

# 2013 COMMENCEMENT

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# Welcome to the 2013 Commencement of Touro University Worldwide



Dear Graduates,

Knowledge is empowerment and you have opened up a world of glorious opportunities of becoming successful. Congratulations!

Many of you took the courage to follow your heart and intuition to follow your dreams; this was no easy feat. Even the brightest and the best are often challenged to rise above distractions and to navigate life's interruption in many forms. Some of you faced financial hardships, the loss of a dear family member, and many personal challenges. Others struggled with loved ones serving abroad in armed services in services or even anxieties over what opportunities will be accessible to them after graduation. Through it all, you remained persistent, inspired by the knowledge that you were doing the right thing.

As you transition from students to Alumni of Touro University Worldwide, I can not guarantee that you will not face any new challenges. In all likelihood, your journey will become more demanding in many ways. You are leaving a community where you were valued and nurtured by a group of people joined together by a shared legacy, with common hopes for a brighter tomorrow regardless of race, gender, color or creed.

Nonetheless, I have great confidence that just as you have overcome numerous hurdles to reach this point; you will find your way through the obstacles that you will encounter in the months and years ahead. I believe you will achieve and succeed in your endeavors with the in-depth knowledge and the requisite professional skills you have gained over the past years. You have every ability to shape your destiny as you have proven through this graduation.

As you continue on, keep the spirit of the Touro University Worldwide and the special experience that you and others here have cherished so deeply alive. You made it; hats off to the Class of 2013!

Dr. Yoram Neumann  
Chief Executive Officer  
Touro University Worldwide

# PROCESSIONAL ORDER

"Pomp and Circumstance March No. 1"  
Composed by Sr. Edward Elgar

## Faculty Marshals

## Commencement Candidates

## Representatives of the Faculty

## Platform Party

**Yoram Neumann, Ph.D**  
*CEO, Touro University Worldwide  
Touro College Los Angeles*

**Godwin Igein, Ph.D**  
*Director of Program Review  
Touro University Worldwide*

**Edith Neumann, Ph.D**  
*Provost and Chief Academic Officer  
Touro University Worldwide  
Touro College Los Angeles*

**Greg Zerovnik, Ph.D**  
*Department Chair, Master of Business Administration Program  
Touro University Worldwide*

**Esther Lowy, Ph.D**  
*Dean, Touro College Los Angeles  
Lander Campus*

**Arnie Dahlke, Ph.D**  
*Department Chair, Industrial and Organizational Psychology  
Touro University Worldwide*

**Sheila Lewis, Ph.D**  
*Director of Quality Assurance  
Touro University Worldwide*

**Jane Kagon, J.D.**  
*Department chair, Media and Communication Psychology  
Touro University Worldwide*

**Michael Hamlin Ph.D**  
*Chair Psychology Programs,  
Department Chair Doctoral Program  
Touro University Worldwide*

**Damon Romine, M.A.**  
*Valedictorian  
Touro University Worldwide*

## Attending Faculty

**Eric Lin, Ph.D**  
*Faculty, Business Programs*

**Karen Savlov, Psy.D**  
*Faculty, Marriage and Family Therapy*

**Henry Rivera Jr., M.B.A.**  
*Faculty, Business Programs*

**Ida Zarrabizadeh, M.A, M.F.T**  
*Faculty, Marriage and Family Therapy*

# PROGRAM

## Convening of the Second Annual Commencement of Touro University Worldwide

*Dr. Shelia Lewis, Master of Ceremonies*

### National Anthem

“The Star Spangled Banner”

*Performed by Claire Broderick*

### Welcome

*Dr. Shelia Lewis*

### Recognition of Platform Party

*Dr. Yoram Neumann*

### Commencement Address

*Dr. Yoram Neumann*

### Valedictorian

*Damon Romine*

### Presentation and Investiture of Graduates

*Dr. Edith Neumann*

### Conferring of Academic Degrees

*Dr. Yoram Neumann*

### Closing Remarks

*Dr. Yoram Neumann*

### Academic Recessional

"Coronation March"

*by Giacomo Meyerbeer*

*The audience is requested to remain seated for the recessional of the platform party, faculty, and graduates.*

*Please join us outside on the patio immediately following the ceremony for a light dessert reception.*

# 2013 Graduates

## **Najat Atshe**

Master of Arts, Media and Communication Psychology

On August 2007 my journey at Touro University began as I decided to pursue my bachelor's degree in Health Sciences. I knew from the very beginning that Touro University's views and passion on commitment to excellence along with social justice, intellectual pursuit, and philanthropic duty would be an ideal fit with my own vision. I graduated with honors from Touro University in 2007 and proceeded to pursue my Master of Arts Degree in Media and Communications Psychology at Touro University Worldwide. I believed that obtaining a Master's degree in a similar area to my field of work would allow me to expand my horizons, both personally and professionally. I have been working as a Regional Marketing Manager at multiple hotels on the Las Vegas strip for over four years now. My education at Touro has given me nothing less than the knowledge, strength and confidence I have needed to succeed. Thus far, it has been an incredible experience, one that I will certainly never forget.



## **Mary Bowles**

Master of Arts, Marriage and Family Therapy

*Summa Cum Laude*

Mary Bowles came to Touro University Worldwide as a Summa Cum Laude Graduate from Colorado Mesa University with a degree in Psychology with a concentration on Counseling. She completed the Marriage and Family Therapy program at Touro University Worldwide in December 2012 and is now in private practice as a Marriage & Family Therapist in New Castle, Colorado. She is excited to be the first Marriage and Family Therapist in her small Colorado town and the only Marriage and Family Therapist for many miles.

Mary specializes in counseling blended families and assists couples who are seeking a collaborative divorce and a healthy co-parenting structure. She is also a certified mediator who assists divorcing couples with child-centered divorce mediation. Parenting training is another of Mary's specialties and is a 1-2-3 Magic Parenting Trainer. She especially enjoys working with families of children with childhood behavior disorders. Mary has also acquired her certification in Trauma Focused Cognitive Behavior Therapy (TF-CBT), an evidence based treatment for children who have experienced trauma. Mary also volunteers for the Suicide Prevention Coalition of Garfield County in Colorado. Suicide prevention is a cause that has fallen close to her heart. She is certified in Applied Suicide Intervention and Skills Training (ASIST) and received her Question, Persuade, Refer (QPR) Suicide Prevention Gatekeeper certification.



Mary's times at Touro University Worldwide were some of her best. She received a quality education, which opened her eyes further to the world she chose as her full-time career path. Mary is grateful for the enlightening instruction she received from the professors at Touro University Worldwide. They were always encouraging and specific in their instruction and consistently offered challenging curricula.

Most important for Mary was the opportunity Touro University Worldwide offered her to increase the pace at which she could complete the Marriage and Family Therapist program. With intense dedication to her goals, Mary was able to complete her program in just over one year. Mary is forever grateful for the opportunities Touro University Worldwide created in her life. Living in a small rural community does not offer many options for a quality education, but Touro University Worldwide opened the world to Mary by offering her those learning opportunities. Mary is also forever grateful for having the option, through Touro University Worldwide, to continue her education online while still being consistently present with her husband and seven children; her first priorities in life.

## Momodou Camara

### Master of Business Administration

Momodou Camara is a Special Officer (S.O.), law enforcement professional with 20 years experience in federal protective services, working for NASA-GISS (NASA's Goddard Institute of Space Studies) in New York City. His experience includes protecting federal government properties, personnel, visitors and customers, including properties leased by NASA-GISS. Taking into account present changing security environment and the dangerous world we live in today, Momodou's experience also includes screening all incoming mails and packages for unsafe items, such as hate mails, letters and package bombs. Prior to coming to the United States in 1991, Momodou served seven years as a commissioned officer in his native country's army, Republic of The Gambia, in West Africa.



He graduated from the Royal Military Academy, Sandhurst (RMAS), England, the equivalent of the US West Point Military Academy in upstate, New York. Upon his return from RMAS, he served as the Aide-de-Camp (ADC), a military aide to the former president of The Gambia, Sir Dawda Jawara. During his tenure as ADC, he travelled extensively on official missions with President Jawara to Asia, Europe, North and Latin America, Middle East and Scandinavia. Momodou met many world leaders, including late President Ronald Regan, late Prime Minister Margaret Thatcher of England, late King Hussein of Jordan, and late King Fahd of Saudi Arabia.

Momodou's ardent ambition is to become a Presidential Management Fellow (PMF) Finalist of 2013. PMF is "flagship leadership development program at the entry level for advanced degree candidates" (pmf.gov, 2013), created a decade ago by executive order. The idea of PMF is to attract and select the very best possible, focused on selecting a cadre of government leaders. Momodou made the 2013 Semi-Finalists list in December, 2012; and was amongst 1,654 candidates chosen from a pool of 20,120 applicants. He was invited to the State Department, Washington DC in January, 2013 for an in person assessment.\*

#### TUW Experience

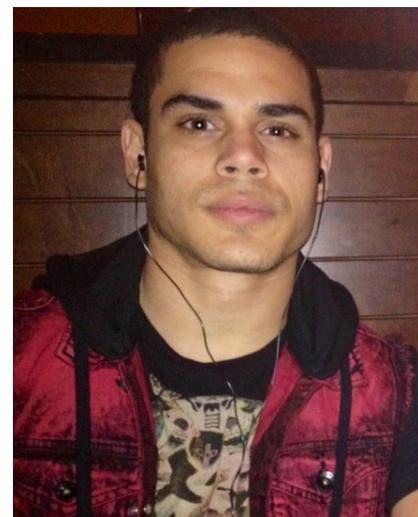
"TUW's online MBA program offered me great opportunity to pursue an advanced degree focused on Finance and Business Management. My hope had always been to enhance my business skills and to have a chance to immerse myself in the corporate world of finance and management. My TUW MBA degree is a special tribute to my late parents who instilled in me the value of a good education, despite their fate of not being able to achieve one themselves. As I move forward to another chapter in my life, I know that this chapter will mostly focus my ability to broaden my horizons both academically and practically. My MBA degree provided me with theoretical understanding and practical approaches to managerial, financial decision-making, as well as the research skills to enable me to develop an expertise in the core areas of financial strategies and global corporate financial operations and management. The outstanding faculty and online research facilities, the emphasis placed on quantitative and qualitative skills, a collaborative learning environment, the flexibility in curriculum, and a global perspective to various key issues were everything that attracted me to TUW."

\*Reference: List of 2013 PMF Semi-Finalist showing the name of Momodou Camara as a 2013 Semi-Finalist, extracted from the PMF website as follows: ([http://www.pmf.gov/media/46154/2013\\_semi-finalists\\_web\\_12-19-12.pdf](http://www.pmf.gov/media/46154/2013_semi-finalists_web_12-19-12.pdf))

## Nicholas Costa Chrysanthou

### Master of Arts, Media and Communication Psychology

Nicholas Costa Chrysanthou is a college recruiter with Lone Star College System in Houston, Texas. Often the youngest in his classes at Touro, his passion for learning brought him to the Master of Arts program at Touro University. Nicholas has incorporated technology into his presentations to students, and has the ability to engage students with relevant materials, effective communication strategies, and a keen sense of what matters most to high school, middle school and even elementary school students. He also is responsible for promoting a college going culture to prospective students, parents and counselors. While working in California as an AmeriCorps VISTA volunteer, he acted in professional, career development and training videos. As this was his second AmeriCorps assignment, Nicholas has completed more than 2500 hours of National community service. With the AmeriCorps assignment in Nevada, he served to provide leadership and training to individuals in the City of Reno Parks and recreation division at various sites. The service opportunity facilitated inclusion of children ages 5-18 with disabilities ranging from ADHD to Autism into community-based recreation programs. Nicholas received disability related training and in turn became a skilled



trainer in inclusion strategies and techniques. The governments of the State of Nevada and California have recognized Nicholas for his community service commitments. He is now qualified to receive a President's Volunteer Service Award from the president of the United States. Communications and Psychology has become an important theme in his career. He has designed presentations for small and large groups on subjects such as self-esteem, organization and time management, and new student orientation. Nicholas has worked in retail management with Abercrombie & Fitch, and is currently pursuing a doctoral degree in Faith Based Counseling. He is also considering options and opportunities for future career advancement.

## Corine Ganem

Master of Arts, Media and Communication Psychology

*Summa Cum Laude*

Born and raised in Paris, Corine R. Ganem received her Master's degree in "English and American Literatures and Civilizations" from Paris-Sorbonne University. As a literary translator for more than 25 years, she has had about 80 books published, including works of Dickens, L. P. Hartley, Somerset Maugham, D. H. Lawrence, Anna Freud, Bob Woodward, Anne Tyler, and Ruth Rendell.

Professor of American History at Touro College France, Corine is also in charge of communication with the media.

TUW's Master in Media and Communications Psychology gave me a more solid foundation to reflect about old and new media, their role and influence, and society at large. It made me discover a world of knowledge undreamt of. The capstone project was the final piece which gave everything a meaning.

Of the many thought-provoking concepts that I came across during the program, two have gained a special significance for me: participatory culture and collective intelligence. When they really aim at pooling knowledge, these key, intertwined aspects of 21st century media, born out of grassroots movements, give me faith in humanity because they illustrate good will and sharing for sharing's sake. While researching and writing for JUST, I found a wealth of material about prominent trends in society, links to articles which people had enjoyed, or thought instructive, and taken the care to share. I discovered blogs where city journalists reported their own findings, unearthing documents which shed a disturbing light on recent social or political events. The readers' comments on newspapers websites were another fascinating resource in a different respect. They, too, often went against the tide of mainstream media. Whether impulsive or thoughtful, they were like a microcosm of our society. They reflected our fears, our beliefs, our doubts. Although this stream of emotions may reveal envy and hatred, it often allows for the emergence of relevant questions, pointing out lies, expressing skepticism, suggesting solutions, like a kind of collective brainstorm searching for truth.

At the time, France was in the aftermath of the Mohamed Merah affair. Rumors were raging. In this vertiginous flow of information where the boundary between whistleblowing and conspiracy theory was blurred, it was not obvious to find the truth. I had to post research articles that would serve as trustworthy references, and to write a blog that would reflect accurately that critical trend in France. With new media as with the old ones, the only way was to resort to well-tried, common sense guidelines: to check the facts again and again, to compare sources, to analyze and reconsider each new development with caution. In our era of fast-paced technology and hasty judgments where the urge to fill every moment of silence prevails, the quest for truth still takes time. And, of course, there are questions for which we will never get satisfying answers.

My work for JUST was the perfect synthesis of everything I had been learning for two years, and a wonderful way to put that knowledge into practice. In retrospect, I feel that I have improved the abilities I already had, and acquired new skills. In Jewish mysticism, there is a notion called tikkun olam, which means "world repair". It is based on the idea that each tiny, individual action has the power to change the world in a cosmic sense. Derived from its original, spiritual meaning, the phrase tikkun olam has come to be associated with the pursuit of social justice: one little good deed after another, righting what is wrong in our own, material world. Seen in such a light, "improving society" does not seem such an unattainable goal. For if each tiny, individual action matters, then everything becomes possible. How it could reverberate, wisely amplified by Web 2.0 platforms! TUW and its outstanding faculty definitely give the tools required to that end.



## **Jonathan Harari**

### **Master of Business Administration**

Jonathan Harari is a Finance and Accounting Professional who is dedicated to ethics and integrity in the field. His experience includes; financial reporting, planning, and analysis. Jonathan married his wife, Devorah, in the summer of 2008. Soon after this, Jonathan graduated from California State University, Northridge, with a Bachelors of Science in Psychology. This paved the way for Jonathan as he volunteered with several youth groups and became an active member in his community. In 2010, Jonathan and his wife welcomed their beautiful daughter, Atara. After serving in the United States Navy, Jonathan joined Touro University Worldwide in hopes to further his education. He began working for one of the largest health agencies in California, where he excelled rapidly. He tributes much of his success at work to the education he received at TUW. Jonathan plans to continue on with his education, and hopes to begin working on earning his CPA in the near future.



## **John D. Lieberman**

### **Master of Arts, Industrial and Organizational Psychology**

#### *Magna Cum Laude*

John Lieberman began his career in the field of addiction treatment in 1985. John has held the position of Floor Supervisor, Intake Coordinator, Youth Counselor, Crises Counselor, Intervention Specialist, and Director of National Outreach for two nationally recognized addiction treatment facilities. John has traveled internationally evaluating adolescent treatment centers and has presented at several nation conferences on the topic of adolescent treatment. John played a vital role in beginning stages of Visions Adolescent Treatment Center.

John has been an expert contributor to: US News and World Report, The Today Show, Teen Vogue, Inside Edition, and the Dr.OZ Show. John is committed to promoting evidence based treatment and providing families with up to date critical information.



## **Sally Marcus Fyffe**

### **Master of Arts, Industrial and Organizational Psychology**

#### *Summa Cum Laude*

During the last 20 years, Sally Marcus Fyffe dedicated herself to the education of children both in the capacity as a volunteer and as a professional teacher. Sally also has extensive experience in both the public and private sectors of education. Before beginning her professional teaching career, Sally could be found in various volunteer positions such as; fundraising for school groups, event planning and management, group leader for student activities, reading to students, and tutoring. As her love for teaching grew, this emerged into a teaching career. While teaching for the Orange County Florida school district, Sally served as an exceptional education middle school teacher. This is where she gained broad classroom experience with a diverse population of students. Many students had various learning challenges that included autism, learning and/or emotionally disabled issues. Within this capacity, she used her knowledge of student Brigance testing, strong analytical and observation skills, in order to develop individual education plans tailored to each student while adhering to state laws and procedures that were prescribed to her profession. These prescribed procedures included adapting teaching and student material to meet student needs, meeting with parents, communicating with the students and various teachers, overseeing student progress and ongoing state required documentation. While in this capacity, Sally also assumed the role of Team leader for one year, acting as a medium between administration and the other 6th grade teachers. After leaving the public school setting, Sally moved into a private school environment. Sally taught grades 5-12 over a period of four years. It was at a private school that Sally taught and encouraged students who were preparing to start their own college careers. Sally helped young adults struggle through their daily challenges to meet their future educational goals.



### **Touro Experience**

“Touro University online has provided me with an excellent educational program that has also allowed me to grow as a person. Entering into the Industrial Organizational psychology program almost two years ago, I questioned my ability to manage and meet the expectations of the intended work load. Today, I can proudly say that I have achieved my Master degree program goals. The professors at Touro allowed me to explore the area of IOP with diligence and enthusiasm. Each professor offered a new challenge. Being pushed to areas outside my comfort zone gave me confidence to act on my ideas. Above all else, I felt comfortable pursuing and presenting ideas because of the positive, supportive nature of the professors who valued my thoughts and opinions. As a working professional, wife, and mother I was able to maintain my educational goals while balancing each area of personal life. Touro online offered the flexibility needed to allow me to take the classroom anywhere.”

## **Deborah Osborne**

Master of Arts, Marriage and Family Therapy

*Magna Cum Laude*

Deborah Osborne is a Crisis Advisor, with several years of experience in mental health including areas of Schizophrenia, Autism, Post Traumatic Stress Disorder, Depression, sexual trauma and co-occurring disorders. She has developed an interest in EMDR (Eye Movement Desensitization and Reprocessing), as a result of working with veterans in a locked psychiatric unit. Prior to mental health, Deborah worked for five years as a martial arts instructor and was National, State and World champion. She has worked extensively with individuals at varied levels as well as groups, and saw a similarity between teaching and counseling.

Deborah’s clinical experiences include; inpatient and outpatient psychiatric facilities, outpatient substance abuse treatment centers, group homes, schools and residential shelters. Her clients ranged from large corporations to small family owned businesses, Non-Profit Organizations, and individuals, ages 18 to 69. Her specialties are case management, life transition, personal coaching, and placement assistance.



### **Touro Experience**

“When I began this journey of attending graduate school at Touro University Worldwide, the idea seemed farfetched. My mentor Dr. Maureen Hosier and I carefully discussed my plans and how I would approach each class. Dr. Hosier, as well as professors at TUW guided me through the ups and downs of graduate school. Shortly after, I received news that my mother was diagnosed with cancer. My world had turned upside down; I did not know how long she had to live. I discussed quitting school with her after having just completed two quarters. My mother told me I had lost myself and asked that I finished what I started. She reminded me that education was the one thing that could not be taken away from me, and through all the hardships I was about to encounter, I would have to trust God and stay strong. I listened to mom and did what she said. A few months later, the cancer spread and took a turn for the worst. I resigned from my position at work and went home to Trinidad to take care of her. Two weeks later, she took her last breath before me.

Losing my mother was the one of the hardest, most difficult times in my life. I became paralyzed by not knowing how I would move forward. A year later, I had a stroke. Fortunately for me, it was not massive and with the love and support of my husband, children, twin brother, mentor, family and friends, I have earned the right to declare that I have a Master of Arts in Marriage and Family Therapy.

While I have come to realize that having an education does not guarantee financial security, it has become a crucial part of my existence. Having an education allows me to continue to learn from my failures while discovering who I am. My time at Touro University Worldwide was well spent and I am grateful for all the friendships I have made along the way. I have enjoyed being able to do homework in my pajamas at two in the morning while having intense discussions with my peers.

A defining moment in my education came during Psychopharmacology, Law and Ethics, Practicum, and Capstone. Not only did I learn about the effects of drugs on the mind and behavior, I have also learned the difference between what is ethical and what is the law as it pertains to psychology. My practicum experience will never be taken for granted. This is where I was faced with counter-transference and triggers that forced me to look at my life in a way I had not done before. Capstone for me was a culmination of every sleepless night, every tear drop and every bit of stress I endured over the past two years, in addition to losing my mother and having a stroke. These classes forced me to use my imagination in ways that I could not foresee. They provided me with critical thinking skills, cultural competence, theoretical application and appropriate treatment intervention. Taking an online class took commitment and resilience on my part, and I have come to an understanding that doing an online program should not be looked down on and that it is, in my opinion, more difficult than a traditional learning experience

## Tanya A. Ostojic

Master of Arts, Industrial Organizational Psychology

*Summa Cum Laude*

Tanya A. Ostojic is a multi-talented professional, a relentless researcher, and a true entrepreneur. She is the owner of ARISO a New York based design and consulting corporation, where she spends most of her time working on creative design projects. Additionally she has an extensive professional background in international tourism management where she actively consults and applies her knowledge and experience in technology, design, and business to address the challenges facing organizations. In honor of her exceptional leadership in the travel industry she has been named a *Rising Star* recipient (1999) honoring **'The Top Young travel industry Professionals' 35 and under**. When she is not thinking about work she can be found enjoying her favorite past times; music, traveling and the great outdoors. Tanya received her *Bachelor's degree* at Long Island University C.W. Post, and is also a Microsoft Certified Professional since 2000.



Her future aspirations involve research and development to support health and well being of individuals at work in developing countries. She is a current member of SIOP, Society for Industrial & Organizational Psychology and SOHP, Society for Occupational Health Psychology and the European Academy of Occupational Health Psychology.

Touro University's online Master's Program offered me the flexibility to complete a degree online while simultaneously allowing me to continue managing my work and business. The courses were challenging, engaging and the University's library system supports a wealth of resources available for research. The faculty was extremely supportive and available at all times. My experience with Touro has led me to continue as a lifelong learner and researcher. I truly enjoyed the journey and am very excited about the future.

## Damon Romine

Master of Arts, Media and Communications Psychology

*Summa Cum Laude, Valedictorian*

With more than 20 years of experience, media veteran Damon Romine is Director, Communications for SAG-AFTRA, an AFL-CIO union representing more than 165,000 actors, broadcasters and recording artists. In his role, Romine manages the union's external communications, which includes crisis management, member relations and the award-winning magazine, *SAG-AFTRA*. He helped shepherd the historic merger campaign that brought together SAG and AFTRA in early 2012. During his tenure, the union's communications efforts have been recognized with awards from the International Labor Communications Association, the Public Relations Society of America, and *PRWeek*.



Prior to joining the union, Romine spent four years as national spokesman and Entertainment Media Director of GLAAD where he worked tirelessly within the entertainment industry to elevate portrayals of lesbian, gay, bisexual and transgender (LGBT) images. At GLAAD he created the annual *Network Responsibility Index*, which continues to be used today to gauge the breadth of LGBT content on television. He was the architect of "Be and Ally & a Friend," the largest-ever LGBT multi-media PSA campaign, featuring stars such as Ellen DeGeneres, Alan Cumming, Sally Field, Sofia Vergara, Kevin Bacon and Kyra Sedgwick. The campaign aired across dozens of TV networks and Internet platforms.

Romine previously served in senior editorial roles for consumer entertainment magazines published by Hearst Magazines and Bauer Publishing, and as a communications consultant for the Academy of Television Arts & Sciences Foundation. The author of two non-fiction books, Romine is a recognized expert on how popular culture impacts attitudes and values. He has served as a thought leader and strategist on utilizing media to hold public figures accountable and shift public opinion concerning progressive and civil rights issues. He has appeared in dozens of news stories and interviews in outlets such as the Associated Press, ABC, CNN, *Access Hollywood*, *Entertainment Tonight*, *Hard Copy*, *The Leeza Gibbons Show*, *The New York Times*, NPR, *Daily Variety*, *The Hollywood Reporter*, *Deadline Hollywood* and SiriusXM.

### **TUW Experience**

“The online learning experience offers tools and resources that are accessible, engaging, relevant and flexible for those who are busy professionals. Any perceived obstacles of a long-distance education are countered at TUW with engaged and experienced professors, current information that can’t be found in textbooks, and a collaborative student population anxious to share ideas and help each other attain the best learning experience possible. Even though I was already working in the field of communications, the TUW program provided me an important understanding of the theories and practice behind the work I do, so much so that I was able to immediately apply this critical thinking to my work in public relations, marketing and media leadership.”

### **Floryn Rosenberg**

Master of Arts, Media and Communication Psychology

*Magna Cum Laude*

Floryn Rosenberg is an Early Childhood teacher in Los Angeles, CA. She graduated with Honors from University of California, Los Angeles, with a Bachelor of Arts degree in Psychology. She just completed her Master of Arts in Media and Communications Psychology. Through the Touro Online program, Floryn researched core topics surrounding media and education, pertaining mostly to young children. She examined the benefits of technology in a classroom setting, as well as how media can enhance learning. Floryn plans to take her expert knowledge into her profession, and enrich the way her students learn and grow. She hopes to further integrate technology into Early Childhood Education, so that children can reap the benefits of media and technology in a developmentally appropriate way.



### **Andrew Spear**

Master of Business Administration

*Cum Laude*

Andrew Spear previously graduated from University of California, Davis with a Bachelor of Science degree. His career focus has been with Information Technology. As a Network Administrator for a national environmental consulting firm, Andrew managed servers, developed databases, and provided onsite support around the US. His current role is as the IT Manager for a R&D company focused on improving internal combustion engine efficiency. Andrew believes that his MBA studies at TUW has helped him improve his management skills, greatly increased his understanding of how all the systems of a business interrelate both internally and externally. Andrew is an avid cyclist and enjoys training rides in the Santa Monica Mountains, and is celebrating not only his graduation, but also his first year anniversary to his wonderful wife Ashlee.



### **Saul Stern**

Master of Arts, Marriage and Family Therapy

*Summa Cum Laude*

Saul J. Stern, MBA, MA, MS, is TUW's first graduate of its MFT program, and instructs for the MBA and MFT programs. He currently practices full-time in New York, with a specialty in Couples Counseling.



## **Rabbi Menachem T. Stulberger**

Master of Arts, Marriage and Family Therapy

*Summa Cum Laude*

Rabbi Menachem T. Stulberger grew up in Los Angeles. After high school, Rabbi Stulberger continued his studies in Israel and New York at the Rabbinical Seminary of America. Over the next eight years he earned a degree in Talmudic Jurisprudence while also coordinating the Rosh Hayeshiva in residence program. Stulberger has been involved in teaching both in the classroom and individually over the past several years. He graduated from Touro LA with a BA in Psychology and received the spirit of Touro. Rabbi Stulberger currently works with children and with drug and alcohol rehab clients. Rabbi Stulberger resides in Los Angeles with his wife and two children.



## **Elazar Bloom**

Master of Arts, Marriage and Family Therapy

## **Clayton Bodine**

Master of Arts, Media and Communications Psychology

*Summa Cum Laude*

## **Yeon Chung**

Master of Arts, Media and Communications Psychology

*Cum Laude*

## **Leslie C. Finley**

Master of Arts, Industrial and Organizational Psychology

## **Ken Fisher**

Master of Arts, Industrial and Organizational Psychology

## **Chana Gottdiener**

Master of Business Administration

*Magna Cum Laude*

## **Morgan Hakimi**

Master of Business Administration

*Magna Cum Laude*

## **Rhonda Jefferson**

Master of Business Administration

## **Hagop Kushnatsian**

Master of Business Administration

## **Myrna Morales**

Master of Business Administration

*Cum Laude*

## **Fariba Nourafshan**

Master of Business Administration

*Cum Laude*

## **Guillermina Olmeda**

Master of Arts, Media and Communications Psychology

*Cum Laude*

## **Harrison Pfeffer**

Master of Business Administration

## **John Smolarski**

Master of Business Administration

*Cum Laude*

## **Glen Williams**

Master of Business Administration

*Cum Laude*

## **Eveline Woldiger**

Master of Arts, Marriage and Family Therapy

## **Esther Zywica**

Master of Business Administration

*Summa Cum Laude*

### **An Explanation of Latin Honors**

cum laude (“with honor”) signifies a graduating grade point average between 3.6 – 3.74

magna cum laude (“with great honor”) – signifies a graduating grade point average between 3.75-3.89

summa cum laude (“with highest honor”) – signifies a graduating grade point average between 3.9-4.0

*\*Honors are awarded at the time of graduation. Summer I, 2013 graduates will not have their honors noted in this program, but will have their honors noted in their transcripts and on their degree.*

# The Academic Dress

*Adapted from the American Council of Education  
Academic Costume Code and Ceremony Guide*

The origins of academic dress date back to the 12th and 13th centuries, when universities were taking form. The ordinary dress of the scholar, whether student or teacher, was the dress of a cleric. With few exceptions, the medieval scholar had taken at least minor orders, made certain vows, and perhaps been tonsured. Long gowns were worn and may have been necessary for warmth in unheated buildings. Hoods seem to have served to cover the tonsured head until superseded for that purpose by the skull cap.

A statute of the University of Coimbra in 1321 required that all "Doctors, Licentiates, and Bachelors" wear gowns. In England, in the second half of the 14th century, the statutes of certain colleges forbade "excess in apparel" and prescribed the wearing of a long gown. In the days of Henry VIII of England, Oxford and Cambridge first began prescribing a definite academic dress and made it a matter of university control even to the extent of its minor details.

The assignment of colors to signify certain faculties was to be a much later development, and one which was to be standardized only in the United States in the late 19th century. White taken from the white fur trimming of the Oxford and Cambridge B.A. hoods, was assigned to arts and letters. Red, one of the traditional colors of the church, went to theology. Green, the color of medieval herbs, was adopted for medicine, and olive, because it was so close to green, was given to pharmacy. Golden yellow, standing for the wealth which scientific research has produced, was assigned to the sciences. European institutions have always had great diversity in their specifications of academic dress and this has been a source of confusion.

In contrast, American colleges and universities opted for a definite system that all might follow. A significant contribution to the development of this system was made by Gardner Cotrell Leonard of Albany, New York. Mr. Leonard designed gowns for his class at Williams College in 1887 and had them made by Cotrell and Leonard, a firm established by his family in Albany, New York. He was greatly interested in the subject and following the publication of an article by him on academic dress in 1893, he was invited to work with an Intercollegiate Commission made up of representatives of leading institutions to establish a suitable system of academic apparel. The Commission met at Columbia University in 1895 and adopted a code of academic dress, which besides regulating the cut and style and materials of the gowns, prescribed the colors which were to represent the different fields of learning.

In 1932 the American Council on Education authorized the appointment of a committee "to determine whether revision and completion of the academic code adopted by the conference of the colleges and universities in 1895 is desirable at this time, and, if so, to draft a revised code and present a plan for submitting the code to the consideration of the institutional members of the Council." The committee reviewed the situation through correspondence and conference and approved a code for academic costumes that has been in effect since that year. A Committee on Academic Costumes and Ceremonies, appointed by the American Council on Education in 1959, again reviewed the costume code and made several changes. In 1986, the committee updated the code and added a sentence clarifying the use of the color dark blue for the Doctor of Philosophy (Ph.D.) degree

## Gowns

### Pattern

Gowns recommended for use in the colleges and universities of the United States of America have the following characteristics. The gown for the bachelor's degree has pointed sleeves. It is designed to be worn closed. The gown for the master's degree has an oblong sleeve, open at the wrist, like the others. The sleeve base hangs down in the traditional manner. The rear part of its oblong shape is square cut, and the front part has an arc cut away. The gown is so designed and supplied with fasteners that it may be worn open or closed. The gown for the doctor's degree has bell-shaped sleeves.

### Color

Black is recommended.

### Trimmings

Gowns for the bachelor's or master's degrees are untrimmed. For the doctor's degree, the gown is faced down the front with black velvet; three bars of velvet are used across the sleeves. These facings and crossbars may be of velvet of the color distinctive of the disciplines to which the degree pertains, thus agreeing in color with the binding or edging of the hood appropriate to the particular doctor's degree in every instance.

For all academic purposes, including trimmings of doctors' gowns, edging of hoods, and tassels of caps, the colors associated with the different disciplines are as follows:

<i>Agriculture</i> .....	<i>Maize</i>	<i>Music</i> .....	<i>Pink</i>
<i>Arts, Letters, Humanities</i> .....	<i>White</i>	<i>Nursing</i> .....	<i>Apricot</i>
<i>Commerce, Accountancy, Business</i> .....	<i>Drab</i>	<i>Oratory (Speech)</i> .....	<i>Silver Gray</i>
<i>Dentistry</i> .....	<i>Lilac</i>	<i>Pharmacy</i> .....	<i>Olive Green</i>
<i>Economics</i> .....	<i>Copper</i>	<i>Philosophy</i> .....	<i>Dark Blue</i>
<i>Education</i> .....	<i>Light Blue</i>	<i>Physical Education</i> .....	<i>Sage Green</i>
<i>Engineering</i> .....	<i>Orange</i>	<i>Public Administration, Foreign Service</i> .....	<i>Peacock Blue</i>
<i>Fine Arts, including Architecture</i> .....	<i>Brown</i>	<i>Public Health</i> .....	<i>Salmon Pink</i>
<i>Forestry</i> .....	<i>Russet</i>	<i>Science</i> .....	<i>Golden Yellow</i>
<i>Journalism</i> .....	<i>Crimson</i>	<i>Social Work</i> .....	<i>Citron</i>
<i>Law</i> .....	<i>Purple</i>	<i>Theology</i> .....	<i>Scarlet</i>
<i>Library Science</i> .....	<i>Lemon</i>	<i>Veterinary Science</i> .....	<i>Gray</i>
<i>Medicine</i> .....	<i>Green</i>		

In some instances American makers of academic costumes have divided the velvet trimming of the doctor's gown in such a fashion as to suggest in the same garment two or more doctor's degrees. Good precedent directs that a single degree from a single institution should be indicated by a single garne

## Hoods

### **Material**

In all cases the material must be the same as that of the gown.

### **Color**

Black in all cases.

### **Length**

The length of the hood worn for the bachelor's degree must be three feet, for the master's degree three and one-half feet, and for the doctor's degree, four feet. The hood worn for the doctor's degree only shall have panels at the sides.

### **Linings**

The hoods are to be lined with the official color or colors of the college or university conferring the degree; more than one color is shown by division of the field color in a variety of ways, chevron or chevrons, equal division, etc. The various academic costume companies maintain complete files on the approved colors for various institutions. *\*Editors note: The official school colors for Touro University Worldwide are Blue and Light Blue, which you will see reflected in the satin lining of the hoods for all of the graduates today.*

### **Trimming**

The binding or edging of the hood is to be velvet or velveteen, two inches, three inches, and five inches wide for the bachelor's, master's, and doctor's degrees, respectively; the color should be indicative of the subject to which the degree pertains (see above). For example, the trimming for the degree of Master of Science in Agriculture should be maize, representing agriculture, rather than golden yellow, representing science. No academic hood should ever have its border divided to represent more than a single degree.

In the case of the Doctor of Philosophy degree, the dark blue color is used to represent the mastery of the discipline of learning and scholarship in any field that is attested to by the awarding of this degree and is not intended to represent the field of philosophy.

# ABOUT TOURO UNIVERSITY WORLDWIDE

## MISSION

The mission of Touro University Worldwide is to offer campus based undergraduate education programs through its Touro College Los Angeles Division as well as professional online degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice). Together, the campus based and online- programs contribute to the achievement of the overall Touro mission.

## *History of the Touro College and University System*

In 1790, George Washington visited the Touro Synagogue in Newport, Rhode Island, and spoke eloquently of democracy, ethics, equal opportunity and the American ideal. Little did he know how far his words would carry.

Washington's vision inspired Isaac and Judah Touro, leaders in colonial America, to pioneer their family's efforts to enrich the lives of all people, regardless of creed or color, through educational opportunities, spiritual outreach, and vocational enterprise. The Touro family began providing major endowments for universities, the first free library in North America, independent health facilities across the United States, and communities in Israel.

In 1970, in the tradition established by the early Jewish-American leaders for whom it is named, Dr. Bernard Lander founded Touro College to strengthen the Judaic tradition and serve the broader community with compassion and dignity. Chartered by the Board of Regents of the State of New York, the College welcomed its first 35 students in the Liberal Arts and Sciences in 1971.



From humble beginnings, Dr. Lander built a flourishing institution that reaches across the country and the world. Now enrolling over 19,000 students a year in a broad range of disciplines, including business, law, social work, Jewish Studies and technology. Each decade has ushered in a wave of new academic and professional programs designed to give students an advantage in an increasingly competitive world:

### **The 1980s**

The Jacob D. Fuchsberg Law Center and the School for Lifelong Education opened, as well as a college for recent immigrants. The latter would eventually evolve into the New York School of Career and Applied Sciences (NYSCAS).

### **The 1990s**

Touro University California, Touro University International, and the School of Health Sciences were established, introducing colleges of osteopathic medicine, pharmacy, health sciences, and education. Touro expanded its undergraduate offerings with new campuses in Brooklyn and Manhattan.

### **The New Millennium**

Since 2000, the Touro network has grown to include international sites in Paris and Berlin, as well as coastal campuses in Los Angeles, Orange County, and Miami. In 2004-5, the new Touro University Nevada launched programs in osteopathic medicine, nursing, occupational therapy, and education. Between 2007-2009 the College of Osteopathic Medicine and the College of Pharmacy opened in Harlem, and in 2011 New York Medical College, in Valhalla, NY, became part of the Touro family.

In 2010, when Dr. Alan Kadish took over as president of Touro following Dr. Lander's esteemed tenure, he renewed our commitment to ensure that even as we grow, each campus, every program, and all of our students are held to the standard set for us over 220 years ago.

## **History of Touro University Worldwide Online**

The Touro College and University System has a long track record of offering high quality online degree programs in professional fields at the Bachelor, Master, and Doctorate levels. Touro University International (TUI) was founded in 1998 by Dr. Yoram Neumann and Dr. Edith Neumann and was the first university in the world to offer a regionally accredited PhD program online with no residency requirements. Government and military students had exceptional participation.

Drs. Neumann, the founders, led TUI for 11 years (1998-2009). At that time, TUI has graduated 14,000 proud alumni. From no courses in 1998, TUI offered more than 50,000 course registrations in 2009. In 2007, TUI was sold to a private equity group. Touro University Worldwide (TUW) was founded in 2008 by Dr. Bernard Luskkin to replace the void that the sale of TUI had created. Drs. Neumann, the founders of TUI, returned to Touro in July 2012 and assumed the leadership of Touro University Worldwide. The mission of online education at Touro University Worldwide is to offer professional degree programs to serve the needs of adult learners (service to society), professionals (intellectual pursuit), and the underserved (social justice).

*Thank you to the following people for their gracious contributions to our commencement.*

**Staff**

Trang Bui  
Jayson Capuno  
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Wei Ren  
Carolyn Young

**Musician**

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**Vocalist**

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**Photographer**

Marvin Steindler

**TUW Faculty**

**President and C.E.O, Dr. Alan Kadish  
and the Board of Trustees of the  
Touro College and University System**

*To the families and friends of all our graduates,  
for supporting them every step of the way, and helping them to achieve their degree.*

And a special thanks to the all the staff at  
Sheraton Cerritos Hotel  
for hosting us for this event.