator's role;
- Campus policies and procedures addressing sexual assault;
- How and where to report domestic violence, dating violence, stalking or sexual assault as a victim, survivor or witness;
- The availability of resources on and off campus, such as counseling, health and academic assistance;
- The prevalence of victimization and perpetration of domestic violence, dating violence, stalking, or sexual assault on and off campus during a set time period;
- Bystander attitudes and behavior;
- Whether reporting individuals disclosed to the institution and/or law enforcement, experiences with reporting and institution processes, and reasons why they did or did not report;
- The general awareness of the difference, if any, between the institution's policies and the penal law; and
- General awareness of the definition of affirmative consent

Every institution shall take steps to ensure that answers to such assessments remain anonymous and that an individual is identified. Institutions shall publish results of the

surveys on their website provided that no personally identifiable information or information which can reasonably lead a reader to identify an individual shall be shared.

Information discovered or produced as a result of complying with this section shall not be subject to discovery or admitted into evidence in any federal or state court proceeding or considered for other purposes in any action for damages brought by a private party against an institution, unless, in the discretion of the court, any such information is deemed to be material to the underlying claim or defense.

Members of Touro are always subject to local, state, and federal laws, and nothing in these procedures is intended to limit or postpone the right of an individual to file a complaint or charge with appropriate federal, state, or local departments or agencies.

It is the rights of victims and the responsibilities of all members of the community to comply with protective orders issued by a criminal, civil or tribal court or by Touro.

U.S. Department of Education Office for Civil Rights

Among other options, individuals may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education
Office for Civil Rights
915 Second Avenue, Room 3310
Seattle, WA 98174-1099
Telephone: (206) 607-1600
Facsimile: (206) 607-1601
Email: OCR.Seattle@ed.gov

United States Equal Employment Opportunity Commission (EEOC)

The EEOC enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 180 days after the alleged harassment occurred and notice of such charge (including the date, place and circumstances of the alleged harassment) shall be served upon the person against whom such charge is made within ten days thereafter, except in a case where the complainant has initially instituted proceedings with a State or local agency with authority to grant or seek relief or institute criminal proceedings, such charge shall be filed by or on behalf of the complainant within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including

pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred.

If an employee believes that he/she has been discriminated against at work, he/she can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed.

EEOC
Phone 1-800-669-4000 (1-800-669-6820 (TTY))
Website www.eeoc.gov
Email info@eeoc.gov

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in Nevada may file complaints of sexual harassment with the Nevada Equal Rights Commission (NERC).

Equal Rights Commission Las Vegas
1820 East Sahara Avenue
Suite 314
Las Vegas, NV 89104
Website https://detr.nv.gov/Page/Equal_Rights_Commision

Contact the Local Police Department

If the harassment involves physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

POLICY ON MONITORING CRIMINAL ACTIVITY

Touro monitors and records criminal activity by students at non-campus locations of student organizations officially recognized by Touro, including student organizations with non-campus housing facilities through local police agencies.

PROGRAMS

All new students, including transfers, student leaders, student athletes, and officers of student organizations, will attend a program about the provision of this policy and how to prevent, and best protect themselves and others against sexual assault, domestic violence, dating violence, and stalking prior to receiving recognition or registration, and Touro shall

require that each student-athlete complete training on domestic violence, dating violence, stalking, or sexual assault prevention prior to participating in intercollegiate athletic competition. On at least an annual basis, the Office of the Dean of Students or the Vice-President of Division of Graduate Studies at each of Touro's campuses/sites will provide a formal educational program to increase awareness of sexual offenses, including rape, acquaintance rape, dating violence, domestic violence, sexual assault, stalking and other forcible and non-forcible sexual offenses. Students should receive training on the following topics:

- Touro prohibits sexual and interpersonal violence and will offer resources to any victims and survivors of such violence while taking administrative and conduct action regarding any accused individual within the jurisdiction;
- Policies apply equally to all students regardless of sexual orientation, gender identity, or gender expression;
- The role of the Title IX Coordinator, university police or campus security, and other relevant offices that address domestic violence, dating violence, stalking, and sexual assault prevention and response;
- Awareness of violence, its impact on victims and survivors and their friends and family, and its long-term impact

Touro engages in comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault and stalking that:

- Are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and informed by research, or assessed for value, effectiveness, or outcome; and
- Consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community and societal levels.

The programs will include discussion of what constitutes these offenses, penalties for these offenses, definition of consent, prevention and awareness programs and ongoing prevention and awareness campaigns, risk reduction for students and faculty, safe and positive options for bystander intervention and security measures to protect against the occurrence of these offenses. Touro will advertise the date, time and content of these educational programs on posters displayed in those areas regularly used by students and employees of Touro.

Touro shall use multiple methods to educate students about violence prevention and shall share information on domestic violence, dating violence, stalking and sexual assault prevention with parents of enrolling students.

Presentations will be made by guest speakers and appropriate members of Touro's faculty and staff. The training programs' topics are as follows:

- Protect Your Possessions and Identity

- Most property is lost due to people being inattentive. We will instruct them that opportunist will take advantage of an easy grab. Not to leave items lying around, locking up your room, proper techniques to protect your property while walking around. To be aware of your surroundings and whose around you, i.e. ATM usage. We will also discuss Online/telephone scams to protect ones identity. Never giving out ones information to strangers or bogus request from online scams and or telephone solicitation. Offered as follows:
  - Campus Security Lecture
  - DVR for Site Training
  - NPD Lecture
  - Online Video (Portal)
  - Operation ID

- Everyday Safety
  - We will elaborate that you should be aware of your surroundings and that you could be safer while out enjoying the scenes. We provide tips on safety while in elevators, subway, buses, and in dorms etc. Offered as follows:
    - Campus Security Lecture
    - DVR for Site Training
    - NPD Lecture
    - Online Video (Portal)
- Common-Sense Defense
  - We may not all be fighters or large individuals, but there are tactics that could be used to allow you to survive a dangerous interaction. These methods will be shown and instructed. We focus on the art of verbal communication. Offered as follows:
    - Campus Security Lecture
    - DVR for Site Training
    - NPD Lecture
    - Online Video (Portal)
- Forming Healthy Relationships
  - We discuss methods on how to read another's actions and determine if this is a good or bad relationship. We offer tips on healthy relationships and how do deal with an unhealthy relationship. Offered as follows:
    - Campus Security Lecture
    - DVR for Site Training
    - Online Video (Portal)
    - We have the capability of inviting agencies such as RAINN, NPD Domestic Violence Officer

- Dating Violence/Domestic Violence
  - We discuss warning signs, tips, available agencies to assist our community and reporting of such incidents. Offered as follows:
    - Campus Security Lecture
    - DVR for site training

        - Online Video (Portal)
        - We have the capability of inviting agencies such as RAINN, NPD Domestic Violence Officer
        - Controlling Behavior
- Controlling Behavior
    - We discuss the signs that a person maybe displaying in a controlling situation. We discuss the psychological issues that arise in these relationships and how you can defend yourself or others from this behavior. Offered as follows:
        - Campus Security Lecture
        - DVR for Site Training
        - Online Video (Portal)
        - We have the capability of inviting agencies such as RAINN, NPD Domestic Violence Officer
- Racism, Classism, Religious, and Sexual orientation and Gender Identity (Discrimination)
    - We discuss discrimination and how it affects us. We will identify the trends that are presently being observed and how to combat them. We will instruct those on how to report incidents involving discriminations occurring here at Touro. Offered as follows:
        - Campus Security Lecture
        - DVR for Site Training
        - NPD Lecture
        - Online Video (Portal)
        - Sexual Misconduct/Assault
- Sexual Misconduct/Assault
    - We discuss our Policy, Protocol, Procedure and Prevention. We will identify what is Sexual Misconduct/Assault and how to report if an incident should occur. How to attend to those who have been victimized and how these incidents will be investigated. Present what resources there are for those who have been victimized. We also offer tips on how to prevent these incidents and what to do if you become a victim or know someone who is a victim. We discuss buddy system and we encourage our students to contact us if they are in a situation that they can't handle. Offered as follows:
        - Campus Security Lecture
        - DVR for Site Training
        - NYPD Lecture
        - Online Video (Portal)
        - We have the capability of inviting agencies such as RAINN, NPD Domestic Violence Officer
- Stalking
    - Familiarize those with what stalking actually is and how it could affect their daily lives. With the Internet and Social Media, those who seek knowledge about others are easily obtained. We will discuss ways of protecting oneself

from this intrusion. We also discuss on what to do if you are a victim of Stalking. Offered as follows:
    - Campus Security Lecture
    - DVR for Site Training
    - NPD Lecture
    - Online Video (Portal)
- Bystander Intervention
    - The goal of Bystander Intervention is to block bad behavior before it goes too far. We will educate our Touro community of their role and how they can prevent this behavior. We offer tips on what they can do to prevent any of the behaviors identified.
    - Tips for a Bystander
        - Be honest and direct talk about the consequences of their actions.
        - Don't let resentment prevent you from stepping in.
        - Don't turn a blind eye.
        - Don't wait for someone else to act.
        - Give the person an out "Call their cell phone, distract the other person.
        - If it doesn't feel safe to say something you can call the police or any other person of authority.
        - If the person is your friend, communicate by either asking the person "Are you okay", "Is he bothering you".
        - If you are attending a social gathering with a friend remember the same principles applied in every scenario be mindful of your friend make sure you come and go together and if you don't leave together that your friend is able to make decisions on her/himself.
        - If you see someone at risk, get involved.
        - Solicit help from other bystanders.
    - Offered as follows:
        - Campus Security Lecture
        - DVR for Site Training
        - NPD Lecture
        - Online Video (Portal)
- Active Shooter Awareness
    - We train our College community on what to do in the event of an active shooter, how to report these types of incidents and what behaviors we need to report. Offered as follows:
        - Campus Security Lecture
        - Consultant Lectures
        - DVR for Site Training
        - NPD Lecture
        - Online Video (Portal)
- Suspicious Package/Mail Awareness
    - We train our people on how to identify/detect suspicious packages,

particularly to Mail Room Staff. Offered as follows:
    - Campus Security Literature
    - NPD Lecture
    - Postal Inspector also available for Lecture and review of our mailrooms.
- Faculty Orientation
    - We utilize the time allotted to inform new employees of Security measures and policies in place. i.e., the need and use of ID badges, Panic alarms, aware of their surroundings work place violence policies, Emergency Contact numbers. Offered as follows:
        - Campus Security Literature
        - Portal on line training

- Student Orientation
    - During these Orientations we process the students into using/wearing their ID badges. We also go through Clery Compliance requirements including but not limited to VAWA, alcohol/drug usages, self-safety awareness, property and identification protection. Offered as follows:
        - Campus Security Literature
        - DVDs available
        - NPD lectures
- Resident Assistants Orientation
    - We emphasize their role as Resident Assistants. We instruct them as to their responsibilities as guardians of the students and facilitate emergencies as they arise. They are processed as "College Security Authority" (CSAs). Offered as follows:
        - Campus Security Lectures/Literature
        - CSA Online required training
        - DVDs available
        - Portal General Training
- Work Place Violence
    - We are looking into material and training aids. Possible resources:
        - Consultant training
        - DVDs
        - Literature
        - NPD Lecture
- Risk reduction
    - Touro has Officers at 95% of our campuses/sites, in addition to CCTV and access control measures. When any incidents/crimes have been reported to Touro, Security staff would work with the person(s) involved to assure that all their needs (i.e. escort to mode of transportation, weekly calls to follow-up, referrals to agencies, etc.).

RESOURCES FOR SEXUAL HARASSMENT VICTIMS

Touro will provide resources for sexual harassment victims, regardless of whether the victims choose to report the crime to campus police or local law enforcement. Touro will provide written notification to victims about options for, and available assistance in, changing academic, living, transportation, and working situations. These resources include but are not limited to:

- Crisis Intervention Counseling
    - In-person or telephone services which support clients and their families in their effort to cope with the trauma of victimization and provide assistance in the recovery process.
- Emergency Assistance
    - Counselors will work with clients to determine and meet immediate needs for mental health counseling, medical care, etc.
- Accompaniment
    - Security is available to provide support and escort around campus, and in certain instances to assist the individual in getting home.
- Others
    - Victims will have access to a sexual assault forensic examination with a nurse.
    - Available community resources will be provided based on client's individual needs.

REGISTERED SEXUAL OFFENDERS

Touro makes available to the public over the Internet information about certain sex offenders required to register under Megan's Law.

The federal Campus Sex Crimes Prevention Act, enacted on October 28, 2000, requires institutions of higher education to issue a statement advising the campus community where law enforcement agency information provided by a State concerning registered sex offenders may be obtained. It also requires sex offenders already required to register in a State to provide notice, as required under State law, of each institution of higher education in that State at which the person is employed, carries on a vocation, volunteers services or is a student. The sex offender registry for the city of Henderson, Nevada can be found at the following address: https://www.cityofhenderson.com/police/sex-offender-registry

IMPLEMENTATION

This policy shall be implemented by the Department of Human Resources, the Title IX Coordinator, the Office for Institutional Compliance, Student Affairs, and the Office of Campus Security.

SOURCE DOCUMENTS

- 34 CFR 106.8 and 106.9
- 34 CFR 668.46
- Revised Sexual Harassment Guidance: Harassment of Students By School Employees, Other Students, or Third Parties, dated January 19, 2001
- "Dear Colleague Letter" from the Assistant Secretary, U.S. Department of Education, Office of Civil Rights, dated April 4, 2011.
- "Dear Colleague Letter" from the Assistant Secretary, U.S. Department of Education, Office of Civil Rights, dated July 14, 2014.
- Touro College Title IX Policy

APPROVAL

This policy has been approved by the Executive Council, the Human Resources Department, the Officer of Campus Security, and the Office of Institutional Compliance.

The Office of Civil Rights (Region II) reviewed portions of this policy on October 28, 2013.

COMPLAINT FORM

If you wish to file a complaint, please use the Title IX and Sexual Misconduct Policy Complaint Form located on the TouroOne Portal and using this link.