



SCHOOL OF HEALTH SCIENCES

Department of Behavioral Science

STUDENT HANDBOOK

2022-2023

MS in Clinical Mental Health Counseling

MS in Industrial-Organizational Psychology

MS in Applied Behavior Analysis

Advanced Certificate Program in Behavior Analysis

Revised 2/6/2023

IMPORTANT NOTICE

This Handbook contains only general guidelines and information. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the policies and procedures of Touro. Some of the subjects described in this Handbook are covered in detail in official policy and procedure documents found online and elsewhere. You should refer to these documents for specific information, since this Handbook only briefly summarizes those policies. For that reason, if you have any questions concerning a particular policy or procedure, you should address your specific questions to the Office of Institutional Compliance. Please note that the terms of the full official policies are controlling in the case of any inconsistency.

This Handbook is neither written nor meant to confer any rights or privileges on students or impose any obligations on Touro. No individual or representative of Touro (except the President) has the authority to enter into any agreement or understanding contrary to the above.

This Handbook is written for informational purposes only and may contain errors. The policies, procedures and practices described herein may be modified, supplemented or discontinued in whole or in part, at any time with or without notice. All changes will be posted on the Touro website. Although we will attempt to inform you of any changes as they occur via the Touro email address assigned to you upon activating your TouroOne portal account, it is nevertheless your responsibility to keep current on all University policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication.

Students are required to investigate for themselves as to whether the program they enroll in meets their personal, educational and career needs. Different jurisdictions have different licensing requirements and standards. While students may expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors. The payment of tuition permits a student to register and take the courses and programs available and offered by the Touro school or program in which the student is enrolled. Acceptance in a school or program does not form the basis of a contract. Indeed, a student's acceptance may be revoked if it is later learned, among other things, that his or her qualifications have been misstated or overstated, or there is some other omission or misrepresentation. Except as noted in the paragraph below, no contract rights exist or are established in the student- educational institution setting by and between Touro and the student. To this end, you waive and Touro disclaims any contract or liability for promises, assurances, representations, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and a student's academic success in them. Thus, you waive and Touro further disclaims any liability in tort in connection with any of the foregoing. In order for a degree to be earned, the required grades and grade point averages must be achieved and maintained, and all other requirements of the school and program must be fulfilled. These disclaimers are, in effect, covenants not to sue binding on students, and are tacitly agreed to by a student's matriculation or continued matriculation in our programs.

Registration and matriculation at Touro after the issuance of this Handbook is consideration for and constitutes a student's knowing acceptance of the binding Alternative Dispute Resolution ("ADR") mechanisms contained herein. Thus, any dispute, claim or controversy arising out of or related to your application, registration, matriculation, graduation or other separation from Touro and/or this Handbook, which is not resolved through Touro's internal mechanism shall be submitted to non-binding mediation with a neutral mediator affiliated with an established and reputable organization engaged in alternative dispute resolution ("ADR Organization"). In accordance with the Federal Arbitration Act and to the extent not inconsistent with the primacy of federal law, all Disputes remaining after completion of the mediation shall be exclusively conducted and heard by an ADR Organization, designated by Touro in its sole and absolute discretion, before a single arbitrator who shall be an attorney. The location of the arbitration shall be at a convenient office on a Touro campus where the student is (or was last) affiliated. See "Alternative Dispute Resolution" provision on the Touro website for a more elaborate treatment.

ACCREDITATION

Touro University was chartered by the Board of Regents of the State of New York in June 1970. Touro University is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104, and (267) 284-5000. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. This accreditation status covers Touro University and its branch campuses, locations and instructional sites in the New York Area, as well as branch campuses in Illinois, Berlin, Jerusalem, and Moscow.

Touro University California (TUC) and its branch campus Touro University Nevada (TUN), as well as Touro University Worldwide (TUW) and its division Touro University Los Angeles (TCLA), are part of the Touro University and University System, and separately accredited by the Western Association of Schools and Universitys Senior University and University Commission (WSCUC), 985 Atlantic Avenue, Alameda CA 94501 (Tel: 510-748-9001).

New York Medical University (NYMC) is a separately accredited institution within the Touro University and University System, also accredited by the Middle States Commission on Higher Education (MSCHE).

- The Hebrew Theological University (HTC) in Skokie, IL, is also a part of the Touro University and University System. HTC is accredited by the Higher Learning Commission (HLC).

POLICY OF NON-DISCRIMINATION

Touro University is an equal opportunity employer. Touro University treats all employees, job applicants, and students without unlawful consideration of race, ethnicity, religious creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical condition), age, disability, medical condition, marital status, genetic information, sexual orientation, gender, gender identity, military service or veteran status, citizenship status, or any other classification protected by applicable federal, state or local laws. We are committed to ensuring the fulfillment of this policy in all decisions, including but not limited to, recruitment, the administration of educational programs and activities, hiring, compensation, training and apprenticeship, placement, promotion, upgrading, demotion, downgrading, transfer, layoff, suspension, expulsion and termination, and all other terms and conditions of admission, matriculation, and employment.

For the full policy statement see www.touro.edu/non-discrimination.

GENERAL DISCLAIMER

The Touro University and University System endeavors to provide ongoing and uninterrupted educational experiences in a safe and effective environment for our students, staff and faculty. Given the dynamic circumstances surrounding COVID-19 and any other future unknown or unforeseen events and the uncertainties that may be attendant thereto, Touro may choose or be compelled to change the method of course delivery and other relevant policies at any time. Any changes will be communicated in a timely manner and posted prominently on Touro's website and intranet. We ask that you please stay in contact with your Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID-19 pandemic.

COVID-19 RELATED CLINICAL PROCEDURES

School of Health Sciences programs have certain clinical/course requirements and sequencing. While each program strives to adhere to its established timing of courses and clinical experiences, unforeseen events

may hamper their availability. When such situation occurs, it is possible that the completion of a program may be delayed and the time in the program extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the program, to decide whether to attend the clinical site. Should a student decline to participate, the student understands that their progression in the program may be delayed. Students declining to participate in clinical or other experiential components of their program should contact the Program Chairperson to ensure graduation requirements are met as well as financial aid and other rules and regulations are satisfied.

TABLE OF CONTENTS

ADMINISTRATIVE INFORMATION 9

- About Touro University 9
- Department of Behavioral Science: Programs, Policies and Procedures 9
- Organizational Structure 9
- Selection Process 9
- Transfer Credit Policies 10
- Student Records - Registrar 10
- Changes in Name or Address 10
- Enrollment Status..... 11
- Degree Works..... 11
- Forms and Services 11
- Tuition and Fees 11
- Financial Aid 12
 - How to Apply for Aid..... 12
 - Notes on Financial Aid 13
 - Loans..... 13
- Bursar 13
 - Tuition Payments 13
 - Student Refunds 14
 - Tuition Refund Schedule 14
- Advisement 15
- Writing Workshop 15
- Registration Process..... 16
- Adding/Dropping courses 16
- Course Audit..... 17

ACADEMIC INFORMATION 17

- Satisfactory Academic Progress Policy (SAP) 17
- Student Status..... 17
- Suspension 18
- Academic Probation 18
- Academic Dismissal 18
- Leave of Absence or Withdrawal 19

GRADING & ENROLLMENT	19
Grade and Grade Point Average (GPA) Requirements.....	20
Submission of Grades.....	20
Grade Definitions	20
Papers and Written Assignments.....	21
Grade of Incomplete “INC”	22
Behavioral Science Department Policy	22
STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT	23
Professional Conduct	23
Professional Development	24
Attendance and Examinations	24
Standards of Classroom Behavior	24
Acceptable Use Policy for Information Technology	25
Internet Services and User-Generated Content Policy	25
Attire	25
Anti-Hazing Regulations	26
Confidentiality.....	26
Touro University Social Media	26
Student Behavior and Attire during Exams	26
Non-Discrimination/Sexual Misconduct	26
Policy on Drugs and Controlled Substances.....	26
TOURO UNIVERSITY AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY	26
Violations of Academic Integrity.....	28
Sanctions.....	30
Procedures in Response to Violations of Academic Integrity	31
APPEAL POLICIES AND PROCEDURES.....	35
Appeals Process for Academic Standing	35
HEARING AND APPEALS PROCEDURE	35
DBS APPEAL PROCEDURE / DBS COMMITTEE ON ACADEMIC STANDING	35
Grade Appeals.....	36
Appeal of Academic or Professional Dismissal.....	36
Grounds for Significant Extenuating Circumstances	36
M.S. in CLINICAL MENTAL HEALTH COUNSELING.....	38
ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM.....	38
MISSION AND PROGRAM OUTCOMES	38

REQUIREMENTS FOR ADMISSION	38
CURRICULUM DESIGN	39
METHODS OF INSTRUCTION	39
PROGRAM STRUCTURE	39
PLANS OF STUDY	40
PROFESSIONAL CERTIFICATION / LICENSURE.....	42
PROGRAM SPECIFIC GRADING POLICIES: CMHC PROGRAM	43
CMHC PROFESSIONAL DISPOSITION	44
PROGRESS THROUGH THE PROGRAM	45
MALPRACTICE / LIABILITY INSURANCE.....	45
FIELD-BASED EXPERIENCES: PRACTICUM AND INTERNSHIP	45
General Guidelines	45
Practicum Eligibility and Guidelines	45
Supervision	46
Internship	46
COMPREHENSIVE EXAMS.....	47
REQUIREMENTS FOR COMPLETION	47
PROFESSIONAL ORGANIZATIONS.....	48
ENDORSEMENT POLICY.....	48
M.S. in INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY	50
ABOUT THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM	50
MISSION	50
REQUIREMENTS FOR ADMISSION	50
PROGRAM OUTCOMES	50
PROGRAM GOALS	51
CURRICULUM DESIGN	51
PROGRAM STRUCTURE / PLANS OF STUDY.....	51
PROGRAM SPECIFIC GRADING POLICIES: I-O PSYCHOLOGY PROGRAM.....	52
INTERNSHIP	53
REQUIREMENTS FOR COMPLETION	53
STUDENT & PROFESSIONAL ORGANIZATIONS	54
MS Program in Applied Behavior Analysis and Advanced Certificate Program in Behavior Analysis.....	55
ABOUT BEHAVIOR ANALYSIS PROGRAMS.....	55
MISSION	55
REQUIREMENTS FOR ADMISSION	55

General Admission Requirements for Applied Behavior Analysis:	55
Specific Master’s Program Requirements:.....	55
Specific Advanced Certificate Program Requirements:	55
PROGRAM OUTCOMES	56
CURRICULUM DESIGN	56
PROGRAM STRUCTURE / PLANS OF STUDY.....	56
PROFESSIONAL CERTIFICATION / LICENSURE.....	57
PROGRAM SPECIFIC GRADING POLICIES: ABA PROGRAMS	58
MALPRACTICE / LIABILITY INSURANCE.....	58
PRACTICUM.....	58
REQUIREMENTS FOR COMPLETION	58
STUDENT & PROFESSIONAL ORGANIZATIONS	59
GENERAL STUDENT INFORMATION.....	60
Office of Student Affairs.....	60
Emergency Closings.....	60
Medical Emergencies	60
Fire Safety	60
Fire Drills	60
Fire Incident Protocol	60
Evacuating in an Emergency	61
What You Can Do.....	61
Policy for Exam Security during an Evacuation	61
Student Identification (IDs)	62
Student Health Insurance.....	62
STUDENTS WITH DISABILITIES	62
Reasonable Accommodations.....	62
Student Rights and Responsibilities	63
Complaint Procedure	63
Special Circumstances Beyond Special Needs.....	64
Student Mental Health Referral Policy.....	64
Computer Laboratories	64
Technology Device Requirements.....	64
Libraries.....	65
Bookstores	65
Facilities and Hours	65

Parking	65
COURSE DESCRIPTIONS	66
Clinical Mental Health Counseling	66
Industrial-Organizational Psychology.....	69
Applied Behavior Analysis	71
DIRECTORY	75

ADMINISTRATIVE INFORMATION

About Touro University

Touro is a system of non-profit institutions of higher and professional education. Touro University was chartered in 1970 primarily to enrich the Jewish heritage, and to serve the larger American and global community. Approximately 19,000 students are currently enrolled in its various schools and divisions. Touro University has 30 campuses and locations in New York, California, Nevada, Illinois, Berlin, Jerusalem, and Moscow. New York Medical University; Touro University California and its Nevada branch campus; Touro University Worldwide and its Touro University Los Angeles division; as well as Hebrew Theological University in Skokie, IL, are separately accredited institutions within the Touro University and University System.

For further information on Touro University, please go to: <http://www.touro.edu/news/>.

Introduction

This Handbook is intended to be a guide to students, informing them of their rights and responsibilities as well as institutional policies and procedures. It does not constitute a contract and therefore the University reserves the right to make changes at any time without prior notice. This edition replaces and supersedes all prior editions.

Students are responsible for knowing and observing all regulations which may affect their status at the University. For this reason, they are expected to acquaint themselves with the contents of this Handbook and to read regularly the notices posted on the Touro website.

In addition, the School of Health Sciences has a general handbook outlining school-wide policies and procedures that apply to students in all programs. The student is responsible for knowing both DBS and school-wide policies.

Department of Behavioral Science: Programs, Policies and Procedures

Welcome! We hope your experiences, as a student of the Department of Behavioral Science (DBS) at Touro University will be rewarding. You have embarked on a road that will lead you to a wonderful, fulfilling career.

The Department of Behavioral Science emphasizes the education and training of skilled psychological practitioners. Clinical skills, taught along with evidence-based practice can be applied towards improving the lives of individuals and enhancing the performance of organizations through clinical treatment, consultation and research.

The Department offers Master of Science programs in Clinical Mental Health Counseling, Industrial-Organizational Psychology, and Behavior Analysis, as well as a Post-Master's Advanced Certificate Program in Behavior Analysis. This handbook provides you with information about DBS programs, policies, and procedures. The Handbook is updated periodically. It is important that you refer to it for policy and procedure clarification. While enrolled in one of the DBS programs you may receive updated and additional information and policies to review that should also be kept for future reference. It is also important that you use this handbook in conjunction with the *Touro University School of Health Sciences (SHS) Student Handbook*. In the event of an inconsistency between the *SHS Student Handbook* and this Handbook, the terms of the *SHS Student Handbook* will take precedence.

Organizational Structure

The organizational structure begins with the Dean of the School of Health Sciences followed by the Associate Dean, the Department Chair, the Program Director, then faculty and staff. Open communication in both directions is essential. Students are encouraged to first communicate any problematic issues with course instructors. If the matter is unable to be resolved, or if the issue is not a specific class-related issue, the student may then go to the next step, their faculty advisors. If unresolved they may go to the Program Director and finally, if necessary, to the Department Chair. If the matter is still unresolved, students may contact the Associate Dean of the School of Health Sciences, and eventually the Dean of the School of Health Sciences.

Selection Process

Applicants will be informed in writing of the Admissions Committee's decision. If offered a place in the program, a

deposit will be required from the applicant to confirm his/her intention to attend.

Applicants who do not meet the minimum requirements for admission may petition the Admissions Committee for consideration of special circumstances. The petition must be made in writing at the time of application and should be sent to the Graduate Office of Admissions. It must clearly explain extenuating circumstances that have prevented the applicant from meeting the requirements, and describe elements of the applicant's background that would indicate the potential for success in the program. Admission decisions regarding students who have not met established admissions requirements are based on the student's petition, application, interview and other supporting documents required as part of the application process.

Transfer Credit Policies

Students who have taken relevant graduate level courses at other accredited institutions may apply to transfer up to 12 credits with written permission of the Program Director or Department Chair, only upon successful completion of the student's first semester of study. All transfer credit requests must be approved by the Director, Chair, Dean and the Registrar.

Applied Behavior Analysis programs: Students may request that up to 9 credits of coursework be reviewed for transfer. Transfer credits must be evaluated and approved by BACB and NYSED. All transfer credit requests must be approved by the Director, Chair, Dean and the Registrar.

NOTE: Students wishing to transfer from Touro's Advanced Certificate program in Behavior Analysis to MS Program in Applied Behavior Analysis may do so no later than completion of 18 credits. Advanced Certificate program students who have completed more than 18 credits of coursework are not permitted to transfer into the MS program.

Student Records - Registrar

In order to register for classes, each student must have an updated Touro University Health Form documenting satisfactory up-to-date immunization to comply with New York State law. In addition, Bursar clearance is also required. Registration will be blocked in the event of outstanding balances of any kind.

The functions of the Office of the Registrar include:

- Planning the registration process, including registration and subsequent add/drops;
- Preparing and distributing student transcripts each semester;
- Preparing official transcripts;
- Evaluating transfer credits for enrolled students;
- Handling matters pertaining to veterans;
- Verifying eligibility of students for graduation;
- Issuing diplomas;
- Collecting Change of Address or Name and Leave of Absence Requests.

The Department of Behavioral Science also maintains a student file, which includes copies of the above-mentioned information, as well as student advisement sessions, preceptor's evaluation of student forms, copies of the students' liability insurance forms, and additional communication sent or received pertaining to the student and his/her course of academic and clinical studies. Student files are protected under FERPA.

Changes in Name or Address

If you move or change your phone number or email address, please log into your TouroOne account to update your record, in addition to notifying the program office.

In order to change your name in Touro University records, you must complete a "Change of Name" form and submit appropriate documentation, e.g. a copy of the marriage certificate or court order, together with a copy of an updated state-issued driver's license directly to the Office of the Registrar. An updated Social Security Card with the new name must also be submitted if the student received financial aid or loans.

Enrollment Status

Graduate student enrollment status is based on the following credit requirements:

Status	Fall / Spring	Summer
Full-Time	9 or more credits	9 or more credits
Part-Time/Half-Time	6-8 credits	6-8 credits
Less Than Half Time	3-5 credits	3-5 credits

Reminder: In order to be eligible for Financial Aid, students must be enrolled for a minimum of 6 credits (half-time) per semester, matriculate, and maintain a Cumulative GPA of 3.0. See [Financial Aid section](#) for more information.

Degree Works

Degree Works is a web-based program that provides academic advising, transfer articulation, and degree audit solution designed to help you to monitor your academic progress towards your degree completion. Some of the benefits of Degree Works include:

- Helps you easily monitor your academic progress online 24/7.
- Displays the fastest and best path to graduation that exists for your degree and your interests.
- If you are a transfer student, Degree Works will allow you to see how your transfer credits were applied towards your degree.
- Allows you to estimate the number of semesters it will take to graduate, and to view your grades and GPA.

Degree Works can be accessed through TouroOne portal (by using TouroOne credentials) by following the steps:

- Login to TouroOne portal at <https://touroone.touro.edu/sso/login>
- Go to the Academic tab.
- Click on the Degree Works button on the bottom left-side of the academic section.

If you are having difficulty accessing Degree Works, please contact Touro's HelpDesk at nonstop@touro.edu.

If you have any questions, or would like more information, please do not hesitate to contact your Advisor or the Registrar's Office.

Forms and Services

You can get the forms you need, or any info on them, through the [TouroOne portal](#) or [TCUS Services & Support](#).

- Online Academic Records
- Immunization Information and Forms
- Transfer Credit Policy
- Registrar Forms
- Graduation and Diplomas
- Confidentiality of Student Records (FERPA)
- Online Grading

Tuition and Fees

Tuition is subject to change each academic year. A current listing of tuition and fees is available from the Bursar's Office. The Touro University Board of Trustees reserves the right to change Tuition and Fee schedule without prior written notice. Please refer the program website for additional information regarding tuition and fees.

Personal expenses for travel, books and other items will vary from individual to individual. Due to the great variation of cost factors in the Greater New York area, students are encouraged to plan their own personal expense budget.

Students are responsible for expenses incurred for fingerprinting and background checks required by some fieldwork sites. Students will be informed by the Academic Fieldwork Coordinator if they must fulfill this requirement.

Financial Aid

The goal of the Financial Aid Office at Touro University & University System Graduate Division is to ensure that all students are admitted and to help them succeed in achieving their goals. We offer both online and in-house financial aid guidance, counseling, and assistance to all of our students.

Financial Aid at the Master's level is a loan. Matriculated students must complete and submit a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA) to secure a Federal loan. The loans may be unsubsidized or Grad Plus, or a combination of both.

Non-matriculated students have the option of applying for a private loan through a bank of their choice at www.elmselect.com.

Scholarship opportunities are limited at the Graduate level. However, we do have a Behavioral Science scholarship for which there is an application process. Please contact your program office to find out more.

How to Apply for Aid

You can complete and submit your FAFSA online at www.FAFSA.ed.gov, using **Touro University Code: 010142**. You must submit a new FAFSA every year you wish to receive aid.

In order to be eligible for a Federal loan you must be a U.S Citizen or Eligible Non-Citizen, matriculated, enrolled at least half time (six credits) and maintain a cumulative 3.0 GPA throughout your Graduate studies. New and continuing students have to apply for financial aid every year.

Remember: You must be registered before we can process any aid.

Apply for Aid in 8 Steps

STEP 1: CREATE AN FSA ID

Create an FSA ID at fsaid.ed.gov. This will allow you to sign your FAFSA application electronically. If you already have an FSA ID, you do not need to re-apply for another.

STEP 2: FAFSA

Fill out a Free Application for Federal Student Aid (FAFSA) on or after October 1st of the year you will be attending. Complete the FAFSA online at studentaid.gov. Touro University's code: 010142

STEP 3: REVIEW YOUR STUDENT AID REPORT (SAR) FOR ERRORS

When you receive your Student Aid Report (SAR), please make any corrections that might be needed. Provide the Financial Aid Office any required documentation as indicated on your SAR, e.g. citizenship or verification documentation.

STEP 4: REVIEW THE COST OF ATTENDANCE (COA)

Review the COA to determine how much loans you will need to apply for. Please check with your Financial Aid Office for your COA.

STEP 5: COMPLETE THE ELECTRONIC MASTER PROMISSORY NOTE (EMPN)

First-time borrowers applying for a loan must complete a Federal Unsubsidized / Graduate Plus loan application at studentaid.gov.

STEP 6: COMPLETE THE ENTRANCE COUNSELING

First-time borrowers must take and complete the [Entrance Counseling Interview](#). It is an online questionnaire that

details students' rights and responsibilities as loan borrowers. Please log in with your FSA ID to take the interview.

STEP 7: PRIVATE/ALTERNATIVE LOAN

Notify the Financial Aid Office of any private or alternative loans for which you apply at www.elmselect.com so that we can certify it. Make sure to select **Touro University School code 010142 code 20**.

STEP 8: CHECK YOUR TOURO EMAIL

You will receive your final financial aid instructions through your Touro University email.

Notes on Financial Aid

In reviewing your application, we may request additional documentation.

Loan funds are disbursed directly to the University to cover the cost of tuition. The [Bursar's Office](#) distributes refunds within 14 days of receiving the funds.

We verify enrollment and satisfactory academic progress before disbursing funds. For information on fund distribution, please contact the Bursar at bursar@touro.edu

Loans

Know all of your options before taking out a loan, and speak to a financial aid counselor for assistance figuring out which program is right for you.

Financial aid is designed to help bridge the gap between the cost of attending school and the student's available resources. Touro University participates in federal, state, and local sources, some of which may include: [Federal Unsubsidized Loans](#) and [Federal Graduate Plus Loans](#), the [GI Bill](#), and [Federal Work-Study Program](#). You also have the option to apply for [private loans](#).

For many, applying for a loan to pay for school is an investment decision, but one that can yield dividends in the long run. Our goal is to guide you through the process so you can succeed in your studies.

For more information, if you have any question, or need help applying, please contact the TouroOne Help Desk: help.touro.edu | help@touro.edu | 1-844-868-7666

Bursar

The Bursar's Office, as part of Student Services, is responsible for maintaining all students' tuition accounts and the University's receivables. This includes reviewing charges and payments, issuing refunds, collection activities and providing support and guidance to create a seamless experience for our students, all while adhering to Touro's policies and legal guidelines.

Tuition Payments

TouchNet is Touro's means of providing our students with 24-hour access to account activity, making payments, and setting up payment plans online. To access TouchNet, log in to TouroOne at touroone.touro.edu following the user and password guidelines, and then select "TouchNet" from the menu. For questions or issues with access, please contact TouroOne Helpdesk at help@touro.edu.

Payment methods accepted through TouchNet include all major credit cards or by E-Check using a checking account. Please be advised that payments on student accounts made online by credit or debit card will be charged a **2.85% non-refundable convenience fee** by our third-party provider, TouchNet® Pay Path.

The Office of the Bursar is committed to guarding our students from unlawful acts of identity theft. The University takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information.

To make a tuition payment, students should log in to touroone.touro.edu using their TouroOne portal credentials. Please be advised that a \$100 late fee will be posted to your account for each month that your balance is not paid in full or a payment plan is not set up

If necessary, follow these account management steps:

1. Select the "Financial Services" tab on the top of the home page. Select "TouchNet" in the Student Accounts box.
2. Select "My Account."
3. Select Applicable Terms and Verify Amount.
4. Select Date and Continue.
5. Select Payment Method. Enter your credit card information or your checking or savings account information and select "Continue."
6. Review payment and click "Schedule Payment."
7. A message will be sent that states "Thank you, you have successfully scheduled your payment(s) for MM/DD/YY."

If you are an Authorized User (other than the student) log in here: https://secure.touchnet.net/C21513_tsa/web/login.jsp

The bank account holder must have knowledge and authorize this transaction. To authorize a third party, such as a parent or spouse, to access the student's TouchNet account and make a payment on his/her behalf, select "Authorize Payers," then select "Add New." Enter the authorized payer's name and email address, then create a username and password. The authorized payer will receive the TouchNet link and their personal username and login information via email.

Student Refunds

Any student in overpayment of tuition will receive a refund. All refunds are issued within 14 days of the credit balance posted to their student account (check your TouchNet account activity to confirm the posting). Refunds may be processed via paper check or E-check directly to the student's bank account of choice. Please ensure that you update your account information. The University is not responsible for delays in payments due to incorrect information entered by the student or their representatives. If paid by credit card, that credit card will be refunded. If you apply for Federal Direct Loans, you will be notified via email of the date your loan funds have been received and credited to your student account. If you wish to cancel all or a portion of your loan please return the notification to the Financial Aid Office within 14 days.

Tuition Refund Schedule

Students wishing to withdraw from the University must contact the Office of the Registrar. For approved applications/withdrawals the following refund schedule will apply:

When withdrawing from all courses

Fall & Spring Semesters	
Before the first day of the semester:	100% of tuition
During the add/drop period:	100% of tuition
During the week following the add/drop period:	50% of tuition
After the week following the add/drop period:	No refund

When withdrawing from a partial load

Before the first week of the semester:	100% of tuition credit per course(s) dropped
During the add/drop period:	100% of tuition credit per course(s) dropped
During the week following the add/drop period:	50% of tuition credit per course(s) dropped
After the week following the add/drop period:	No refund
Summer Semester (Up to 8 weeks in length)	
Before the first day of the semester:	100% of tuition
During the add/drop period:	100% of tuition
During the week following the add/drop period:	50% of tuition
After the week following the add/drop period:	No refund

For summer sessions running longer than 8 weeks, the tuition refund schedule will follow a regular Fall/Spring policy.

Please note: when a student in receipt of Title IV funds withdraws from school, a Federal recalculation takes place. You may obtain a copy of these regulations from the Financial Aid office.

If a student has not paid full tuition and fees for the term in which the withdrawal takes place, s/he must pay the proportionate amount noted above before leaving the University. The withdrawal date is the date that the Registrar receives notification of withdrawal.

Advisement

Each student is assigned a faculty advisor who follows the student's academic progress and professional development throughout his or her academic program. All professors post office hours for students. Office hours are generally included on the course syllabi given to students the first week of class. The main purpose of academic advisement is to help students achieve their educational goals. Specifically, academic advisors assist students with the following: monitoring academic progress and reviewing study habits, solving problems encountered in particular courses, and referral to other support services within the University and the Division of Health Sciences. Students are encouraged to provide feedback about the courses in the curriculum as well as the faculty teaching those courses.

Students should consult their course instructors if need for additional clarification or assistance exists. The faculty cannot personally tutor all students on a one on one basis, but can guide students with advice for study habits, test-taking strategies, and provide clarification for student questions regarding the course material. There are instances in which a student may need tutorials or guidance for making up work lost because of illness or extenuating circumstances. It is the student's responsibility to contact the faculty member. The DBS faculty stands ready to advise students regarding such problems. See "Reasonable Accommodations" section for more information.

Writing Workshop

Touro University offers a free non-credit writing workshop *EDDN 515 - Strengthening Writing and Reading Skills*. This 12-session course focuses on enhancing the writing and reading comprehension skills students need to successfully complete graduate-level coursework in degree-bearing programs in the Division of Graduate Studies. The philosophy of the course is that good writing requires good thinking; good writing requires good reading, and students will become better writers and readers through practice, practice, and more practice. With this in mind, an aim of the course is to help students refine their writing and reading at the graduate level through guided instruction, hands-on exercises, many chances to interact with course instructors and peers, and opportunities to practice a variety of approaches to writing and reading. Attention is also paid to the communication skills and strategies students can use when taking professional certification tests. Course learning topics and practice exercises and assignments are sequential. The course also provides students with materials on how to research topics for coursework and how to correctly apply APA style to research papers and reflection papers. Attendance at all 12 sessions is mandatory.

This course is offered in a friendly and supportive atmosphere. Classes meet weekly for two-and-a-half hours. Course instructors provide expert writing and reading help and are experienced in helping students write and read with greater ability and confidence.

Students are required to maintain a portfolio of their writing and reading assignments and exercises. Portfolios are established authentic assessment tools used to measure students' progress in writing skills development and critical reading and to indicate where extra help may be needed in these areas. Weekly written feedback from course instructors will be included in each student's portfolio. Summary progress reports will be provided to the students at the midpoint and final session of the course.

Graduate-level writing should be error free. With this in mind, students will be provided with materials on standard American English grammar, usage, capitalization, punctuation and spelling.

This course is graded on a Pass/Fail basis. Students must complete all writing and reading assignments and bring their portfolios to all sessions. All assignments must be completed on time. One late assignment is permitted as long as it is completed and submitted the next scheduled session. Students who fail to comply with these requirements will be dropped from the course.

Registration Process

Students register for courses during designated registration periods in the fall and spring, and in summer for some programs. Depending on their semester of study and/or program, students' courses are either input directly by the Registrar's Office or entered online by the student through the TouroOne portal; consult your program office to find out which method applies to you. Individual programs will have schedules and the list of course offerings as well as other pertinent registration information prior to the registration period. Students who are not officially registered are not permitted to attend classes.

Students are responsible for being aware of and following the deadlines related to registration, tuition and fees payment, dropping and adding classes and withdrawal from either individual classes or all classes. All students must meet with their academic advisors and be cleared for registration prior to being able to register. Failure to register as advised may result in termination from the program.

Adding/Dropping courses

Students may add (a) course(s) online through the TouroOne portal during the official add/drop period established by their program as specified in its Academic Calendar. Students who experience any problem with the online method should contact their program office or the Office of the Registrar.

Students may drop (a) course(s) online during the official add/drop period established by their program as specified in its Academic Calendar. After the end of the add/drop period, and up to the semester's midpoint, or if a student wishes to drop *all* courses at *any* point in the semester, the online method cannot be used. Instead, the student must file an add/drop form with the Office of the Registrar. An add/drop form must be filled out in its entirety and signed by both the student and his/her advisor. The effective date of withdrawal from the course(s) is the date on which a completed add/drop form with required signatures is received by the Office of the Registrar. *Non-attendance, non-participation or notification to the instructor/program director does not constitute an official withdrawal.* The effective date of withdrawal will determine students' financial responsibility for the course(s) they withdraw from. Based on this date, the Offices of Financial Aid and Bursar will adjust students' accounts accordingly. (Please see the Bursar section on for information regarding the refund policy.)

Courses dropped during the official add/drop period for a student's program will not appear on the student's academic transcript. Courses dropped after this time will appear on the transcript with the grade of "W." "W" grades are not included in the calculation of a student's GPA. Courses with "W" grades *will* be counted in calculating "credits attempted" when determining a student's rate of progress and maximum time-frame for Satisfactory Academic Progress purposes.

For some government programs, financial aid eligibility is dependent on full-time enrollment status. The student is strongly urged to consult with the Office of Financial Aid before withdrawing to find out his/her status and to understand what the financial effect of the change might be. Please note that any student adding or dropping a course should also consult with the Bursar prior to submitting the form to the Registrar's office. Charges may apply to dropped courses in accordance with the tuition refund schedule.

Course Audit

Students must complete the Course Audit Registration Request Form with the required approvals (Department Chair, Bursar, and the Dean) in order to be eligible to attend class. Audit registration requests will be processed on a space-available basis.

- Student will be charged a flat fee in amount \$350 per audit course.
- The audit option cannot be annulled because all audit registrations are final.
- Students are allowed to audit up to two courses per semester, and no more than two 3-credit courses.
- Auditing students are not obligated to attend classes regularly or to take examinations. The level of participation in classroom activities is at the discretion of the instructor.
- Students auditing a course are not eligible to receive Financial Aid for that course.
- An audit course status cannot be changed to credit bearing one.
- The audited course will appear on the student's record as '0' (zero) credit with a grade of 'AUD'.
- The audited course cannot be used to meet degree requirements. Audited course cannot be used for certification.

ACADEMIC INFORMATION

Satisfactory Academic Progress Policy (SAP)

Students must maintain Satisfactory Academic Progress (SAP) to be eligible for financial aid. A detailed description of this policy can be found at touro.edu/students/. The fundamental components of the School's SAP policy:

- 1) The Master's program in Clinical Mental Health Counseling is 60 credits in length and typically takes 6 to 8 semesters (including summers) to complete. Students must complete the program in no longer than 6 years of full and/or part time study.
- 2) The Master's program in I-O Psychology is 36 credits in length and typically takes 1.5 to 2 years to complete. Students must complete the program in no longer than 6 years of full and/or part time study.
- 3) The Master's program in Applied Behavior Analysis is 36 credits in length and typically takes 4 semesters to complete. Students must complete the program in no longer than 6 years of full and/or part time study.
- 4) The Advanced Certificate program in Behavior Analysis is 27 credits in length and can be completed in 3 semesters.
- 5) Students must maintain a 3.0 cumulative GPA.

Student Status

It is within the auspices of the Program Director and the Student Status Committee with approval of the Department Chair to change student status to "good standing", "monitored standing", "probationary standing" (academic or professional), or "dismissed".

Note: The listed student statuses are not necessarily a sequential progression. A breach of academic or professional requirements of the School of Health Sciences, and the Department of Behavioral Science may be grounds for immediate dismissal or probation.

Good Standing: Student meets academic and professional requirements of the SHS, DBS and the Program. With departmental approval and within established procedures, a student in good academic standing is eligible for consideration for conditions, honors, privileges, and other which require the student be in good standing.

Monitored standing (warning), Probationary Standing (Academic or Professional), or Dismissal: A student who has not upheld academic requirements or professional requirements of the SHS, or the Program may be placed on monitored status, probationary status, or be dismissed from the program in accordance with the DBS Student Handbook, and the Student Status Committee procedures. The status and the duration of the status must be specified. The duration of monitored standing and probationary standing must be specified as 1 semester, 1 academic year, or for the duration of attendance in the program.

A student may be on monitored standing only once in the duration of attending one of the DBS programs. A second charge of breach of academic or professional requirements is grounds for placement on probationary status or dismissal from the program.

For the duration of the Monitored or Probationary Status, the student is ineligible for consideration for conditions, honors, privileges, and other which require the student be in good standing. A student on Monitored or Probationary Status is required to initiate a meeting with the Academic Advisor on a regular basis a minimum of twice a semester.

Monitored or Good standing will be restored if there are no further breaches of academic and professional requirements for the duration of the probationary standing. A breach of academic or professional requirements of the program while on monitored or probationary status is grounds for immediate dismissal from the program.

Financial Aid may be affected by probationary status. The student is responsible for determining if there are any financial, financial aid, or other ramifications of probationary status.

Suspension

A student may be removed immediately from participation in school activities (i.e., didactic or fieldwork affiliations) and recommended for suspension if the student's continued participation appears to be detrimental to the best interests of clients serviced, peers, or the SHS.

The Program Director may suspend a student on the his/her own accord or on the recommendations of the program faculty, the student's peers, or satellite clinical site professionals who supervise the student, at any time for a serious error in professional judgment on the part of the student, or a breach of professional ethics or general rules of conduct.

In such cases, the Director of the program will provide the student with a written statement of the grounds for the suspension, and the action to determine the student's status will be taken expeditiously. The suspension will remain in effect until the administrative process, as outlined below, has taken place and the student has been reinstated. See also the *SHS Student Handbook*.

Academic Probation

A student may be placed on academic probation for the following reasons:

- 1) The student fails to maintain a 3.0 GPA.
- 2) The student receives a grade lower than B in any course.
- 3) The student is carrying more than one grade of INC on his or her academic record at any one time.

Academic Dismissal

A student may be dismissed from the program for the following reasons:

- 1) The student receives a grade lower than B when repeating any course.
- 2) The student needs to repeat more than two individual courses.
- 3) The student is on probation at the end of the first semester and fails to achieve a 3.0 GPA by the end of the second semester.
- 4) The student is placed on probation following the second semester and fails to achieve a GPA of 3.0 or higher within the next two semesters or by the completion of the next 15 course credits, whichever comes first.

The Program Director and the student's faculty advisor will monitor the student's academic performance and status in the program. Students placed on Academic Probation may register for no more than 9 credits.

If a student has already repeated a maximum number of courses allowed for the program and receives a below-minimum grade for an additional course, the student is recommended for dismissal. If the student chooses to appeal the grade for the course, he or she must file an appeal (see Appeal Policies and Procedures Section).

Leave of Absence or Withdrawal

A Leave Of Absence (LOA) may be granted for medical or personal reasons. A request for LOA cannot be given for reasons of academic difficulties. Students should not assume that filing a LOA or Withdrawal Form automatically guarantees that the request has been granted. They must receive official notification of approval from the Office of Registrar obtained only after clearance by the Bursar. Prior to requesting a LOA student must meet with the SHS Associate Dean of Students, Dr. Rivka Molinsky (rivka.molinsky@touro.edu). A LOA is normally granted for a period of no more than one year.

Students who are on leave should request, in writing, readmission to their program at least six weeks prior to the start of the semester in which they wish to resume their studies. The Program Director in consultation with the SHS Associate Dean of Students will determine if permission will be granted for a student to return from a LOA. To return from a medical LOA, the student must also submit evidence, such as a letter from the student's physician or an evaluation by a responsible medical authority, that there is no medical impairment that would prevent the student from fully participating in all phases of the program. The student will also be required to re-fill out the Essential Functions form and indicate whether they can or cannot perform all functions and whether he/she will require reasonable accommodations. Also, students may be required to audit courses that preceded the semester in which they requested the leave. See Registration Process section for more information.

Leave of Absence

A student who wishes to request an LOA must petition the Program Director in writing, stating the reason for his/her request. An LOA is normally granted for a period of no more than one year. In addition, a student must complete the program within 150% of the time required for completion of the program. It is the policy of the Touro University Department of Behavioral Science that it is not permissible to take longer than 6 years to complete any of the master's level DBS programs. Therefore, a student who is unable to complete the program within a 6-year period from the date of entrance will not be permitted to complete the program. The student has a right to contest the program's decision by utilizing the program's internal appeal process, as described in Appeal Policies and Procedures section of this handbook.

Consultation with the Financial Aid Office and the Bursar's office prior to initiating an LOA is recommended. Questions regarding financial liability should be explored before an LOA request is submitted to the Program Director.

An LOA from the University indicates that the student has been separated from active academic process. Students who receive a grade of "INC" before being granted a LOA may complete work independently to ensure that their "INC" does not turn into an "F". Please note that Registrar's deadlines still apply to any student on leave.

Withdrawal

A student in good standing who wishes to withdraw from Touro University must give official notification to the Program Director and to the Office of Registrar by completing the Withdrawal Form and submitting it to the Program Director. A student in good standing who withdraws from the program and wants to be readmitted to the program will be required to re-apply for admission to the program.

GRADING & ENROLLMENT

Below is the general Grading and Enrollment information for the DBS. For program specific details please refer to program sections of this handbook. For information regarding Grade Appeals see the Appeals Policies and

Procedures section.

Grade and Grade Point Average (GPA) Requirements

Please refer to the *SHS Student Handbook* for information on grade values for GPA purposes, Deans' List, tentative grades adding, dropping, or repeating courses, academic progress and standards.

The Department of Behavioral Science requires students to maintain minimum passing course grades and a minimum overall GPA of 3.0. Students who do not attain the minimum overall GPA will be placed on monitored status for a minimum of the equivalent of one full time semester in which time they must meet the GPA requirement or be at risk for probationary status or dismissal from the program.

If a student is experiencing academic difficulties in any course, at any time, it is the student's responsibility to seek out the course instructor and his/her advisor immediately to discuss this issue and/or any extenuating circumstances that may be the cause of poor performance. A plan for assistance/remediation should be agreed upon by the student, faculty and/or faculty advisor.

Submission of Grades

The Department of Behavioral Science requires final grades to be submitted to TouroOne within ten (10) business days of the administration of a final exam or submission of a final paper. Final course grades are available within two weeks following completion of the last final examination. No final grades will be available to students prior to completion of the last final examination of the semester. No grades will be posted or distributed individually.

Grade Definitions

- P Passing.
- F Student attended/participated 60% or greater of scheduled classes per semester, but did not achieve passing grades on examinations and assignments, or stopped attending/participating after 60% or greater of scheduled classes in the given semester.
- INC Students may be granted a grade of "Incomplete" if they did not complete all course assignments and received the instructor's permission to complete course requirements at a later date (see details below).
- W (No penalty.) This grade is assigned when a student officially withdraws from a course after the add/drop period by filing an Add/Drop form with the Office of the Registrar, signed by an academic advisor. A student who does not file this form will receive a failing grade of F or WU, depending on the number of class sessions attended and the amount of work completed. Time periods for official withdrawal vary by semester.
- WU Student stopped attending/participating before 60% or less of the scheduled classes per semester; calculated as a failing grade.
- WNA Student never attended class. Not included in calculating the student's grade-point average (GPA).

Letter Grade Equivalents	
A	93 and higher
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76

C-	70-72
D+	67-69
D	65-66
F	64 or below

The grading mechanism may vary between professors, especially in relation to the level and style of learning expected in the course. Faculty are encouraged to utilize a variety of testing techniques. When laboratories are included in classes, practical and written exams are developed in a way that test a student's skills and competencies.

The instructor for each course includes student evaluation methods related to specific knowledge, skills and attitudes, as well as for communication, behavior, and planning that provide evidence of student learning. Students' performance on written and oral assignments, projects, practice and field placements all contribute to determining the students' level of mastery. All course outlines include the grading mechanisms for that course.

Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

The University and the Department of Behavioral Science utilizes the American Standard of grading. Any grading method utilized by an instructor that differs from the program's standard methods, must be approved by the Program Director/Chair prior to implementation and must be included in the course syllabus.

Papers and Written Assignments

All papers are to be typed using APA style for citations and organization. The APA Style Guide is a required purchase for reference. Other reference materials are available in the library. Note: Touro University offers a free non-credit writing workshop (see Writing Workshop Section).

Papers must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than an acceptable number of errors for an assigned paper will have it returned to them. The student may be permitted, at the discretion of the course instructor, to correct all errors and resubmit the paper within one week.

Student work is expected to be original and unique to the course for which it was assigned. Reference material must be cited accordingly and demonstrate the student's own integration and interpretation of the referenced work. The ideas of others, written or verbal, are to be cited appropriately, and exact wording and phrasing marked by quotations. Failure to do so is considered plagiarism, and is subject to disciplinary action. Students also may not reuse large portions of their own papers from one class to another; this is a form of plagiarism. Papers may be written on related topics, and, where appropriate, information gathered for a course may also be used for the student's research project. Software to check for plagiarism is available and used by faculty.

Unless otherwise specified by the Program Director, students are not permitted to make copies in the department copy room.

Written work is due on the day and time assigned, even if you miss class. Late work may be penalized as the individual faculty member's class policy dictates. Extensions may be granted, in advance, for extenuating circumstances. Constant tardiness or crises will be discussed with the student's advisor.

Written communication is an essential skill. Students will be assisted to develop writing skills for a number of purposes. Faculty and clinical supervisor preferences may vary, but learning to adjust to the demands of the situation is also an essential professional skill. Students who have difficulty with written assignments should meet with their professors and/or advisors. The computer lab is equipped with thesaurus, spelling and grammar checking programs to enable you to check and correct your work before submission. It is also permissible to use an editor, although not a ghost-writer. Students with significant writing problems may be referred to other programs and sources for remedial writing course work, tutoring or assistance.

Grade of Incomplete “INC”

A grade of “Incomplete” (INC) may be given to students who have acceptable levels of performance for a given course, but have not completed all course requirements, such as an examination, a paper, a field work project, or time on a clinical rotation. “Incomplete” grades are routinely allowed only for the completion of a relatively small percentage of work in a course (e.g., 25%). Grades of “Incomplete” are not issued to students who are doing substandard work in order to give them the opportunity to redo their projects/exams so that they can achieve an acceptable grade.

The procedure for granting an “Incomplete” begins with the student requesting a meeting with the faculty member in which the faculty member will review the student’s progress and decide whether it is appropriate for the student to receive the grade of “Incomplete.” If the faculty member decides that the student does not meet the requirements for the grade of Incomplete, she or he may deny the student’s request. The student may contest the faculty member’s decision by appealing in writing to the department/program chair. Policies regarding the consequences of missing a final exam may differ in individual schools or programs, and will govern the student’s right to request a grade of “Incomplete.”

If the student is permitted to apply for an Incomplete, he or she will fill out a contract for Grade of Incomplete at <https://touro.app.box.com/s/qqok3jnbad32n0885zhoyy74em503w3s>.

The Contract is considered a request until it is approved and signed by the student, faculty member, and department/program chair. Signed copies of the Contract are given to the student, the faculty member, the department/program chair, and a copy is forwarded to the Registrar’s Office. The faculty member is asked to record the grade of “Incomplete.”

Although the time allowed for the completion of any single project may vary depending on the magnitude of the project, a grade of Incomplete should not be allowed to stand longer than one semester from the end of the semester in which the course was given. The faculty member will specify the amount of time allowed to finish an incomplete project in the contract. The amount of time should be appropriate to the project. For instance, a faculty member may only want to allow a relatively short amount of time to complete a missing exam. Under special circumstances, the Dean may extend the deadline beyond one semester. In such a case, the contract should be revised to reflect the change. Once the student completes the required project, the faculty member determines the final grade for the course and notifies the Registrar by using the standard Change of Grade form.

Courses that receive an “Incomplete” grade will be counted toward the total number of credits attempted, but not earned. The course will not be calculated in the student’s term or cumulative GPA until the incomplete grade is resolved. If the INC grade is subsequently changed to an “F,” the “F” grade will be calculated into the student’s GPA and will appear on the transcript. Incomplete grades can, therefore, affect a student’s financial aid status at the University, but will not initially affect the student’s GPA.

For students who are accessing Title IV programs to assist in paying their educational expenses, a grade of “Incomplete” may result in the inability of the Financial Aid office to confirm that students are in satisfactory academic standing.

Behavioral Science Department Policy

1. Students are not permitted to begin Practicum or Internship until a grade of “INC” is resolved or until the Contract for Grade of Incomplete is approved by the Program Director/Chair.
2. A student may not carry more than one active “INC” in his or her academic record at any one time. Students with two or more such grades will not be permitted to register for subsequent semesters.

Student Procedure (Summarized from above)

1. Student must request a meeting with the faculty member to discuss the possibility of receiving a grade of INC.
2. If the request is granted, the student must complete the student portion of the Contract for Grade of Incomplete.
3. If the request is not granted, the student may submit a written appeal to the Department Chair/Program Director.

Faculty Procedure (Summarized from above)

1. The faculty member will review the student's progress in the course and decide whether it is appropriate for the student to receive the grade of Incomplete. If the faculty member decides that the student does not fit the requirements for the grade of Incomplete, she or he may deny the student's request. If the faculty member approves the student's request, he/she will write the negotiated terms in the *Contract for Grade of Incomplete*.
2. The faculty member will record the grade of INC in TouroOne.
3. Upon student fulfillment of the terms of the Contract, the faculty member will submit a Change of Grade form to the Registrar.

STUDENT CONDUCT & PROFESSIONAL DEVELOPMENT

Professional Conduct

Students are expected to conduct themselves in a manner compatible with the functions of an institution of higher learning and to use the facilities of the University with care. They are required to abide by the highest standards of academic honesty and integrity in their examinations, papers and research reports.

Students are expected to demonstrate professional development capabilities during their education at Touro University, to support professional interactions among fellow students, between students and faculty, including clinical educators, and between students and clients/patients. It is expected that these skills will mature during the education experience to support successful professional capabilities.

Any activity which endangers the physical or mental well-being of students, faculty, staff, or those associated with Touro University constitutes misconduct and is hereby prohibited. Such prohibited activities include but are not limited to the following categories:

1. The purchase, sale, or consumption of alcohol or drugs on University grounds;
2. Initiation rites which entail reckless and harmful behavior;
3. Any action detrimental to the mental or physical welfare of students, faculty, or staff;
4. Possession of firearms, knives, explosives, weapons of any type, hazardous substances, etc. are prohibited on Touro University premises. Persons found to be in violation of this policy may be subject to dismissal and legal action.

All students are required to abide by the highest standards of academic honesty, ethical fitness, and professional conduct. Characteristics key to the development of a behavioral health professional include, but are not limited to:

1. ethical conduct and honesty;
2. integrity;
3. ability to recognize one's limitations and accept constructive criticism;
4. concern for oneself, others, and the rights of privacy;
5. appropriate value judgment with respect to interpersonal relationships with peers, superiors, patients, and their families;
6. responsibility to duty;
7. professional appearance;
8. punctual attendance at all program-scheduled activities and adherence to deadlines set by the faculty and preceptors.

9. appropriate communication in written form as well as verbal and non-verbal, i.e. communication via technology (emails, etc.)

Conduct that tends to bring discredit upon the school, the student, or the profession, whether committed in class, at a clinical site, or off-campus, shall constitute a violation of this policy for which a student may be subject to disciplinary action. The most serious violations may result in immediate suspension or dismissal. However, whenever it is appropriate, the student who demonstrates unacceptable performance or misconduct will initially be notified by the Program Director/Department Chair and given a written warning regarding the persistence of such behavior or misconduct as soon as it becomes evident. The student shall be notified that continued misconduct or professional misbehavior will result in the student being placed on professional probation. The duration and condition of the probationary period will be determined on an individual basis and may require remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond its normal term.

Professional Development

Student professional development is supported by all faculty with an appreciation that professional growth develops throughout one's professional education. Professional development skills such as the ability to communicate effectively and the ability to take responsibility for one's behavior are necessary skills for a behavioral health professional. Faculty will facilitate development of professional skills, and work with academic advisors to help students self-evaluate their strengths and weaknesses. Toward this end, the DBS Faculty addresses aspects of professional development within all courses. Faculty may include class participation and professional development as part of course grades, as listed in their course syllabus.

Students whose moral, social or emotional behavior is disruptive or inappropriate for the professional environment will be brought to the attention of the Program Director/Department Chair. Conduct that violates this policy may lead to disciplinary action. Such conduct shall include, but is not limited to, cheating, plagiarism, stealing, falsifying or violating confidentiality of records, or other violations of the law.

Students who are unable to demonstrate adequate professional behavior in any of their courses will be considered at risk for monitored status or professional probation and will be counseled by their advisors about the severity of this determination. Students unable to demonstrate professional development skills necessary for fieldwork, despite counseling from their advisor and/or faculty member are at risk for dismissal from the academic program.

Attendance and Examinations

Students are expected to attend all scheduled class sessions and fieldwork placements. Students are to arrive for all scheduled classes on time, and to stay through the entire class period. Faculty may bar entry or assign special seating for students who arrive late. If a student must leave at other than break time he/she is to do so quietly and unobtrusively, and return promptly. Students must inform their instructors if they plan to be late or absent from class. Absence from class does not release the student from work assigned. Excessive absences may be grounds for dismissal from the program.

Documented absences due to extenuating circumstances may not exceed 1/5 of a course. Undocumented absences from a course are grounds for a reduced professional conduct grade in the class, resulting in an overall lower grade in the class. Absences from more than 1/5 of a course is grounds for failure of the course and loss of financial aid.

Each class meets for a minimum of 12 weekly sessions. If the class includes a final examination, there will be a noted session for the examination. The examination will be given at the usual day and time of the class meeting and in the same room in which the class normally meets, unless otherwise specified by the instructor.

Standards of Classroom Behavior

The faculty has primary responsibility for managing the classroom. Students who create a disruption in the classroom may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private

conversations, and refusing to follow the directions of the course instructor.

Eating and drinking are strictly prohibited in all laboratories. To ensure a clean and healthy environment, students are asked to eat and drink only in designated areas and to refrain from eating in classrooms and auditoriums.

Students are strictly forbidden to bring pets or other animals into any facilities of the University, unless they have obtained specific authorization in advance from the dean of their division/school.

Additionally, please see Touro's Policy on Weapons in the 2020 Annual Security and Fire Safety Report, <https://www.touro.edu/departments/campus-security/clery-reports/2021ASR.pdf>

Acceptable Use Policy for Information Technology

The Acceptable Use Policy provides for users of the institutional technology resources, facilities, and/or equipment to act responsibly, to abide by Touro's policies, and to respect the rights and privileges of other users. Each user of Touro technology resources is responsible for adhering to all legal and ethical requirements in accordance with the policies of Touro and applicable law.

All users of Touro technology resource users must submit, upon commencement of their relationship with Touro, or at another appropriate time, acknowledgement of the Acceptable Use Policy (AUP). In submitting the AUP Acknowledgement Form, each individual will be certifying that he/she has read and will comply with the AUP.

Students are urged to read the complete policy, which can be found at <https://touro.app.box.com/v/AcceptableUsePolicy>.

Internet Services and User-Generated Content Policy

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that, if not used properly, they can be damaging. In both professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline, and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to the Touro community only) or public. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other University agents apply online as apply offline.

Students are urged to read the complete policy, which can be found at <https://touro.app.box.com/v/InternetService-UserGenContent>.

Attire

At all times we are to present a professional image to our community, visitors, students and the public. Acceptable personal appearance is an ongoing requirement of students at Touro University. Students are required to present themselves in appropriate attire for all classes, video-conferences, fieldwork, laboratories, and field trips. Appropriate attire should be worn on all school grounds both when classes are in session and during breaks.

Attire should not appear to be revealing or provocative. Some choices are inappropriate at any time, such as: bare midriffs, strapless shirts or dresses, short shorts (above fingertip length with arms at the side and hands open) and bare backs, see-through or camouflage clothing, short skirts and dresses above the knee, sundresses without a sweater or jacket, halter tops, tank tops, other. In addition to appearance, personal hygiene and good grooming are extremely important at all times. Students who are dressed inappropriately will be asked to change into proper attire. Failure to do so can result in disciplinary action.

Students attending classes at Touro's site in Borough Park, Brooklyn, are encouraged and expected to respect the local community's standards of attire.

Anti-Hazing Regulations

No student or group of students shall encourage or participate in any form of hazing. Hazing is defined as action taken or situations created to produce excessive mental or physical discomfort, embarrassment, harassment or ridicule. This covers coercive activities and mentally degrading games.

Confidentiality

Faculty as ethical professionals, are expected to respect students' and patients' right to confidentiality and share information with only those who need to know. It is also imperative that you, as students pursuing a professional career, understand the importance of confidentiality when participating in clinical placements and academic areas of the program. Fellow students' personal information i.e. grades, concerns, and behaviors revealed in or out of class should not be openly shared with others. Patient information is regarded as confidential. Any reports completed for submission to class are not to divulge the patient's name. You must use only the first name, make up a name or use initials. Of course, this also pertains to any discussions you may have about the patient outside of the clinic and/or classroom. You may not copy or remove medical records on any client. This is a violation of HIPAA regulations. It is your responsibility as students to clearly ask for and to understand the facility's and professional rules and regulations regarding confidentiality.

Touro University Social Media

Touro University policies apply to students' online conduct. University 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 Code of Conduct are subject to disciplinary action at the discretion of Touro University. 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.

Student Behavior and Attire during Exams

- No head coverings except for religious/medical purposes will be permitted
- Phones are to be left at the front of the room or in book bags and/or purses
- Book bags are to be left at the front of the class; only necessary items are to be placed on the desks
- Multiple versions of the exam should be administered
- Students should be dispersed throughout the classroom with space between seating
- If a student has a question, the student should raise his/her hand and the instructor should go to the student. The instructor should keep this to a minimum as to limit disruptions to other students
- Students are not permitted to leave the room until the instructor deems the examination finished
- No websites, e-mail, other electronic media, or printer should be accessed until the instructor deems the examination finished
- Students are required to immediately relinquish the exam to the instructor when the time allotted for exam has elapsed or upon request of the instructor

Non-Discrimination/Sexual Misconduct

Please see the Touro University School of Health Sciences Student Handbook for the policy on non-discrimination.

Policy on Drugs and Controlled Substances

Please see the Touro University School of Health Sciences Student Handbook regarding the policy on drugs and controlled substances.

TOURO UNIVERSITY AND UNIVERSITY SYSTEM ACADEMIC INTEGRITY POLICY

The complete Touro University and University System Academic Integrity Policy can be found online at [Academic](#)

Integrity Policies.

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

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

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

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

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

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

Adherence to these principles is necessary to ensure that:

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

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

The Touro University and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a

commitment to academic integrity and for establishing fair procedures to deal with allegations of violations of academic integrity.

Violations of Academic Integrity

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

Plagiarism

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

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

Intentional Plagiarism

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

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

If students are unsure as to whether a fact or idea is common knowledge, they should consult their instructor or librarian, or else provide appropriate citations.

Unintentional Plagiarism

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

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

In its policies and disciplinary procedures, the Touro University and University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional

plagiarism). While both forms are violations of the Academic Integrity Policy, a student's first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

Cheating on Examinations and Other Class/Fieldwork Assignments

Cheating is defined as improperly obtaining and/or using unauthorized information or materials to gain an advantage on work submitted for evaluation. Providing or receiving assistance unauthorized by the instructor is also considered cheating.

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using materials or devices not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for "take home" examinations, such as unauthorized use of library sources, intranet or Internet sources, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;
- Working on any form of test or examination beyond the allotted time;
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.

Examples of unauthorized assistance include:

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

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

Research Misconduct and Other Unethical Conduct

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005.

Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."

These terms are defined as follows:

- (a) *fabrication* - making up data or results and recording or reporting them;
- (b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;
- (c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or honest differences of opinion.

Misleading or Fraudulent Behavior

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

Examples include, but are not limited to:

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

Tampering

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

Examples include, but are not limited to:

- Tearing out the pages of an article from a library journal;
- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official University document;
- Electronically changing another student or colleague's files, data, assignments, or reports.

Copyright Violations

Academic integrity prohibits the making of unauthorized copies of copyrighted material, including software and any other non-print media. Individuals, under the legal doctrine of "fair use," may make a copy of an article or copy small sections of a book for personal use, or may use an image to help teach a concept. Examples of copyright violations include:

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

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

Sanctions

The following sanctions may be imposed for violation of this Policy. Sanctions of one class may be accompanied by sanctions of a lesser or greater class. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct.

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro University and University System
- Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

- Placement on Academic Probation
- Failure in the course, with consequences as determined by the individual program's rules and regulations
- Reduction of the grade for a particular submitted piece of work, segment of work required for a course/clerkship, or the entire course/clerkship with or without the option of redoing the work or the course/clerkship
- Requiring the student to redo the assignment

Repeat offenders may be subject to more stringent sanctions.

Procedures in Response to Violations of Academic Integrity

This Touro University and University System Academic Integrity Policy applies to all Touro students. Any act in violation of this Policy or any allegation of misconduct related to this Policy involving a student must be reported and addressed in accordance with the adjudication procedures outlined below or those of the student's school, which may not be less stringent than the requirements and standards set forth in this Policy Statement.

The Dean of each school shall designate a member of the administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President. The Provost shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the Chair of the relevant department. The Chair will consult with the faculty member, and if a violation is identified the faculty member will inform the student. The Chair will also report all violations in writing (using the [Academic Integrity Violation Reporting Form, Revised Sept. 15, 2016](#)) to the CAI Officer. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

If an instructor strongly suspects cheating during an exam, the instructor should stop the student's exam and collect all evidence of cheating. The incident should be immediately reported to the Chair, who will investigate and report in writing to the CAI officer.

Resolution of Academic Integrity Violations

Incidents of academic integrity violations are reported to the department Chairperson, and a report by the Chair is submitted to the CAI Officer. The method of resolution of the violation may be either informal or formal. Students who are found to have violated the Touro University and University System's Standards of Academic Integrity are subject to the sanctions listed above.

Should a student action be of such a serious nature that it is felt that he/she may be considered a danger in a clinical setting, the CAI Officer or the department Chair may remove such a student from a clinical assignment, not to exceed fourteen (14) days pending the outcome of a formal resolution. A student shall not be removed from a didactic course while an allegation of an academic integrity violation is ongoing.

Informal Resolution

After consulting with the department Chair (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution and the sanctions imposed to the department Chair for approval. The faculty member, in consultation with the department Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials

intended to assist that student avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

The outcome of the informal resolution should be reported in writing by the department Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career.

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

Formal Resolution

In the event that (1) the student denies the charge, (2) the student and faculty member do not agree to informal resolution, (3) the student has been accused and found guilty before, or (4) for any other reason for which informal resolution is not appropriate as determined by the department Chair or the CAI Officer, then the matter shall be submitted for formal resolution.

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

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

- The Chief Academic Integrity Officer receives a written statement from the instructor or any other complainant, as the case may be.
- The written statement must include the name of the involved student, the name and status of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after receipt of the complaint.
- The hearing shall take place before the Standing Committee on Academic Integrity of the School.
- All persons involved in a hearing shall be given adequate notice of all hearing dates, times and places. Such notice, which will be sent both by e-mail and mail, will be given at least two business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made by the interested parties or the administration. The student may be granted a postponement if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a three-month period.
- The reported student and the person who reported the student will be afforded the following opportunities:
 - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
 - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.
- The Committee may consider relevant written reports, discussions with involved parties, examinations, papers, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference.
- All decisions shall be made by majority vote.
- The student has the right to appear in person before the Committee in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other counsel is not permitted.

- Audio recordings of the Hearing are not permitted.
- The chair of the committee shall prepare an executive summary that includes a written record of the charges that were reviewed, evidence that was considered, the decision that was made, and any instructions for follow-up.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of this issue, submitting to the Committee information that he/she chooses to submit to support the student's stance or position. The CAI Officer, his or her designee, or other members of the Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University and University System Code of Conduct, the student is expected not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University and University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting will generally be held within one school day following the hearing.
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two school days, and reconvene the hearing within five school days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.
- The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the department Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom.

Appeal Process

- Following a Formal Resolution Hearing and notification of the Committee decision, a student may appeal the decision. An appeal may only be granted on the basis of: 1) evidence of bias of one or more of the members of the Committee; 2) new material documenting information that was not available at the time of the decision; 3) procedural error.
- The student has three (3) business days within which to submit a formal written appeal of the decision to the Appeals Dean for the School. The appeal should be accompanied by the Hearing Committee's letter and by a narrative explaining the basis for the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal or modification of the decision by the Committee.
- The Appeals Dean may request to meet with the student.
- After consideration of the Appeal, the Appeals Dean may accept, reject or modify the Committee's decision, and will notify the student in writing of the decision.
- The Appeals Dean, when notifying the student of the decision, shall inform the student of his/her right to appeal an adverse decision to the Chief Academic Officer.

A copy of the Appeals Dean's final decision will be transmitted to the CAI Officer and the department Chair.

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision to the respective Chief Academic Officer (CAO) (e.g., the Provost or Senior Provost) or his/her designee. The CAO may grant an appeal only on the basis of one of the following:

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

- Procedural error.

The CAO may conduct interviews and review materials, as appropriate. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

Status of Student Pending Action

Pending resolution on charges, the status of the student will not be altered except in cases where the student may be considered a danger in a clinical setting. Such a student may be suspended only from the clinical aspect of their program pending the outcome of a formal resolution. If a student is suspended for any reason, all as-yet-undisbursed financial aid may be withheld unless or until the action is fully resolved and the student is reinstated. If reinstated, the financial aid funds can be released to the student. If the student is dismissed, the funds will be returned to the proper agency or lender.

Recordkeeping

The CAI Officer of each school will maintain records of all violations and resolutions, both informal and formal. On an annual basis, the CAI Officer will submit data on academic integrity violations to the TCUS Academic Integrity Council.

Such records shall be kept in accordance with the Record Retention Policy as it relates to student records.

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

APPEAL POLICIES AND PROCEDURES

Appeals Process for Academic Standing

HEARING AND APPEALS PROCEDURE

The student has the right to appeal a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal. It is the policy of the School of Health Sciences that appeals be handled expeditiously. It should be noted that an appeal at any level will be granted only if there is reason to believe that the student may have been treated unfairly, the decision was capricious, the procedure was not followed, or there were extenuating circumstances that were not given adequate consideration.

The student who is appealing a decision made for misconduct or unacceptable academic performance must first complete the appeals procedure within the student's program within ten (10) school days of receiving notification of misconduct or unacceptable academic performance. If the appeal concerns a grade, the student should speak to the instructor first. All departments have an appeal process that should be followed. Letters of appeal should be sent to the Program Chair for review by the Program's Committee on Academic Standing.

Following completion of the appeals process within the program, the Chair of the Department will inform the student in writing of her/his decision within ten (10) school days of the department decision. The student will be notified of the right to appeal the Department's decision.

To appeal a department decision, the student must send a written request to the Chair of the Committee on Academic Standing of the School of Health Sciences within ten (10) school days of receiving the program decision. The Chair of the Committee on Academic Standing will present the appeal request to the Committee and set up a date for a hearing of the appeal. Only members of the Committee who have had no involvement in the decision will attend the hearing. The Chair of the Committee of Academic Standing will notify the student and the Chair in writing of: (1) the date, time, and place of the hearing, (2) the members of the Faculty Committee, and (3) a brief description of the basis for the appeal.

The School of Health Science Committee on Academic Standing will rely primarily on the Department Chair or the Department Chair's designee or designees and the student to present the case for and against the charges. Each party may be assisted by an advisor from within or outside the program, provided that the advisor is not an attorney nor represents the office of an attorney. The advisors may not actively participate in the hearing unless asked to do so by the Chair of the Committee or members of the Committee on Academic Standing. Each party may produce evidence and call one or more witnesses in support of the charges, and each party may examine any evidence and cross-examine any witness. The Committee may call and examine witnesses and invite the submission of additional evidence. The hearing will be closed and there will be no transcript or recording of the proceedings.

Within ten (10) school days following the conclusion of the hearing, the Committee on Academic Standing will produce a written decision, with a brief explanation of the reasons for the decision. The Chair of the Committee will notify both the student and the Department Chair of the Committee's decision in writing. The decision will be limited to those issues on appeal.

Either party may file a written appeal of the committee decision with the Dean of the School of Health Sciences. This appeal must include a statement of the reasons for the appeal, and it must be made within ten (10) school days of receiving notice of the decision of the Committee on Academic Standing. The Dean may conduct a further investigation after which he/she will notify the Committee on Academic Standing, Program Director, and the student of the decision to support or reject the appeal. The Dean's decision is final.

DBS APPEAL PROCEDURE / DBS COMMITTEE ON ACADEMIC STANDING

A student has the right to appeal a decision made for misconduct or unacceptable academic performance if there is good reason for the appeal. The student who is appealing a decision made for misconduct or unacceptable academic

performance must first complete the DBS Appeals Procedure outlined below.

All written appeals must include the following:

- Student name, address, e-mail and phone number
- Touro ID number
- Course name and number under appeal
- The reason for the appeal
- Documentation to support the appeal
- Any information supporting the appeal that the student would like considered in the decision. Only information received in writing will be considered.
- A plan of action demonstrating how the current situation can be rectified without reoccurring

Grade Appeals

Any student may dispute a grade by using the following protocol:

- a) The student must contact the instructor via email within a week after receiving the grade to discuss the grade and review the grading policies for the course.
- b) If the student is not satisfied with the instructor's response, then, within 14 calendar days after discussing the grade with the instructor, the student must submit to the instructor a written request for a formal grade review. If the student does not request a formal review of the grade within the 14-day period, the student will be deemed to have accepted the grade and will no longer be able to challenge it. The instructor will make every effort to respond to student's written request within 14 calendar days after receiving it.
- c) If student is not satisfied with the instructor's response, the student may refer the matter to the DBS Committee on Academic Standing. DBS Committee on Academic Standing will make the final determination.

Appeal of Academic or Professional Dismissal

A student may appeal academic or professional dismissal by filing a written appeal with the Program Director/Chair within 14 calendar days after the date of the notice of dismissal. Any appeal not submitted within such period will be deemed conclusive acceptance of such dismissal by the student and a waiver of the student's right to appeal. An academic dismissal may be reversed if the student can demonstrate that his or her poor academic standing in the program resulted from a significant extenuating circumstance such as a major health issue affecting the student, an unexpected military deployment, or other serious circumstances outside of the student's control.

Grounds for Significant Extenuating Circumstances

Extenuating Circumstances are circumstances that are exceptional or 'unforeseen' and are over and above the course of everyday experience. They may include

- a) significant illness, accident or injury;
- b) the death or serious illness of a close family member or dependent;
- c) family crisis directly affecting the student;
- d) absence caused by jury service (deferral of which has been denied by the Court).

Circumstances that will not normally be considered as Extenuating Circumstances include:

- a) minor illnesses
- b) voluntarily deciding not to take medication for a known condition;
- c) minor computer problems or inadequate planning preventing completion or submission of coursework;
- d) stress and panic attacks caused by examinations that do not affect general life activities for which no prior application for reasonable accommodation has been made (the Department of Behavioral Science does not supply retroactive accommodations);
- e) assessments or examinations scheduled close together;

- f) non-religious holidays or travel arrangements; and
- g) consequences of paid employment.
- h) long-standing hardship which has been previously well managed and/or is not communicated to the program.

If a student chooses to miss school for any of the above reasons, he/she is responsible for keeping up with the school work. A failure that may be attributed to the scheduled event and/or the missed class work may not be considered as an extenuating circumstance. In addition, prolonged, chronic or long-term conditions (for which no reasonable accommodations have previously been sought) are not normally considered a basis for Extenuating Circumstances.

If a major life event is anticipated during the semester, it is the students' responsibility to meet with the instructor ahead of time to discuss how course requirements will be met.

Registered students who miss 1/3 or more of the course are encouraged to consider the possibility of taking a leave of absence (see Leave of Absence Section for more information).

All submissions for consideration of Extenuating Circumstances must be accompanied by contemporaneous, supporting documentation from a qualified third party which must confirm the existence of Significant Extenuating Circumstances and state how the reported circumstances have affected the student concerned.

Examples of acceptable supporting documentation include:

- a) Doctor/ Health Provider or Hospital report or letter;
- b) Death Certificate.

Any student requesting accommodations must contact the Office of Disability Services SHS Coordinator, the Associate Dean of Students and Innovation (see Reasonable Accommodations section for more information). Note: Touro University does not supply retroactive accommodations.

M.S. in CLINICAL MENTAL HEALTH COUNSELING

ABOUT THE CLINICAL MENTAL HEALTH COUNSELING PROGRAM

The Touro Master of Science in Clinical Mental Health Counseling (CMHC) Program provides a supportive, learner-centered environment for academic rigor and integrity driven by scholarship and enhanced practice. The goal is to strive for excellence in faculty and graduates who contribute to the profession and the promotion of wellness and mental health across diverse communities.

MISSION AND PROGRAM OUTCOMES

The mission of the Clinical Mental Health Counseling (CMHC) Program of Touro University is to guide our students to develop into ethically and multi-culturally competent clinical mental health counselors, who strive to provide individual, group, family and marriage counseling services that empower change in client mental health, wellness, education, and career goals. The program integrates theoretical knowledge with practical counseling experiences that promote the development of the professional counseling skills needed to practice successfully in the field. Graduates of the program fully identify with the clinical mental health counseling profession and are well-prepared to function as mental health professionals in multiple roles including treatment, assessment, advocacy, and consultative modalities with diverse populations with a wide range of mental health concerns.

Touro University's Clinical Mental Health Counseling (CMHC) program objectives are to prepare Counselors-in-Training (CIT) to:

1. Present a strong professional counseling identity that is grounded in participation and contribution to the clinical mental health field.
2. Promote the wellness and mental health of clients from diverse and pluralistic communities, through the use of evidence-based, ethical counseling skills and techniques.
3. Function as clinical mental health professionals in multiple roles including treatment, assessment and consultative modalities addressing a wide range of mental health concerns.
4. Engage in a minimum of three semesters of supervised clinical experiences designed to effectively work with clients from a multicultural and pluralistic society.
5. Demonstrate knowledge in counseling theory, helping relationships, assessment, trauma/crisis, substance abuse, group work, career development, human development, social and cultural diversity, research and program evaluation, and the legal and ethical foundation of the counseling profession.
6. Meet the academic components required by the New York State Education Department, Office of the Professions to be eligible to apply for the limited permit, leading to clinical licensure.
7. Prepare students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE), required to become employable as a Licensed Mental Health Counselor (LMHC) in the State of New York.
8. Educate students in accordance with the NYS Office of Addiction Services and Supports (OASAS) standards, with the option to apply for their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential.

REQUIREMENTS FOR ADMISSION

1. A baccalaureate degree or its equivalent from an accredited institution.
2. A minimum undergraduate and graduate GPA of 3.0 (on a 4.0 scale).
3. A minimum of 12 semester hours of psychology courses or related social science courses AND a course in statistics.
4. An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
5. Applicants whose native language is not English or who did not attend secondary school or University in an English-speaking country must show proficiency in the English language. This can be demonstrated in one of three ways:
 - TOEFL test: a minimum score of either 550 (paper-based), 213 (computer-based), or 80 (internet-based)

- IELTS test: a minimum Band score of 6
- PTE test: a minimum score of 58

A passing score on the GRE may be submitted in conjunction with an in-depth review of other supporting documents/qualifications for consideration in cases where a candidate is missing some of the academic requirements.

Every applicant must fill out the online **Application for Admission** which includes:

1. Official undergraduate and graduate transcripts mailed directly from the issuing institutions.
2. Two letters of reference from employers and/or professors.
3. Personal statement of the applicant's goals and objectives, including reasons for choosing the field of Mental Health Counseling and for applying to Touro University.
4. Proof of immunization.

Note: Admission to the program is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

CURRICULUM DESIGN

The Touro Clinical Mental Health Counselor Program is committed to educating clinicians to take on evidence-based, client-centered practice that promotes the basic tenets of wellness, mental health, and prevention. The program's curriculum is based upon educational standards set forth by the Council for the Accreditation of Counseling and Related Programs (CACREP) which are supported by the American Counseling Association (ACA) and American Mental Health Counselors Association (AMHCA) and are reflected in the educational requirements for licensure in New York State. The CMHC program focuses on training ethical professionals to contribute to the psychological, emotional, behavioral, and general well-being of the clients and communities with which they work. We accomplish this by educating students with a strong foundation of evidence-based knowledge that reflects the current and projected needs of the counseling profession. The coursework is integrated with practical and applied skills achieved during a 100-hour practicum and 600 hours of supervised fieldwork, and the curriculum provides for student preparedness to provide counseling services in a multicultural and pluralistic society.

Upon graduation from our program, candidates will be competent critical thinkers and emerge as passionate proactive clinicians ready for professional practice and the pursuit of State-recognized licensure.

METHODS OF INSTRUCTION

The Touro Clinical Mental Health Counseling Program currently offers courses taught in the following formats:

- **In-person:** Traditional physical classroom course with 37.5 hours of in-person seat time
- **Synchronous Remote** – course conducted remotely via Zoom, with real-time remote instruction. Students must log in and participate in the course at a specific time each week.
- **In-person self-study:** courses where the students meet about six or seven times with the professor in-person (face to face), and the rest of the course is student self-guided study.
- **Remote self-study-** courses are where the students meet about six or seven times with the professor in real time over Zoom, and the rest of the course is student self-guided study.

More than 60% of the plan of study courses are offered **in-person**, with 1-2 being offered in the **in-person self-study** format. In addition, students can expect 5-7 courses of their plan of study offered in the **Synchronous Remote** or **Synchronous Remote self-study** format. Advisors discuss the courses and course formats during each advisement session.

PROGRAM STRUCTURE

The Master of Science in Clinical Mental Health Counseling consists of 60 semester hours of required coursework in the areas of assessment, diagnosis, research, prevention, intervention, report-writing, counseling and consultation

and multicultural issues. As part of their training, students in the CMHC program are required to participate in fieldwork and related assignments. The program may be completed in no less than three years of full-time study. Some summer-session coursework is required.

The curriculum is sequenced with all of the knowledge-based coursework and knowledge-based examination to be completed prior to the internship stages and the skill-based learning to be completed through practices throughout the program. Students may not register for courses out of sequence without written approval from the Program Director, Administrative Director, or Associate Dean. Our CMHC program is New-York-State accredited as per the Office of the Professions of the New York State Department of Education. While our CMHC program is not accredited by the Council for Accreditation of Counseling and Related Educational Program (CACREP), programmatic goals are aligned with the guidelines established by CACREP. For more information on the New York State and CACREP guidelines please visit the following links:

<http://www.op.nysed.gov/prof/mhp/section52-32.htm>

<http://www.cacrep.org/wp-content/uploads/2018/05/2016-Standards-with-Glossary-5.3.2018.pdf>

The program provides classroom and field-based experiences that prepare future mental health counselors to be ready and able to meet the challenges of achieving state-mandated standards. The program requires a 100-hour practicum experience (MNHN 702) followed by completion of a 600-hour internship (MNHN 770 and MNHN 771).

Classes are scheduled primarily in the evenings, and, in our Brooklyn location, also on Sundays, making outside employment possible for students. In the internship experiences, the student must be supervised by either a licensed Mental Health Counselor (LMHC), licensed Clinical Social Worker (LCSW), or a licensed Psychologist, Physician’s Assistant, Registered Nurse Practitioner or Nurse Practitioner who is also knowledgeable in the field of Mental Health Counseling. Please refer to the NYSED Office of Professions website to see updates <http://www.op.nysed.gov/prof/mhp/mhclhc.htm#exp>.

Students are required to complete 3 fieldwork courses (12 credits). The first fieldwork course is taken in conjunction with MNHN 702 - Case Conceptualization, Documentation and Practicum, and requires that students complete 100-hours of practicum fieldwork within one semester. The two internship courses (MNHN 770 and MNHN 771) are taken during the fall and spring semesters of the final year of study. Students are required to complete a minimum of 600 hours of fieldwork during the two internship courses. For more information, see Field-Based Experiences section below.

PLANS OF STUDY

The M.S. Program in Clinical Mental Health Counseling (CMHC) offers two study tracks:

- Fall Admission 2-Year Study Sequence (2-years, 5-semester course of study) [Please note that this sequence is intense and is not recommended for students who expect to work, especially in the second year when they are completing classes as well as a 600-hour internship.]
- Fall Admission 3-Year Study Sequence (3-year, 8-semester course of study)

Completion of 19 courses (60 credits) and a required and documented seminar in Child Abuse Identification and Reporting is required to be awarded the M.S. degree. Courses must be taken in the sequence listed below.

STUDENTS MAY NOT TAKE FEWER THAN THE NUMBER OF CREDITS AS OUTLINED IN THE PLANS OF STUDY WITHOUT PRIOR PERMISSION FROM THE PROGRAM DIRECTOR. FAILURE TO TAKE THE REQUIRED COURSES/NUMBER OF CREDITS PER SEMESTER MAY RESULT IN ADMINISTRATIVE DISMISSAL FROM THE PROGRAM.

<i>3-Year Plan</i>	<i>2-Year Plan</i>
<i>FALL YEAR 1</i>	<i>FALL YEAR 1</i>

MNHN 600 Foundations of Mental Health Counseling and Consultation	MNHN 600 Foundations of Mental Health Counseling and Consultation
MNHN 611 Research and Program Evaluation	MNHN 611 Research and Program Evaluation
MNHN 630 Counseling I: Theories and Practice	MNHN 630 Counseling I: Theories and Practice
	MNHN 640 Professional, Legal and Ethical Issues in Counseling
SPRING YEAR 1	SPRING YEAR 1
MNHN 620 Human Growth and Development in Counseling	MNHN 620 Human Growth and Development in Counseling
MNHN 632 Counseling II: Theories and Practice	MNHN 632 Counseling II: Theories and Practice
MNHN 681 Psychopathology	MNHN 681 Psychopathology
	MNHN 702 Case Conceptualization, Documentation and Practicum
SUMMER YEAR 1	SUMMER YEAR 1
MNHN 691 Counseling the Culturally Diverse: Theory and Practice	MNHN 691 Counseling the Culturally Diverse: Theory and Practice
MNHN 678 Lifestyle and Career Development	MNHN 678 Lifestyle and Career Development
MNHN 692 Group Counseling Theory and Practice	MNHN 692 Group Counseling Theory and Practice555
FALL YEAR 2	FALL YEAR 2
MNHN 638 Principles of Addiction Counseling	MNHN 638 Principles of Addiction Counseling
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups	MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
MNHN 640 Professional, Legal and Ethical Issues in Counseling	MNHN 770 Internship I (4.5 cr)
	MNHN 706 Advanced Counseling Skills and Techniques
SPRING YEAR 2	SPRING YEAR 2
MNHN 694 Contemporary Issues in Couples and Family Therapy	MNHN 694 Contemporary Issues in Couples and Family Therapy
MNHN 705 Advanced Addiction Counseling and Techniques	MNHN 705 Advanced Addiction Counseling and Techniques
MNHN 702 Case Conceptualization, Documentation and Practicum	MNHN 771 Internship II (4.5 cr)
	MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
FALL YEAR 3	
MNHN 770 Internship I (4.5 cr)	
MNHN 706 Advanced Counseling Skills and Techniques	
SPRING YEAR 3	
MNHN 771 Internship II (4.5 cr)	
MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques	

ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.

COURSES OFFERED BY SEMESTER

FALL
MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation
MNHN 611 Research and Program Evaluation
MNHN 630 Counseling I: Theories and Practice
MNHN 640 Professional, Legal & Ethical Issues in Counseling
MNHN 638 Principles of Addiction Counseling
MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups
MNHN 770 Internship I (4.5 credits)
MNHN 706 Advanced Counseling Skills and Techniques
SPRING
MNHN 620 Human Growth and Development in Counseling
MNHN 632 Counseling II: Theories and Practice
MNHN 681 Psychopathology
MNHN 702 Case Conceptualization, Documentation and Practicum
MNHN 694 Contemporary Issues in Family and Couples Therapy
MNHN 705 Advanced Addiction Counseling and Techniques
MNHN 771 Internship II (4.5 credits)
MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques
SUMMER
MNHN 691 Counseling the Culturally Diverse: Theory and Practice
MNHN 678 Lifestyle and Career Development
MNHN 692 Group Counseling Theory and Practice

ALL COURSES CARRY 3 CREDITS UNLESS OTHERWISE NOTED.

PROFESSIONAL CERTIFICATION / LICENSURE

The School of Health Sciences at Touro University's Clinical Mental Health Counseling program (CMHC) is registered with the New York State Education Department (NYSED), meeting the educational standards required for licensure in the state of New York. The curriculum is aligned with the 2016 programmatic goals and learning standards set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The curriculum is also approved and certified by the New York State (NYS) Office of Alcoholism and Substance Abuse Services (OASAS), and includes the educational requirements needed to apply for the Credentialed Alcoholism and Substance Abuse Counselor-Trainee (CASAC-T).

Licensure

CMHC graduates are eligible to apply for licensure in all 50 states, the District of Columbia, Puerto Rico, the Northern Mariana Islands, and the U.S. Virgin Islands. All states except New York will likely request a syllabus review of the CMHC curriculum. Licensure requirements for clinical mental health counselors, titles (e.g. LMHC, LPC, LPCC, LCPC, LCMHC, LMHP), and application procedures vary by state. Please visit the [American Counseling Association's \(ACA\) list of state licensure requirements](#). The ACA list is updated regularly; however, states' licensure requirements evolve, and it is recommended graduates always access the specific state licensure board website. States may require success on either the NCE or the NCMHCE or both. Please visit the [NBCC State Certification Exam Lookup website](#) for a directory of all states' licensure boards for more information about which exam is required.

Students are encouraged to visit NYSED website for an [outline of the licensure requirements for the State of New York](#).

Certification

CMHC graduates are eligible to apply to sit for board certification through the National Board for Certified Counselors (NBCC). Exams include both the National Certification Exam (NCE) and the National Clinical Mental Health Counselor Exam (NCMHCE) leading to certification as a National Certified Counselor (NCC) and a Certified Clinical Mental Health Counselor (CCMHC) respectively. Please visit the [NBCC Board Certification website](#) for complete and up-to-date information about the NCE and the NCMHCE.

PROGRAM SPECIFIC GRADING POLICIES: CMHC PROGRAM

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student’s GPA. The credit value for the course taken earlier is reduced to “0”, and the course remains on the student’s transcript. Students need to retake a course in which they earned a grade below the minimum required grade (as indicated in the chart below), the next semester that the course is offered. Failure to do so will result in automatic dismissal from the program.
- 2) When a course must be repeated, the student must meet with the Program Director to review his or her plan of study, as it will likely extend the time to complete the program as most courses are only offered once a year (e.g., in spring or fall semesters, but not both).
- 3) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.

Required minimum passing course grade

Type of course	Minimum passing grade
<p>A) Key Foundation Courses MNHN 600, MNHN 630, MNHN 632, MNHN 640, MNHN 681</p> <p>B) Field-Based Courses MNHN 702, MNHN 770, MNHN 771</p>	<p>B (no lower than an 83)</p>
<p>C) Additional Foundation/Knowledge Courses MNHN 620, MNHN 638, MNHN 693, MNHN 691, MNHN 678, MNHN 694</p> <p>D) Research/ Assessment Courses MNHN 611, MNHN 683</p> <p>E) Applied Skill/Intervention Courses MNHN 692, MNHN 705, MNHN 706</p>	<p>C is the minimum passing grade</p> <p>Only one grade of C is permitted for the entire program</p>

A student who receives below the minimum passing course grade must successfully repeat and pass the course on the second attempt to remain in the program. Courses may be retaken one time only.

A student who receives below the minimum passing course grade in up to two (2) courses will be placed on monitored status, and the student will be permitted to re-take the failed course(s) with the requirement to pass the course(s) on the second attempt. In the event that a failed course is not passed on the second attempt, the student shall be dismissed from the Clinical Mental Health Counseling program.

In the event of receipt of more than one grade below the minimum passing course grade OR more than one grade below a B (83%), the student shall be dismissed from the program. Students who receive a grade below the minimum passing grade may repeat 1 course only. No student may repeat more than 1 course throughout the program. Additionally, a course may only be repeated one time.

It should be understood that failure to pass any course results in an alteration in the student's program of study/curriculum including fieldwork, graduation date, and may impact financial aid eligibility. Upon notification of a failing grade, the student must meet with the Director of the CMHC program and Academic Advisor to determine the new course sequence the student is to follow. A student must successfully complete **ALL** Clinical Mental Health Counseling curriculum specified prerequisite and co-requisite courses prior to being permitted to register for courses and for each field based placement. It is the student's responsibility to determine the impact of failure or alteration in curriculum on financial aid.

A student who either is unable to pass the course(s) or who does not meet the requirements of probation within the specified timeframe, may be dismissed from the program. Unless approved by the Chairperson/Director for extenuating circumstances, students are required to complete the entire curriculum within a maximum of 6 years. *Note: Courses consist of both the traditional classroom courses and clinical fieldwork.*

CMHC PROFESSIONAL DISPOSITION

The Touro CMHC program is fully invested in ensuring that students present appropriate and professional counselor behaviors throughout their course of study and into professional practice. These behaviors are defined by the accrediting agency CACREP as Counselor Professional Dispositions, (Source: <http://www.cacrep.org/glossary/professional-dispositions/>). These Professional Dispositions are further reflective of the ethical Standards of the American Counseling Association (ACA) and the American Mental Health Counselors Association (AMHCA).

To assess CMHC student Professional Dispositions, the program faculty uses the eleven-trait Competencies Scale-Revised (CCS-R) (Lambie, Mullen, Swank, & Blount, 2015). CITs are assessed using the CCS-R at various points during their course of study by their faculty and Site Supervisor, as well as periodically self reflectively on themselves. Occasionally, a student's behaviors are inconsistent with the professional standards set up by the CCS-R and SHS (See Student Conduct & Professional Development section of this Handbook). These situations require faculty intervention and are considered Problems of Professional Competency (PPC), which are categorized into three primary areas (Brown-Rice and Furr, 2013):

- inadequate academic or clinical skill levels
- personality and/or psychological unsuitability
- inappropriate moral character

Examples of PPCs are listed earlier in this handbook (see Professional Conduct section under Student Conduct & Professional Development). Additional examples specific to the CMHC student are:

- Inappropriate self-disclosure with students/clients
- Insubordination or unprofessionalism with faculty or site-supervisors
- Inability to accept or integrate feedback from Faculty or Supervisors
- Unwillingness to examine how self or past are interfering with their counseling or academic performance
- Dishonesty, either directly (i.e., lying), indirectly (i.e., omission, partial disclosure, etc.), fraud (i.e., presenting false credentials), or fabrication (i.e., altering internship hours)
- Any violations of confidentiality.

Any situation in which student behaviors are inconsistent with ACA or AMHCA ethical guidelines or the Professional Conduct expectations for the Department of Behavioral Science and School of Health Sciences, as outlined in the handbook, remediation processes will be initiated.

Brown-Rice, K. A., & Furr, S. (2013). Preservice counselors' knowledge of classmates' problems of professional

competency. *Journal of Counseling & Development*, 91, 224-233.

PROGRESS THROUGH THE PROGRAM

All Clinical Mental Health Counseling students are required to proceed through their approved plan of study with Satisfactory Academic Progress (see Satisfactory Academic Progress Policy (SAP) section of this Handbook) while adhering to Counselor Professional Dispositions and ethical practices as outlined by the ACA, AMHCA and CCS-R (see section CMHC Professional Disposition above). Individual student assessment data (CCS-R Disposition evaluations, Key Performance Indicator scores, aggregate grades, fieldwork progress, and comprehensive exam scores) are reviewed with the student during their semesterly advisement meeting. In instances where student performance falls below the level of meeting the performance expectations of an area of measurement, the program faculty meet to determine remediation processes (see Satisfactory Academic Progress Policy section).

MALPRACTICE / LIABILITY INSURANCE

All Clinical Mental Health Counseling students will be covered by a group liability insurance plan provided through Touro throughout their enrollment in the program. The cost of this coverage will be incurred by the student at the beginning of every year. Due to the nature of the mental health field, opting out of this coverage is not an option. In addition to this coverage, all students are expected to opt into the individual malpractice offered as a component of the American Counseling Association (ACA) or American Mental Health Counseling Association (AMHCA) student member. Maintenance of a student membership in a professional organization is a requirement of all CMHC students throughout their course of study. The ACA and AMHCA offer student members liability insurance through the Health Providers Service Organization as a part of their student membership benefits. Membership enrollment is a required assignment for MNHN 600: Foundations of Clinical Mental Health Counseling.

FIELD-BASED EXPERIENCES: PRACTICUM AND INTERNSHIP

General Guidelines

All practicum and internship sites must be approved prior to the start of a student's formal practicum and/or internship experience. While Touro will assist students in finding a placement, Touro University is not responsible for securing a placement for any individual student. Internship sites are filled quickly. Students are encouraged to begin seeking practicum placement opportunities during their first semester and internship placement during their second year of enrollment. For more details on field experience requirements, students should carefully read and understand the requirements of the field experience handbook, which can be obtained on the program's website.

Students are responsible for completing any paperwork and other requirements that a practicum/internship site may have, at their own expense.

Students are not permitted to accrue internship or practicum hours unless they are concurrently enrolled in the appropriate supervised course at Touro University and have secured documented site approval from program administration.

Practicum Eligibility and Guidelines

Practicum requires a minimum of 100 hours which must be completed in a setting that provides supervised mental health services. Students will be provided lists of potential sites and will have access to the support of the Field Experience Coordinator to secure placements. In order to be eligible to begin practicum experience and register for the required seminar (MNHN 702), all students must have completed the required prerequisites listed in the course description section with a grade of B or higher. NO EXCEPTIONS will be made to this policy. Students may not take practicum during the same semester that they are "repeating a course" that is a prerequisite to practicum. Students must submit field placement contracts to the field experience coordinator—these contracts must be signed and approved by the site supervisor and Touro Clinical Mental Health Counseling field placement faculty. Students who receive an unsatisfactory rating from their site supervisor will not receive credit for any practicum hours and will need to repeat both the course and field experience. Additionally, students who earn less than a B for the course (MNHN 702) will also need to repeat BOTH the practicum course and the field-based requirements prior to proceeding to internship.

Supervision

On-site supervision is required for all practicum and internship placements. Supervision may only be provided by a licensed clinical professional, as outlined by the CACREP and New York State standards. Approved licenses include: LMHC, LCSW, Licensed Psychologist, MD, and NPP. Please contact Field Experience Coordinator with any questions regarding Practicum and Internship.

Internship

Internship placements are competitive and often require application 6-9 months before the start of their placement. Students are encouraged to be proactive in seeking a placement that will further their professional goals.

Students must have successfully completed their practicum requirements (100 hours) with a satisfactory rating and MNHN 702 with a grade of B or higher to be eligible to begin their internship. Additionally, students must receive a satisfactory score on Comprehensive Exam #1 to proceed to Internship.

Any student who wishes to complete their internship MUST:

- be a student in good standing.
- submit their application to complete internship to the field coordinator and/or the Director of the CMHC program for approval of readiness to proceed.
- have their site secured and submit all required paperwork to the placement coordinator **no later than 1-week before the start of the semester.**

Interns are required to have 1-hour of weekly face-to-face 1:1 or triadic site supervision with their approved Site Supervisor. They are also required to participate in 1.5-hrs of group supervision with the Faculty Supervisor. If an intern misses hours for any reason, he or she must make up those hours in a manner arranged with his/her supervisor. If absences are deemed to be excessive, in the judgment of the supervisor and a Director of the CMHC program, the student may be required to extend the internship through the summer or beyond.

Each internship site is visited by the Field Experience Coordinator a minimum of one time during the internship year. The Field Experience Coordinator also communicates with the internship site personnel during the school year. All interns are required to complete internship contracts and planning forms prior to the beginning of the internship placement. Each intern is evaluated in writing (using the Touro internship evaluation form) by the internship supervisor each semester. All internships start at the beginning of the academic year except by special permission. Internships conclude when the hourly requirements have been met, with the understanding that these dates must also be satisfactory to the placement site. Interns are expected to continue at their placements during Touro's semester breaks.

Interns are required to maintain logs documenting days and hours spent and a summary of responsibilities at the internship site. Students are responsible for these logs, which must be signed by supervisors and submitted to the course instructor on a monthly basis. Electronic logs are acceptable provided they are sent from the supervisor's e-mail address or in pdf format when signed by the supervisor. Students will receive credit for the internship placement only if signed logs are submitted on time.

At least once during each semester, the Field Experience Coordinator will visit each internship site. The visit involves consultation with the intern, the internship supervisor, and possibly other staff members who have had professional contact with the intern. These meetings provide an opportunity to evaluate the progress of the intern and also to evaluate the quality of the internship. Each semester, the intern's supervisor completes and submits the Counselor Competencies Scale - Revised (CCS-R) regarding the progress of the intern. As deemed necessary, the number of site visits and involvement of the Field Experience Coordinator may be increased.

In addition to making interns participate in experiences at the internship agency and allowing them to observe administrative procedures, each internship opportunity must address training that is equivalent with the expected professional activities of a professional mental health counselor.

During the internship experience, students continue to receive University-based supervision and are introduced to

new materials. Students interview for internships *during the academic year prior to the internship*; the requirements of different sites and the application deadlines vary. There are a limited number of highly competitive internships available in the New York City area, and students are encouraged to be prepared to begin seeking placement early. Additional details on internships and the application process are available through the Director of the program or the Field Experience Coordinator.

COMPREHENSIVE EXAMS

Students must satisfactorily pass the following two exams to enter into the various levels of fieldwork and graduate from the program: Comprehensive Exam #1 (Comps #1) and Comprehensive Exam #2 (Comps #2).

The first exam will be taken at the completion of full-time students' first year of study or Extended Study students' second year of study. This first comprehensive exam will present a clinical case and a set of questions that require students to integrate their learning from previous courses. The exam will be scored using faculty-developed rubrics based on the identified program competencies listed above.

The second comprehensive exam will be taken by students at the end of their final fall semester of study. This exam will consist of a multiple-choice section that covers the content knowledge outlined in the CACREP Eight (8) Core Program Competencies.

A passing grade on Comprehensive Exam #1 is required for entering fieldwork activities, while a passing grade on Comprehensive Exam #2 is required to graduate from the program. Students who fail either comprehensive exam will be afforded two additional opportunities to succeed. A remediation plan that may include readings and school-based projects will be developed for the student. Should the student not pass the exam by the third time, he or she may be dismissed from the program.

REQUIREMENTS FOR COMPLETION

- A. Program:** The program may be completed within 5 to 7 semesters (including summers). Students requesting to complete the program in more than 5 years must obtain written permission from the Program Director. The program must be completed in the sequences outlined on the respective plans of study (see *Plans of Study section*).
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average (GPA) in order to remain matriculated in the program and being eligible to receive financial aid. Students who fall below this GPA, will be placed on probation and must meet with their faculty advisor and the program administration to develop a plan to improve their GPA. Students will have 1 semester to demonstrate an improvement in their GPA. Students who fail to demonstrate improvement will be dismissed from the program. Please review the *Academic Information section* for further information on the probationary process.
- C. Student Advisement Meetings:** All students will be required to meet with their assigned faculty advisor at least once per semester to ensure that all program requirements are being met successfully.
- D. Seminars:** Students will be required to document attendance to a New York State approved child abuse identification and reporting seminar. The Clinical Mental Health Counseling program faculty will provide opportunities for student to enroll in this seminar.
- E. Requirements to Advance to Practicum and Internship:** Students must successfully complete all prerequisite coursework and relevant comprehensive exams needed to advance to practicum and internship. Eight courses require a minimum grade of B. Note that students are only permitted to get less than a B in one course (that does not require a B minimum grade). Students who receive more than one grade that is less than a B will have one opportunity to retake the class. However, the cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the *Program Specific Grading Policies section* for more details. NOTE: students may not begin their internship until they have successfully

completed 100 practicum hours and the concurrent course. Students will also be required to successfully pass the Comprehensive #2 prior to being cleared to begin internship.

- F. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. All students must follow the [ACA Ethical Code](#). The Touro University and University System Academic Integrity policies can be found in greater detail in the [Student Conduct & Professional Development section](#) and at touro.edu/students/policies/academic-integrity/.
- G. Comprehensive Exams:** Two comprehensive exams are required for completion of the Clinical Mental Health Counseling program (see [Comprehensive Exams section](#)).
- H. Continuity of Study:** Student leave or a break in continuity requires a review and approval by the program's administration before candidates can return to the program and resume study. These reviews may result in having to repeat outdated coursework or additional requirements to ensure that the competencies are maintained. Students who have more than 2 semesters where they were not registered for any courses must formally reapply to the Clinical Mental Health Counseling program and meet all requirements that are current in the present handbook.
- I. Exit Interview:** All students will be required to complete a short exit interview with one of the Clinical Mental Health Counseling faculty members with the purpose of this interview being an assessment of the student's overall program satisfaction as well as providing career guidance.

PROFESSIONAL ORGANIZATIONS

Students) play an important role in helping our profession stay current and progressive. Your voice matters. Membership in one or more of our professional organizations provide access to the newest evidence-based research, in-services, meetings, conferences, liability insurance, career advancement and net-working, and publications available either as a part of membership or at reduced fees. In addition, the American Counseling Association (ACA), and state counseling associations like the New York Mental Health Counselors Association (NYMHCA) are the profession's lobbyists on the Federal and State levels. They represent the profession's needs including but not limited to universal licensure, state licensure, third-party payments, and mental health parity.

The American Counseling Association (ACA), New York Mental Health Counselors Association (NYMHCA), and the American Mental Health Counselors Association (AMHCA), all provide reduced membership fees for both students and new professionals. Some students may wish to join other related professional organizations aligned with their interests. A list of some of these organizations is available on the ACA website (www.counseling.org). Touro University faculty attend and present at many of these conferences. Students are encouraged to attend, even co-present or present when interested!

The Clinical Mental Health Counseling Program and the SHS encourage students to participate in professional conferences and leadership events. Students are also encouraged to be a part of the Graduate Committees of ACA, AMHCA, NYMHCA (and its Metro chapter). There is also a Touro Clinical Mental Health Counseling representative to both NYMHCA and ACA to help communicate important information about the field/profession to peers.

ENDORSEMENT POLICY

Touro University's Clinical Mental Health Counseling program curriculum is designed to prepare graduates who are competent to enter work in professional settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, the CMHC program will only endorse graduates for professional positions and position levels appropriate to their training.

Students play an important part in helping our profession stay current and progressive. The student and professional Associations provide a basis for student's professional growth through the offering of various in-services, meetings, conferences, and publications that are made available at reduced rates to Association members.

Applications for student membership in the American Counseling Association (ACA), New York Mental Health

Counselors Association (NYMHCA), and the American Mental Health Counselors Association (AMHCA), are made available to students. Students are encouraged to join and participate in the Student Clinical Mental Health Counseling Association at Touro University as well as to keep abreast of the happenings in the student organizations sponsored by ACA, AMHCA, NYMHCA (and its Metro chapter), and other related professional organizations.

The Clinical Mental Health Counseling Program and the SHS encourage students to participate in professional conferences and leadership events. Each year students are provided with the opportunity to be nominated as the Touro Clinical Mental Health Counseling representative of NYMHCA and the ACA to help communicate important information about the field/profession to peers.

M.S. in INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

ABOUT THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM

Industrial-Organizational Psychology (I-O) is an area of specialization within Psychology that involves the application of methods, facts, and principles of psychology to understanding behavior in the workplace. This sub-field of psychology studies factors that affect the way people act and interact in the workplace and in organizations (SIOP, 2014).

MISSION

The mission of the Master of Science program in I-O Psychology is to provide students with the education and professional training needed to become ethical and competent Industrial-Organizational Psychology practitioners. Students will be prepared to provide a wide range of professional human capital and human resources (HR) services such as: job analysis, competency modeling, performance appraisal, training and development, data analysis, critical problem solving through research, consulting, and advocacy within a variety of settings.

REQUIREMENTS FOR ADMISSION

1. A baccalaureate degree or its equivalent from an accredited institution.
2. A minimum undergraduate and graduate GPA of 3.0 (on a 4.0 scale).
3. Undergraduate statistics course (with a grade of B or higher).
4. Pre-requisite courses in introductory psychology, research design, and experimental psychology strongly recommended.
5. An interview (individual or group) by faculty member(s). Applicants will be asked to provide a brief spontaneous writing sample.
6. HR experience preferred
7. GRE preferred but not required
8. Applicants whose native language is not English or who did not attend secondary school or University in an English-speaking country must show proficiency in the English language. This can be demonstrated in one of three ways:
 - TOEFL test: a minimum score of either 550 (paper-based), 213 (computer-based), or 80 (internet-based)
 - IELTS test: a minimum Band score of 6
 - PTE test: a minimum score of 58

Every applicant must fill out the online **Application for Admission** which includes:

1. Official undergraduate and graduate transcripts mailed directly from the issuing institutions.
2. Two letters of reference from employers and/or professors.
3. Personal statement of the applicant's goals and objectives, including reasons for choosing the field of IO Psychology and for applying to Touro University.
4. Proof of immunization.

Note: Admission to the program is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

PROGRAM OUTCOMES

The I-O program is rooted in professional-based human resources and business strategy needs, with a focus on research-based psychological strategies. Additionally, these concepts and skills are further developed through supervised fieldwork experiences (internships) in order to promote positive educational and behavioral environments for students to learn how I-O Psychology knowledge applies to the professional world. The primary goal of our I-O Psychology program is to provide students with classroom and field-based experiences that will make them ready and able to meet the challenges of achieving state-mandated standards while recognizing that people of all ages learn and develop in differing ways.

PROGRAM GOALS

The program goals for the I-O Psychology program are drawn from the Society of Industrial and Organizational Psychology (SIOP). For more information on these domains, please visit <https://www.siop.org/Events-Education/Graduate-Training-Program/Guidelines-for-Education-and-Training>

Upon completion of the I-O program, students will be competent in the “outcomes of training, and on the knowledge, skills, behavior, and capabilities necessary to function as a master’s level I-O practitioner.” (SIOP, 2014)

- (1) The graduate of the I-O Psychology program will demonstrate competency in the area of Data Collection and Analysis Skills
- (2) The graduate of the I-O Psychology program will demonstrate competency in the area of Ethical Practice & Learning in the Workplace
- (3) The graduate of the I-O Psychology program will demonstrate competency in the area of Communication
- (4) The graduate of the I-O Psychology program will demonstrate competency in the Core Industrial-Organizational Domains
- (5) The graduate of the I-O Psychology program will demonstrate competency in the area of Academic Development
- (6) The graduate of the I-O Psychology program will demonstrate competency in the area of Professional Development

CURRICULUM DESIGN

The I-O Psychology program consists of 36 semester credit hours of required coursework in the areas of: Statistics; Research Design; Psychometrics; Leadership; Social Psychology; I-O in Global Companies; Motivation; Performance Appraisal; Training & Development. As part of their training, students in the I-O Psychology program are required to participate in fieldwork and related assignments. The program typically takes 1.5 to 2 years to complete. Summer session coursework is required.

The curriculum is sequenced so that no student can take an internship course until they have completed at least nine credits of the degree. Courses are designed to comply fully with the guidelines established by the Office of the Professions of the New York State Education Department. The program provides classroom and field-based experiences that prepare future practitioners to be ready and able to meet the challenges of achieving SIOP (Society of Industrial Organizational Psychologists) standards.

Campus classes are scheduled in the evenings making outside employment possible for students. We also offer a fully online, Canvas-based program.

Students must secure an internship site that meets the program requirements. All sites must be approved in advance by the field experience faculty coordinator. Additionally, each student must complete and submit a field placement contract and/or affiliation agreement, which are provided in the field experience handbooks. These documents must be signed by the student, site supervisor, and field experience faculty coordinator.

PROGRAM STRUCTURE / PLANS OF STUDY

The following are the courses of study required for completion of the M.S. in I-O Psychology at Touro University. Completion of 12 courses (36 credits) leads to the M.S. degree.

OPTION I – 3 COURSES PER SEMESTER

FALL YEAR 1	Credits
PSGN 613: Social Psychology in Multicultural Organizations	3.0
PSGN 617: I/O Psychology in Global Organizations: Org Culture and Change (OD)	3.0
Elective Course	3.0
Term credit total:	9.0
SPRING YEAR 1	

PSGN 604: Statistics for Behavioral Sciences	3.0
PSGN 645: Research Design Applied to Organizations	3.0
Elective Course	3.0
Term credit total:	9.0
SUMMER YEAR 1	
PSGN 740: Consultancy Internship in Industrial/Organizational Psychology	3.0
PSGN 682: Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)	3.0
Elective Course	3.0
Term credit total:	9.0
FALL YEAR 2	
PSGN 612: Psychometric Theory	3.0
Elective Course	3.0
Elective Course	3.0
Term credit total:	9.0
PROGRAM CREDIT TOTAL	36.0

OPTION II (2 COURSES PER SEMESTER)
REQUIRES TWO (2) ADDITIONAL SEMESTERS

ELECTIVE COURSES	Credits
PSGN 619: Business Foundations for I-O Professionals	3.0
PSGN 639: Theories of Leadership	3.0
PSGN 643: Motivation	3.0
PSGN 644: Personnel Selection and Assessment: Assessment-Interviewing-Succession	3.0
PSGN 655: Job Analysis and Performance Appraisal: Competency Modeling	3.0
PSGN 656: Training and Development	3.0
PSGN 680: Group Dynamics	3.0

PROGRAM SPECIFIC GRADING POLICIES: I-O PSYCHOLOGY PROGRAM

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. (Note that students may only repeat one course during the program and may not receive more than 1 grade below a B). Failure to do so will result in automatic dismissal from the program.
- 2) When a course must be repeated, the student must meet with Program Director to review his or her plan of study, as it will likely extend the time it will take to complete the program as most courses are only offered once a year (e.g., in spring or fall semesters, but not both). Students are required to retake the course at the earliest possible time that it is offered, including taking it as a tutorial (i.e., as an asynchronous course in an individual or small group capacity).
- 3) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.
- 4) Grades of "B" and above are considered to meet generally accepted standards of successful graduate work. Students are required to maintain a cumulative GPA of B (3.0) or better in order to remain in good academic standing. Having a GPA below 3.0 at the end of the semester will automatically put the student onto academic probation. Students that do not remove themselves from academic probation by the end of the following semester may be removed from the program.
- 5) Students MUST achieve a minimum of a **B grade in PSGN 604: Statistics for Behavioral Sciences & PSGN 645: Research Design Applied to Organizations**, since they are fundamental to success in I-O Psychology.

Any grade below B in either of these subjects will require retaking and repaying for the class. Students who earn less than a B in the retaken course may be dismissed from the program.

- 6) Students **MUST** complete 9 course credits in the I-O Psychology programs before being allowed to take the internship.
- 7) Students are **allowed one C grade** throughout their program (excluding PSGN 604 & PSGN 645), but all courses with grades of **C- or below must be retaken**.
- 8) Students may repeat **NO MORE** than two (2) courses in the full program, and no course may be repeated more than once.
- 9) When passed courses (i.e., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The original grade remains on the student's transcript, but the credit value for the earlier course is reduced to 0.

INTERNSHIP

The internship course bridges the gap between theory and practice, between what students learn in the classroom and what students need to do on the job. The only I-O psychology master's program in NYC to require an internship, it's a cornerstone of the program.

Students have the opportunity to turn their newly acquired knowledge into skills, putting into practice what they learned in class, in a supervised environment.

A highly coordinated collaboration between the on-site supervisor, Touro's internship supervisor and the student, the internship provides tremendous opportunity. Each student finds their chosen location for the internship. Once approved by the I-O program director, Touro's internship supervisor coordinates with the on-site supervisor to make sure the learning objectives are clear. The internship supervisor, an active I-O psychologist themselves, works with the student early on to develop the final project, designing an experiment that the student will solve, such as high turnover rate or poor hires. The internship supervisor speaks regularly with the on-site coordinator and student to make sure they're focused on I-O tasks and understand what they're learning, gaining work experience and skills in areas like data analysis, job analysis, talent management, interviewing, personnel assessment, performance appraisals, people analytics and marketing research.

The internship is a total of 240-hours and students receive credit based upon the on-site coordinator's evaluation. All students gain tremendous experience, knowledge and skills through their internships. And some of them get hired full-time after graduation by the companies where they interned.

REQUIREMENTS FOR COMPLETION

- A. Program:** The program may be completed on a full-time, 2-year schedule. Students requesting to complete the program in more than 2 years must obtain written permission from the Program Director.
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program as well as to continue receiving financial aid.
- C. Culminating Experience-Professional Performance-Based Portfolio:** All students in their internship year will be required to prepare a Professional Performance-Based Portfolio for submission to the faculty. The requirements of the portfolio include:
 - a) Table of Contents, indicating which standard(s) each work sample and reflection corresponds (see Programmatic Goals).
 - b) Personal Statement, including description of current professional accomplishments, explanation of how they correspond to programmatic Goals, and statement of long term professional goals.
 - c) The student's current resume or CV.
 - d) A summary page at the beginning and end of each section.

- D. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro University and University System Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>.
- E. Requirements to Advance to Internship(s):** Students must successfully complete a minimum of 9 course credits prior to starting the internship. All courses require a minimum grade of B. The cumulative GPA of 3.0 must be maintained to remain in good academic standing. Please refer to the grading policies section for more specific details.
- F. Continuity of Study:** Students wishing to return to the program after a leave of absence or other break in continuity must first obtain the written approval of the Program Director. The student may be required to repeat outdated coursework or meet additional requirements to ensure that the student's competencies are maintained.

STUDENT & PROFESSIONAL ORGANIZATIONS

Students play an important part in helping our profession stay current and progressive. The student and professional associations provide a basis for student's professional growth through the offering of various in-services, meetings, conferences, and publications that are made available at reduced rates to Association members.

Students are encouraged to join and participate in the Student I-O Psychology Association at Touro University (TIOPSS) as well as to keep abreast of the happenings in the national Society of Industrial-Organizational Psychology (SIOP). The I-O Psychology Program and the SHS encourage students to participate in professional conferences and leadership events.

MS Program in Applied Behavior Analysis and Advanced Certificate Program in Behavior Analysis

ABOUT BEHAVIOR ANALYSIS PROGRAMS

Behavior Analysts provide individualized, intensive therapy using positive reinforcement to improve learning. The focus is on increasing desired behaviors while decreasing undesired behaviors. Services may be either center-based or provided within the individual's most familiar environment, typically the home. While behavior analysis is used to improve academic learning in children, it can also be used with adolescents and adults to improve life skills. Therapists customize interventions to meet each individual's needs, at home, in the community and/or in school. Long- and short-term objectives are designed to teach skills in academic areas, communication, socialization, self-care, play, and motor skills. The behavior analyst ensures that goals are broken down into manageable steps and assesses them through ongoing progress measurement. Behavior Analysis is a data-driven field that uses empirically supported methods to help individuals on the autism spectrum.

Our programs are among the first programs to meet the academic requirements for licensure as a Behavior Analyst in accordance with Subpart 79-17 of the New York State Commissioner's Regulations, and our graduates are eligible for both LBA and BCBA licensure.

MISSION

Our mission is to ensure that all students are provided with access to outstanding instruction, training, and research opportunities so that they can be of service to the underserved population with developmental delays, especially those with autism-spectrum disorders. Graduates of our program MS and Advanced Certificate programs are well prepared to contribute responsibly to their community and field.

REQUIREMENTS FOR ADMISSION

General Admission Requirements for Applied Behavior Analysis:

1. Completed Application for Admission.
2. Official undergraduate and graduate transcripts mailed directly from the issuing institutions.
3. An interview (individual or group) by faculty member(s). Each applicant will be asked to provide a brief spontaneous writing sample.
4. Two letters of reference from employers and/or professors.
5. Resume.
6. A personal statement of the applicant's goals and objectives, including reasons for choosing the field of Applied Behavior Analysis and for applying to Touro University.
7. Proof of immunization.
8. Applicants whose native language is not English or who did not attend secondary school or University in an English-speaking country must show proficiency in the English language. This can be demonstrated in one of three ways:
 - TOEFL test: a minimum score of either 550 (paper-based), 213 (computer-based), or 80 (internet-based)
 - IELTS test: a minimum Band score of 6
 - PTE test: a minimum score of 58

Specific Master's Program Requirements:

- Baccalaureate degree from an accredited academic institution.
- Minimum undergraduate GPA of 3.0
- Undergraduate course in introductory psychology (required)
- Undergraduate course in research design or experimental methods (preferred)

Specific Advanced Certificate Program Requirements:

- Minimum of a master's degree in psychology, education, applied behavior analysis (ABA) or related field from an accredited institution (please note that a degree in speech therapy does not meet this requirement)
- Minimum graduate GPA of 3.0

Note: Admission to these program is highly competitive and on a selective basis. Meeting minimum requirements does not guarantee admission.

PROGRAM OUTCOMES

The MS and Advanced Certificate programs in Behavior Analysis will provide students with the training and expertise to work in the field of Applied Behavior Analysis across a variety of populations and settings. Students will become proficient in planning behavior reduction programs, skill-acquisition programs, properly assessing client needs, conducting Functional Behavior Assessments and developing comprehensive Behavior Intervention Plans (in accordance with NYS Part 200 Regulations). Students will demonstrate understanding of ethical principles (Professional and Ethical Compliance Code for Behavior Analysts) in relation to their practice. Students will engage in research and target presentation skills. Career objectives include working with students on the autism spectrum disorder, or other related disabilities, across a number of settings. These settings include schools, homes, hospitals, day programs, residencies, vocational settings, and business-related agencies.

CURRICULUM DESIGN

We have designed a comprehensive curriculum that provides theory, training, and supervision in behavior analysis as it relates to individuals with autism spectrum disorder (or related disorders). Our faculty members include Board-Certified Behavior Analysts, Licensed Behavior Analysts, and practitioners in related disciplines. They bring their experiences in the field into the classroom.

The 36-credit master’s program runs in lockstep and can be completed in four semesters. The 27 credit advanced certificate can be completed in three semesters. The curriculum is designed to comply with the guidelines established by the Office of the Professions of the New York State Education Department for licensure as a behavior analyst. Students are eligible to sit for the Board-Certified Behavior Analyst (BCBA) examination if they meet the Behavior Analyst Certification Board (BACB) requirements.

Classes are scheduled in the evenings, to accommodate the working student.

PROGRAM STRUCTURE / PLANS OF STUDY

The 36-credit master’s program is a lockstep program that can be completed in four semesters. The 27 credit post-master’s certificate can be completed in three semesters. Courses are offered in Fall, Spring, and Summer semesters.

Required Courses	Credits
	3.0
PSGN 629: Behavior Management and Evidence Based Intervention Strategies	3.0
PSGN 704: Assessment and Intervention in Applied Behavior Analysis	3.0
PSGN 705: Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis	3.0
PSGN 706: Topics in Applied Behavior Analysis: Focus on Autism	3.0
PSGN 708: Specific Procedures and Populations in Behavior Analysis	3.0
PSGN 709: Practicum in Behavior Analysis	1.0
PSGN 721: Maintenance of Client Records in Behavior Analysis	2.0
PSGN 722: Issues of Cultural and Ethnic Diversity in Behavior Analysis	3.0
PSGN 723: Functional Behavioral Assessment, Functional Analysis and Direct Observation	3.0
Total Credits:	27.0
Additional Required Courses for Master’s	Credits
PSGN 604: Statistics for Behavioral Sciences	3.0
PSGN 626: Developmental Disabilities and Autism	3.0
PSGN 627: Behavioral Interventions in Behavior Analysis	3.0
Total Credits:	9.0

PLAN OF STUDY FOR MS IN APPLIED BEHAVIOR ANALYSIS

FALL I	Credits	Prerequisite(s)
PSGN 621: Ethical Considerations in Applied Behavior Analysis	3.0	None
PSGN 629: Behavior Management and Evidence Based Intervention Strategies	3.0	None
PSGN 723: Functional Behavioral Assessment, Functional Analysis, and Direct Observation	3.0	None
Term credit total:	9.0	
SPRING I		
PSGN 704: Assessments and Intervention in Applied Behavior Analysis	3.0	621
PSGN 705: Research Methods, Measurement and Experimental Evaluations in Applied Behavior Analysis	3.0	621
PSGN 722: Issues of Cultural and Ethnic Diversity in Behavior Analysis	3.0	621
Term credit total:	9.0	
FALL II		
PSGN 626: Developmental Disabilities and Autism	3.0	None
PSGN 708: Specific Procedures and Populations in Behavior Analysis	3.0	621, 629, 704, 705, 722
PSGN 706: Topics in Applied Behavior Analysis: Focus on Autism	3.0	621, 629, 704, 705, 722
Term credit total:	9.0	
SPRING II		
PSGN 709: Practicum in Behavior Analysis	1.0	621, 629, 704, 705, 722, NY Mandated Child Abuse
PSGN 721: Maintenance of Client Records in Behavior Analysis	2.0	621, 629, 704, 705, 722
PSGN 627: Behavioral Interventions in Behavior Analysis	3.0	621, 629, 704, 705, 722
PSGN 604: Statistics for Behavioral Sciences	3.0	621, 629, 704, 705, 722, 626
Term credit total:	9.0	
PROGRAM CREDIT TOTAL:	36.0	

PROFESSIONAL CERTIFICATION / LICENSURE

The School of Health Sciences at Touro Applied Behavior Analysis curriculum meets the educational requirements to receive licensure in the state of New York. While 31 other states have passed legislation to regulate behavior analysts, our MS in Applied Behavior Analysis Program and Advanced Certificate in Behavior Analysis programs do not yet meet the requirements for licensure in those states. Please visit the [Behavior Analyst Certification Board \(BACB\) website](#) for a full list of states that have passed legislation to regulate the licensure of behavior analysts.

Our programs are among the first programs in New York State to meet the academic requirements for licensure as a behavior analyst in accordance with Subpart 79-17 of the New York State Commissioner's regulations and our graduates are eligible for LBA licensure. Behavior analysis license applicants must also meet additional requirements as outlined by the [NYS Education Department](#).

The School of Health Sciences at Touro Applied Behavior Analysis curriculum does meet the educational requirements to sit for a certification exam in all 50 states. Accordingly, graduates are eligible to take the Board Certified Behavior Analyst® or Board Certified Assistant Behavior Analyst® examination.

Please note:

Acceptance into the MS in Applied Behavior Analysis Program or Advanced Certificate in Behavior Analysis Program is not a guarantee of licensure. Graduates must meet the requirements and standards of organizations or state licensing bodies.

Some authorities only recently passed laws requiring behavior analysts to be licensed and have not yet implemented an application system. In these cases, links are provided above to the regulatory law. Touro cannot warrant or guarantee the accuracy of the information conveyed in the links above as the information is frequently being updated.

PROGRAM SPECIFIC GRADING POLICIES: ABA PROGRAMS

- 1) When passed courses (e.g., courses with grades other than F) are repeated, only the second (repeat) grade is calculated into the student's GPA. The credit value for the course taken earlier is reduced to "0", and the course remains on the student's transcript. (Note that students may only repeat one course during the program and may not receive more than 1 grade below a B). Failure to do so will result in automatic dismissal from the program.
- 2) Students may NOT repeat a course in the same semester as taking a course for which the repeated course is a prerequisite. Only after the repeated course is completed with a minimum acceptable grade may the student register and enroll in the next course in the sequence.
- 3) Grades of "B" and above are considered to meet generally accepted standards of successful graduate work. Students are required to maintain a cumulative GPA of B (3.0) or better in order to remain in good academic standing. Having a GPA below 3.0 at the end of the semester will automatically put the student onto academic probation. Students that do not remove themselves from academic probation by the end of the following semester may be removed from the program.

MALPRACTICE / LIABILITY INSURANCE

All Behavior Analysis students will be covered by a group liability insurance plan provided through Touro throughout their enrollment in the program. The cost of this coverage will be incurred by the student at the beginning of every year. Opting out of this coverage is not an option.

PRACTICUM

Practicum in Behavior Analysis course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge, and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites.

COMPREHENSIVE EXAM

A comprehensive Masters exam is administered twice a year: at the end of May and the end of December. Students become eligible to take the exam after successfully completing PSGN 621, 629, 704, 705, 706, 708, 721, 722 and 723.

REQUIREMENTS FOR COMPLETION

- A. Program:** The master's program must be completed in the sequence outlined on the plan of study. Students requesting to complete the program in more than 2 years must obtain written permission from the Program Director. The advanced certificate program may be completed on a full-time, 1-year schedule (Fall, Spring, and Summer).
- B. Grade Point Average:** Students must maintain a B (3.0) grade point average in order to remain matriculated in the program.
- C. Comprehensive Exam:** A comprehensive Masters exam is administered twice a year: at the end of May and the end of December. Students become eligible to take the exam after successfully completing PSGN 621, 629, 704, 705, 706, 708, 721, 722 and 723.
- D. Student Professional Behavior:** Students must demonstrate professional academic and work characteristics including ethical and professional conduct. The Touro University and University System Academic Integrity Policy can be found at: <https://www.touro.edu/students/policies/academic-integrity/>.

STUDENT & PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and participate in the New York State Association for Behavior Analysis (NYSABA) to stay current on legislature and professional development. In addition, students should consider joining the Association for Behavior Analysis International (ABAI) and Association of Professional Behavior Analysts (APBA).

GENERAL STUDENT INFORMATION

Office of Student Affairs

The chief role of the Director of Student Affairs is student advocacy. Students are assisted with special services and information and offered a variety of activities through the office, such as medical ethics talks and cultural lunches. Students in need of similar assistance at the Manhattan or Brooklyn campuses should consult their program director for guidance to the appropriate personnel on those campuses.

Emergency Closings

In case of severe weather conditions or other emergencies, information about the closing of the school will be broadcast on Channel 12 and via TC alert. The announcement will be specific to TOURO UNIVERSITY – BROOKLYN AND MANHATTAN CAMPUSES. For all campuses, students can check Touro outgoing phone messages and the Touro website.

Information will also be sent via text, phone, and email by TC Alert to the contact information provided by the student on the Touro University Portal. It is essential that the students update the contact information in their portal account: go to touroone.touro.edu and click on the “First Time User” button to launch the account activation process. Read the instructions, and then follow the steps to activate your account. To modify contact information or other information click on “Manage account” and then follow the instructions. If at any time during the account activation process you require assistance, contact TouroOne Support Desk at 646-565-6552 or help.touroone@touro.edu.

Medical Emergencies

In case of a medical emergency, call 911 and/or the Touro Emergency Hotline Number 1-88-TOURO-911 and notify Security. Wait for emergency responders. Do not transport someone in a private vehicle to a hospital unless absolutely necessary. As soon as you are able, notify the office of the Associate Dean of the incident. Please see also the *Touro University SHS Student Handbook*.

Fire Safety

Fire Drills

Federal, state, and city education laws, and Fire Department policy mandate fire drills in all educational facilities and residence halls. Drills are conducted unannounced and all building occupants are required to participate. **Failure to evacuate is a serious violation of Touro’s Code of Conduct and will subject the employee or student to disciplinary action including, but not limited to, suspension, expulsion or termination.**

UNLESS YOU HAVE BEEN SPECIFICALLY NOTIFIED OTHERWISE BY YOUR FIRE WARDEN, THE FIRE ALARM SHOULD NEVER BE TREATED AS A FALSE ALARM.

Fire Incident Protocol

The following procedures are intended to guide you in the event of a fire or other emergency which requires evacuation. However, there could be times when you will need to make a decision on the safest course to take, such as in the event primary exit is blocked. In that case, it is important to remember the acronym RED – React, Evaluate and Decide. Employees and students must take the time to “react” to their new situation (i.e. the blocked exit); “evaluate” their options (i.e. location an alternative route); then “decide” on the best action to take (i.e. take the new route or shelter in place). One of the most important lessons in fire safety is to make sure you know two exits from your classroom or office. Never assume your usual exit route is the closest or safest one to use in an emergency.

If you smell smoke, contact your floor fire warden, advise the warden of your location and the location you smell the smoke. Your fire warden will investigate the situation and advise you of the next steps to take.

If you see smoke or fire pull the fire alarm, dial 911 and report the fire, then evacuate immediately.

Evacuating in an Emergency

When an alarm sounds, follow these fire evacuation procedures:

1. Leave the building immediately upon activation of the fire alarm. Under normal conditions, you are expected to evacuate from any facility in less than 3 minutes.
2. If possible, bring your keys and ID card and dress for the weather (i.e. shoes and a coat). If you cannot access these items easily, LEAVE WITHOUT THEM!
3. When you leave your classroom/office, close the door.
4. If smoke is present, crawl low to the floor or stay in your room (if you cannot leave your room, see #9 below).
5. Only use stairs; NEVER USE ELEVATOR.
6. On your way to the safest exit, if possible, warn fellow neighbors by knocking on doors. Follow the instructions of your fire warden and evacuate. Once outside, stay at least 500 feet from the building.
7. If you are a student/employee with a disability, report to the nearest stairwell. Remain in the stairwell until fire responders arrive and safely complete the evacuation.
8. Do not re-enter the building until instructed to do so by your fire warden, who will be in communication with emergency manager on the scene.
9. If you cannot leave your classroom/office due to a disability or any other reason:
 - block all openings (underneath the door, HVAC vents) with wet or dry towels (this includes paper towels), clothing or any other fabric;
 - call 911 or Touro Emergency Hotline at 1-88-TOURO911 and advise the dispatcher of your location;
 - stay close to a window holding a wet towel to your face if possible;
 - do not open the windows except to alert rescue personnel by hanging a white sheer or cloth out in the wind.

What You Can Do

Fire safety and prevention is everyone's responsibility. There are steps you can take to make yourself safer, thereby creating a safer Touro community.

1. Familiarize yourself with the location of your nearest exit and the fire wardens and searchers on your floor.
2. Locate all of the fire exit signs in the corridors on your floor.
3. Learn the emergency evacuation procedures described above.
4. Ensure your fire warden is made aware of any people with disabilities who may require assistance during an evacuation.

Policy for Exam Security during an Evacuation

When the fire alarm sounds, it is imperative for the safety and security of Touro University faculty, staff, and students that everyone evacuate the building in an orderly manner as quickly as possible and as per the instructions of the fire wardens. If a class is taking an exam when the fire alarm sounds, the procedure to be followed is delineated below.

Upon hearing the alarm, the faculty member or proctor will ask students to hand in their exams and answer sheets and line up at the assigned stairwell. The instructor/proctor will make note of the exam time already elapsed. From that point forward, students will be on an honor system. They will not talk about the exam with fellow students, nor will they use electronic devices to look up exam-related information. Upon exiting the building, students must find the instructor/proctor and wait together until it is safe to re-enter the building.

Depending on the amount of time remaining for the exam, and on the amount of time of evacuation of the building, and on the subsequent availability of the classroom, the instructor will determine:

- 1) If the exam will resume immediately upon re-entry, to be completed in the time remaining from the originally allocated time;
- 2) If the interrupted exam will be disqualified, and a new exam will be given at a later date;
- 3) If the interrupted exam can be scored as is, but on a pro-rated basis.

The instructor will expeditiously notify the students of the decision. At that point, the students will be released from the honor system.

Any student found exchanging information or procuring information about the exam during the period of evacuation will be considered to be in violation of the School of Health Sciences Academic Integrity Policy and will be subject to disciplinary action as described in the Policy. Please see the *Touro University SHS Student Handbook*.

Student Identification (IDs)

Photo identification cards are issued to each entering student. Contact your program's office in order to receive a Student ID card. ID cards are issued free of charge on a one-time basis. There is a fee for replacing a lost card. The ID is also necessary for admittance to all Touro University campus locations. Student ID cards must be used on fieldwork placements.

Student Health Insurance

Students are required to maintain active health coverage for the entirety of the program. Touro School of Health Sciences does not offer student health insurance. Students are encouraged to visit www.healthcare.gov to explore their options.

STUDENTS WITH DISABILITIES

Reasonable Accommodations

Touro University ("Touro" or the "University") complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protects persons from discrimination on the basis of physical or mental impairments for all educational and employment purposes. Reasonable Accommodations may be available for students who have physical or learning-related disabilities.

The University is committed to providing reasonable accommodations to students with documented disabilities who request accommodations. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to academic and co-curricular programs or activities or otherwise be subjected to discrimination under programs offered by the University. The University has a centralized Office of Student Disability Services headed by an Executive Director who oversees Student Disability Services operations in the Undergraduate, Graduate, and Professional Divisions. School of Health Sciences students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinator for SHS, the Associate Dean of Students and Innovation, Rivka.Molinsky@touro.edu.

A student requesting accommodation for a documented disability under the ADA must meet with the OSDS coordinator and submit an *Application for Accommodations & Services*. Verbal disclosure of a disability and request for accommodation is not sufficient and cannot substitute for required documentation. Students may apply for reasonable accommodations at any time. Accommodations, if granted, are only done so on a prospective basis. Reasonable accommodations are never provided retroactively.

Students seeking reasonable accommodations must:

1. Complete the *Application for Accommodations & Services*.
2. Provide documentation as described in the *Guide to Documentation Requirements*.
3. Participate in an interactive dialogue with the OSDS coordinator.

The process, as described above, will result in the issuance of a *Receipt of Accommodations* form, which will either approve or deny the request. This form is signed by the coordinator, the Dean or Program Director, and the student.

The process, including all submitted documentation, remains confidential. The *Receipt of Accommodations* (“Receipt”) should not contain any disability-specific information; rather it only lists approved accommodations. The Receipt is shared with the program in which the student is registered to ensure that the approved accommodations are implemented.

A copy of the *Application for Accommodations & Services* may be available by contacting the Office of Student Disability Services Coordinator for SHS, the Associate Dean of Students and Innovation at Rivka.Molinsky@touro.edu.

Student Rights and Responsibilities

Student Rights

- Confidentiality of all information pertaining to a student’s disability, except where disclosure is required by law.
- Equal access to courses, programs, services, jobs, activities, and facilities available through the University.
- Reasonable and appropriate accommodations, and/or academic adjustments determined by the coordinators of OSDS.
- Access to all services and support available to all Touro students with reasonable accommodations where necessary and appropriate.

Student Responsibilities

- Request reasonable accommodations as necessary and appropriate.
- Meet University and programmatic qualifications, technical, academic, and institutional standards set for all students.
- Identify themselves as an individual with a disability when seeking reasonable accommodation (please note that the approval process takes some time, and as such students are urged to file their paperwork as soon as possible).
- Provide documentation (i.e. diagnosis, diagnostic exam results, etc.) from an appropriate professional source(s) to verify the nature of the disability and functional limitations as related to the requested accommodation(s).
- Respond in a timely fashion to the Office of Student Disability Services’ requests for additional information.
- Follow specific procedures for obtaining reasonable accommodations.
- Attend all classes for enrolled courses, unless otherwise medically excused.
- Immediately report to the OSDS coordinator if previously-approved accommodations are not being made.
- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student’s application or medical records.

Complaint Procedure

If a student feels that he/she has been discriminated against on the basis of their disability or disability status, he/she has the right to file a complaint through the grievance or student complaint mechanisms stated in the University Catalog or Student Handbook. A similar procedure can be followed by a student to appeal the University’s response to a request for reasonable accommodations.

For more information and a copy of the Office of Student Disability Services Handbook, please visit <https://www.touro.edu/departments/student-disability-services/>

Special Circumstances Beyond Special Needs

In the event that a student experiences an unexpected medical or personal issue, that student should notify the professor immediately, as well as their Program Director and Dr. Rivka Molinsky. Dr. Rivka Molinsky, Associate Dean of Students and Office of Student Disabilities Services for the School of Health Sciences can be reached at Rivka.molinsky@touro.edu

Student Mental Health Referral Policy

Student health and wellness are important for academic success. While Touro SHS does not offer on-campus mental health services, the SHS Wellness Coordinator is available to help students at all SHS campuses find affordable community treatment for personal, emotional, or substance abuse problems so that they may benefit fully from their academic experience. The Wellness Coordinator may be reached at WellnessSHS@touro.edu. When contacting the Wellness Coordinator, be sure to use your Touro e-mail address.

Computer Laboratories

The computer laboratories at our main Manhattan campus are located on the 4th floor of 232 W 40th Street in Room 410 and in the student lounge on 12th floor. The computer laboratories at the Borough Park campus are also available to students. Please contact the campus at 718-871-6187 for further details about accessing these laboratories.

Technology Device Requirements

All incoming students are required to have a personal computer for daily instructional and testing purposes. Students are responsible for maintaining a virus/spam free laptop. The specifications below ensure adequate operation during your required laptop sessions. Failure to meet the specifications below may result in compatibility and/or performance issues that are the responsibility of the student to rectify. Please contact help@touro.edu for further assistance.

PC requirements:

- 8GB Memory or better
- 256 GB Hard Drive for better
- Minimum of 2.3GHz dual-core Intel Core i5, Turbo Boost up to 3.6GHz
- Ethernet port (Or Ethernet adapter)
- Wi-Fi 802.11ac
- Available USB 3.0 Port
- Integrated webcam and microphone

Operation System:

- 32-bit and 64-bit Versions of Windows 10 (alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time)

OR

- MAC system supported OS X 10.13 (High Sierra) and OS X 10.14(Mojave).

Screen

- Resolution at least 1024x768 or higher
- 14.0-inch HD Display or better recommended

Access:

- Internet access via a high speed connection
- Access to online environment for a minimum of 10 hours per week

***Please note the recommended devices listed may not be available or may be an older model. We will update this list to maintain the most up to date model.**

Recommended Devices*:

Dell Models: XPS, Inspiron, Latitude, G3, G5,
HP Models: Spectre, Envy, Pavilion, Stream, Zbook
Lenovo Models: Yoga, Ideapas 120, V110, ThinkPad
Surface Pro: Model 5 and 6
Apple MacBook

Libraries

The main library is located at 320 West 31st Street Manhattan campus. The librarians and staff manage these libraries and are available to assist students and faculty in their research. The librarians are also available to provide instruction to students on effective methods of library research and in obtaining books and articles from other area libraries. Additionally, access is provided to over 310,000 e-books and over 64,000 ejournals. Further information about the libraries is available online at www.tourolib.org.

The library at the Borough Park location is available to students upon request. Please contact the campus at 718-871-6187 for further details about accessing this library.

Bookstores

The Manhattan and Borough Park campuses do not have bookstores. Students usually choose to order their books online.

Facilities and Hours

The Department of Behavioral Science is a division of the School of Health Sciences. Our primary location is at 232 W 40th Street, New York, NY 10018. Please note that the Clinical Mental Health Counseling program maintains two educational locations: the Manhattan campus at 232 W 40th Street and the Borough Park campus at 1273 53rd Street, Brooklyn. You may refer to shs.touro.edu/programs/ for information specific to our programs. If you would like more information regarding the School of Health Sciences, please refer to the website at shs.touro.edu or to the *SHS Student Handbook* for building hours, offices, and a listing of all programs offered within the School of Health Sciences.

For a current listing of scheduled holidays and school closings please see the semester schedule found on the Touro University portal, and the school calendar which can be found in the *Touro University SHS Student Handbook*.

Parking

The Manhattan and Borough Park campuses are easily accessible using all forms of municipal transportation bus, train, car and taxicab. There are various paid parking garages located around the Times Square area near the main Manhattan campus, while metered public parking is available on the streets surrounding the Borough Park campus. Identification badges must be shown when entering the buildings at all locations.

COURSE DESCRIPTIONS

Clinical Mental Health Counseling

IMPORTANT NOTE: ALL coursework must be taken in accordance with the plan of study, unless otherwise approved by the Director of the CMHC program. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.

MNHN 600 Foundations of Clinical Mental Health Counseling and Consultation

This course is designed to provide a comprehensive overview of the foundations of Clinical Mental Health Counseling, the history of the profession, the scope of practice, licensing requirements, ethical concerns, and an introduction to Clinical Mental Health Counseling and Consultation approaches. Counselors-in-Training (CITs) will learn about accessing community resources, the role of case management in treatment, various certification options, the role of the counselor in various settings, and the role of supervision in client and counselor care. The resources and care of various special and diverse populations will also be addressed; including (but not limited to): addiction, trauma, diversity of culture and/or faith, chronic illness, forensic considerations, and disability. 3 credits

MNHN 611 Research and Program Evaluation

Introduction to principles, concepts and operations that are necessary for an understanding of individual group, and program assessment and evaluation, and of empirical research methodology; derivation of standard scores and other attributes of normative test construction; correlation; reliability; validity; presentation of data in tables and graphs; descriptive statistics and their computation; fundamentals of inferential statistics, including comparison of mean differences by t-tests, simple analysis of variance; chi-square; individual differences and their measurement; and reading and interpreting research reports. 3 credits

MNHN 620 Human Growth and Development in Counseling

This course focuses on the theories of human development across the lifespan, how those theories stand up to the latest research and their application to real world, culturally diverse settings. It lays the foundation for how the individual develops from conception through old age and gives insight to what the developmental factors are in normal and abnormal development with relation to socialization, cognition and physical development. The course introduces the Counselor-in-Training (CIT) to theories of learning, personality development, etiology of addictions and addictive behaviors, and provides a general framework for understanding differing abilities and strategies for differentiated interventions. There is a focus on ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. 3 credits

MNHN 630 Counseling I: Theories and Practice

This course covers evidence based cognitive and behavioral counseling theories and techniques as they relate to building a helping relationship, assessment, case conceptualization and treatment approaches. Counselors-in-Training (CITs) will be introduced to Behavioral Therapy, Cognitive-Behavioral Therapy, Dialectical Behavior Therapy, and more. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. CITs will participate in class exercises that will include operationalizing the problem, relevant interviewing and assessment, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering high risk factors. CITs will develop an understanding of the ethical and practical methods of utilizing these theoretical approaches and techniques among diverse populations, including clients with histories of trauma, addiction, and chronic health complications.

This course partners with *Counseling II: Theories & Practice*, which covers psychodynamic approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide CITs with the basis

upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 632 Counseling II: Theories and Practice

This course will focus on psychodynamic techniques which remain widely used in private and institutional practice, especially in outpatient settings. A thorough understanding of these techniques and the underlying theories is an essential component of graduate training. At a minimum, the course would cover Psychoanalytic, Psychodynamic, Existential, Gestalt, and short-term psychodynamic approaches. Lectures will stress theory and case conceptualization. Exercises will address both theory and application. Counselors-in-Training (CITs) will participate in class exercises that will include operationalizing the problem, case conceptualization, treatment planning, practicing specific techniques (in the roles of therapist and client), and considering special issues for certain populations.

This course partners with *Counseling I: Theories & Practice*, which covers cognitive and behavioral approaches, to provide a firm foundation in contemporary counseling theories and techniques. These courses provide CITs with the basis upon which to explore their personal theory and unique style of counseling in preparation for professional clinical practice. 3 credits

MNHN 638 Principles of Addiction Counseling

This course will provide Counselors-in-Training (CITs) with a broad understanding of the field of addiction and addiction counseling, and its history. The etiology, diagnosis, and variety of treatment interventions for addictions and co-occurring disorders will be explored, as well as various assessment and treatment tools. CITs will gain an understanding of the connection between addiction and psychopathology, the role of psychopharmacology, the scope of addiction, role of biology, substance classes, and the relative impact of these on the psycho-social well-being of the individual. 3 credits

MNHN 640 Professional, Legal & Ethical Issues in Counseling

This course provides an overview of the major legislative decisions that have influenced the practices of psychology and counseling, a review of the federal and state laws regulating the practice of counseling, and an introduction to the principles of professional ethical conduct as outlined by the American Counseling Association, CASAC Canon of Ethics, and other related professional organizations. Additionally, Counselors-in-Training (CITs) will address contemporary professional and practice issues, emphasizing the rules and regulations pertaining to professional conduct and the scope of practice for counselors. Legal and ethical responsibilities of counselors are examined as they apply to such topics as: diverse populations, risk management, addictions, crisis intervention and chronic medical conditions. The role of clinical supervision, ethical decision-making, technology, counselor violations, and integrating with community resources will be discussed. 3 credits

MNHN 678 Lifestyle and Career Development

This course provides a comprehensive overview of theoretical and practical aspects of career development across the lifespan. Major career development theories will be presented, as well as treatment implications for counseling and psych-educational interventions. Particular attention will be directed to a review of current theories of career development, the implications of existing counseling theories in career development and exploration, integration of career counseling into practice, and career counseling for diverse and multicultural populations. The use of career assessments and technology will also be addressed. 3 credits

MNHN 681 Psychopathology

This course will provide an in-depth review of a broad spectrum of the psychopathological conditions defined in the DSM-5. This review will include the etiology of the disorder, prevalence, signs and symptoms, and criteria for diagnosis. Specific attention will be directed to the process of assessing a client for diagnostic criteria, intake interviewing, and appropriate/ethical documentation of diagnostic determinations, impact of substances and medical condition, and trauma. All levels of the DSM-5 documentation system will be reviewed and practiced, as well as a strong emphasis on the differential diagnosis process, particularly as it applies to substances, medical, addiction, social and cultural factors. As applicable, empirical literature will be introduced and discussed as it applies

to our current understanding of psychopathology and best practices. This class will consist of lecture presentations of basic concepts, class discussions, and practice activities. Every attempt will be made to ensure that this course is both informative and practical for professional applications. 3 credits

MNHN 683 Assessment and Appraisal of Individuals, Couples, Families and Groups

This unique course integrates different perspectives in individual and group assessment while providing an overview of the complex dynamics involved in the assessment and appraisal of individuals, couples, families and groups. Counselors-in-Training (CITs) focus on the different processes involved in assessing the needs of these individuals/groups as well as the provision of counseling and the different counseling techniques. Special attention given via practical and lecture activities to address special issues such as: intake screening, substance abuse, addictive behaviors, high risk behaviors, readiness for change and additional referral needs. 3 credits

MNHN 691 Counseling the Culturally Diverse: Theory and Practice

This course is designed to provide an overview of the history, theories, and issues related to multiculturalism in our society, especially with regards to the provision of counseling services. Counselors-in-Training (CITs) will be introduced to a wide variety of cultural perspectives and experiences, as well as explore the unique responses of these communities to various psychosocial stressors, including addiction, trauma, and chronic medical conditions. CITs will develop skills in cross-cultural communication, self-awareness, and worldview; knowledge of differences as they impact the counseling process; and management of cross-cultural ethical conflicts. CITs will also be introduced to various referral sources, assessment consideration, and case management services. 3 credits

MNHN 692 Group Counseling Theory and Practice

This course provides an overview of Group counseling theory. Counselors-in-Training (CITs) will explore and practice various counseling group techniques. CITs will be introduced to facilitator roles, group therapeutic factors, basic group skills, stages of group development, and integrate them with decision making, problem solving, and conflict resolution. 3 credits

MNHN 693 Trauma and Crisis Intervention: Theory, Response Models and Techniques

This course covers the theory, response models and techniques used in assessing and treating trauma and crisis-response issues among diverse people of all ages. Counselors-in-training (CITs) will learn skills of identification, intervention, and treatment of people experiencing traumatic stress, through the use of individual and group work. Special issues that impact vulnerability (e.g.: addictions, social supports, chronic illness, culture) are also reviewed. This course will also explore the impact of trauma on the counselor, issues of compassion fatigue, secondary trauma, and counselor wellness and self-care. 3 credits

MNHN 694 Contemporary Issues in Couples and Family Therapy

The course introduces Family Systems theory and explores the family and couple's culture and cultural beliefs as they pertain to the ways in which they interact and develop. The course further addresses the interactions between family members, especially within socio/economic and cultural contexts, and its impact on mental health and wellness. 3 credits

MNHN 702 Case Conceptualization, Documentation, and Practicum

This course integrates basic intake and information gathering techniques, documentation, and case conceptualization with a practical fieldwork experience. Within the classroom setting, Counselors-in-Training (CITs) will learn the skills of intake interviewing, psychosocial screenings, documentation writing (biopsychosocial, treatment planning and progress notes), referral needs, and case management. CITs will integrate addiction and other specialty screenings, mental status exams, medical data and client history to form treatment plans and biopsychosocial reports. Added into every class session is 1.5 hours of group supervision.

In the field, CITs will participate in a placement experience of a minimum of 100 hours of counselor-related experiences. This will include 75 clock hours of on-site experience, comprising at least 40 hours of direct client contact, 15 hours of on-site individual or dyadic supervision, and 20 hours of indirect client contact opportunities. An additional 25 hours of in-class group supervision is required. 3 credits

MNHN 705 Advanced Addiction Counseling and Techniques

This course will examine advanced substance abuse counseling and techniques, with focus on the application of various evidence-based intervention techniques within various treatment venues. Counselors-in-Training (CITs) will explore the impact of addiction on the family, medical wellbeing, mental health, and engagement of clients. Issues of toxicity, medication interventions, various treatment modalities, assessments and screenings, treatment planning and outcome measurement will be addressed. The course learning activities will include observational activities, demonstrations, and role playing of advanced counseling skills. 3 credits

MNHN 706 Advanced Counseling Skills and Techniques

This course is designed to offer a balance between theory and practice. In addition to mastering the material presented through the readings, lectures and discussions, Counselors-in-Training (CITs) will be actively engaged in the learning process through simulated clinical experiences. CITs will be introduced to a variety of techniques through the observation and critique of videotapes of master clinicians, in-class role plays, taping and transcription of interviews, and in-class demonstrations. The CIT's own personal growth, self-insight, and self-awareness will be an integral component to this course. 3 credits

MNHN 770 Internship I

Counselors-in-Training (CITs) complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. CITs receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

MNHN 771 Internship II

Counselors-in-Training (CITs) complete an additional 300 hours as outlined in MNHN 770 Internship I. Per MNHN 770 -CITs complete 20 to 25 hours per week (300 hours total) of clinical practice in a community placement while continuing to come to class for support, consultation, and further training. CITs receive a minimum of one hour per week of individual supervision by a licensed mental health professional. Eligibility for this course requires having satisfactorily completed all other coursework in the Master of Science in Clinical Mental Health Counseling program and the approval of the chair. 4.5 credits

Industrial-Organizational Psychology

IMPORTANT NOTE: ALL coursework must be taken in accordance with the plans of study, unless otherwise approved by the program director. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.

PSGN 604 Statistics for Behavioral Sciences

This course covers general statistical concepts related to behavioral science. Students work on basic statistical analysis using various numeric and algebraic techniques. Students learn the advantages and disadvantages of the various tools used in inferential statistics and how and when to apply those methods. Topics to be covered include: descriptive statistics, basic inferential statistics, analysis of variance methods, and nonparametric statistics for categorical data. 3 credits

PSGN 612 Psychometric Theory

Introduces the student to basic and advanced concepts in psychometric theory, including technical principles of psychological testing, reliability, validity, and test item considerations. Emphasis is placed on the application of

psychometric theory to measurement problems in applied settings. Statistical concepts related to test theory, such as correlation and regression, are also reviewed. Prerequisites: PSGN 604, PSGN 645. 3 credits

PSGN 613 Social Psychology in Multicultural Organizations

Examines psychological theories and social influences associated with individual thought and behavior in organizations around the world. Students analyze foundation social psychological models and interactive processes including conformity, creation of attitudes, organizational citizenship behavior, counterproductive work behaviors, social exchange teaming, persuasion, agency, and team dynamics from a global business perspective. Emphasis is placed on evaluating the impact of theories, models, and processes on diversity, inclusion, and teaming relative to culture formation and organizational productivity. 3 credits

PSGN 617 I-O Psychology in Global Organizations: Org Culture and Change (OD)

This course is an introduction to I-O Psychology at a graduate level. The course uses a broad I-O textbook to introduce students to 12 topic areas including motivation, research, teams, leadership, job analysis and others. Students are expected to discuss & summarize chapters weekly. 3 credits

PSGN 619 Business Foundations for I-O Professionals

This course will be an area of I-O Psychology specifically tied to the practical application and research specialty of the visiting professor. The goal of the course will be to expose students to a niche within the job market of I-O that may relate to Talent Management, Conflict Resolution, Employment Law, or another interesting and relevant topic. Students will be advised in advance of the topic theme and the faculty teaching it. 3 credits

PSGN 639 Theories of Leadership

The psychology of leadership in its rational, emotive, and behavioral dimensions. Learners explore the psychology of leadership through the cognitive-behavioral work of Dr. Albert Ellis. Evaluates the influence of rationality, emotion, and behavior on leaders as they attempt to make informed decisions concerning the roles of human capital management, organizational design, and organizational strategy relative to business, organizational, and cultural goals. 3 credits

PSGN 643 Motivation

Understanding what motivates an organization's employees is central to the study of I-O psychology. Motivation is a person's internal disposition to approach positive incentives and avoid negative incentives. While motivation can often be used as a tool to help predict behavior, it varies greatly among individuals, and must often be combined with ability and environmental factors to actually influence behavior and performance. This course reviews the models of motivation and theories used within the workplace. 3 credits

PSGN 644 Personnel Selection and Assessment: Assessment-Interviewing-Succession

This course builds on students understanding of competency modeling and job analysis. Students will learn different methods of assessment and how to apply these methods to selection, development and succession. 3 credits

PSGN 645 Research Design: Applied to Organizations

In this advanced level course, various approaches and techniques for conducting behavioral and social research are covered with stronger emphasis on experimental methods. The course also includes a basic review of statistical methods used to analyze the data from these research studies. In applications, designs which explore differences in needs and outcomes for minority group members are highlighted. Students complete a series of culminating individual research papers which integrate skills taught. 3 credits

PSGN 655 Job Analysis and Performance Appraisal: Competency Modeling

An overview of techniques used to measure employee performance. Topics include: Job analysis methods and use of results, criterion development, performance appraisal methods, job evaluation, rater training, bias and accuracy in performance appraisal, organizational and contextual issues. The course reviews current research, rating formats in relation to criteria relevance and legal considerations and distinctions between subjective ratings and objective

measures of performance. This course also reviews research and practice of competency modeling in the workplace. 3 credits

PSGN 656 Training and Development

Students learn how to develop and deliver a training program related to performance and employee development in the work environment. The overarching objective of this course is for each student to learn how to assess, develop, carry out, and evaluate a training program. To get to this objective, students review the field of training and development, as well as the broader area of human resource development (HRD). Topics include: motivation and learning theory, needs assessment, and the evaluation of training. 3 credits

PSGN 680 Group Dynamics

The course builds on theories introduced in the PSGN 682 Use of Self course and applies these theories to diagnosing key challenges in organizations. Students learn to use a consultative approach to affect change. Case studies are employed as a primary method of instruction. PSGN 682 is a prerequisite for this course. 3 credits

PSGN 682 Facilitation, Process Consultation, High Performance Coaching: Use of Self (OD)

The course is designed to increase behavioral understanding at the individual, group, intergroup and organizational level. Methods of instruction include: semi-structured experiential exercises and assignments, focused observation, self-disclosure, targeted readings and short lectures. Strong emphasis is placed on attendance, participation, and reflection. The course is rooted in the belief that increased awareness improves leadership and followership, and that, to work most effectively within organizations, one must have an awareness of the self and the self within the system. One important note about this course - we will be discussing difficult topics that are often not explicitly raised in organizational settings. These include conversations about group identities such as race, gender, ethnicity, religious affiliation, etc. Maintaining respect for all class members, including the instructor, is paramount. 3 credits

PSGN 740 Consultancy Internship Industrial-Organizational Psychology

This is a three-month internship (paid or unpaid) within Manhattan and the surrounding boroughs. You will apply the theories and skills learned in the program in a supervised internship relevant to IO Psychology or Organizational Development. Using Touro's alumni, faculty, existing students, and organizations looking to partner with our program, students will be assisted in the search for placements, with ultimate responsibility falling on them to secure the work. Internship is monitored by the program director, and must be completed in order to graduate. This leads to students graduating with real IO or OD experience, and an excellent education which gives them leverage over other graduates who lack experience in the field. Prerequisite: 9 credits (3 courses) in IO Psychology. 3 credits

Applied Behavior Analysis

IMPORTANT NOTE: ALL coursework must be taken in accordance with the plans of study, unless otherwise approved by the program director. Please note that not every course is offered every semester, so it is important that students work to earn the required minimum grades necessary to progress to subsequent courses. Failure to do this may result in not being able to start field experiences (e.g., internship) in a timely manner and/or graduate on time.

PSGN 604 Statistics for Behavioral Sciences

The objective of this course is to provide students with an overview of the content and basic skills necessary to understand the techniques of entering and analyzing data. This course will cover the application of parametric tests: T test and analysis of variance, as well as identifying relationships through correlations. Students will be critically evaluating statistical techniques taught during the course to further their ability to make informed decisions about research outcomes. Students will be required to: conceptualize problems that require further research in their field of interest, create data sets, apply different statistical techniques and make decisions based on the results obtained. 3 credits

PSGN 621 Ethical Considerations in Applied Behavior Analysis

The purpose of this course is to introduce students to the ethical issues of Applied Behavior Analysis. Ethical issues covered include: professional certification standards, guidelines for responsible conduct for behavior analysts. Specifically, students will learn to practice within ethical guidelines established by the Behavior Analyst Certification Board (BCAB) and American Psychological Association (APA) by analyzing cases that address: a) responsibility to clients (e.g., confidentiality and informed consent), b) self-monitoring of own professional behavior (e.g., practicing within boundaries of competence, professional development, and avoiding conflicts of interest), c) conducting assessments and developing behavior change programs that are based on behavior analytic principles (e.g., use of least restrictive procedures, ongoing data collection, and termination of services), d) teaching and supervision (e.g., providing objectives and feedback, and utilizing principles of behavior analysis in supervision), (e) promoting the general welfare of society through the application of the principles of behavior (e.g., presenting a behavioral alternative to other procedures or methods). The student will also learn to incorporate The Health Insurance Portability Accountability Act (HIPAA) privacy and security rules in their practice as behavior analysts. 3 credits

PSGN 626 Developmental Disabilities and Autism

The objective of this course is to provide students with an overview of developmental disabilities, discussing evidence based information. Areas of focus will include: different disabilities, co-morbid diagnosis, autism, mental retardation, and society supports. Ethical considerations in regard to treating different disabilities will be addressed throughout the course. 3 credits

PSGN 627 Behavioral Interventions in Behavior Analysis

The objective of this course is to provide students with an overview of the principles of applied behavior analysis and their use with students with autism. Areas of focus will include: use of reinforcement and development of reinforcement systems, shaping and chaining, task analysis, developing self-management strategies, data collection analysis, behavioral intervention in the classroom, and ways to promote generalization. Ethical considerations in regard to behavior change interventions will be addressed throughout the course. 3 credits

PSGN 629 Behavior Management and Evidence Based Intervention Strategies

This course is designed to introduce students to basic theory and practice in the applications of behavioral principles. Students will be introduced to evidence-based practice, and will begin to learn to apply the material studied. Students will be required to think about the issues throughout the course and learn to think about assessment and intervention in an integrated manner. Students will gain theoretical and practical knowledge about the evaluation approaches concerning overt behavior manifestations, assessment methods, identification of behavioral disturbances through behavioral assessment tools, and determination of appropriate evidence-based intervention techniques. This course will train students to perform appropriate analyses based on behavioral manifestations, examine which assessment tools to employ for various disorders and behavior functions, and consider appropriate research-based intervention procedures following functional behavior assessment. 3 credits

PSGN 704 Assessment and Intervention in Applied Behavior Analysis

This course will focus on assessment methods used for behavioral assessment and interventions in the application of behavior analysis. Students will learn how to conduct their own assessments and develop interventions based on those assessments. These will include preference assessments, reinforcer assessments, and indirect and descriptive assessments. Collecting, graphing, and interpreting data will be addressed. Students will learn to complete comprehensive Functional Behavior Assessments and Functional Behavior Analyses and learn the difference between the two. 3 credits

PSGN 705 Research Methods, Measurement and Experimental Evaluation in Applied Behavior Analysis

The purpose of this course is to introduce students to the use of the scientific method in evaluating assessment and intervention techniques in behavior analysis. Topics include measurement techniques, single subject experimental design, selection of dependent and independent variables, graphical presentation and evaluation of results, and ethics pertaining to working with human subjects. Principles and procedures involved in the experimental analysis

of reinforcement schedules, stimulus control, and stimulus equivalence are included. Additionally, by the end of this course, students will gain comfort in presenting their work in both poster and research report for publication format. These principles will be enforced by requiring all students to complete an individualized research project which incorporates techniques in ABA and involves measurement and evaluation of the intervention used with one human participant who provides consent to participating in this project. 3 credits

PSGN 706 Topics in Applied Behavior Analysis: Focus on Autism

This course will address various topics in behavior analysis with a specific focus on working with individuals with Autistic Spectrum Disorders (ASD). Students will review applicable ethics, principles, processes and concepts of behavior analysis, behavioral assessment, and selection of intervention strategies as they apply to individuals with Autism. Also reviewed and elaborated on will be measurement procedures and methods for the display and interpretation of collected data, behavior change procedures and systems support. Additionally, this course will focus on the history and culture of autism along with specific assessment tools and interventions for use with children, adolescents and adults with varying severity of ASD. Students will become familiar with procedures for establishing, organizing, and implementing Applied Behavior Analysis (ABA) programs. 3 credits.

PSGN 708 Specific Procedures and Populations in Behavior Analysis

This course will address specific procedures in behavior analysis including respondent conditioning, operant contingencies, stimulus control and generalization, designing instructional programming for early reading skills, teaching verbal behavior, and interventions for increasing desirable behavior and decreasing problem behavior. Additionally, subspecialties such as behavioral approaches to education, treatment of autism, teaching safety skills, pediatrics, treatment of drug addiction, and gerontology will be addressed. Finally, this course will address specific behavior change procedures such as matching to sample procedures, errorless learning procedures, and pairing procedures. 3 credits

PSGN 709 Practicum in Behavior Analysis

This course focuses on students working toward practice competence in areas outlined by the New York State Education Department. The Practicum in Behavior Analysis provides students with opportunities to learn and practice the various roles of a behavior analyst and demonstrate competence as a beginning Behavior Analyst. It is designed to provide prospective clinicians with the opportunity to apply theoretical knowledge and gain experience under the supervision of a licensed behavior analyst or authorized health care practitioner who currently diagnoses, prescribes, or orders treatment involving applied behavior analysis in his or her professional practice. The main objective is to prepare students to design, deliver, and evaluate individualized behavioral intervention independently. This course will integrate the practicum experiences with didactic course work to provide a meaningful repertoire of behavior analytic skills and to help prepare professionals for the New York State licensing exam in Behavior Analysis.

Students will work closely with an assigned university supervisor and a mentoring professional from their placement sites. The practicum requires on-site supervision and observations. The accompanying practicum seminar allows students to share experiences and knowledge gained in placement sites. 1 credit

PSGN 721 Maintenance of Client Records in Behavior Analysis

This course focuses on maintenance of client records as it applies to the behavior analyst. A specific emphasis is placed on privacy rights of clients and related laws. NYS laws as well as HIPAA, FERPA, APA record-keeping guidelines and NYSED Office of Professions record-keeping guidelines will be discussed. Maintenance and privacy related to electronic records will be addressed, along with related practitioner responsibilities in ensuring that client rights are not violated. 2 credits

PSGN 722 Issues of Cultural and Ethnic Diversity in Behavior Analysis

This course focuses on issues of cultural differences and ethnic diversity within the realm of applied behavior analysis. Students will learn about cultural differences and the application of ABA with culturally- and ethnically-diverse children and families. Topics include cross-cultural provision of services, understanding racism and prejudice, culturally-sensitive treatment, bias in service delivery, and working with various linguistically- and culturally-diverse

populations. There will be a focus on working with Latino, Asian-American, African-American, Muslim, and White ethnic clients. 3 credits

PSGN 723 Functional Behavioral Assessment, Functional Analysis, and Direct Observation

This course will provide the student with intensive instruction in functional assessment procedures and direct observation methods to be used by the behavior analyst in service delivery mechanisms in mental health and education settings. The following terms will be defined, described, compared, and contrasted: functional assessment, functional analysis, functional behavior assessment, descriptive assessment, and descriptive analysis. Direct observation methods, observer reactivity, and appropriate selection and implementation of time-sampling techniques will be described. Examples of their appropriate and inappropriate use will be analyzed. Assessment procedures to identify generalization and maintenance of behavior change will be identified, described, and analyzed. 3 credits

DIRECTORY

Bursar 646-565-6000, x 55751, 55297, 55242
bursar@touro.edu

Registrar 212-463-0400 x 55639
nonstop@touro.edu

Financial Aid help@touro.edu

Administration

Steven Lorenzet, Ph.D.
Dean, School of Health Sciences 646-537-6460
slorenze@touro.edu

Frank Gardner, Ph.D., ABPP
Associate Dean of School of
Health Sciences and Professor 212-742-8770 x 42453
frank.gardner@touro.edu

Dr. Rivka Molinsky
Office of Disabilities 212-742-8770 x 42518
SHS Coordinator 631-665-1600 x 6318
Associate Dean of Students
and Innovation rivka.molinsky@touro.edu

Faye Walkenfeld, Ph.D.
Chair and Associate Professor
Manhattan: 212-742-8770 x 42486
Brooklyn: 718-871-6187 x 30018
Faye.Walkenfeld@touro.edu

Jill Zucker
Director of Student Affairs jill.zucker2@touro.edu

Support Staff

Ekaterina Davarashvili, M.S.
Administrative Director 212-742-8770 x 42452
ekaterina.davarashvili@touro.edu

Yevgeniya (Jenny) D'Alessandro, M.S.
Administrative Assistant 212-742-8770 x 42455
Yevgeniya.Dalessandro@touro.edu

Roza Tolsen, Program Assistant
Administrative Assistant 212-742-8770 x 42457
roza.tolsen@touro.edu

Evelin Stavnitser
Recruitment Coordinator 212-742-8770 x 42488
evelin.stavnitser@touro.edu

Clinical Mental Health Counseling

Kimberly Johnson, Ph.D.
Program Director,
Assistant Professor
212-742-8770 x 42429
kimberly.johnson2@touro.edu

Kimberly Asner-Self, Ed.D.
Associate Professor
212-742-8770 x 42473
kimberly.asner-self@touro.edu

Tanupreet Suri, Ph.D.
Assistant Professor
212-742-8770 x 42489
tanupreet.suri@touro.edu

Mendy Kiwak, LMHC
Clinical Experience Coordinator
212-742-8770 x 42428
menachem.kiwak@touro.edu

Industrial-Organizational Psychology

Amy Kerulis-Schmucker, Ph.D.
Program Director (Online Program),
Assistant Professor
212-742-8770 x 42459
amy.kerulis@touro.edu

Caitlin Lapine, Ph.D.
Program Director (Campus Program),
Assistant Professor
212-742-8770 x 42454
caitlin.lapine2@touro.edu

Adam Zeiff, M.S.
Internship Coordinator
azeiff@touro.edu

Applied Behavior Analysis

Karrie Lindeman, Ed.D. SDL, BCBA-D, LBA
Program Director
212-742-8770 x 42484
karrie.lindeman@touro.edu

Kathleen Quinn, MS, BCBA, LBA
Instructor
kathleen.quinn4@touro.edu