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Advisement Update Number 1

Office of the Dean of Students

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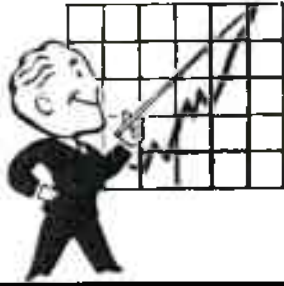


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Advisement Update

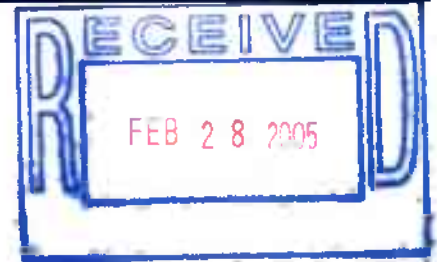
Number 1, February, 2005

Fellow advisors:

Advisement Update has been created to provide academic advisors and other colleagues in the various undergraduate divisions of Touro College with new and/or useful information to help them in better advising our students. It will be issued several times each academic year. Advisors are urged to keep the information provided for future reference.

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Issued regularly at irregular intervals by the
Advisement and Counseling Service
Office of the Dean of Students, Touro College.

Dean Robert Goldschmidt, Vice President for Planning and Assessment
and Dean of Students

Dr. Avery M. Horowitz, Associate Dean of Students, Editor

Ms. Eva W. Bykov, Associate Editor

Please address comments, suggestions, updates, and corrections to Ms. Bykov
at 718-252-7800, ext. 254, by e-mail at ebykov@touro.edu
or by mail to the Avenue J branch campus.

Curriculum Changes/Issues

The following is a combination of changes in the curriculum that have been passed by the curriculum committee over the past six months (and ratified by the faculty at their recent meeting, December, 2004) and other related academic advisement issues.

1. CHANGES IN BIOLOGY MAJOR

There are now two biology majors being offered in LAS.

The biology major has been changed so that students shall choose any two of the following courses: Organic Chemistry I and II and General Physics I and II. The major shall therefore require a total of 45 credits. The major now requires 18 credits of electives, rather than 19.

A second major, to be designated Honors Biology consists of the current major (including both Organic Chemistry I and II and General Physics I and II) as well as the Senior Honors project in Biology (BIO 494) The new major shall therefore require a total of 56 credits. (see attached for outline of both majors.)The major now requires 18 credits of electives, rather than 19.

2. CHANGES IN PSYCHOLOGY

a. Statistics is now a prerequisite for Psychology 301, Experimental Psychology. Please note that Statistics itself has a prerequisite as well (College Math). Psychology majors should be started off early on the following sequence Developmental Math (if needed), College Math, Statistics, Experimental Psychology, and Advanced Topics.

b. Child Growth and Development (GPS 203) has been changed to Child Psychology (GPS 204).

c. Social Psychology of the Family has been changed to Psychology of the Family

d. The department has introduced a new courses: PSY 432 "Neuropsychology" The Neuropsychology course has been offered on experimental basis until now (PSY 506).

3. OVERLAPPING/DUPLICATIVE COURSES

A student cannot take MCO 104 and MCO 140 and receive credits for both. The same rule applies to GCO 101 and GCO 103, Biology, Human Biology and the Biology CLEP, as well as Physics and The Physical Universe. In general, student cannot get credits twice for courses that duplicate much of the term's work.

4. COMPUTER SCIENCE CHANGES

a. MCD 300/GCD 300 has had its name changed from Multimedia I to Web Design III.

b. The computer minor has had its name changed from Management Information Systems to Information Technology.

c. MCO 104 will now be officially listed as a required course for the Computer Science major in LAS.

5. NYU FOREIGN LANGUAGE EXAMINATION

Students who have taken three years of a foreign language in high school (or the foreign language regents) can receive up to six credits via an exemption exam in that language (such as the NYU language examinations). A student who receives a 3 or 6 on the exam receives no credit, one who receives a 9 receives 3 credits, and one who receives a 12 receives 6 credits. A student who has not taken the language in high school continues to receive a maximum of nine credits in that language. Note that education concentration students need six credits OR a passing regents grade in a foreign language to satisfy the foreign language requirement.

6. LAS/AVENUE J JUDAIC STUDIES REQUIREMENT

All students in LAS/Avenue J must take three credits of Judaic Studies for every term they are full-time in the College (either in the college or through transfer credit). Every LAS student must take a minimum of nine credits of Judaic Studies. Students who are taking courses in LAS and another college division must meet a prorated version of that requirement to satisfy LAS requirements for graduation. Each term the Lander College in Flatbush offers several courses that satisfy this requirement. The Lander College for Women offers a complete range of Judaic Studies courses.

7. PREREQUISITES FOR ANATOMY AND PHYSIOLOGY

Biology I & II (BIO 101/102 or GSB 101/102) are prerequisites for the college's Anatomy and Physiology courses (BIO 222/223 or GSB 222/223). There are separate courses in Human Anatomy and Physiology (BIO 117/118 or GSB 117/118) for certain Health Science programs which are different from the similar courses for Biology Majors.

8. ADVANCED PLACEMENT COURSES IN HISTORY FOR LAS CORE

If a student takes European History AP and receives six credits that student cannot take Modern History I and II courses at Touro but must take one non-American History elective to satisfy the core requirements.

9. RESPONSIBILITY OF THE CURRICULUM COMMITTEE

According to the college's policy what is and isn't acceptable for the core (and any changes to the core) is up to the curriculum committee and not up to academic departments or deans of specific schools, divisions or programs. ANY CHANGE or deviance from past practice must be approved by the committee. All of the committee's decisions need to be ratified by the faculty before they become effective. This is both an internal governance issue and a NY State Education Dept. issue since we are one college with one charter. Since the State approves curriculum for the entire college, all requirements should be the same. For example, both LAS and NYSCAS should have the same prerequisites for courses.

In the future, the committee will discuss issues involving the core not just based on what a specific course content is (scientific or not) but also on how it impacts on the goals of the core (such as exposure to many fields), how it impacts on our students, double-dipping issues, and anything else any committee member wishes to bring to the table. Past practice is clearly that only courses with a science prefix have been used to satisfy the science requirement and all such courses are 'science' no matter which textbook or instructor is assigned to teach the course and no matter the location.

10. PASS FAIL RULES

Students may register for one course on a Pass/Fail basis each semester of their sophomore, junior, and senior years, up to a maximum of six such Pass/Fail courses. Students who are on probation may not take the Pass/Fail option. Required courses and courses within a student's major (even if not required) may not be taken on a Pass/Fail basis. Students who elect to take a Pass/Fail course must file a Pass/Fail Request form with the Office of the Registrar before the end of the second week of classes. The Pass/Fail election may not be changed after the first two weeks of the Fall and Spring semesters or after the first week of the Summer session.

11. WHAT'S AHEAD IN THE CURRICULUM COMMITTEE

In the coming months, the curriculum committee will likely return to the issue of core competencies. It also recently created an art minor, and offered revisions to the history and mathematics/actuarial sciences majors in LAS. These changes now await faculty approval.

Resource Reminders

The advisement office tries to produce and/or acquire various resources for distribution to students. This column will be used to remind advisors of their existence and availability. For single or bulk copies contact Ms. Bykov on Avenue J.

- Student Guide to Programs in the Health Profession is a photocopied handout that provides descriptions of over twenty health related professions along with web sites for each.
- Tips for Teens, The Truth About... are a series of small brochures on such issues as Inhalants, marijuana, HIV/aids, alcohol, and club drugs issued U.S. Department of Health and Human Services.

Editorial Jottings

This column is reserved for the Associate Dean's notes, reminders, updates, and comments about advising.

Thank You. The first note needs to be a big thank you to all of our academic advisors, support staff, and the many other individuals who work with them for a job well done. I know, that especially at the beginnings of a term, being an advisor is stressful. I want you to know that the administration of the college and I appreciate your efforts.

Choice of Instructors. While there is some factual information about an instructor that may be shared with students, it goes, without saying, that it is totally unprofessional for an advisor to offer any personal comments to students about an instructor or to recommend a specific instructor to students. For example, an advisor may say to a student that Professor X gives exams that are 75% multiple choice and 25% essay, while Professor Z gives exams that are all essay questions. Students who inquire about instructors should be told that it is not the advisor's role to offer such information. Students are welcome to consult with their classmates about such questions.

Interdisciplinary Majors are typically not looked upon by graduate schools and potential employers as favorably as majors in specific fields. Please urge your students NOT to major in Interdisciplinary Studies on the bachelor's level. Students who wish, for example, to become elementary school teachers should be encouraged to major in psychology. You will hear more about this issue from me in the future.

On a Sad Note. Touro College mourns the loss of Stephen Stricker, our long time Director of Career Services. Our condolences go to his family and many friends. He will be missed.

Avery M. Horowitz, Associate Dean

Calendar Notes

Career Day at Touro. On Wednesday, March 16 at 3:00 in the afternoon, the college is holding its annual career day. The fair will be held in the Main Ballroom of Lincoln Square Synagogue, 200 Amsterdam Avenue in Manhattan. Students graduating from the college this spring and summer as well as recent alumni are urged to attend. We expect about thirty five companies to be represented.

Faculty Development Day has been scheduled for Thursday, April 14th at the Avenue J branch campus. There are no classes scheduled in NYSCAS that day. All academic advisors are expected to attend. The session will conclude with a buffet lunch at 1:00 P.M. Please note that there will be a meeting of all NYSCAS advisors after lunch (at 2:00 P.M.).

Transfer Credit Postings

This is a very brief list of guidelines for evaluating transfer credit for New York SCAS students. We're working to find a happy medium, where you are not overwhelmed with information but have enough information to help transfer students by doing "unofficial" evaluations. Please keep me informed as to the kind of assistance and information you need and how we can work together to improve service to transfer students.

Specific Rules

1. *Grades* must be a "C" or better. To award credit for a "P", the "P" must represent a "C" or better. (This information can be obtained from the transferring college.)
2. No credit for developmental courses (or any courses that are 0 credit on the transcript).
3. In awarding transfer credit for writing (GLL 110, 121, 122) and math (GSM 130, 136 or 134), it is essential to determine the Touro College equivalents at the transferring colleges. It can be difficult to make these determinations. (We hope to provide you with a list of these equivalents for several feeder colleges shortly.)
4. There is a 10 year *limit* on all business, accounting, computer, and natural science courses. (For a student starting FA 04, FA 1995 would be the deadline for such courses.)
5. There is a *limit* on the number of credits by exam. The total number of credits by exam is 30. Individual exam limits are: AP, 30; CLEP, 12; NYU language exam: Hebrew and Yiddish 9 credits (up to and not above LLH/LLY 201), all other languages, 12 credits. All other exams also have a cap of 12.
6. The *limit* for technical credits is 6. Tech credits are for professional training in areas like travel and tourism, engineering, etc.
7. In converting from colleges that use the quarter system, the credit amount is reduced by 1/3: a 5 credit course becomes 3 credits; a 3 credit course becomes 2 credits, etc.
8. Be sure the school is accredited by Middle States (or its regional equivalent). If it is not, check our articulation agreements with several non-accredited schools. *

by Ms. Margaret Rodgers
Senior Associate Registrar

SCHOOLS NOT ACCREDITED BY MIDDLE STATES

REMINDER: Because a school is NOT on this list, does not mean that it is accredited!

ASA Institute of Business and Computer Technology*

Bramson Ort*

Chubb College

COPE*

De Vrys

Drake Business School

Interboro*

Katharine Gibbs*

New York Career Institute

New York Institute of Business Tech

Professional Business College

SYRIT* (Currently Closed)

Taylor Business Institute*

Wood Toby Coburn

These schools are not accredited by Middle States. Unless they are starred, we do not accept any credit from them. However, any student has the right to contact Department Chairs regarding credit from these schools. In some cases this credit can be earned through challenge exams; in other cases Dept Chairs have authorized credit upon examining course syllabi and talking with the students.

- There is a list of courses that we accept. These courses have been approved by individual Department Heads.

2.7.05

BRAMSON ORT

BRAMSON COURSE #	BRAMSON COURSE NAME	CREDITS	TOURO EQUIVALENT
AC 111	PRIN COMP ACCOUNTING I	4	EBA 101/GBA 101
AC 112	PRIN COMP ACCOUNTING II	4	EBA 102/GBA 102
AC 121	BUSINESS LAW I	3	EBM213/GBM 213
AC 122	BUSINESS LAW II	3	EBM 214
AC 130	PRINCIPLES OF FINANCE	3	EBF 101/GBF 101
AC 211	INT. ACCOUNTING I	3	by exam only
AC 212	INT. ACCOUNTING II	3	by exam only
AC 220	COST ACCOUNTING	3	by exam only
AC 230	INTERNAL AUDITING	3	by exam only
BM 100	INTRO BUSINESS	3	EBM 100/GBM 100
BM 110	BUSINESS MNGMNT	3	EBM 101/GBM 101
BM 120	FUNDAMENTALS OF MKTING	3	EBK 101/GBK 101
BM 130	PRIN & PRAC SALES	3	EBK/GBK (BLCR)
BM 140	SMALL BUS MNGMNT	3	EBM/GBM (BLCR)
CP 100	INTRO DATA PROCESSING	3	GCO 130/MCO 130
CP 102	INTRO COMPUTER PROG	3	GCO 141
CP 114	COMP. ARCHITECTURE	3	GCO 260
CP 115	OPERATING SYS CONCEPTS	3	GCO (BLCR)
CP 120	BASIC PROGRAMMING I	3	GCO 270
CP 121	BASIC PROGRAMMING II	4	GCO 272
CP 145	C PROGRAMMING	4	GCO 230
CP 146	C++ PROGRAMMING	3	MCO 141
CP 165	UNIX OPERATING SYS	4	GCO 245
CP 171	JAVA PROGRAMMING		Java Tutorial (MCO XXX) + 2 BLCR Crs.
CP 220	DATA BASE DESIGN	4	GCO 344
CP 260	ADVA. COMP. APPLICAT	3	GCO 130 or GCO 118
EN 100	COMM SKILLS	3	GCA
ET 255	COMP PROG APPLICAT	3	GCO (BLCR)
LA 150	ECONOMICS	4	EBE 101/GBE 101
MA 110	BUSINESS MATH	3	GSC
MA 120	STATISTICS	3	GSC 140
SS 101	KEYBOARDING I	3	GCO 110
SS 102	KEYBOARDING II	3	GCO 111
SS 121	WORD PROCESSING I	3	GCO 115
SS 125	DESKTOP PUB		GCO
<p>NOTE: This is for adviser's use only and is intended as a guideline of potential transfer credit. Do not tell students this is a guaranteed award. Other factors may prevent the awarding of transfer credit.</p>			

COPE INSTITUTE

COPE COURSE NAME	TOURO EQUIVALENT	CREDITS
ADVANCED C	MCO 232	3
BUSINESS MATH (60 hrs)	MAT	3
C PROGRAMMING LANGUAGE	MCO 141	3
COMPUTER LITERACY (60 hrs)	GCO 103 (for majors) or GCO 101 (for non-majors)	4 4
DATABASE/SQL & JDBC	MCO 343	3
EMBEDDED SQL IN C	MCO 343	3
INTRO TO C/C++	MCO 141	3
INTRO TO INTERNET & WEB	MCO 275	3
INTRO TO JAVA	GCO 220	3
JAVA/C++	MCO 232	3
KEYBOARDING	GCO 110	3
MICROCOMPUTER APPLICATIONS	GCO 130	3
NETWORKING	GCO	4
OPERATING SYSTEM & APPL. SOFTWARE plus PC REPAIR AND UPGRADE	GCO 351	3
ORACLE DATABASE	MCO 343	3
UNIX SHELL PROGRAMMING	MCO 245	3
VISUAL BASIC	MCO 346	3
WORD PROCESSING	GCO 115	3

Touro College

27 West 23rd Street
New York, NY 10010

November 18, 1999

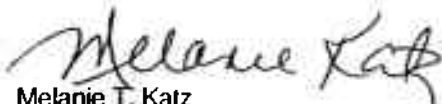
Dear Sir or Madam:

This letter serves to confirm that we are in the process of providing transfer credits for based on course work at Advanced Software Analysis Computer School.

His evaluation is as follows:

ASA	Touro Equivalent
C200-COBOL I	MCO143-COBOL I, 3 credits
C250-COBOL II	MCO143-COBOL II, 3 credits
C300-OS/VS-JCL	MCO207-JCL Tutorial, 1 credit
C400-VSAM Structure	MCO235-File Structures, 3 credits
C500-CICS/VS	MCO232-Advanced Programming, 3 credits
C600-DB2/sql	MCO443-Advanced Topics in DB/SQL, 3 credits

Sincerely,



Melanie T. Katz
Deputy Chair, Computer Science Department

cc. Margaret Rogers

INTERBORO

INTERBORO COURSE #	INTERBORO COURSE NAME	CREDITS	TOURO EQUIVALENT
ACC 100	PRIN OF ACCTNG	3	GBA 101
BA 101	INTRO TO BUSINESS	3	GBM 110 100
BA 120 / ECO 120	MACROECONOMICS	3	GBE 101
BA 130	PRIN HUM RESOURCE MGT	3	GBM 224
BA 202	ORGAN & MNGING SM BUS	3	GBM 320
BA 205	PRIN MARKETING	3	GBK 101
BA 210	INTRO TO FINANCE	3	GBF 101
BA 225	STRATEGIC SELLING	3	GBM 330
BA 250	INTRO TO MNGMNT	3	GBM 101
EN 101 / EN 110	ENGLISH I	3	GLL 121
EN 102 / EN 111	ENGLISH II	3	GLL 122
EN 103	INTRO TO LIT	3	GLL
EN 112 / SPH 101	SPEECH	3	GCA 101
FS 100	FRESHMAN SEMINAR	1	FS
GS 100	GENERAL PSYCH	3	GPS 110
GS 120	PRIN OF SOCIOLOGY	3	GSO 121
L 101	GEN BUS LAW II	3	GBM 214
L 102	LAW OF BUS ORG	3	GBM
L 100	GEN. BUS LAW I	3	GBM 213
SS 150	KEYBOARDING I	3	GCO 110
SS 151	KEYBOARDING II	3	GCO 111
SS 252	KEYBOARDNG III	3	GCO
NOTE: This is for adviser's use only and is intended as a guideline of potential transfer credit.			
Do not tell students this is a guaranteed award. Other factors may prevent the awarding of transfer credit.			

KATHARINE GIBBS SCHOOL

GIBBS #	GIBBS COURSE	CREDITS	TOURO EQUIVALENT
AC 101	PRIN OF ACCTNG I	3	GBA 101
AC 201	PRIN OF ACCTNG II	3	GBA 102
AC 204	COMPUTERIZED ACCT.	4	GBA
AC 220	PAYROLL & TAX ACCTNG	4	GBA
AC 230	COST ACCOUNTING	3	GBA 213
BS 120	ORGAN. & MGMT	3	GBM 101
BS 211	BUSINESS ETHICS	3	GBM 101
BS 251	PRIN OF FINANCE	3	GBF 101
GE 322	MACROECONOMICS	3	GBE 101
GE 341	ESSEN OF PSYCH	3	GPS 110
GE 370	SOCIOLOGY	3	GSO 121
KY 150	KEYBOARDING	3	GCO 110
PD 120	PROF DEV.	2	GIS
TC 101*	INTRO TO COMPUTERS	2.5	
TC 220*	INTERGRATED COMP APPL.	2	MCO 140*
TC 110**	WP APPLICATION	2	
TC120**	SPREADSHEET APPLICATION	2	GCO 130**
NOTE: This is for adviser's use only and is intended as a guideline of potential transfer credit. Do not tell students this is a guaranteed award. Other factors may prevent the awarding of transfer credit.			

**SYRIT COLLEGE
TOURO COLLEGE EQUIVALENTS**

CMP 101	INTRO. COMP THEORY	GCO 101
CMP 101 & 107	INTRO. COMP THEO & MICRO COMP APPL.	GCO 103 & 139
CMP 103	MICRO APPLICATION	GCO 115
CMP 105	BASIC	GCO 141 & MCO
CMP 109	RPG/400	GCO 145
CMP 156	WINDOWS NT	GCO
CMP 161 & 215	MICROSOFT& DATA BASE CONCEPT	GCO 343 & GCO
CMP 166	MICROSOFT SQL SERVER	GCO 451
CMP 217	CONTROL LANGUAGE	GCO 207
CMP 219	SQL/QUERY	GCO
CMP 223	ADVANCED RPG/400	GCO 146
CMP 243	ACCESS & RELATIONAL DATA BASE	GCO 344
CMP 245	VISUAL BASIC	GCO 270
CMP 247	VISUAL C++	GCO 368
CMP 271	APPL. DEV. FOR THE INTERNET	GCO
CMP 315	ADVANCED DATA BASE CONCEPT	GCO
CMP 345	VISUAL BASIC II	GCO 272

TAYLOR BUSINESS INSTITUTE

TAYLOR COURSE #	TAYLOR COURSE NAME	CREDITS	TOURO EQUIVALENT
L110Q	SOCIOLOGY	4	GSO 121
L111Q	PRINCIPLES OF PSYCHOLOGY	4	GPS 110
B105Q	PRIN OF MARKETING	4	GBK 101
B205Q	HUMAN RESOURCE MNGMNT	4	GBM 224
B215Q	MGT THEORY & PRACTICE	4	GBM 101
B107Q	ECONOMICS	4	GBE 101
B103Q	BUSINESS LAW I	4	GBM 213
B104Q	BUSINESS LAW II	4	GBM 214
L1010	WRITTEN COMMUNICATION	4	GLL 111
L103Q	ORAL COMMUNICATIONS	4	GCA 126/128
NOTE: This is for adviser's use only and is intended as a guideline of potential transfer credit.			
Do not tell students this is a guaranteed award. Other factors may prevent the awarding of transfer credit.			

Touro College/Advisement and Counseling Service Major Form

Student's Name _____ SS# _____ Telephone Number _____
 Expected Date of Graduation _____ Advisor _____

Biology B.S. Degree

		<u>Credits</u>	<u>Grade</u>	<u>Semester taken</u>	<u>Semester to be taken</u>
Required Courses (27 Credits)					
BIO 101	Principles of Biology I	4	_____	_____	_____
BIO 102	Principles of Biology II	4	_____	_____	_____
BIO 493	Research Topics in Biology	3	_____	_____	_____
CPC 101	Inorganic Chemistry I	4	_____	_____	_____
CPC 102	Inorganic Chemistry II	4	_____	_____	_____
Two of the following:					
CPC 201	Organic Chemistry I	4	_____	_____	_____
CPC 202	Organic Chemistry II	4	_____	_____	_____
CPP 101	General Physics I	4	_____	_____	_____
CPP 102	General Physics II	4	_____	_____	_____

Five - Six Electives From the Following including one Bio laboratory course (18 Credits)

BIO 201	Comparative Anatomy of Vertebrates	4	_____	_____	_____
BIO 202	Developmental Biology	4	_____	_____	_____
BIO 203	Physiology	3	_____	_____	_____
BIO 206	Cell Physiology	3	_____	_____	_____
BIO 211	Genetics	3	_____	_____	_____
BIO 222	Anatomy and Physiology I	4	_____	_____	_____
BIO 223	Anatomy and Physiology II	4	_____	_____	_____
BIO 302	Immunology	3	_____	_____	_____
BIO 303	Histology	4	_____	_____	_____
BIO 304	Endocrinology	4	_____	_____	_____
BIO 307	Ecology	3/4	_____	_____	_____
BIO 311	Human Genetics	4	_____	_____	_____
BIO 312	Cytogenetics	4	_____	_____	_____
BIO 318	Cellular & Molecular Biology	4	_____	_____	_____
BIO 321	Parasitology	4	_____	_____	_____
BIO 322	Cell Biology	2	_____	_____	_____
BIO 351	Principles of Zoology	3/4	_____	_____	_____
BIO 494	Senior Honors Project in Biology	3	_____	_____	_____
CPC 311	Biochemistry I	3	_____	_____	_____
CPC 312	Biochemistry II	3	_____	_____	_____
PSY 351	Biological Psychology	3	_____	_____	_____
Any Approved Courses:					
_____	_____	3	_____	_____	_____
_____	_____	3	_____	_____	_____

Total Credits in Program: 45 Total Completed: _____ * taken outside Touro

Comments:

Medical and dental schools generally require two terms each of Organic Chemistry and General Physics for admission.

Revised as of December 2004

STUDENT'S SIGNATURE

APPROVED: ADVISOR'S SIGNATURE

DATE

Touro College/Advisement and Counseling Service Major Form

Student's Name _____ SS# _____ Telephone Number _____
 Expected Date of Graduation _____ Advisor _____

Biology Honors B.S. Degree

		<u>Credits</u>	<u>Grade</u>	<u>Semester taken</u>	<u>Semester to be taken</u>
<u>Required Courses (38 Credits)</u>					
BIO 101	Principles of Biology I	4	_____	_____	_____
BIO 102	Principles of Biology II	4	_____	_____	_____
CPC 101	Inorganic Chemistry I	4	_____	_____	_____
CPC 102	Inorganic Chemistry II	4	_____	_____	_____
CPC 201	Organic Chemistry I	4	_____	_____	_____
CPC 202	Organic Chemistry II	4	_____	_____	_____
CPP 101	General Physics I	4	_____	_____	_____
CPP 102	General Physics II	4	_____	_____	_____
BIO 493	Research Topics in Biology	3	_____	_____	_____
BIO 494	Senior Honors Project in Biology	3	_____	_____	_____

Five - Six Electives From the Following including one Bio laboratory course (18 Credits)

BIO 201	Comparative Anatomy of Vertebrates	4	_____	_____	_____
BIO 202	Developmental Biology	4	_____	_____	_____
BIO 203	Physiology	3	_____	_____	_____
BIO 206	Cell Physiology	3	_____	_____	_____
BIO 211	Genetics	3	_____	_____	_____
BIO 222	Anatomy and Physiology I	4	_____	_____	_____
BIO 223	Anatomy and Physiology II	4	_____	_____	_____
BIO 302	Immunology	3	_____	_____	_____
BIO 303	Histology	4	_____	_____	_____
BIO 304	Endocrinology	4	_____	_____	_____
BIO 307	Ecology	3/4	_____	_____	_____
BIO 311	Human Genetics	4	_____	_____	_____
BIO 312	Cytogenetics	4	_____	_____	_____
BIO 318	Cellular & Molecular Biology	4	_____	_____	_____
BIO 321	Parasitology	4	_____	_____	_____
BIO 322	Cell Biology	2	_____	_____	_____
BIO 351	Principles of Zoology	3/4	_____	_____	_____
CPC 311	Biochemistry I	3	_____	_____	_____
CPC 312	Biochemistry II	3	_____	_____	_____
PSY 351	Biological Psychology	3	_____	_____	_____
Any Approved Courses:					
_____	_____	3	_____	_____	_____
_____	_____	3	_____	_____	_____
_____	_____	3	_____	_____	_____

Total Credits in Program: 56 Total Completed: _____ * taken outside Touro

Comments:

As of December 2004

 STUDENT'S SIGNATURE
 FILE: AMH/MAJOR FORM-BIOLOGYHONORS 12-04

 APPROVED: ADVISOR'S SIGNATURE

 DATE

Outside Reading

'Outside Readings' offers reprints of articles in the fields of higher education and advisement. In this issue, we offer two book reviews from the fall 2004 issue of *NACADA Journal, the Journal of the National Academic Advising Association*.

Wellman, Jane V. and Ehrlich, Thomas. (Eds.). (2003). *How the Student Credit Hour Shapes Higher Education: The Tie that Binds*. Jossey-Bass. 144 pp., \$29.00. ISBN 0-7879-7073-5.

The editors and the authors of *How the Credit Hour Shapes Higher Education* lay out their bias immediately in the Editors' Notes: "The credit hour is an increasingly imperfect measure that may be causing or contributing to bad habits within higher education" (p. 1). They also believe that the main premise of the credit hour, that student learning and class time are linked, needs to be reevaluated. Their goal is to document the ways the credit hour has been used and abused, and to ask if the credit hour enables behaviors in higher education that get in the way of educational change.

After reading this short but concise work, I would have to agree with their hypothesis. The credit hour is a widespread tool that helps different institutions of higher education translate different activities into a common language. However, the use of the credit hour appears to "measure learning through time and credit accumulation and not through learning goals or results" (p. 120). The editors call for action and believe institutions should start with an internal review of the ways they use the credit hour (credits for degrees, residency requirements for graduation, and faculty workload) to test if this gauge can be justified under current institutional goals.

This journal is part of the *New Directions for Higher Education* series published by Jossey-Bass and could be helpful to academic advisors, faculty members, and administrators at all levels, from the department head to the president. It is thoroughly researched and provides a great deal of background information on the credit hour. The chapters on the history of the credit hour (Chapter 1), accreditation (Chapter 5), budgeting (Chapter 7), and the international use of the credit hour (Chapter 8) are very informative and skillfully written. Current trends in higher education are linked to the credit hour through-

Outside Reading (continued)

out this book. In the chapter on budgeting, the reader learns how most research and comprehensive institutions are government assisted, not government funded, and that funding for higher education will continue to erode as a percentage of state funding. "The combination of enrollment increases and revenue shortfalls has created a double whammy for most institutions, who must find ways to add room for new students on a declining revenue base" (p. 84). Institutions in Texas and throughout the United States are currently experiencing this budget dilemma, and the authors believe the solution is to change the makeup and organization of the credit hour.

I thought the book was a very good read. It is short and full of timely information. I can see how administrators, faculty members, and academic advisors could use this book to benefit their institutions. I also believe state legislators and members of Congress should read this book, especially those involved in making decisions regarding higher education.

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Madonik, Barbara G. (2003). *I Hear What You Say, but What are You Telling Me?* Jossey-Bass. 287 pp., \$40.00 (hardbound). ISBN 0-7879-5709-7.

Intended to familiarize the reader with "the strategic use of nonverbal communication in mediation" (front cover), this book offers practical applications for advisors in every chapter. Madonik describes the elements involved in human communication, which is a most important tool for effective advising. Leading the reader step-by-step to an understanding of nonverbal strategies, Madonik's lessons can assist practitioners in individual advising sessions or in the meeting process.

Presented in two parts, this book introduces readers to the features and applications of nonverbal communication. The author points out the significance of physical patterns that precede verbal responses, from eye movement to the use of space and time for conveying messages. Terminology used in this section may be unfamiliar to some, but each new term is followed with detailed explanations. In Part Two, Madonik guides the reader through seven steps for applying new found knowledge to create and use nonverbal communication strategies for best results in meetings.

Edward T. Hall (1959), noted social anthropol-

ogist, estimated that at least 65% of the social meaning in normal conversation is conveyed through the nonverbal channel. Another respected anthropologist, Ray L. Birdwhistell (1952), estimated that the human face is capable of making 250,000 expressions. Madonik emphasizes the importance of practitioner understanding of these nonverbal expressions to maximize the results of meetings with clients. To be effective, the practitioners must first realize that the clues provided by the client as well as every nuance of the physical space, including office arrangement, tell a story.

Advisors will find this book useful, not only to learn the nonverbal communication clues provided by advisees, but to determine the effect of one's own nonverbal actions on communication. While the stated audience for this book is mediators, I found that the knowledge imparted was invaluable and the practical applications useful to advisors in their daily work. *I Hear What You Say, but What are You Telling Me?* serves not only as a reminder of how students may say one thing when they really mean something other but also as a professional development tool for the advisor.

References

- Birdwhistell, R. L. (1952). *Introduction to kinesics*. Washington, DC: Foreign Service Institute.
Hall, E. T. (1959). *The silent language*. New York: Doubleday.

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TOURO COLLEGE LOCATIONS AND ADVISORS

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