Touro University

Touro College of Pharmacy 2024-2026 Catalog

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Catalog Home Page

Welcome to the Touro College of Pharmacy Catalog

For students that are either interested in attending Touro College of Pharmacy or are already enrolled, you can search this Catalog to obtain information about the Doctor of Pharmacy program, policies, and courses.

Introduction

This Catalog 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. This current Catalog remains in effect unless and until it is revised, supplemented, discontinued, or replaced by a subsequently published version posted by Touro University.

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 Catalog and to read regularly the notices posted on the Touro website.

In addition, individual programs within the Touro University may have their own handbooks outlining the policies and procedures that apply specifically to students in those programs. In such cases, the student is responsible for knowing both the school-wide and program policies.

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, religion, 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, gender expression, 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/

Important Notice

This Catalog 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 Catalog 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 Catalog 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 Catalog 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 Catalog 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 College policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication. For the avoidance of doubt, all applicable new and revised policies, procedures, and practices posted on the Touro website will become effective to you, whether or not you become specifically aware of them.

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, warrantees, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warrantees or other statements concerning our courses and programs and/or 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 Catalog 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 Catalog, which is not resolved through Touro's internal mechanism, shall next be submitted to non- binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. 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 Mandatory Mediation shall proceed to binding arbitration (the "Mandatory Arbitration"). The Mandatory Arbitration shall be conducted by JAMS or any other reputable ADR organization before a single arbitrator who shall be an attorney or judge. Selection of the arbitrator and location for the Mandatory Arbitration shall be made at Touro's sole discretion. See "Alternative Dispute Resolution" provision for a more elaborate treatment of the Mandatory Mediation and Mandatory Arbitration provisions.

Academic and Clinical Study Notices

General Disclaimer

Touro University endeavors to provide ongoing and uninterrupted educational experiences in a safe and effective environment for our students, staff and faculty. Touro may choose or be compelled to change the method of course delivery and other relevant policies at any time due to any other future unknown or unforeseen events and the uncertainties that may be attendant thereto. 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 such situations, should they occur.

Clinical Requirement Disclosure

The PharmD Program has certain clinical/course requirements and sequencing. While the Program strives to adhere to its established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situations occur, it is possible that the completion of the 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 their clinical coordinator to ensure graduation requirements are met as well as financial aid and other rules and regulations are satisfied.

Accreditation

Touro University (formerly Touro College) 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), 1007 N. Orange Street, MB #166 Wilmington, DE 19801, (267) 284-5011. 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, Florida, Illinois, Montana, Nevada, New Mexico, Berlin, Jerusalem, and Moscow. For additional information, visit Middle States Accreditation.

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

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

The Touro College of Pharmacy New York's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE), 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX, 866/228-2631, website www.acpe-accredit.org.

Touro University Mission Statement

Touro University is an independent institution of higher education under Jewish auspices, established to promote and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, and service to society. Touro offers undergraduate, graduate and professional programs that serve diverse components of the Jewish community and the larger society, especially those who have been historically underserved. These academic offerings span Jewish studies, the liberal arts and sciences, and medical and health sciences. Touro is a university where personal growth, scholarship and research are fostered and where men and women are prepared for productive lives of dignity, value, and values.

The core values of the University are based on two fundamental components, as reflected in Hillel's dictum in Ethics of the Fathers, "If I am not for myself, who will be for me? And if I am concerned only with myself, what am I?" These values mirror Touro's commitment to quality education as well as integrity and respect for all members of the Touro Community.

The following goals support Touro's Mission:

1. To impart and enrich the Jewish heritage and its tradition of intellectual inquiry and to incorporate its ethos into the University's academic offerings
2. To promote ethical behavior and responsibility through the curriculum and community outreach
3. To advance the career interests and professional aspirations of our students through a broad range of academic programs and innovative approaches
4. To advance faculty and student research and scholarship
5. To promote educational opportunities and access, focused on the student experience and student success

The History of Touro University

Touro University ("Touro" or "the University") is a Jewish-sponsored independent institution of higher learning and professional education founded to strengthen Jewish heritage while providing the highest quality educational opportunities to society as a whole.

Founded by Dr. Bernard Lander, the University was chartered by the New York State Board of Regents in 1970 and opened a year later as "Touro College." In 2022, Touro celebrated its 50th anniversary and was granted university status by the Board in recognition of the institution's advanced academic standing. Shortly thereafter, in 2023, Touro marked yet another new and exciting chapter in its history with the opening of its new Cross River Campus headquarters at 3 Times Square. The modern campus brings together eight schools in more than 300,000 square feet, housing state-of-the-art classrooms, research labs and administrative offices on 12 floors.

Touro has grown from an initial class of 35 students in New York City to an international university system of over 19,000 students across 36 campuses and locations, in seven states and four countries. Its commitment to academic excellence and growth through innovative programs continues to inform all of Touro's endeavors. Today, Touro enjoys the strong leadership of Chancellor Rabbi Doniel Lander and President Dr. Alan Kadish in furthering Touro's historic purpose.

Touro's schools serve a variety of communities, providing engaging courses in a range of fields - from medicine and pharmacy to law; business to education; and speech pathology to Jewish studies. The Touro educational experience reflects the Jewish intellectual tradition of commitment to the transmission of knowledge and respect for applied knowledge and discovery. It is this commitment to a Jewish intellectual tradition that fuels the many outstanding achievements by faculty and students throughout Touro. At the same time, the Touro University experience goes beyond classroom instruction - Touro fosters an atmosphere of warmth, in which close faculty-student relationships, student camaraderie and individual attention are nurtured.

Enhancing the Jewish Heritage

Touro's first college, the Touro College of Liberal Arts and Sciences, was established in 1971. Decades later, the various divisions of the College were designated The Lander Colleges, in honor of Founding President Dr. Bernard Lander, for his historic contribution to higher Jewish education in America. The Lander Colleges embody Touro's commitment to enriching the college experience for Jewish men and women. They are comprised of three colleges: The Lander College of Arts and Sciences – Flatbush (with separate divisions for men and women); the Lander College for Women – The Anna Ruth and Mark Hasten School in Manhattan; and the Lander College for Men in Queens. Other Touro schools similarly dedicated to the unique needs of the Jewish people include the Graduate School of Jewish Studies, which prepares students for careers in education and community service; the School for Lifelong Education, to serve the academic needs of the Hasidic community; the Institute for Professional Studies – Machon L'Parnasa, which provides practical applications in higher education for the ultra-orthodox community; and Touro College Los Angeles, which follows a curriculum modeled after The Lander Colleges. In 2015, Touro welcomed the Hebrew Theological College of Skokie, Illinois into the Touro system. Most recently, in Fall 2023, the Lander Colleges opened a facility in Boca Raton to offer courses in-person and to better serve students studying remotely from Florida.

Fulfilling Needs - and Building Strength - in Healthcare

Touro has grown into one of the largest healthcare educational systems in the country. Its highly regarded health sciences, dental, pharmacy as well as allopathic and osteopathic medical schools have made Touro a national leader in comprehensive health education and care.

Beginning with the School of Health Sciences in New York City in 1972, Touro pioneered the training of physician assistants and established other campuses in the New York area that prepare healthcare professionals to serve a broad range of patient needs including nursing, physical and occupational therapy, speech language pathology, psychology, and mental health. In 2020, Touro expanded its offerings to a new campus in Skokie, Illinois with a program in physician assistant studies.

The Touro College of Osteopathic Medicine (TouroCOM) opened its first campus in 2007 in Harlem, committed to training osteopathic physicians with a particular emphasis on practicing in underserved communities. A second campus of TouroCOM opened in Middletown, New York in 2014, and a third campus launched in Great Falls, Montana in 2023 to address the state's physician shortage and increase access to healthcare. TouroCOM's advanced research facilities include labs and resources on the Montana campus and at the Weissman Hood Institute at Touro (WHIT), formerly McLaughlin Research Institute. TouroCOM also offers an M.S. in Interdisciplinary Studies in Biological and Physical Sciences and an M.S. in Pathologists' Assistant.

The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, relocated to Touro University's new 11-story Cross River Campus headquarters established in Times Square in 2023 when several of Touro's New York schools and programs consolidated into one location. TCOP provides pharmacy students with a competitive edge through exciting new courses, esteemed faculty and a unique curriculum that combines classroom and clinical experience rare among pharmacy schools.

New York Medical College (NYMC), one of the nation's oldest and most prestigious health science universities, joined the Touro system in 2011, thereby creating one of the largest affiliations of medical and health education and biological studies programs under one banner. Located in Westchester County, NYMC is the leading academic biomedical research center between New York City and Albany, with nearly $30.6 million in sponsored research and scholarship support.

In 2016, the Touro College of Dental Medicine (TCDM) opened on the NYMC campus, New York State's first new dental school to launch in nearly 50 years. The school operates a state-of-the-art teaching practice offering comprehensive high quality oral health services for all ages at reduced cost and a Dental Complex Care Clinic staffed by expert faculty who use the latest tools and techniques in digital dentistry. Services include routine dental exams and preventative care as well as cosmetic dentistry, advanced dental reconstruction, TMJ diagnosis, and implant surgery. The Center is uniquely designed with the most advanced dental technologies available anywhere, including 3D imaging, guided implant surgery and endodontic microscopy. TCDM also offers oral healthcare to individuals with Intellectual and Developmental Disabilities (IDD) as part of its mission to address a critical need for accessible and compassionate care among marginalized populations. Currently work is underway to build a new facility -- TouroCAREs (the Center for Access, Respect and Empathy) -- to serve this community, as well as to train tomorrow's dentists on how to treat this important community and eliminate significant barriers that affect their access to care. Additionally, through an annual "Give Kids a Smile" program, students and faculty provide screenings, lessons and fun-filled dental-themed activities to hundreds of children in Westchester County.

In 2025, TCDM opened a state-of-the-art new patient clinic in Albuquerque, New Mexico, which experiences severe shortages of dental professionals, especially in rural communities. The clinic, the first dental school facility in the state, is located on the campus of Touro's Lovelace Biomedical Research Laboratories, a not-for-profit research organization with a rich history of helping pharmaceutical and biotechnology partners. Lovelace joined Touro in 2022, significantly expanding Touro's capacity to make a difference in the health and lives of Americans. Founded in 1947, Lovelace is one of the oldest not-for-profit biomedical research institutes in the country, noted for excellence in respiratory disease and neuroscience research, toxicology, drug development and protecting the nation against chemical, biological and nuclear threats.

The New York College of Podiatric Medicine (NYCPM) became part of Touro University in 2025. Founded in 1911, NYCPM was the nation's first medical college devoted to educating and training doctors of podiatric medicine. It combines outstanding classroom instruction with clinical training in one of the world's largest foot care clinics.

In 1997, Touro established Touro University California (TUC) and its several health science schools: Touro University College of Osteopathic Medicine, Touro University College of Pharmacy, and the College of Education and Health Sciences. In 2004, Touro University Nevada (TUN) was created to help address critical needs in health sciences and education and as a resource for community service in Nevada. TUN includes the Touro University Nevada College of Osteopathic Medicine and the College of Health and Human Services, which offers numerous degree programs in health sciences and education.

Charting New Territory in Law, Business and Technology

Touro University Jacob D. Fuchsberg Law Center, opened in the 1980's, operates out of a new law complex on Long Island that includes a federal and state courthouse – the first law campus of its kind in the country. The Law Center is home to the William Randolph Hearst Public Advocacy Center, developed to create positive change in communities, legal training, and improve the lives of countless individuals in and beyond the local community. In 2024 the Law Center opened a Flex-Time JD program in Manhattan offering a hybrid format with in-person classes on Sundays and the rest of the coursework completed online.

The Graduate School of Business offers a variety of graduate degree programs and trains graduates to work effectively in a world market of independent economies. The Graduate School of Technology offers multiple degree programs that reflect the power and pace of technological change. Touro University Worldwide, an online university, offers graduate degree programs for lifelong learners or those interested in furthering their professional development. In 2021, Touro created Touro University Illinois, which offers advanced degree programs in physician assistant training and nursing.

In 2024, Touro launched a comprehensive AI initiative to integrate artificial intelligence across all aspects of the university, from academics to research and operations. This includes developing AI literacy for all students, offering advanced technical training, and supporting faculty and staff in utilizing AI effectively. The initiative's goal is to prepare students for a future where AI is prevalent and to enhance the overall quality of education, research, and operations. New AI courses were launched, including a new M.S. in Artificial Intelligence Systems and an advanced certificate in Applied AI through GST.

Educating the Educators, Serving the Community

Touro's Graduate School of Education prepares America's future leaders in education with one of the largest teacher education programs in New York State. Through its Lander Center for Educational Research, public schools are assisted in addressing problems that impact student achievement and educational opportunity. The New York School of Career and Applied Studies was established to provide quality undergraduate education at multiple locations throughout New York City that serve the needs of the city's populations. The Touro Graduate School of Social Work inspires and prepares graduates for clinical social work practice in an urban environment and for the most effective advocacy for their clients.

Forging Ties with Israel and Revitalizing Jewish Life in Europe

Touro College in Israel was established in 1986 to provide the English-speaking population in Israel with the opportunity to earn credits towards an academic degree while studying in Israel. In 1991, Touro College became the first American institution of higher education to establish a program of Jewish studies in Moscow. The Lander Institute Moscow, established to afford members of the Jewish community a greater awareness of their Jewish heritage, offers a well-rounded general education and preparation to serve organizations and schools. In 2003, Touro began offering an academic program through Touro College Berlin and later established on the Berlin campus the Lander Institute for Communication about the Holocaust and Tolerance.

University Administration

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Message from the President

At Touro, we are proud of a half a century of academic excellence and innovation. We take great pride in our institution's past and maintain an unwavering optimism in its future.

Touro College opened with a small cohort of students. Today, enrollment stands at 19,000, encompassing 37 schools around the world, stretching from coast to coast in the United States, with additional programs in Berlin and Israel. Our mission is to serve both the Jewish and general populations. In doing so, we provide neighborhood-based undergraduate programs and offer a comprehensive range of baccalaureate degree programs in the liberal arts and sciences, pre-professional courses, and specialized career-oriented programs. In addition, we also offer advanced degrees in education, law, medicine, pharmacy, allied health sciences, social work, psychology, business and technology. Touro graduates attend the most competitive advanced degree programs in the country, and alumni lead nationally and internationally renowned organizations.

Touro's past reflects the bold leadership of its visionary founder, Dr. Bernard Lander. Building on that foundation, Touro University has emerged as a vibrant wellspring of educational achievements. Expanding upon our unprecedented growth, we are forming an integrated network of centers of academic excellence, synthesizing the best of our past with our future aspirations. As part of our mission, we continue to preserve a heritage that has not only sustained religious ideals for generations, but also influenced world civilizations—the Jewish intellectual tradition.

Touro is deeply committed to serving humanity and building a better world, as well as to providing personal attention for students seeking to maximize their personal and professional growth. In carrying out our goals, we continue to work with our students in a collective effort to help make the world a better place for everyone.

The Touro College of Pharmacy (TCOP), together with Touro's other medical school campuses, plays a crucial role in helping us carry out our mission. TCOP prepares students to become outstanding pharmacists who uphold the values, philosophy and practice of pharmacology. Thank you for joining us in pursuit of our mission. I wish you the greatest success in achieving your academic and professional aspirations.

Alan Kadish, M.D.

Alan Kadish, M.D. is President of Touro University, the largest Jewish-sponsored educational institution in the United States.

Before succeeding Dr. Bernard Lander as Touro's second president in March 2010, Dr. Kadish distinguished himself as a prominent cardiologist, dedicated teacher and researcher, and experienced administrator.

From the Classroom to the Boardroom

A graduate of the Albert Einstein College of Medicine at Yeshiva University, Dr. Kadish received postdoctoral training at the Brigham and Women's Hospital, an affiliate of Harvard Medical School, and at the Hospital of the University of Pennsylvania, where he was a fellow in cardiology. He is board certified in internal medicine, cardiovascular disease, and cardiac electrophysiology.

Prior to joining Touro in 2009 as Senior Provost and Chief Operating Officer, Dr. Kadish taught at the University of Michigan and held a 19-year tenure at Northwestern University. He served Northwestern as the Chester and Deborah Cooley Professor of Medicine, Senior Associate Chief of the Cardiology Division, Director of the Cardiovascular Clinical Trials Unit, and sat on the finance and investment committees of the Northwestern clinical practice plan.

An accomplished and prolific research scientist as well, he has published over 250 peer-reviewed papers, received numerous grants, including from the National Institutes of Health and the National Science Foundation, and contributed to several textbooks.

Dr. Kadish is a past chair of the Clinical Cardiology Program Committee of the American Heart Association, and has been elected to prestigious scientific research and education societies including the American Association of Professors, the American Society for Clinical Investigation, and the American Society of Physicians.

Jewish Values, Global Vision

As a forward thinker and a deeply committed observer of the Jewish faith, Dr. Kadish was a natural fit with our mission to serve the educational needs of our varied constituencies throughout the country and around the world.

He has helped Touro expand its unique offerings for Jewish and underserved communities while becoming a top-tier institution for the study of health sciences and medicine. Our distinct medical programs—two colleges of pharmacy, four colleges of medicine, and graduate schools and programs in health sciences— serve increasingly large and dynamic student populations. Touro University is one of the largest healthcare educational systems in the U.S., and Dr. Kadish has positioned Touro to lead a new era in medicine.

In providing educational opportunities that are rigorous, accessible, and—perhaps most of all—relevant, Dr. Kadish keeps our vision clear and progressing ever forward. Under his leadership, we continue to prepare a new generation of scholars, entrepreneurs, and leaders for the world ahead.

Dr. Kadish, who was born in Brooklyn, raised in Queens, and educated in yeshivas in New York, is married with four children.

Dr. Bernard Lander - Founding President of Touro University

Dr. Bernard Lander was an inspirational leader and visionary who revolutionized the field of education. As an educator and preeminent scholar, Dr. Lander devoted his life to Jewish and general higher education. Dr. Lander founded Touro College in 1970 and served as its first president until his passing in February 2010. Under his stewardship, Touro underwent significant growth, becoming an institution with multiple campuses and international reach. In February 2022, Touro was granted University status by the New York State Board of Regents. Today, Touro University educates approximately 19,000 students across the United States and around the world.

Dr. Lander's creative genius and original thinking continues to be reflected in Touro's innovative approach to the field of higher education. He believed that it was his mission in life to strengthen Jewish continuity through the myriad of Torah and educational institutions that he established, and to provide opportunities for advancement for individuals from all walks of life.

Before founding Touro College, Dr. Lander was recognized as one of the foremost influences on American Jewry. After receiving *semicha* (rabbinical ordination) from his beloved teacher, Rabbi Moshe Soloveitchik, he assumed the prestigious pulpit position at Beth Jacob Congregation in Baltimore, Maryland. Soon thereafter, in recognition of his work at Columbia University while earning his doctorate in sociology and his communal leadership, he was named associate director of former New York City Mayor Fiorello LaGuardia's Committee on Unity, a precursor to the city's Commission on Human Rights.

In 1958, Dr. Lander was appointed dean of the Bernard Revel Graduate School of Yeshiva University, where he played a major role in the establishment of a network of graduate schools. He also served for over thirty years as vice president of the Union of Orthodox Jewish Congregations, where he emerged as a spokesman for the American Jewish community and was deeply involved in the creation of its acclaimed youth movement, the National Conference of Synagogue Youth. Simultaneously, he was a professor of sociology at The City University of New York and was selected to serve on several presidential commissions that dealt with social policy issues. Touro College and Touro University are Dr. Bernard Lander's legacies, institutions that will continue to provide quality education for many generations to come.

Message from the Senior Vice President for Academic Affairs and Provost, Graduate and Professional Divisions

Dear Touro College of Pharmacy Students,

Congratulations on choosing Touro College of Pharmacy (TCOP) to continue your education. At TCOP you will find a vibrant intellectual health care education community where faculty and students interact with respect and professionalism and work side-by-side conducting research and serving the community. You have selected a pharmacy school that is student- centered and focused on your success. We have a lot to offer, and hope that you will, in turn, take advantage of myriad opportunities for learning and inquiry, both inside and outside of the classroom.

While at Touro University, you will have opportunities to engage in research, participate in our University-wide Research Day, engage with thought-leaders and skilled practitioners in your chosen field of study and interact with students and faculty in various disciplines. Touro is expanding its footprint in technology in general, and technology in the health care space in particular, with new graduate programs areas including artificial intelligence, data analytics, and cybersecurity. Those who have committed themselves to careers in the health care professions will have unique inter-professional education experiences offered in the context of a university that enrolls more than 3,000 students annually in medicine, health sciences, pharmacy, and related disciplines. Our other graduate schools include social work, education, technology, law, business, and Jewish studies – all providing robust opportunities and exposure to traditional and cutting-edge curricula.

It is indeed the people that make the place. At TCOP the faculty, administration and staff are warm, caring and committed to your success. Your TCOP education will provide the subject matter and skills knowledge required to excel as a Doctor of Pharmacy. Because of our mission, you will hone leadership skills that will enable you to help others and to make a difference from your student experience through professional practice.

Please familiarize yourself with the programs and policies contained in this catalog as they will guide you throughout your academic journey at TCOP.

I look forward to meeting you and to watching you reach your academic and career goals, first as students and then as alumni. Best wishes for a meaningful experience at TCOP.

Sincerely,

Patricia E. Salkin, JD, PhD

Message from the Dean

On behalf of the faculty, staff, and students of the Touro College of Pharmacy, we are proud to share with you the 2024-2026 edition of our Catalog. It contains a comprehensive description of our program, including our mission, vision, admissions standards, curriculum, academic policies and procedures, and more.

If you are a potential applicant, we invite you to consider the rewards and satisfactions of a career in pharmacy, one of the nation's most trusted professions, rich in opportunities in a wide variety of fields and disciplines. In the wake of the pandemic, pharmacists have become an increasingly important community resource for health care information and advice, ordering lab tests, performing point-of-care testing and targeted physical examinations, and administering vaccines. Pharmacists are also playing an increasingly crucial role in the rapidly evolving health care system, in clinical care, functioning as an integral part of the patient-care team, prescribing medications, and consulting with patients and other health care professionals. Pharmacy also offers extensive opportunities in research, industry, drug information, administration, and academia.

We hope you will consider the exceptional advantages of studying at the Touro College of Pharmacy, with our caring faculty, unique student-centered program emphasizing practical training, and our unparalleled location in a brand new, state-of-the-art campus in the heart of the nation's most vibrant urban center. Contact our Admissions Office for a virtual or in-person visit and tour, meet our students and faculty, experience our tradition of excellence and commitment to health care locally and globally, and take the first steps in a lifetime of pride, satisfaction, and service in pharmacy.

If you are a current student, faculty, or staff member, we hope you will refer to the catalog often, as a resource for information about the details of our academic program, standards, policies and procedures.

And finally, a note of thanks to the many contributors whose hard work and dedication have made this catalog possible. Like just about everything at the College of Pharmacy, it represents an outstanding team effort of which we are very proud.

Wishing you all the best,

Henry Cohen, Pharm.D., M.Sc., FCCM

Touro College of Pharmacy Vision, Mission, and Strategic Initiatives

Vision and Mission

Keeping with the core values of Touro University of intellectual inquiry, personal growth, and individual development, and with their contributions towards the greater good, the Touro College of Pharmacy:

- Educates and inspires students to become compassionate patient- and caregiver-centered pharmacists prepared to serve as medication specialists in a broad range of pharmacy-related health careers.
- Performs research and scholarship that open new opportunities for improving health outcomes through pharmaceutical interventions.
- Provides pharmacist care services to the communities of Touro University, New York, and beyond.

Strategic Initiatives

The Touro College of Pharmacy is committed to achieving the following strategic initiatives:

- Enhance the growth of enrollment and broaden the scope of the College's educational endeavors.
- Pursue heightened connectivity with our students, other units of Touro University, and the community both locally and globally.
- Enhance the College's role in expanding the scope of practice of the pharmacist, its engagement in scholarly activity and service to Touro University and the broader community, and subsequently, its positive impact on health outcomes.
- Maintain the College's commitment to our continuous quality improvement to the curriculum and co-curriculum.

Touro College of Pharmacy Administration, Faculty, and Staff

Senior Administration

Henry Cohen, Pharm.D.
Dean

Martin E. Brown, M.S.
Associate Dean of Academic Affairs

Zvi Loewy, Ph.D.
Associate Dean for Research

Batoul Senhaji-Tomza, Pharm.D.
Associate Dean of Curriculum

Bupendra Shah, Ph.D.
Associate Dean of Assessment

Heidi Fuchs, B.A.
Assistant Dean, Admissions and Enrollment Management

Cheuk (Michael) Liu, Pharm.D.
Assistant Dean of Clinical and Professional Affairs

Fraidy Maltz, Pharm.D.
Assistant Dean of Student Affairs and Administration

Sharon Blum, Pharm.D.
Chair, Department of Pharmacy Practice

Raj Kumar, Ph.D.
Chair, Department of Pharmaceutical and Biomedical Sciences

Elizabeth Unni, Ph.D.
Chair, Department of Social, Behavioral and Administrative Sciences

Faculty

Justin Andrade
Assistant Professor of Pharmacy Practice
Pharm.D., Temple University

Mariana Babayeva
Associate Professor of Pharmaceutical and Biomedical Sciences
B.S., M.D., Azerbaijan Government Medical University (Azerbaijan)
Ph.D., Long Island University

Sharon Blum, Pharm.D.
Associate Professor of Pharmacy Practice
Pharm.D., Long Island University

David Braverman
Assistant Professor of Pharmaceutical and Biomedical Sciences
Pharm.D., Long Island University

Martin E. Brown
Associate Professor of Social, Behavioral and Administrative Sciences
B.S., M.S., University of Iowa

Eris Cani
Assistant Professor of Pharmacy Practice
B.S., Pharm.D., Temple University

Henry Cohen
Professor of Pharmacy Practice
B.S. in Pharm, M.S., Long Island University
Pharm.D., St. John's University

Roman Fazylov
Assistant Professor of Pharmacy Practice
Pharm.D., Long Island University

Andrew Fuchs
Director of Practice Experience
Assistant Professor of Pharmacy Practice
Pharm.D., Long Island University

Michelle Jakubovics
Assistant Professor of Pharmacy Practice
B.S., Lander College of Arts and Sciences, Touro University
Pharm.D., Touro College of Pharmacy

Abraham M. Jeger
Professor of Social, Behavioral and Administrative Sciences
B.S., Brooklyn College/CUNY
Ph.D., State University of New York at Stony Brook

Raj Kumar
Professor, Department of Pharmaceutical and Biomedical Sciences
B.S., M.S., Ph.D., University of Lucknow

Pauletta C Lazarevskiy
Assistant Professor of Pharmacy Practice
Pharm.D., Long Island University

Cheuk (Michael) Liu
Associate Professor, Department of Pharmacy Practice
Pharm.D., Long Island University
M.B.A., University of Nebraska–Lincoln

Zvi Loewy
Professor of Pharmaceutical and Biomedical Sciences
B.A. in Molecular Biology, Yeshiva University
M.S., Rensselaer Polytechnic Institute
Ph.D., Albert Einstein College of Medicine

Fraidy Maltz
Associate Professor of Pharmacy Practice
B.S. in Pharmacy, Pharm.D., Long Island University

Tyler Maxwell
Assistant Professor of Pharmacy Practice
B.S. in Microbiology, Colorado State University
Pharm.D., Regis University

Leah (Mahsa) Moradi
Director of Co-Curricular Learning, Developmental Portfolios and Career Services
Assistant Professor of Pharmacy Practice
B.S., Lander College of Arts and Sciences, Touro University
Pharm.D., Touro College of Pharmacy

Kumar Mukherjee
Associate Professor of Social, Behavioral and Administrative Sciences
BPharm, Jadavpur University (India)
M.S. in Pharmacy Administration, University of Toledo
Ph.D. in Pharmaceutical Outcomes and Policy, University of Florida

Tamara Oz
Assistant Professor of Pharmacy Practice
M.A. in European Studies and English Language, Omsk State University
Pharm.D./MBA, Long Island University

Dominick Panzera
Assistant Professor of Pharmacy Practice
B.S. in Biotechnology, Rutgers University
Pharm.D., M.B.A., Fairleigh Dickinson University

Michael Papetti
Research Assistant Professor of Pharmaceutical and Biomedical Sciences
B.S., Northeastern University
Ph.D., Tufts University

Amanda Phoenix
Director of Interprofessional Education
Associate Director of Tutoring and Academic Support
Assistant Professor of Pharmacy Practice
Pharm.D., University of Rhode Island

Sidhartha D. Ray
Professor of Pharmaceutical and Biomedical Sciences
B.S., Ravenshaw College-Utkal University (India)
M.S., Ph.D., University of Indore (India)

Fanette Royzen
Assistant Professor of Pharmacy Practice
Associate Director of Practice Experience
Pharm.D., Long Island University

Batoul Senhaji-Tomza
Associate Professor of Social, Behavioral and Administrative Sciences
B.S., Pharm.D., Temple University
M.P.H., The Johns Hopkins University

Bupendra Shah
Director of Center of Excellence for Pharmacy Education and Pharmacist Care Services
Associate Professor of Social, Behavioral and Administrative Sciences
B.Ph., University of Pune (India)
M.S., University of Toledo
M.S., Long Island University
Ph.D., University of Wisconsin-Madison

Anastasiya Shor
Director of Drug Information Center
Assistant Professor of Pharmacy Practice
Pharm.D., Long Island University

Joanne Son
Assistant Professor of Pharmacy Practice
Pharm.D., St. John's University

Elizabeth J. Unni
Professor of Social, Behavioral and Administrative Sciences
B.Ph., College of Pharmaceutical Sciences, Manipal (India)
M.B.A., University of Louisiana at Monroe
Ph.D., University of Iowa

Keith Veltri
Associate *Professor of Pharmacy Practice*
B.S. in Pharm, Pharm.D., St. John's University
B.S., Mary Washington College

Talia Wall
Assistant Director of Practice Experience
Assistant Professor of Pharmacy Practice
B.S. in Biology, Touro University
Pharm.D., Touro College of Pharmacy

Zhe (Amy) Wang
Associate Professor of Pharmacy Practice
Pharm.D., M.B.A., University of Kentucky

Adjunct Faculty

Negin Alizadeh-Shaygh
Adjunct Assistant Professor of Pharmacy Practice
B.S., George Mason University
Pharm.D., Touro College of Pharmacy

Karen Falk
Adjunct Associate Professor of Social, Behavioral and Administrative Sciences
B.S. in Pharmacy, SUNY Buffalo School of Pharmacy
M.B.A., SUNY Buffalo School of Management

Paul Isikwe
Adjunct Assistant Professor of Social, Behavioral and Administrative Sciences
B.A. in Biology, University of Texas
PharmD, Touro College of Pharmacy
M.S. in Pharmaceutical Value, Access, & Communication, University of Florida

Hannah Lee-Brown
Adjunct Assistant Professor Social, Behavioral and Administrative Sciences
Pharm.D., University of Kansas
B.A., Luther College

Lawrence H. Mokhiber
Adjunct Professor of Social, Behavioral and Administrative Sciences
B.S. in Pharmacy, Albany College of Pharmacy, Union University
M.S., Union College

Varda Sandweiss
Adjunct Assistant Professor of Pharmaceutical and Biomedical Sciences
MPharm, Hebrew University Jerusalem (Israel)

Visiting Faculty

Albert I. Wertheimer
Visiting Professor of Social, Behavioral and Administrative Sciences
B.S. in Pharmacy, University of Buffalo
MBA, State University of New York at Buffalo
Ph.D., Purdue University

Professional Support Staff

Abigail Bryskin, *LCSW-R*
Mental Health Counselor/Director of Wellness

Jamillah Salters, *M.S.*
Director of Student Services

Harsha Venna, *L.L.M.*
Director of Pharmacy Academic Services
Coordinator of Alumni Services

Academic Support Staff

Michael Aiello, *M.S.*
Administrative Assistant, Office of the Dean

Norma Bayon-Spameni, *B.S.*
Office Manager for Administration

Julianne Braime, *B.S.*
Admissions Coordinator

Edwin Burd, *B.S.*
Senior Laboratory Technician II

Ruginn Catarata, *M.S.*
Research Associate

Fridah Chepkemoi
Administrative Coordinator, Practice Experience

Glenn Davis, *M.A.*
Project Manager, Center of Excellence for Pharmacy Education and Pharmacist Care Services

Krystle Graser, *B.A.*
Administrative Coordinator, Department of Pharmacy Practice

Kirsten Holz, *M.S.*
Assessment Coordinator

Nicholas Hom, *B.A.*
Administrative Assistant, Offices of the Department of Pharmaceutical and Biomedical Sciences and Department of Social, Behavioral, and Administrative Sciences

Rekha Kurukoti, *M.S.*
Assistant Director of Admissions

Information Technology Staff

Sunil Shakya, *M.S.*
Senior IT Systems Administrator

Ajaya Shrestha, *M.S.*
IT Systems Administrator

Sheldon L. Sirota Memorial Library-Harlem Staff

Rhonda L. Altonen, *M.L.S., M.S.*
Director

Lara Lasner-Frater, *M.A., M.L.S.*
Electronic Resources Librarian

Susan Lesser, *M.L.S.*
Librarian

Academic Calendar

The Touro College of Pharmacy calendar can be found at https://tcop.touro.edu/pharmd/academic-calendar/. Students should regularly check the site for any calendar changes that may have been made.

Admission Requirements and Process

Prospective students are encouraged to visit the campus and meet with representatives of the College in person or virtually. In-person or virtual information sessions, held monthly, provide overviews of academic and campus life, admission requirements, and financial aid processes, and offer campus tours with current students. You may view the schedule or register for a session.

https://tcop.touro.edu/events/search/?types[]=Open%20House

Admission Requirements

1. Minimum 67 credits of prerequisite coursework from an accredited college or university.

Bachelor's degree preferred. Preferred minimum cumulative GPA of 2.75. For applicants in the 2024 -2025 admissions cycle, the average cumulative GPA was 3.2433, and the average science GPA was 3.20. **Students who wish to apply for graduate financial aid must have earned a minimum of 72 undergraduate credits prior to matriculation.** While a bachelor's degree is preferred, applicants who lack a bachelor's degree, but meet the prerequisite coursework requirements, are welcome to apply. If you are attending one of the College's linkage agreement institutions and following their Pre-Pharm.D. track , you can also start before finishing your undergraduate studies. Please click on the link below to view a listing of the institutions which have linkage agreements with TCOP.

https://tcop.touro.edu/admissions--aid/linkage-agreements/

2. Required Coursework

Applicants must have completed the following coursework with a grade of “C” or better within the last ten years. Courses older than 10 years will be reviewed on a case-by-case basis.

- English Composition (3 credits)
- Oral Communication/Public Speaking/Speech (3 credits)
- Calculus (3 credits)
- Economics (micro, macro **or** general accepted) (3 credits) *
- Social/Behavioral Science (6 credits of Psychology, Sociology, Anthropology)
- Humanities (6 credits of English Literature, History, Philosophy, Ethics)
- Biology with lab (8 credits)
- General Chemistry with lab (8 credits)
- Organic Chemistry with lab (8 credits)
- Human Anatomy with lab **and** Physiology with lab (4 credits each, total 8 credits) **OR** Anatomy and Physiology I **and** II, each with lab (4 credits, total 8 credits)
- Physics with lab (4 credits)
- Biochemistry (3 credits)
- Microbiology with lab (4 credits)

*These additional courses are eligible to fulfill the economics requirement:

- Principles of Business Management
- Principles of Marketing
- E-Commerce
- Principles of Finance
- Multinational Management
- Introduction to Marketing
- Entrepreneurship
- International Business
- Managerial Finance
- Operations Management
- Accounting

3. Suggested Electives

- Statistics (Biostatistics preferred)
- Genetics
- Computer Science

4. Letters of Recommendation

A minimum of three letters of recommendation are required. At least one recommendation must be from a healthcare professional and the others from a science professor with whom you took a course and from another professor, employer, supervisor, or similar individual. *Letters from family members, co-workers or friends cannot be accepted.* Writers must complete and submit the PharmCAS Reference Request Form directly to PharmCAS. PharmCAS can accept up to 4 letters.

5. Transcripts

Applicants must arrange to have all transcripts and foreign credential evaluations (if applicable) sent directly to PharmCAS for verification. Admitted candidates must submit to the Office of Admissions, transcripts for all coursework completed after submitting their application to PharmCAS. Foreign transcripts must be evaluated by WES https://www.wes.org/ Only Advanced Placement (AP) credits that appear on an undergraduate transcript and specify the courses and credits awarded (e.g., General Biology- 4 credits) can be accepted.

6. TOEFL

U.S. citizens with degrees from foreign institutions should review our guidelines for International Students below to ensure they meet all requirements.

TOEFL score requirements can be viewed here: https://tcop.touro.edu/admissions--aid/international-students/

7. Volunteer or Work Experience

Although it is not required, we recommend that you have volunteer or work hours in a pharmacy, public health, or health care setting before applying

The Admission Process

The College only reviews and considers completed applications. After the initial review, selected candidates are invited for an interview at the College. The offer of an interview does not guarantee admission. If at any time during the admissions process you wish to withdraw your application from consideration, you are required to notify the Office of Admissions in writing.

1. PharmCAS Application

Applicants should use the **Pharmacy College Application Service (PharmCAS)** to submit their primary application. The College accepts only primary applications sent through the PharmCAS system. Please note the following:

- Once received and verified as complete, your application will be forwarded to the Office of Admissions for further review. Additional submissions (see admission requirements above) should include
- A completed **PharmCAS application**
- Three completed **Recommendation Forms**
- **Official or evaluated transcript(s)** from each college or university attended.
- **TOEFL** as needed
- An **original personal statement** as per the prompt in the PharmCAS application

The PharmCAS application must be submitted in time to ensure that it is received by the date noted in PharmCAS for the cycle you are applying for. TCOP may not consider applications received after the deadline. You will receive an email confirmation once we have received a verified and completed application.

2. Application Timeline

For a detailed application timeline, please check the weblink below:
https://tcop.touro.edu/admissions--aid/

3. Application Status

You may log into the PharmCAS system https://www.pharmcas.org/ dashboard any time to determine the status of your application. Your initial status will read “In Progress”, then “Received”, then “Complete”, and finally “Verified” (released to the College for our review); this will be updated accordingly as you move through the application process.

4. PharmCAS Dashboard

It is advisable to become familiar with the various tabs in your PharmCAS application dashboard. The Office of Admissions will inform you if there is any missing information or other problem with your application. Most of your questions can be answered by checking your dashboard and emails regularly.

5. Interview

After reviewing all applications, the Office of Admissions selects a field of qualified candidates to proceed to the next step in the process: the interview. Interviews for each entering class are held from early fall through June prior to the first semester of enrollment. Invitations to interview are extended by email only, so please be sure the email address you provide on your application is valid and up-to-date.

6. Admission Decisions

Admission decisions are made on a rolling basis beginning in the fall, following a comprehensive evaluation of the applicant’s credentials. Decisions are communicated via email. If there is a change in your contact information during the process, be sure to update PharmCAS directly and the Office of Admissions by email at admissions.pharmacy@touro.edu. The deadline for responding to an acceptance letter via email is five (5) days after the offer is made. **Please Note:** Towards the end of the cycle, the timeframe for response may be shortened.

7. Transcripts

Upon admission, all students must arrange for transcripts for all coursework completed after the submission of your PharmCAS application to be sent to the Office of Admissions at admissions.pharmacy@touro.edu or mailed to:

Touro College of Pharmacy
Office of Admissions
202 West 43rd Street, Suite 913
New York, New York 10036

8. Transfer Student Admissions

Please refer to Transfer Student Admissions.

9. International Students

International students should follow the standard application process, and ensure that they meet all additional requirements, as detailed below. Foreign transcripts need to be evaluated by WES. Touro College of Pharmacy accepts evaluations from WES **only.** Evaluation reports should be submitted to PharmCAS along with other application materials.

Non-native English speakers must take the Internet-based Test of English as a Foreign Language (TOEFL iBT), with a minimum composite score of 80, and a minimum score of 20 in each section of the test (reading, listening, writing and speaking), is required. TOEFL is not required if the applicant earned his/her bachelor's degree from an accredited college or university in the United States. Results should be sent to PharmCAS, using code **B854**. TOEFL scores must be no more than two years old. Please note that graduates of foreign institutions, including candidates who hold an international pharmacy degree, must complete the entire four-year program at the Touro College of Pharmacy to earn the Doctor of Pharmacy degree.

International students can learn more about the process here: https://tcop.touro.edu/admissions--aid/international-students/

Foreign Student Disclaimer

Foreign scholars' and students' responsibilities include, but are not limited to, applying for a visa, fulfilling the initial report requirement, maintaining legal status in the United States, obtaining health insurance, and fulfilling residency requirements, if any. It is the student's responsibility to comply with all immigration requirements and deadlines. Assistance by the Responsible Officer ("RO") or Alternate Responsible Officer ("ARO") is advisory only and is not a substitute for professional immigration guidance, which is recommended.

By participating in any Touro program as a foreign student, you waive and Touro further disclaims any liability in contract and tort, including negligence, in connection with any action or inaction of the RO, ARO or Touro in connection with your immigration status or failure to maintain such status.

For further information regarding International Admissions and the I-20 application process, visit Touro's International Student Services website: www.touro.edu/departments/international-students/.

Tuition Payment for Foreign Students

To ensure all Touro University international students (with a confirmed F-1 status) in Undergraduate, Graduate, and Professional programs based in New York remain in good financial standing, the following requirements are being instituted:

- *Tuition Payment Requirement:*
  International students must either:
- Pay their tuition in full prior to the start of the term, or
- Be actively enrolled and current in an approved payment plan to remain registered for the term.

Failure to meet either of these criteria will result in the student being deregistered and their classes dropped.

10. Deposits

Accepted candidates must submit a non-refundable deposit of $1,000 within 10 business days of the acceptance deadline to hold a place in the entering class. **Note:** Towards the end of the cycle, the acceptance deadline may be moved up. Deposits are credited toward tuition upon enrollment.

11. Criminal Background Check

Please refer to Criminal Background Checks.

12. Immunizations

New York State Proof of Immunization Requirement

13. Liability Insurance

All students are required to carry liability insurance while enrolled in the Touro College of Pharmacy. This insurance policy is provided through TCOP; the premium is included in the College's tuition/fees.

14. Health Insurance

All students will need to provide proof of health insurance coverage prior to enrollment. Students who fail to upload proof of adequate health insurance are automatically enrolled in, and charged for, the Student Health Insurance Plan each year. If you are covered under another insurance plan and would like to waive coverage under the College's sponsored student health insurance plan, a waiver request must be submitted. Please see "Waiver Process" at https://app.hsac.com/TOUROCOP.

15. Student Identification

Photo I.D. Card

Transfer Student Admissions

Transfer students are eligible for admission to the Touro College of Pharmacy. To be considered, a student must have a cumulative GPA of 3.0 or better (on a 4-point scale) and be in good professional and academic standing at their current school/college of pharmacy. To receive a Pharm.D. degree from TCOP, a transfer student must be enrolled at the College for at least three years. **Admission beyond the professional year 2 (P2) fall semester cannot be considered.**

Transfer applicants must submit the following documents to the Office of Admissions:

- An official transcript from a USA ACPE-accredited school of pharmacy
- A syllabus for each course taken at the current college/school of pharmacy
- A Curriculum Vitae
- A personal statement explaining the reasons for the transfer request
- A letter from the dean of the current school/college of pharmacy indicating that the student is in good academic standing and exhibits appropriate professional conduct
- Two letters of recommendation from faculty members of the current school/college who have taught the student
- One letter of recommendation from a pharmacist or direct supervisor
- A completed Supplemental Application (contact the Office of Admissions, below)
- A non-refundable $200 application fee

Questions regarding the admissions policies and procedures should be referred to the Touro College of Pharmacy Office of Admissions, admissions.pharmacy@touro.edu.

Criminal Background Checks

Accepted candidates must undergo a criminal background check. Candidates will receive an email from *Certiphi* instructing them on how to initiate a background check. This process must be initiated within 10 days of receiving an offer of admission. The background check must be completed within 30 days.

A check may be done in subsequent years, if requested by the College. In addition, students must disclose any arrests, charges, arraignments, indictments, prosecutions, convictions, pleas of guilty or *no lo contendere* (no contest), or being the subject of any investigation or court proceeding in relation to any criminal violation (other than a traffic violation for which a fine of $100 or less is imposed) on an ongoing basis to the Office of Practice Experience and Office of Student Affairs during their enrollment. Any violation of the above will result in suspension from all Pharmacy Practice Experiences and classes, and possible expulsion from the Touro College of Pharmacy.

Technical Standards for Admission and Continued Enrollment

Introduction

The education objective of Touro College of Pharmacy (TCOP) is to prepare students for the practice of pharmacy. Students admitted to TCOP must therefore have the intellectual, emotional, and physical abilities, with reasonable accommodations as needed for those disabilities, to acquire the knowledge, behaviors, clinical competencies, and technical skills needed to successfully complete the curriculum and engage in the practice of pharmacy. The ability, with reasonable accommodations for disabilities as needed, to meet the technical standards and educational objectives established by the faculty is essential for fulfillment of the Pharm.D. degree. These abilities are evaluated in all candidates for admission and graduation.

The technical standards articulated in this document are for the purposes of completion of the academic and experiential requirements of the College of Pharmacy program, and are no guarantee or assurance of fitness for employment by a third-party employer, nor are they a guarantee or assurance for qualification for licensure by any governmental agency, board or department. Those individuals who would constitute a direct threat to the health or safety of others are not considered suitable candidates for admission.

Students with Disabilities

In compliance with Touro policies, the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, TCOP does not discriminate in admissions or educational programs against any individual on the basis of his/her disability or handicap. No otherwise qualified individual with a disability/handicap will be excluded from admission. **Applicants or students wishing to request reasonable accommodations should see "**Students with Disabilities**".**

Description of Technical Standards

The awarding of the PharmD degree signifies that the holder is prepared for entry into the practice of pharmacy. It follows that graduates must have the knowledge and skills to practice and function in a wide variety of settings and situations. Candidates for the PharmD degree must be able to perform specific essential functions the faculty deem requisite for the practice of pharmacy. These functions fall into several broad categories, including: professionalism, observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. Candidates must also have the physical and emotional stamina to function in a competent manner in a setting that may involve heavy workloads and stressful situations.

Accordingly, TCOP requires each candidate and student to meet certain technical requirements, which include:

1. Professionalism

Candidates and students must possess the skill, competence, and character expected of a member of a highly trained profession required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive relationships with patients and co-workers.

2. Observation

Candidates and students must be able to observe demonstrations and experiments in the basic and pharmaceutical sciences, medical illustrations and models, and computer screens and written and/or printed materials. They must be able to directly and accurately see a patient's physical condition, to obtain a history and perform appropriate physical assessments, and to correctly integrate the information derived from these observations to develop an accurate treatment plan. They must be able to prepare medications for dispensing to patients and observe the activities of technical staff operating under their supervision in accordance with State law. These skills require the functional use of vision and somatic sensation. They must have the visual acuity to be able to read prescriptions.

3. Communication

Candidates and students must be able to communicate with, understand, and observe patients in a clinical setting. They must be able to record information accurately and clearly, communicate fluently in and understand the English language, and to communicate effectively and sensitively with patients. Candidates must also be able to communicate effectively with other members of the healthcare team in oral and written form, and in patient care settings in which decisions based upon those communications may be made rapidly. They must have sufficient auditory function to hear verbal or telephonic orders and be able to reduce those orders to writing contemporaneously. They must be able to communicate effectively with and supervise ancillary support staff.

4. Motor

Candidates and students must possess the motor function sufficient to accurately compound and prepare prescription products for dispensing to patients. They must possess the motor function sufficient to perform basic laboratory tests such as glucose monitoring or finger stick for laboratory testing and to administer immunizations via intramuscular injections. They must possess sufficient manual dexterity to perform aseptic manipulations required for sterile compounding. They must possess motor function sufficient to perform levigation and trituration for extemporaneous compounding. They must be able to use computer-based information systems. They must be able to bend at the knees, bend at the waist, squat, kneel, stand and sit at various times of the day. They must be able to lift a 25 lb. weight from the floor and transport that weight a distance of ten (10) yards across a flat surface.

5. Conceptual, Integrative, and Quantitative Abilities

The candidate must be able to demonstrate ability in measurement, calculation, reasoning, comparison and contrast, analysis and synthesis, and problem solving. Candidates and students must demonstrate ability to comprehend three-dimensional relationships, and to understand the spatial relationships of structures.

6. Behavioral and Social Abilities

Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive relationships with patients and co-workers. Candidates and students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in treating the problems of patients.

Tuition and Fees

Estimated Cost of Attendance (COA) 2024-2025

For information on the cost of attendance, tuition and fees, please refer to the link below:
https://tcop.touro.edu/admissions--aid/tuition-and-fees/

FIRST YEAR STUDENTS

COSTS	FALL	SPRING	TOTAL
Tuition	$23,720	$23,720	$47,440
Fees	$100	$100	$200
Room and Board (est.)	$15,788	$15,788	$31,576
Books and Supplies (est.)	$694	$694	$1,388
Personal (est.)	$4,387	$4,387	$8,774
Transportation (est.)	$1,410	$1,410	$2,820
Loan Fee (Optional)	$203	$203	$406
Health Insurance	$2,,820	$3,716	$6,536
Computer (First year only)	$375	$375	$750
Miscellaneous	$1,336	$1,336	$2,672
TOTALS (COA)	**$50,833**	**$51,729**	**$102,562**

SECOND YEAR STUDENTS

COSTS	FALL	SPRING	TOTAL
Tuition	$23,720	$23,720	$47,440
Fees	$100	$100	$200
Room and Board (est.)	$15,788	$15,788	$31,576
Books and Supplies (est.)	$694	$694	$1,388
Personal (est.)	$4,387	$4,387	$8,774
Transportation (est.)	$1410	$1410	$2,820
Loan Fee (Optional)	$203	$203	$406
Health Insurance	$3,716	$3,716	$7,432
Miscellaneous	$1,336	$1,336	$2,672
TOTALS (COA)	**$51,354**	**$51,354**	**$102,708**

THIRD YEAR STUDENTS

COSTS	FALL	SPRING	TOTAL
Tuition	$23,720	$23,720	$47,440
Fees	$100	$100	$200
Room and Board (est.)	$15,788	$15,788	$31,576
Books and Supplies (est.)	$694	$694	$1,388
Personal (est.)	$4,387	$4,387	$8,774

FIRST YEAR STUDENTS			
Transportation (est.)	$1,496	$1,497	$2,993
Loan Fee (Optional)	$203	$203	$406
Health Insurance	$3,716	$3,716	$7,432
Miscellaneous	$1,336	$1,336	$2,672
TOTALS (COA)	**$51,440**	**$51,441**	**$102,881**
FOURTH YEAR STUDENTS			
COSTS	**FALL**	**SPRING**	**TOTAL**
Tuition	$23,720	$23,720	$47,440
Fees	$100	$100	$200
Room and Board (est.)	$12,720	$12,721	$25,411
Books and Supplies (est.)	$694	$694	$1,388
Personal (est.)	$4,387	$4,387	$8,774
Transportation (est.)	$1,410	$1,410	$2,830
Loan Fee (Optional)	$203	$203	$406
Health Insurance	$3,716	$3,716	$7,432
Miscellaneous	$1,336	$1,336	$2,672
TOTALS (COA)	**$48,286**	**$48,287**	**$96,553**

Please note:

- Computer laptop fee is assessed for first year students only.
- Expenses for Housing, Transportation, and Personal will be calculated according to the student's schedule each year.
- Per schedule above, drug screening is required for third year students.
- For health insurance, please refer to the appropriate section under Admissions.

Physical Facilities

The College of Pharmacy facilities are located on the eighth and ninth floors of Touro University's Cross River Campus located at 3 Times Square. These facilities were specifically constructed for the College of Pharmacy in 2023.

Space on the eighth floor includes:

- One 1900 square-foot configurable learning center accommodating 100 students
- One 820 square-foot classroom accommodating 36 students
- A 2000 square-foot Model Pharmacy laboratory with three individual consultation rooms for learning the skills necessary for community pharmacy practice.
- A physical assessment laboratory with an 800 square-foot demonstration area and six 400 square-foot examination rooms
- An 1800 square-foot research laboratory for faculty and students with 16 work stations
- A 700 square-foot student lounge with three adjoining student study lounges, each accommodating six students
- An office suite for the College's three academic departments and the Drug Information Center
- Two conference rooms, one accommodating twelve individuals, the other twenty individuals
- Individual offices for faculty and staff

Space on the ninth floor includes:

- Two 2100 square-foot lecture halls, each accommodating 100 students
- Two additional classrooms, one accommodating 24 students and the other accommodating 31 students

- Two 1300 square-foot pharmacy skills, dispensing and compounding labs, each accommodating 24 students
- A 1400 square-foot sterile products lab with laminar flow hoods accommodating 24 students
- A 900 square-foot student lounge
- Five student study rooms, each accommodating 4 students
- A 900 square-foot faculty and staff lounge
- Two conference rooms, one accommodating 12 individuals, the other 14 individuals
- The dean's suite offices
- The admission suite offices
- Individual offices for faculty, administrators and staff

Spaces shared with other colleges, schools and departments at 3 Times Square include:

- A 5000 square-foot library on the third floor with three reservable study rooms each accommodating four students, twelve computer workstation carrels, sixteen individual study carrels, and additional seating for 25 students
- A 400 square-foot lounge/café on the fourth floor
- An 1100 square-foot multipurpose room that may be utilized for a wide variety of events

Student Space

Students are able to utilize the College's eight breakout study rooms, student lounges, and the library on the fourth floor during all building hours. Students may also utilize the Sheldon L. Sirota Memorial Library at the Touro College of Osteopathic Medicine in Harlem on a 24/7 basis. Students are also welcome and often take advantage of the lecture halls and classrooms for informal meetings and studying when these rooms are not otherwise booked. All students are provided with lockers to securely store personal items while they are on campus. Student organizations are able to book classrooms and lecture halls for meetings. Each student group is provided with locker space to store materials.

Library

The Sheldon L. Sirota DO Memorial Library serves both the College of Pharmacy and the College of Osteopathic Medicine. Located on the 3rd floor at 230 W. 125th Street, the Library is open 24/7 for students wishing to study, use the computers, print or make photocopies. The library is staffed when classes are in session from 9 am to 8 pm Monday through Thursday.

The majority of the library holdings for both programs are in electronic format. Nearly all of its titles are available electronically both on and off campus to faculty, students, and preceptors. The library provides on-line text access to over 60,000 journals, e-book holdings of over 120,000 and 94 databases are available, both bibliographic and full-access.

Physical copies of pharmacy-related books and journals are also located in the third-floor library at 3 Times Square and in the Touro College of Pharmacy's Drug Information Center. Pharmacy students may also use the 3 Times Square library during the operating hours of the campus.

The Library's Collection Development Policy states the level of desired collection for each area within the discipline of Osteopathic Medicine, Pharmacy and related sciences. Selection is based on the AACP and AACOM list of recommended resources, reviews in the medical and library literature, course requirements and faculty requests. How well the collection meets the needs of faculty and students is determined by monitoring the usage statistics of electronic resources, borrowing rates of print materials, and interlibrary loan requests.

Photo I.D. Card

All Touro University students are required to obtain a photo ID card. Touro University photo ID cards are issued to new College of Pharmacy students during orientation. Students will need to bring their *TouroOne r*egistration printout and at least one piece of positive identification (e.g., driver's license, passport, etc.) in order to have a photo ID card made. Students should carry their card at all times, as it is required to gain access to Touro University buildings and computer laboratories, for all library transactions, and to vote in campus elections. Cards should be displayed at all times when inside Touro facilities or at other affiliated institutional facilities. If an ID card is lost or stolen, the student should inform the Office of Student Affairs and arrange for a replacement to be issued. A fee of $25 is charged to replace a lost or stolen ID card.

School Closings and Class Cancellations

In the event of an emergency, weather or non-weather-related, Touro has a School Closing Committee comprised of senior staff that is authorized to determine whether Touro buildings will be open or closed.

Once a decision has been made for an unscheduled closing of a Touro NY location, students will be notified via TUAlert, the University's emergency notification system. Closing information for the New York campuses will also be available on the main Touro website, http://touro.edu.

In certain instances, and where appropriate, remote (Zoom) instruction may be substituted for live classes. At such times, students should be in touch with their instructor, school, and/or department for information.

Curriculum

Doctor of Pharmacy

Touro College of Pharmacy offers a Doctor of Pharmacy (Pharm.D.) program that prepares students for entry-level pharmacy practice. Our four-year curriculum emphasizes guided, individual learning through rigorous coursework and extensive practice experience. The program consists of 2 ½ years of Pre-Advanced Pharmacy training and 1 ½ years of Advanced Pharmacy training. Our PharmD curriculum embodies a particular approach to Pharmacy education—we make use of more experiential education than most other colleges of pharmacy. After four years, graduates are fully prepared to seek licensure and begin careers in pharmacy.

Upon completing the program, students become eligible to take all two parts of the New York State pharmacist licensing examination. As practicing pharmacists, many TCOP graduates use their skills to serve patients and families in community or hospital settings and others opt to pursue careers in academia, the pharmaceutical industry, or in clinical research.

Program Overview

Students spend the first 2 ½ years of their pharmacy school careers in the classroom, focusing on mastering the many aspects of pharmaceutical science, patient-centered care, evidence-based practice, and medication management. The final 1 ½ years are devoted to completing practice experiences at the College's affiliate sites, learning first-hand about clinical practice, ambulatory care, general medicine, and institutional and community pharmacy practice.

Curriculum Philosophy

The curriculum philosophy of Touro College of Pharmacy is to instill in our student pharmacists a **commitment to collaborative patient-and -family-centered care to all communities.** Our approach is to provide a solid grounding in the biomedical, pharmaceutical, social, behavioral, managerial, and clinical sciences that prepares students to develop the necessary **abilities and skills to engage in evidence-based practices serving individual and public health needs.** These abilities and skills are honed through active learning strategies in classrooms and laboratories, participation in **co-curricular opportunities,** and immersion in our uniquely **comprehensive pharmacy practice experiences.**

A central foundation of our philosophy is encouraging our students to a **lifetime commitment of continuing professional development** through the strategic use of d**evelopmental portfolios.** Students are encouraged to refine their problem-solving and critical thinking skills utilizing them to turn issues and concerns into opportunities for assuming leadership in innovative approaches to practice; advocacy for patients and the profession; and serving a **key role in addressing the health care needs of today and tomorrow.**

Unique Curriculum Design

The design of the curriculum is based upon the 2.5+1.5 Doctor of Pharmacy curriculum. In this design, the two major components consist of students in the classroom for the first two and half years and receive their experiential education for the remainder time of the program.

Our curriculum has a strong focus on experiential education and the role of the pharmacist, with significant attention paid to developing the necessary communication and patient care skills necessary. Student learning is a high priority; the curriculum is designed to produce highly competent pharmacy professionals able to practice in today's environment and capable of adapting to new and changing roles in the evolving US health care system. The curricular design, delivery, and assessment were developed to build a student-centered, interactive learning environment focused on achievement of outcomes. Graduates of this curriculum will be critical thinkers able to meet the increasing expectations of the workplace, empowered to adapt throughout their careers using their capabilities to solve problems, to educate themselves and others, and to maintain a commitment to life-long learning.

The experiential component allows students the opportunity to use the knowledge, skills, and attitudes necessary for competent pharmacists in an actual pharmacy setting. The experiential program is divided into two parts, each which has increasing levels of responsibility and clinical maturity: the Introductory Pharmacy Practice Experiences (IPPE) and the Advance Pharmacy Practice Experiences (APPE). These IPPE and APPE experiential phases are practiced at sites off- campus. Students are responsible for their own transport to the site. If the site requires overnight stays, the student will be responsible for finding his/her own lodging. The rationale for the extension of clinical training in the curriculum reflects the current conditions requiring pharmacists to perform more clinical responsibilities and to participate in more patient care experiences.

The syllabus in the didactic as well as experiential courses is the tool that brings the curriculum to the student. The syllabus serves as a covenant between the student and his/her teacher. Its purpose is to provide the student with the professor's requirements for success in the course by providing course goals, objectives, grading schemes, expected outcomes, assessment methods (tests, etc.), texts/readings, ADA policy, and class schedule. Professors may add more specific information for his/her individual class. All syllabi are available online through Canvas.

Curriculum Goals

Pharmacy practice is evolving rapidly; pharmacists must be prepared to change with it, and pharmacy curricula must be assessed and updated on an ongoing basis. The Touro College of Pharmacy regularly conducts program reviews and makes changes where necessary to the curriculum and to the structure of the program. Ultimately, the curriculum embodies the College's vision of a better society for all through the improved health status of the individuals that populate it. It follows, then, that the College strives to prepare graduates who are able to meet the expectations of the modern workplace through a curriculum designed to implement the following objectives:

- To produce graduates who possess the professional and educational competencies necessary for pharmacy practice.
- To provide a student-centered interactive learning environment, one that focuses on cooperation instead of competition and recognizes and supports individual learning styles.
- To employ assessment tools with clear expectations, sufficient time, and ample feedback that emphasize achievement of outcomes, which will ensure that students develop the qualities needed for success in the field.

- To carry the educational process begun at TCOP into the professional workplace, further developing the skills of problem-solving and decision-making, along with the capability for independent learning and teaching.

Overall, the College strives to prepare graduates to:

- Enter advanced pharmacy practice experiences *(APPE-ready)*
- Provide direct patient care in a variety of healthcare settings *(Practice-ready)*
- Contribute as a member of an interprofessional collaborative patient care team *(Team-ready)*

Learning Outcomes and Entrustable Professional Activities

Learning Outcomes

Learning happens both through the curriculum and through engagement in required co-curricular activities. The faculty of the College has established a set of learning outcomes that are desired for all students by the time they complete the PharmD program. These are divided into three “domains”:

- Foundational Knowledge
- Professional Skills
- Personal and Professional Attitudes

Each of these three domains contains subdomains, along with specific learning objectives associated with each subdomain. They are:

Domain 1: Foundational Knowledge

1.1. Scientific Thinking (Learner): Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical, pharmaceutical, social, behavioral, administrative, clinical sciences, drug classes, and digital health).

Learning Objectives

1. Develop and demonstrate depth and breadth of knowledge in biomedical, pharmaceutical, social/behavioral/administrative, clinical sciences, and healthcare technology (e.g., informatics, digital health).
2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.
3. Integrate knowledge from multiple foundational sciences to explain how specific drugs or drug classes work, compare differences among therapeutic regimens, and evaluate their potential value in individuals and populations.
4. Apply knowledge in foundational sciences to solve therapeutic problems, to advance patient-centered care and population- based care.
5. Apply critical thinking skills to evaluate information (e.g., scientific literature, emerging theories, technologies) and determine if factual, reliable, accurate, fair, objective, and/or appropriate by systematically examining the problem, evidence and solution.
6. Critically analyze scientific literature related to drugs and diseases to enhance clinical decision making.

Domain 2: Professional Skills

2.1. Problem-solving process (Problem Solver): Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.

Learning Objectives

1. Identify and define the primary problem.
2. Define and prioritize goals along with contextual constraints.
3. Use an innovative mindset to consider and develop alternative ideas and approaches to address challenges and/or advance the profession.
4. Explore multiple solutions by organizing, prioritizing, and defending each possible solution with evidence and/or rationale.
5. Assess the anticipated and actualized resources implications of decisions (e.g., human, financial, and physical resources).
6. Anticipate positive and negative outcomes by considering assumptions, biases, barriers, inconsistencies, and unintended consequences.
7. Develop a strategy to implement the most viable solution, including outcome measures.
8. Reflect on the solution implemented and its effects to improve future outcomes.

2.2. Communication (Communicator): Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.

Learning Objectives

1. Assess baseline knowledge or skills of individuals or groups to identify needs.
2. Identify and address barriers, including beliefs and biases that could impact communication and outcomes (e.g., stereotypes, assumptions, time constraints, privacy considerations, space availability, internet disruptions, etc.).
3. Ensure information is current, relevant, and tailored for the individual or group with whom you are communicating.
4. Use an organized structure when educating an individual or group.
5. Use specific communication strategies (e.g., motivational interviewing, conflict resolution, writing progress notes, assessing understanding) to achieve goals.
6. Actively listen and ask appropriate open- and closed-ended questions to gather information.
7. Evaluate verbal feedback and nonverbal cues to assess how well communication was received and verify if it was interpreted the way intended.

8. Communicate assertively, confidently, clearly and with empathy to establish rapport, build trusting relationships, and navigate difficult conversations.
9. Employ clear, concise, and accurate written communication strategies to achieve intended outcomes.
10. Provide goal-directed feedback to others (e.g., direct reports, trainees, colleagues).
11. Use technology (e.g., telehealth, digital health applications), media and other resources (e.g., interpreter services) to facilitate and support communication as appropriate.

2.3. Cultural and structural humility (Ally) – Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g., social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.

Learning Objectives

1. Engage in self-reflection with the intention to understand how one's personal identities, biases, and experiences may influence one's perspectives, interactions, and decision making.
2. Demonstrate knowledge about assumptions such as explicit and implicit bias when interacting with others.
3. Identify the practices and values of cultural humility that foster belongingness with a diverse group of individuals.
4. Recognize ways to reduce biases and stereotypes and stereotyping.
5. Discuss strategies for navigating situations where injustices related to diversity, equity, inclusion, and accessibility, stigma, bias, and racism are present.

2.4. Person-centered care (Provider): Provide whole person care to individuals as the medication specialist using the *Pharmacists' Patient Care Process*.

Learning Objectives

1. Collect subjective and objective Information related to the patient in order to identify a patient's medication-related problems.
2. Assess, interpret, and prioritize information and patient data to determine the effects of therapy.
3. Formulate evidence-based and cost-effective care goals, plans, assessments, and recommendations.
4. Implement individualized, person-centered care plans.
5. Follow-up and monitor the patient and adjust the care plan as needed.
6. Document person-centered care related activities.

2.5. Advocacy (Advocate): Promote the best interests of patients and/or the pharmacy within healthcare settings and at the community, state, or national level.

Learning Objectives

1. Assure that patients' best interests are represented.
2. Empower patients to take responsibility for, and control of their health.
3. Review resources to assist patients in navigating the complex healthcare system.
4. Ensure patients obtain the resources and care required in the most efficient and cost-effective manner possible.
5. Discuss how to advocate in the workplace for yourself and other pharmacy colleagues around important issues (e.g., working conditions, expected performance, patient safety, practice advancement, interprofessional equity).
6. Demonstrate a commitment to the advancement of the pharmacy profession through advocacy at the local, state, or national level.

2.6. Medication-use process stewardship (Steward): Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication-use systems.

Learning Objectives

1. Outline the components of typical medication-use processes in different pharmacy practice settings.
2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication-use process (i.e., procurement, storage, prescribing, transcription, dispensing, administration, disposal, regulatory requirements, monitoring, documentation, and supervising others).
3. Identify and utilize human, financial, and physical resources to optimize the medication-use process.
4. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
5. Utilize continuous quality improvement techniques in the medication-use process.
6. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).

2.7. Interprofessional collaboration (Collaborator): Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.

Learning Objectives

1. Work with individuals of other professions to establish and maintain a climate of mutual respect and shared values.
2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

2.8. Population Health and Wellness (Promoter): Assess factors that influence the health and wellness of a population and develop strategies to address those factors.

Learning Objectives

1. Identify personal, social, economic, and environmental factors that influence individual and population health and wellness.
2. Describe advocacy approaches and efforts that impact individual and population health and wellness.
3. Outline the steps for conducting a community health needs assessment.
4. Collect and interpret population-based health and wellness qualitative and quantitative data to assess the needs of a patient population and satisfaction of care.
5. Evaluate the existing approaches and suggest tailored interventions to maximize health and wellness.
6. Participate in the development and/or implementation of preventive care strategies for a population (e.g., risk/needs assessment, risk reduction, screening, and education).

2.9. Leadership (Leader): Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.

Learning Objectives

1. Determine when it is appropriate to use leadership skills, management skills, or both.
2. Demonstrate understanding of one's role in a team-based situation, including taking responsibility for a leadership or supporting role, when appropriate.
3. Explore the history (e.g., successes and challenges) of a team before implementing changes.
4. Develop trusting relationships, actively listen, and value diverse perspectives to promote collaboration and teamwork.
5. Use persuasive communication when necessary.
6. Engage team members by building shared goals, gathering input or feedback, utilizing individual strengths, and managing conflict to promote team functionality.
7. Identify and address factors that affect team morale and performance.

Domain 3: Personal and Professional Attitudes

3.1. Self-awareness (Self-Aware): Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence that could enhance or limit growth, development, & professional identity formation).

Learning Objectives

1. Use metacognition to understand and regulate one's own thinking and learning.
2. Demonstrate motivation (e.g., desire to learn, attention, interest, habits of mind, persistence, flexibility) during didactic and experiential activities.
3. Identify, create, implement, evaluate, and modify plans, using available resources (e.g., career counselors, mentors) as needed, for personal and professional development for the purpose of individual growth.
4. Recognize, correct, and learn from errors.
5. Select and use constructive coping strategies or help-seeking behaviors (personal, professional, or academic support) to manage stress and improve well-being.
6. Utilize elements of emotional intelligence when working with others.
7. Reflect on the evolution of one's own professional identity formation during the Doctor of Pharmacy program and how it will continue to evolve across one's career.

3.2. Professionalism (Professional): Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.

Learning Objectives

1. Demonstrate altruism, integrity, trustworthiness, flexibility, compassion, inclusiveness, and curiosity.
2. Display preparation, initiative and accountability consistent with a commitment to adding value and/or a commitment to excellence.
3. Conduct activities and fulfill responsibilities in a legal, moral, and ethical manner.
4. Describe the impact of one's actions (positive or negative) on how the profession is perceived by patients, other health care providers, and society.
5. Navigate how to balance between responsibility to self and others, seeking mentoring if needed.
6. Describe the pharmacy profession's core values and beliefs outlined in the Oath of a Pharmacist and how they contribute to professional identity formation.

Entrustable Professional Activities

Entrustable Professional Activities (EPAs) are designed to translate the above Learning Outcomes into pharmacy practice activities. The EPAs describe pharmacy workplace activities that all students are entrusted to do in experiential settings with either direct or distant supervision by pharmacist preceptors. Preceptors are expected to assess student using an entrustment decision scale.

The entrustment decision scale utilized by the College consists of four levels of entrustment of the student by the preceptor. They are:

Level 1: Low Trust/Observe Only: requires complete hands-on guidance.

Level 2: Moderate Trust/Direct Supervision: requires constant supervision.

Level 3: High Trust/Reactive Supervision: requires occasional supervision.

Level 4: Complete Trust/On Demand Supervision: doesn't require supervision—practices independently, and the student knows that a preceptor is available in case of need.

Students are expected to achieve at least Level 3 on the entrustment scale for all EPAs. Listed below are the thirteen EPAs the College has adopted along with example tasks associated with each EPA.

1. Collect information to identify a patient's medication-related problems and health-related needs

Example tasks:

1. Collect a history from a patient or caregiver.
2. Collect a medication history from a patient or caregiver.
3. Collect a patient's experience with medication.
4. Collection information related to barriers for patients to take their medication(s).
5. Collect objective information from the patient (e.g., physical exam, point of care testing)
6. Collect data from a patient's electronic health, digital health or medication record.

2. Assess collected information to determine a patient's medication-related problems, health-related needs.

Example tasks:

1. Assess the indication of the medication treatment plan.
2. Assess the safety of the medication treatment plan including drug interactions.
3. Assess the effectiveness of medication treatment plans, including existing, previous, and new medications.
4. Assess the alignment of the medication plan with the patient's goals, needs, abilities, values, and beliefs.
5. Assess the relative priority of each health-related need of the patient to create a prioritized problem list.
6. Assess if a patient requires a referral for their health-related needs.
7. Assess whether a patient is eligible for CDC-recommended immunizations.

3. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.

Example tasks:

1. Create person-centered treatment goals.
2. Create a prioritized list of evidence-based and patient-centered treatment options to discuss with members of the healthcare teams/patient/caregiver(s)
3. Create a person-centered treatment plan.
4. Create a plan to mitigate the risk of drug interactions and polypharmacy.
5. Create a treatment plan that incorporates potential strategies to minimize cost for the patient such as formulary review, patient assistance programs, and medication discount programs.
6. Create a plan to monitor the safety and efficacy of the treatment plan.
7. Create an individualized education plan for the patient and/or caregiver.

4. Contribute patient specific medication-related expertise as part of an interprofessional care team.

Example tasks:

1. Explain a pharmacist's role and responsibilities to a healthcare team.
2. Apply the PPCP as a member of an interprofessional team.
3. Communicate a patient's medication-related problem(s) to the healthcare team.
4. Provide recommendations to the health care team to resolve and/or monitor medication-related problems.
5. Provide evidence-based drug information to the health care team.

5. Answer medication related questions using scientific literature.

Example tasks:

1. Ask clarifying questions to identify and address the true question.
2. Perform a systematic search of tertiary, secondary, and primary resources.
3. Identify and retrieve high-quality scientific literature.
4. Analyze scientific literature.
5. Provide a written or verbal response to the true question, including findings and recommendations.

6. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.

Example tasks:

1. Initiate, modify, or discontinue medication therapy.
2. Present necessary information to a colleague during a handoff or transitions of care.
3. Schedule follow-up care as needed (e.g., labs or tests, follow-up appointments)
4. Document the findings, recommendations, plan, and pharmacy services provided.

5. Discuss the care plan with a patient and/or others trusted by the patient.

7. **Fulfill a medication order.**

Example tasks:

1. Enter an order or prescription into an electronic health or pharmacy record system.
2. Perform calculations required to compound, dispense, and administer medications.
3. Perform a prospective drug utilization review.
4. Adjudicate a third-party claim.
5. Identify and manage drug therapy problems.
6. Consider formulary preferred medications when making recommendations.
7. Complete an authorization process for a non-preferred medication.
8. Assist a patient to acquire medication(s) through support programs.
9. Prepare non-sterile and/or sterile medications.
10. Perform a quality assurance check on prepared medications prior to dispensing.
11. Dispense and administer a product including injectable medications and immunizations.
12. Adhere to state and federal laws/regulations and site quality and safety procedures.

8. **Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.**

Example tasks:

1. Provide education and self-management training to the patient or caregiver.
2. Assess the learning needs of a patient and others trusted by the patient.
3. Select a method for providing education in the given environment.
4. Actively engage the patient in the education session.
5. Identify, select, or develop supportive education materials (e.g., written, models, demonstration, devices, videos).
6. Adapt the terminology and verbal delivery of information.
7. Determine the effectiveness of education provided by assessing a patient's understanding and/or their ability to demonstrate the technique.
8. Reinforce key points, correct misunderstandings, or address gaps with the patient as needed.

9. Monitor and evaluate the safety and effectiveness of a care plan.

Example tasks:

1. Collect monitoring data at the appropriate time interval(s).
2. Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
3. Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.

10. Report adverse drug events and/or medication errors in accordance with site specific procedures.

Example tasks:

1. Identify factors of system(s) (e.g., personnel, infrastructure, interfaces) associated with errors or risk of errors.
2. Determine points of intervention within system(s) to prevent or minimize medication-related errors.
3. Report and document adverse drug events and medication errors to stakeholders.

11, Deliver medication or health-related education to health professionals or the public.

Example tasks:

1. Lead a discussion regarding published primary literature and its application to patient care (e.g., journal club)
2. Develop and deliver a verbal, digital, or written medication or health-related educational program to health professionals, a community, or other groups.

12. **Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.**

Example tasks:

1. Perform a screening assessment to identify patients at risk for prevalent diseases in a population and triage, when needed.
2. Evaluate individual and/or aggregated patient data to determine patients or populations at risk for a disease.

13. Perform the technical, administrative, and supporting operations of a pharmacy practice site.

Example tasks:

1. Execute pharmacy policies and procedures.
2. Delegate work activities to pharmacy team members.
3. Provide formative feedback on pharmacy team dynamics, workflow, processes, and operations.
4. Manage pharmacy workflow to ensure efficiency and safety.

5. Use technology to support the pharmacy workflow.
6. Execute pharmacy quality improvement activities.
7. Procure inventory to ensure continued pharmacy operations.
8. Prepare for regulatory visits and inspections.

Educational Framework

As reflected in the Pharm.D. learning outcomes, the Touro College of Pharmacy has defined the general educational and professional outcomes and abilities expected of today's graduates. The curriculum is designed so our graduates have a full understanding of the foundations of the pharmaceutical sciences, clinical pharmacy practice, and patient care. With pharmacy practice evolving rapidly, we regularly review and update our curriculum and the structure of our program to make sure our graduates are fully prepared and trained to succeed in the field. The curriculum was designed to prepare students for an entry-level position in any aspect of the profession. Moreover, the curriculum prepares students to continue their education through the pursuit of a graduate degree or by participating in residency and/or fellowship programs.

The Pharm.D. curriculum of the Touro College of Pharmacy consists of four years of intensive study in the classroom, laboratory and in pharmacy practice settings. The first five semesters, known as the Pre-Advanced Pharmacy Practice Curriculum (Pre-APPE), consists of coursework that is centered primarily in the classroom and laboratories. The Pre-APPE curriculum consists of studies in the pharmaceutical and biomedical sciences that are of such depth, scope, timeliness, quality, sequence and emphasis as to provide the foundation for and support of the intellectual and clinical objectives of the student pharmacist. Studies in the behavioral, social, and administrative pharmacy sciences provide the basis for the student pharmacist's understanding and influencing human behavior in health and disease, in the management processes of pharmacy, and in pharmacy's interrelationships with other health care professionals.

Studies in pharmacy practice develop the student pharmacist's abilities in implementing the Pharmacist Patient Care Process, the model of practice that has been adopted by every major pharmacy professional association. Pharmacy Practice coursework allows for the development of understanding of important disease states and rational therapeutics of these conditions. The coursework is designed to develop the abilities of students to utilize pathophysiologic, pharmacotherapeutic and pharmacoeconomic principles in utilizing the Pharmacist Patient Care Process for patient management. This includes collection of necessary subjective and objective information about the patient; assessment of this information to prioritize problems and achieve optimal care; development of individualized patient-centered care plans; implementation of care plans in collaboration with other health care professionals; and the monitoring and evaluation of the care plan. Additionally, studies in pharmacy practice prepare the student pharmacist to physically assess and counsel patients who are about to receive or are receiving medications, and to administer medications via various routes such as injection and inhalation. In addition to the required coursework students must complete two didactic pharmacy elective courses for a total of six credits. These courses may be completed in either semester of the second year or the first semester of the third year.

Additionally, in the summers between the first and second year and between the second and third year of the Pre-APPE Curriculum, students obtain their first experiences in actual pharmacy settings. These are referred to as Introductory Pharmacy Practice Experiences, or IPPEs. Introductory pharmacy practice experiences are offered during the early phases of the curriculum for purposes of providing transitional experiential activities and active learning. IPPEs offer students the opportunity to develop care plans for patients, counsel patients about prescription and nonprescription items, interact with other health-care professionals, and assist in the dispensing of prescriptions.

In the spring semester of the third-year, students begin their Advanced Pharmacy Practice Experiences, or APPEs, that continue through the summer of the third year and throughout the fourth year. During this time students return to the College on an occasional basis for the Seminars in Pharmacy Practice sequence which keeps them apprised of the latest developments in the practice of pharmacy. The APPEs provide students with active participation and in-depth experiences to acquire practice skills and judgment to develop the level of confidence and responsibility needed for independent and collaborative pharmacy practice. These experiences serve as a capstone and require students to utilize all knowledge, skills, attitudes, and behaviors previously learned. The required experiences ensure that students have developed the competency to participate in the drug use decision making process, to select the correct medication and dosage for a given situation, to interact with health-care professionals and peers, to communicate with patients and/or care-givers, to solve issues related to the rational use of medications and document them, to utilize drug information skills to respond to queries, to assist pharmacists in dispensing commercially available as well as extemporaneously prepared medications, and to develop in- depth pharmaceutical care plans. The elective APPEs, of which three are required, continue this process, yet allow students to fulfill individual professional needs.

During the final few weeks before completing the program, students return to the College full-time for comprehensive review in the Pharmacy Practice Primers and Advanced Pharmacy Calculations courses.

Pre-Advanced Pharmacy Practice Experience Curriculum

First Year Fall		
COURSE	**COURSE TITLE**	**CREDITS**
PHPN500 Medical Terminology I	Medical Terminology I	0
PBSN508 Pharmaceutics I	Pharmaceutics I (Pharmaceutical Calculations)	3
PBSN520 Immunology & Microbiology	Immunology and Microbiology	3
PBSN526 Pathophysiology	Pathophysiology	4
PBSN527 Pharma & Medicinal Chem I	Pharmacology and Medicinal Chemistry I	4
SBAN504 Health Care Sys&Health Policy	Health Care Systems & Health Policies	3
SBAN570 Professional Practice I	Professional Practice I Introduction to Pharmacy	2
Total Credits		**17**

First Year Spring		
COURSE	**COURSE TITLE**	**CREDITS**
PHPN501 Medical Terminology II	Medical Terminology II	0
PHPN520 Comm. Pharm. and Immunization	Community Pharmacy and Intro to Immunization Practice	3
PHPN581 Pharmacotherapeutics I	Pharmacotherapeutics I	4
PBSN509 Pharmaceutics II	Pharmaceutics II (Pharmaceutical Chemistry Dosage Form and Drug Delivery)	3
PBSN529 Pharma & Medicinal Chem II	Pharmacology and Medicinal Chemistry II	3
SBAN540 Drug Info & Lit Eval	Drug information and Literature Evaluation	3
SBAN560 Cultural Competency	Cultural Competency	1
SBAN571 Professional Practice II	Professional Practice II	3
Total Credits		**20**

First Year Summer		
COURSE	**COURSE TITLE**	**CREDITS**
EXPN512 Intro Community Pharm Prac	IPPE Community Pharmacy	5
Total Credits		**5**

Second Year Fall		
COURSE	**COURSE TITLE**	**CREDITS**
PBSN610 Pharmaceutics III	Pharmaceutics III (Non-Sterile Compounding)	3
PBSN625 Pharma & Medicinal Chem III	Pharmacology and Medicinal Chemistry III	3
PBSN635 Pharmacokinetics	Pharmacokinetics	2

SBAN625 Pharmacy Law and Biomed Ethics	Pharmaceutical Law and Biomedical Ethics	3
SBAN630 Prin Mngt&Pharmaco Outcome Re	Principles of Management, Pharmacoeconomics & Outcomes Research	3
PHPN682 Pharmacotherapeutics II	Pharmacotherapeutics II	5
PHPN684 Found Interpro Edu & Prac Pt 1	Foundations of Interprofessional Education and Practice Part I	0
Elective	*(See Electives Required for Graduation)*	0-3
Total Credits		**19-22**

Second Year Spring

COURSE	COURSE TITLE	CREDITS
PBSN611 Pharmaceutics IV	Pharmaceutics IV (Sterile IV Compounding)	3
PBSN631 Pharma & Medicinal Chem IV	Pharmacology and Medicinal Chemistry IV	3
PHPN620 Physical Assess. and Injection	Healthcare Essentials: Physical Assessment and Injection Practice	3
PHPN660 Clinical Pharmacokinetics	Clinical Pharmacokinetics	3
PHPN683 Pharmacotherapeutics III	Pharmacotherapeutics III	5
PHPN695 Found Interpro Edu & Prac Pt 2	Foundations of Interprofessional Education Practice Part II	0
Elective	*(See Electives Required for Graduation)*	0-3
Total Credits		**17-20**

Second Year Summer

COURSE	COURSE TITLE	CREDITS
EXPN641 INTRO INST PHARM PRACTICE	IPPE Institutional Pharmacy	5
Total Credits		**5**

Third Year Fall

COURSE	COURSE TITLE	CREDITS
PHPN721 DRUG INDUCE DIS&TOXICOLGY	Drug-Induced Diseases & Toxicology	3
PHPN722 COMP PATIENTS CARE MANGT	Comprehensive Patient Care Management	3
PHPN725 Pharmacogenomics Prec. Med	Pharmacogenomics and Precision Medicine	2
PHPN751 Comprehensive Self-Care	Comprehensive Self-Care	2
PHPN784 Pharmacotherapeutics IV	Pharmacotherapeutics IV	5
Elective	*(See Electives Required for Graduation)*	0-3
Total Credits		**15-18**

Advanced Pharmacy Practice Experience Curriculum

Third Year Spring through Fourth Year Spring APPE Experiential Requirements

COURSE	COURSE TITLE	CREDITS
EXPN818 Community Pharmacy	APPE Community Pharmacy	6
EXPN836 Sterile Compounding	APPE Sterile Compounding	6
EXPN840 Acute Care	APPE Acute Care	6
EXPN843 Ambulatory Care	APPE Ambulatory Care	6
EXPN845 Institutional Pharmacy	APPE Institutional	6
EXPN846 Internal Medicine	APPE Internal Medicine	6
	APPE Elective I	6
	APPE Elective II	6
	APPE Elective III	6
Total Credits		**54**

Third Year Spring Didactic

COURSE	COURSE TITLE	CREDITS
PHPN733 SEM PHARM PRACTICE I	Seminars in Pharmacy Practice I	1
Total Credits		**1**

Fourth Year Fall Didactic

COURSE	COURSE TITLE	CREDITS
PHPN834 SEMINAR PHARM PRACT II	Seminar in Pharmacy Practice II	1
Total Credits		**1**

Fourth Year Spring Didactic

COURSE	COURSE TITLE	CREDITS
PHPN835 SEMINAR PHARM PRACT III	Seminars in Pharmacy Practice III	1
PHPN855 Pharmacy Practice Primers	Pharmacy Practice Primers	2
PBSN825 Advanced Pharmacy Calculations	Advanced Pharmacy Calculations	2
Total Credits		**5**
Total APPE Credits		**61**

Developmental Portfolio

All students are required to maintain an electronic developmental portfolio in CampusGroups. throughout their enrollment in the Pharm.D. program. The portfolios are used to store examples of work and learning (also known as artifacts) in curricular and co-curricular activities that document and direct personal and professional growth through reflection, self-assessments, and faculty advisor and preceptor assessments. As part of the portfolio process, students are expected to meet with their faculty advisors to review their portfolios and discuss strategies for academic and professional growth at least once each semester. Details regarding the specific portfolio requirements each professional year at detailed in the CampusGroups portfolio. On-time submission of all materials is required by the end of the fall and spring semesters in each of the P1, P2, P3, and P4 school years to successfully progress in the program.

Co-curriculum Requirements

In addition to the curricular requirements (coursework and experiential) all students must participate in co-curriculum activities that will aid in their learning and further development of their competencies in the areas from Domains Three and Four of the Touro College of Pharmacy Learning Outcomes. These include those activities that students engage in outside the required didactic and experiential coursework that further develop competencies related to solving problems, being an educator of patients and/or other health professionals, advocating for patients, collaborating interprofessionally, sensitivity to cultural differences, ability to communicate, performing in leadership roles, ability to innovate new ideas and solutions, exhibiting professionalism, and, further developing students' self-awareness.

Details regarding the specific co-curriculum requirements for each professional year are discussed at an orientation session during the first weeks of the fall semester. Artifacts from participation in co-curriculum activities, reflective essays on learning, and other materials must be uploaded to the e-portfolios of students on a timely basis each semester and reviewed by the faculty advisors of the students. Required participation must be documented in each of the P1, P2, P3 and P4 school years to successfully progress in the program.

Consequences of not adhering to policies, procedures, and/or instructions of the co-curriculum requirements are:

1. Students will receive written notification and may be required to meet with the Assistant Dean for Student Affairs to discuss their non-adherence to the requirements. An individual remediation plan for completion of the requirements will be developed.
2. Students who do not complete the requirements and/or the remediation plan for completion of the requirements will be subject to the following:

P1 and P2 Years: Any student whose co-curriculum requirements for the current academic year are not fulfilled by the first-class day of the next academic year will not be eligible to progress within the program and subject to possible dismissal.

First Semester P3 Year: Any student who does not complete the co-curricular requirements for the fall semester of the P3 year by the last day of final examinations will be prohibited from participating in Advanced Pharmacy Practice Experiences (APPEs) until the requirements are satisfied. This may delay the student's progression based on APPE availability. Program Directors within the Office of Practice Experience will be notified.

Second Semester P3 Year and Entire P4 Year: Any student who does not complete the co-curricular requirements of the semester of study they are engaged by the last day of the semester in will be restricted from participation in further APPE experiences until the requirements are satisfied which may delay the student's progression based on APPE availability and ultimately date of graduation. Program Directors within the Office of Practice Experience will be notified. P4 students enrolled in the final semester of study who do not complete the co-curricular requirements by the last day of their final semester will have their graduation delayed until all requirements are satisfied.

Electives Required for Graduation

Elective courses are meant to provide students with an opportunity to further explore their interests within the realm of health care. Required electives are meant to augment knowledge, skills and values beyond those provided in the core curriculum. Students are strongly encouraged to use these elective courses to complement their professional education and broaden their careers. Students should consult with their academic advisors and regularly update their elective plan to ensure that they are fulfilling curriculum requirements.

1. Two didactic elective courses are required.
2. Students have the option to take additional electives, subject to enrollment availability or course coordinator permission.
3. Independent study courses must be taken on a Pass/Fail basis. Other electives must be taken for a letter grade.
4. Courses taken prior to admission to the Pharm.D. program cannot be used as elective credit.

Didactic Electives

All elective didactic courses are offered on occasion.

Department of Pharmaceutical and Biomedical Sciences

- PBSN530 Cell Biology Cell Biology
- PBSN645 Cosmeceutics I Cosmeceutics I
- PBSN646 Parenterals Parenterals and Other Sterile Preparations
- PBSN650 Advanced Topics in Immunology Advanced Topics in Immunology
- PBSN656 Research Methods Research Methods
- PBSN657 Advanced Research Methods Advanced Research Methods
- PBSN680 Toxicology & Poisoning Mgmt Toxicology and Poisoning Management
- PBSN690 Independent Study Independent Study
- PBSN715 Drug Discovery Drug Discovery

- PBSN716 Sci Presentation&Writng Skill Scientific Presentation and Writing Skills
- PBSN765 Biotechnology Entrepreneurship Biotechnology Entrepreneurship

Department of Pharmacy Practice

- PHPN639 Foundations of Ambulatory Care Foundations of Ambulatory Care
- PHPN640 Cancer Pharmacotherapy Cancer Pharmacotherapy
- PHPN668 Nutrition, Comp & Alt Med Nutrition, Complementary and Alternative Medicine
- PHPN690 Independent Study Independent Study
- PHPN694 Advanced Diabetes Management Advanced Diabetes Management
- PHPN696 Independent Study Independent Study
- PHPN839 Pharm Residency Primer Course Pharmacy Residency Primer Course

Department of Social, Behavioral, and Administrative Sciences

- SBAN626 Managed Care Pharmacy Managed Care Pharmacy
- SBAN640 Global Health Global Health
- SBAN655 Intro to Pharma Industry Introduction to the Pharmaceutical Industry
- SBAN659 Min Pharm Wrkforce &Health Dis Minority Pharmacist Workforce and Health Disparities Research
- SBAN660 Behavioral Soc Factor Pub Hea Behavioral and Social Factors in Public Health
- SBAN667 Pharm Leg Issue & Bio Reg Aff Pharmacy Legislative Issues and Biomedical Regulatory Affairs
- SBAN670 Mngmt Prin Appl to Pharm Prac Management Principles Applied to Pharmacy Practice
- SBAN685 Leadership:Theory and Practice Leadership: Theory and Practice
- SBAN688 Pharmacoepidemiology Pharmacoepidemiology
- SBAN689 Pharmacoeconomics &Outcome Res Pharmacoeconomics and Outcomes Research
- SBAN690 Independent Study Independent Study
- SBAN691 Prin &Tech Behavioral Change Principle and Technique of Behavioral Change
- SBAN696 Independent Study Independent Study

Experiential Electives

All experiential elective courses are offered on occasion.

- EXPN816 Managed Care Practice Managed Care Practice
- EXPN819 Advanced Community Pharmacy Advanced Community Pharmacy
- EXPN830 Non-Profit Organization Non-Profit Organization
- EXPN831 Pharm Organization & Asso Pharmacy Organization and Associations
- EXPN838 Medication Safety Medication Safety
- EXPN842 Pharmaceutical Marketing Pharmaceutical Marketing
- EXPN847 Academic Pharmacy I Academic Pharmacy I
- EXPN850 Psychiatry Pharmacy Practice Psychiatry Pharmacy Practice
- EXPN852 INST LEADERSHIP/MANGT Institutional Leadership/Management
- EXPN853 Medical Writing Medical Writing
- EXPN854 CORP BUSINESS MANGT Corporate Business Management
- EXPN856 Geriatric Pharmacy Practice Geriatric Practice
- EXPN860 BIOMED/PHARM RESEARCH I Biomedical/Pharmaceutical Research I
- EXPN861 BIOMED/PHARM RESEARCH II Biomedical/Pharmaceutical Research II
- EXPN863 Advanced Public Health Advanced Public Health
- EXPN865 Drug Information Drug Information
- EXPN870 RETAIL PHARM COMPOUNDNG Retail Pharmaceutical Compounding
- EXPN871 COMPREHENSVE MED REVIEW I Comprehensive Medical Review I
- EXPN873 Long Term Care Practice Long Term Care Practice
- EXPN874 Infectious Disease Pharm Prac Infectious Diseases Pharmacy Practice
- EXPN875 Emergency Medicine Pharm Prac Emergency Medicine Pharmacy Practice
- EXPN876 Oncology Pharmacy Practice Oncology Pharmacy Practice
- EXPN877 Cardiology Pharmacy Practice Cardiology Pharmacy Practice
- EXPN879 Pediatric Pharmacy Practice Pediatric Pharmacy Practice
- EXPN882 Regulatory Affairs Regulatory Affairs
- EXPN883 Family Medicine Pharmacy Prac Family Medicine Pharmacy Practice
- EXPN884 Regulatory Intelligence&Policy Regulatory Intelligence and Policy
- EXPN885 Medical Affairs Medical Affairs
- EXPN890 Advanced Regulatory Affairs Advanced Regulatory Affairs

Graduation

Degree Requirements

The degree of Doctor of Pharmacy is conferred by Touro College of Pharmacy upon a candidate who has completed the required curriculum, comprising a minimum of 167 academic credits and has completed all co-curricular requirements within six (6) years following initial enrollment. All academic, legal and financial requirements to the College must be satisfied. Students must achieve a cumulative grade-point average of at least 2.300 to be conferred the degree. Touro University does not round grade point averages, rather they are truncated after the third decimal point. For example, a GPA calculated as 2.2997 would be truncated as 2.299, and thus ineligible for being awarded the degree.

Application for Graduation

Students are responsible for assuring they are meeting the requirements for a PharmD degree. Students have the ability to track their academic course progress toward their degree via the Degree Works tool located on the TouroOne portal, at any point during their course of study at the University.

Students must apply for graduation online by the established deadlines:

- For January Graduation - November 15
- For June Graduation – April 30
- For September Graduation - July 15

To apply for graduation online, students need to click the Apply to Graduate button under Academic tab located on the TouroOne portal and follow the prompts.

Students who complete their certificate or degree requirements in January, June, or September of a given year may participate in Touro College of Pharmacy commencement exercises.

Commencement

All students are expected to comply with the Touro University Commencement Policy and to conduct themselves with appropriate decorum and professionalism during commencement exercises.

Students are permitted to wear only the official Touro University academic regalia (caps, gowns, hoods, etc.) provided to them for these proceedings. Students receiving their U.S. military commission may display their dress uniforms during their commissioning portion of the commencement program and then don their official academic regalia thereafter. Additionally, students are permitted to wear only earned honor cords or cords issued by the University to Veterans of the U.S. Military on their regalia. Students may — but are not required to — wear stoles on their regalia, but only from University-recognized academic honor societies. **Students must obtain written approval from the Dean of their school prior to ordering any honor society stoles.** No other honor cords, stoles, or alterations to approved University regalia are permitted at commencement. Violation of the commencement policy is subject to disciplinary action which may have penalties up to and including impact upon the actual conferral of degrees or dismissal from the university.

Participation in these ceremonies does not necessarily mean that a student has graduated. Graduation is certified officially by the Office of the Registrar only after auditing the student's record for completion of all certificate or degree requirements. PLEASE NOTE: Touro University's official degree conferral dates normally do not correspond to the dates on which commencement exercises take place.

Honors and Awards at Graduation

PharmD candidates who have completed at least 60 credits at Touro receive the following Latin honors at graduation:

Summa Cum Laude	3.900 to 4.000
Magna Cum Laude	3.750 to 3.899
Cum Laude	3.600 to 3.749

Collaborative Pathways

The Touro College of Pharmacy, in cooperation with other academic units of Touro University, has designed pathways for pharmacy students to earn additional credentials in an accelerated timeframe.

PharmD & Master of Public Health (MPH)

The School of Health Sciences and Practice (SHSP) at New York Medical College (NYMC), in cooperation with the Touro College of Pharmacy, has designed a pathway which allows PharmD students to complete the Master of Public Health (MPH) degree with a specialization in Health Behavior and Community Health in a shorter period of time through the application of transfer credits from the PharmD program. This requires students to be accepted into the MPH program and complete a specific sequence of courses.

Interested pharmacy students should contact:

Batoul Senhaji-Tomza, PharmD, MPH
Associate Dean of Curriculum and Associate Professor
Touro College of Pharmacy
batoul.senhaji-tomza@touro.edu

PharmD & MBA with a Concentration in Healthcare Management
PharmD & MS in Healthcare Management
PharmD & Advanced Certificate in Healthcare Management

The Touro University Graduate School of Business (GSB), in cooperation with the Touro College of Pharmacy, has designed pathways which allow PharmD students to complete the MBA with a concentration in Healthcare Management, the MS in Healthcare Management, or the Advanced Certificate in Healthcare Management in a shorter period of time through the application of transfer credits from the PharmD program. This requires students to be accepted by GSB into one of the applicable programs and to complete a specific sequence of courses.

Interested students should contact:

Elizabeth Unni, PhD
Chair and Associate Professor
Department of Social, Behavioral, and Administrative Sciences
Touro College of Pharmacy
elizabeth.unni@touro.edu

PharmD Program Quality Indicators

In compliance with accreditation guidelines, the Touro College of Pharmacy regularly makes available various quality indicators for the Doctor of Pharmacy program. These are updated on a regular basis on the following webpage:

https://tcop.touro.edu/about/accreditation--outcomes/

Qualification for Licensure

The Doctor of Pharmacy program at Touro College of Pharmacy **meets** the educational requirements for licensure or certification as a pharmacist in **all 50 states, the District of Columbia, and the inhabited US territories.** All jurisdictions have additional requirements beyond the educational requirements, such as passing a licensure examination, U.S. citizenship and/or U.S. residency requirements, absence of a previous criminal record, and other various requirements to become licensed as a pharmacist. Students are strongly advised to review the pharmacist licensure requirements for any jurisdiction in which they intend to become licensed by contacting the state authority responsible for pharmacist licensure and/or reviewing the licensing authority's website.

https://tcop.touro.edu/about/licensure-eligibility/

Academic Standards and Regulations

Registration Process

All students are registered automatically via block registration (by the Registrar) for the pre- selected courses that correspond to their academic program. Students assume all responsibility for paying tuition and fees incurred via this registration process. It is the student's responsibility to inform the Office of the Registrar of any circumstances that might likely affect registration by the established deadlines in order to avoid tuition and fee obligations incurred via block registration. Changes in registration that result in an adjustment to tuition and fee charges will be processed according to established and published policies (see Tuition Refund Schedule).

Credit Load

The Doctor of Pharmacy program is a structured program that specifies the specific courses that students are expected to take during each academic term. Except in unusual circumstances approved by the Office of Academic Affairs, the maximum number of credits allowed corresponds to the number of credits of coursework specified for the year and semester of study. A minimum of nine credits is necessary to qualify as a full-time student for purposes of financial aid. Students on probation may have limitations placed on their course load by the Office of Academic Affairs.

Academic Responsibility

Candidates for a Pharm.D. degree from the Touro College of Pharmacy are expected to know the graduation requirements set forth in this publication. It is the responsibility of the student to know and comply with the academic requirements and regulations of the Touro College of Pharmacy as well as those of Touro University in general.

All students must seek the counsel of an academic advisor. Students must also meet basic standards of performance established for each class with respect to attendance, promptness in completing assignments, correct English usage, accuracy in calculations, neatness and general quality of workmanship. All students must also meet the requirements established for co-curricular engagement throughout the program. Fulfillment of these fundamental responsibilities must be recognized by the student as an essential prerequisite to achieving satisfactory academic standing and to being recommended by the faculty for a degree.

Student Knowledge of Accreditation Standards

The Accreditation Council for Pharmacy Education (ACPE) http://www.acpe-accredit.org/ accredits Doctor of Pharmacy programs in the United States and Puerto Rico. All first-year pharmacy students enrolled in the pharmacy program receive a general overview of the Accreditation Standards and Guidelines during the orientation. The accreditation standards and guidelines include standards in various areas such as mission, strategic planning and evaluation, organization and administration, curriculum, students, faculty and staff, and facilities and resources.

Participation in Assessment Activities

Touro College of Pharmacy believes in the importance of learning, and with that it endorses the need to assess teaching and learning. The value of assessment at TCOP is recognized as a constructive tool, to guide improvement—both at the individual student level and college-wide.

All assessment data will primarily be reported in aggregate and individual student identification will be protected.

Professional development of students encompasses the ability to provide meaningful, constructive feedback. Students are engaged beginning from their P-1 year in various types of assessments to help improve teaching and learning. These assessment activities may be college, and/or accreditation agency (ACPE) mandated. Assessment strategies incorporate formative, summative, direct and indirect measures. Student participation in assessment activities is required and it begins during orientation and continues every semester during PY1, PY2, PY3, and PY4 years. The results of these assessments may lead to programmatic changes that will bring potential value to you as an individual student, students who follow you in the program, and ultimately the pharmacy profession itself, therefore, it is expected that all students will take these activities seriously and will perform best to their ability.

The checklist below provides certain examples (not a complete list) of assessments in which students are expected and/or required to participate:

- Student surveys to determine student satisfaction with College of Pharmacy curriculum, Co-curriculum, facilities, technology, services and educational resources.
- Focus groups through the semester/academic year.
- End of semester course, instructor, practice experience evaluations.
- Up-to-date demographic information in student tracking software, such as Evalue, including current phone, address, resume information, employment or residency information.
- Non-embedded knowledge and skills exams (such as Pharmacy Curriculum Outcomes Assessment (PCOA) and Pre- APPE readiness examination; please see details below).
- Self-assessment and reflection are important to student professional and personal growth. Students will be required to create and maintain a Professional and Personal Portfolio, beginning in the first professional year and continued through the program. Students will be required to self-assess on student outcomes, place reflections, examples of assignments, documentation of co-curricular activities, in a portfolio system. The students' academic advisors will review and assess student portfolios using a rubric every semester during PY-1 through PY-4.
- The American Association of Colleges of Pharmacy (AACP) Graduating Pharmacy Student Survey will be administered each year to all graduating students to help identify strengths and areas for improvement within the pharmacy program, and to compare the responses of our students to the aggregate results of other pharmacy schools across the country.
- Exit interviews of all graduating learners will be conducted during spring semester of the fourth professional year (PY-4). The data will be used to measure students' satisfaction with their experience at the College of Pharmacy.
- Peer Assessment
- Job-Placement Surveys

Contact Hours

The standard unit for measuring a student's course of study is the "semester hour." For undergraduate classroom courses, one semester hour is equal to one academic hour (50 minutes) per week of classroom or direct faculty instruction and homework and assignments (estimated as two hours of out-of-class work) over a fifteen-week semester, or the equivalent amount of work distributed over a different amount of time. College-level lecture courses are normally assigned one credit per semester hour. Generally, lecture courses that include laboratory assignments will include additional contact hours (see below).

For graduate courses, one semester hour similarly represents one hour of class and two hours of out-of-class student work per week over a 15-week semester, or a total of three hours of time-on-task per week. Since, in graduate courses, the expectation for out-of-class work and research is enhanced, the ratio of in-class to out-of-class time may vary by program, with the total of approximately three hours of time-on-task maintained.

In accord with academic practice, Touro University will also award college credit for an equivalent amount of work as described above for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For students taking developmental courses that carry no credit, contact hours with the associated homework and preparation are used to determine full-time status for financial aid purposes in a fashion identical to that used in credit courses.

New York State Proof of Immunization Requirement

In accordance with New York State law, students born on or after January 1, 1957 must demonstrate proof of immunization against measles, mumps, and rubella (MMR). They must also complete and submit the Meningococcal Meningitis Vaccination Response Form. **In addition, clinical sites may require additional immunizations, such as chicken pox (varicella). All students will be made aware of these additional items prior to their rotations.**

Students must submit acceptable medical proof of immunization. Immunization forms can be obtained in the Office of the Registrar at various campus locations, or downloaded at www.touro.edu/registrar/immunization.asp. Students who fail to provide the required proof of immunization will not be permitted to register and attend classes until a properly completed form has been submitted to the Office of the Registrar.

All accepted students will receive an email from myRecordTracker and will need to upload documentation related to MMR and Meningitis immunizations within 30 days of paying their deposit. **While we prefer that all immunizations be uploaded within this timeframe, the balance *must* be uploaded by December 1 of the P1 year in order to be eligible to be participate in their Introductory Pharmacy Practice Experiences (IPPEs).**

Attendance

Learning is a partnership between students and instructors, and as such student attendance is essential to the learning experience. Courses incorporate live classroom instruction and web-based technology that provides additional materials and activities to supplement classroom learning and enhance the development of vital thinking skills. It is incumbent on all students to actively participate in their learning. Along with the purchase of texts, downloading of classroom materials and reading assignments is the responsibility of the student. Regardless of absence(s) from (a) given class meeting(s) and/or failure of lecture capture technology, students are responsible for material covered.

For pharmacists, promptness and professionalism are essential qualities. Lateness to a class is a distraction both to the instructor and to a student's classmates. Repeated lateness are a form of improper professional behavior, and may impact their grades as stipulated in their course syllabus.

Individual faculty members determine the specific attendance policies for their didactic courses, with a stipulation that allows a maximum number of absences proportionate to approximately 10% of total semester contact hours. These are stated in every course syllabus.

Classroom attendance is monitored through the use of clickers, which must be brought to every class.

Requests for absences from didactic courses should be directed to the course coordinator, using the standard TCOP Absence Request Form available through the Canvas course management system under "General Resources."

Examples of allowed absences include the following:

1. Death in the student's family
2. Medical illness or accident
3. Summons to appear for jury duty or before a court
4. Birth of a child
5. Military obligations

Requests for absences extending beyond two weeks in a semester, or absences related to special accommodations, should be directed to the Assistant Dean for Student Affairs.

Attendance Policies and Procedures for Laboratory Sessions

1. Attendance at assigned laboratory sessions is mandatory.
2. Lateness will not be tolerated. It is the student's responsibility to make every effort to arrive at laboratory sessions on time, and to anticipate prolonged commuting times. *Academic penalty* for non-compliance will be enforced at the discretion of the laboratory coordinator**.**

If a student is unable to attend a laboratory session, the course coordinator must be notified by using a standard TCOP Absence Request form available through the Canvas course management system under "General Resources," prior to the start of the session with the reason clearly indicated for the absence. In emergency situations when prior notification cannot be provided, the student must inform the course coordinator on the next business day. For an excused absence, the laboratory session can be made up according to the parameters stipulated in the course syllabus. An unexcused absence for a scheduled laboratory day will result in a grade of zero for the laboratory activity and any assignments not submitted that were due that day.

Attendance Policy for Practice Experience Courses (on- and off-campus)

The Department of Practice Experience and the Office of Practice Experience (OPE) determine the attendance policies for all experiential courses. Student should refer to and follow the instructions in the individual course syllabus or OPE Manual.

Examinations

Students are required to be present for all scheduled examinations and may not begin an examination after the scheduled start time. If an examination is missed due to an absence or lateness, the course coordinator will determine if a makeup exam will be allowed. The time and the nature of the makeup exam will be determined by the course coordinator. All requests, along with supporting documentation, to be officially excused from exams, quizzes and required class assignments *must be submitted* to the course coordinator within 24 hours prior to the exam or after the exam, in case of emergencies.

Absences to Attend Off-Campus Conferences and Events

A policy has been established whereby students may be excused from lectures, laboratories, examinations or rotations to attend College-approved, off-campus academic and non-academic functions. This policy specifies an approval procedure that must be followed by all student organizations and individual students requesting attendance:

1. TCOP-approved student organizations must first seek permission from the Office of Student Affairs to send student representatives to the proposed off-campus activity. Written requests must be submitted at least one (1) month prior to the activity.
2. Individual students seeking permission to attend an off-campus conference or program must be in good overall academic standing at the time permission is granted.
3. Students requesting permission to attend any approved off-campus activity must obtain approval from the coordinator of each of the courses in which they are registered.

4. A written request from each student to attend the approved off-campus activity must then be submitted to the Office of Student Affairs for final written approval. Requests must be submitted at least one (1) month prior to the activity.
5. Students in clinical rotations who wish to attend off-campus activities must have prior approval from the preceptor to whom they are assigned and the Senior Director of the Office of Practice Experience or his/her designee. Requests for off-campus conferences must be submitted *at least one month prior to the beginning of the rotation during which the conference will occur*. **Additional details pertaining to attendance at professional meetings while on rotations are presented in the OPE manual.**

Grading Policy and Procedures

Grades

At the end of each course, semester, or rotation, a grade for each student will be submitted to the Registrar by the faculty member responsible for the instruction within 48 hours of receiving the grades for the Final Examination. In the Touro College of Pharmacy grading system, the following grades are used: A, B+, B, C+, C, D, P, F, INC, W, WU, WF, WNA.

Grades are as follows:

GRADE	PERCENTAGE*	GRADE VALUE (4-POINT SCALE)
A	89.5 – 100.0	4.000
B+	86.5 - < 89.5	3.333
B	79.5 - < 86.5	3.000
C+	76.5 - < 79.5	2.333
C	69.5 - < 76.5	2.000
D	59.5 - < 69.5	1.000
F	< 59.5	0.000
P	N/A	N/A
INC	N/A	N/A
W	N/A	N/A
WU	0	0.000
WF	0	0.000
WNA	N/A	Withdrew – Never Attended

*End-of-course grades will be rounded by faculty to the nearest tenth (0.1) decimal place from the hundredth (0.01) decimal place.

Definitions

Passing Grades

Passing grades for which semester hours or credit are awarded are A, B+, B, C+, C, D, P.

Pass/Fail

Some courses within the College of Pharmacy are graded on a Pass (P) or Fail (F) basis. Pass grades have no impact on the GPA. Fail grades are calculated in the GPA the same as in courses in which letter grades are awarded.

Withdrawal (W)

Student has officially withdrawn from a course; only appears on the transcript after the second week of classes. “W” grades are not calculated in a student’s GPA.

Withdrawal (WU)

Student stopped attending/participating before 60% or less of the scheduled classes per semester; calculated as a failing grade.

Withdrawal (WF)

Student has withdrawn from a course, but is not performing at a passing level at the time of withdrawal in the respective course. “WF” counts as an “F” in the calculation of GPA.

Withdrew Never Attended (WNA)

Student never attended class. This grade is not included in calculating the student's grade point average (GPA), but it appears on the student's transcript.

Grade of Incomplete (INC)

An "INC" grade indicates that a student has not completed all required course work for issuance of a percentage grade. An "INC" grade is not calculated into the grade point average until the student completes the mandatory course work and achieves a percentage grade which will replace the "INC". Coursework for an incomplete grade must be completed within two consecutive semesters or the "INC" grade will be converted to an "F".

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." 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 departmental/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 college, but will not initially affect the student's GPA.

Grade Point Average

The Grade Point Average (GPA), also called the index, is obtained by dividing the total number of quality points earned in Pharm.D. courses by the total number of Pharm.D. course credits attempted and not otherwise excluded from the GPA calculation. Example: A student receives the following grades during a semester of study:

GRADE IN ONE 3-CREDIT COURSE	NUMERIC VALUE OF GRADE	GRADE MULTIPLIED BY 3 = # OF QUALITY POINTS
A	4.000	12.000
B+	3.333	9.999
B	3.000	9.000
		Total = 30.999

GPA = 30.999 quality points ÷ 9 credits = 3.444

Grade Appeal Process

Only final course grades may be appealed. Students receiving a final course grade that they wish to appeal must initiate the appeal process prior to the completion of the next semester following the semester the course was taken in, otherwise the appeal will not be considered. Once students have graduated and have had a degree awarded a grade appeal will not be considered.

Students, as partners in the learning process, are expected to fully reflect upon the grade received prior to beginning the grade appeal process. The following should be considered by the student:

1. Calculation of the Grade: Double-check the calculation of final numerical grade for the class based on the percentages of each element upon which the grade was based (e.g., examinations, term papers, projects) was worth as stated in the course syllabus.
2. Objectively assess his/her attendance record compared to any attendance requirements as may be stated in the course syllabus. Objectively assess the quality of his/her class participation compared to any statements in the course syllabus regarding the assessment of class participation. If a student's grade appeal is based solely on a difference of opinion about class participation, it is unlikely that a grade appeal will be successful as only the instructor will be able to evaluate this.

3. Check that all work submitted met the requirements of the instructor as specified in either the syllabus or the specific requirements outlined in the instructions for an assignment. For example, if a student submitted a well-written and well-researched paper on the use of insulin in the treatment of diabetes but the instructor specifically asked for a paper on alternatives to insulin in the treatment of diabetes, the grade will not be reviewed since the instructions as to what was required were not followed.
4. Carefully compare the above with the class syllabus to determine if all the requirements have been fulfilled as specified by the syllabus.

If after giving careful thought to these considerations the student determines that a grade appeal is warranted, then the following process should be followed:

Level 1: Faculty

Students should contact the instructor to discuss any concerns about their grade prior to beginning any formal grade appeal process. This contact should be in writing (preferably by email, but on paper if necessary) detailing the reason(s) for their disagreement with the grade received. While students have until the end of the semester that follows the semester in which the grade was received to initiate contact with the instructor, it is highly recommended that this contact be initiated within 10 calendar days of the posting of the final grade on the Banner student information system.

Level 2: Formal Grade Appeal Process

If all attempts to contact the instructor have failed, or the student has successfully contacted the instructor in writing and subsequent communication did not resolve the dispute by providing clarification on the basis upon which the grade was given, or the student still disagrees with the grade received, a formal grade appeal process may be begun by the student.

The appeal process begins with the submission of a written appeal (preferably by email but on paper if necessary) to the Associate Dean for Academic Affairs. While students have until the end of the semester that follows the semester in which the grade was received to begin the formal appeal process it is highly recommended that students initiate the formal appeal process within 10 calendar days of receiving the instructor's response.

A disagreement about the subjective assessment of a student's performance by the instructor is not grounds for appeal unless the student believes the subjective assessment was capricious, arbitrary, unreasonable, and/or biased upon the part of the instructor. It is assumed that the instructor, as the subject matter expert, is the individual most qualified to assess any work submitted. In general, for the likelihood of a successful appeal, students must demonstrate , from an objective standpoint. adiscrepancy between the way they were assessed, and the grading policies and procedures outlined in the syllabus.

As the grade appeal process involves a thorough review of the grade issued in the course, the student acknowledges that upon review and investigation, the appeal process may result in a final grade that may be:

- *the same* as the original grade.
- *higher* than the original grade.
- *lower* than the original grade.

The Associate Dean for Academic Affairs will guide students as to what materials are required to be submitted prior to the start the appeal process that will be reviewed by the Academic Appeals Committee of the College of Pharmacy. The Academic Appeals Committee may require that the appealing student and/or the instructor appear before the committee to provide evidence regarding the appeal. The student will be notified in writing of the decision of the Academic Appeals Committee by the Associate Dean for Academic Affairs within 30 days of the conclusion of the Academic Appeals Committee review.

Level 3: Written Appeal to the Dean

If after receiving the decision of the Academic Appeals Committee from the Associate Dean for Academic Affairs, the student is still in disagreement with the grade received, the final step in the appeal process is to submit an appeal in writing (preferably by email but on paper if necessary) to the Dean of the Touro College of Pharmacy within 10 days of receipt of the Academic Appeals Committee decision by the student. The written appeal must include:

1. An explanation as to why the decision of the Academic Appeals Committee is being appealed.
2. A copy of the decision letter from the Associate Dean for Academic Affairs providing the student of the decision of the Academic Appeals Committee decision.
3. A copy of the supporting materials submitted by the student to the Academic Appeals Committee.

The Dean will only consider appeals based on a lack of due process or evidence that relevant information was not taken into the consideration by the Academic Appeals Committee. The final decision of the Dean will be the grade that appears on the student's official Touro College of Pharmacy transcript. *No further grade appeals for the same course will be considered.*

Important Notes:

1. Office of Academic Affairs Grade Appeal decisions are final.
2. Appeals which do not follow these steps or are not filed within the prescribed time schedule will not be considered and any claims are deemed waived.
3. If the Office of Academic Affairs determines that the student incorrectly received a higher final course grade than warranted, the error will be brought to the attention of the course coordinator who has the right to make a downward modification.
4. Any questions regarding the Grade Appeal Policy and Procedure should be referred to the Associate Dean for Academic Affairs.

Missed Course Work or Credit

Students who miss course work and who receive an "INC" grade in a prerequisite course must obtain approval from the Associate Dean for Academic Affairs prior to progression into the subsequent courses.

Repeating a Course

Students may repeat any course to improve the grade, no matter what the previous grade was. While both grades will remain on the transcript, *only the second grade* will be calculated in the GPA. To repeat a course more than once, students must have permission of the Associate Dean for Academic Affairs.

A student who earns the grade of “F” in a didactic or experiential course must repeat the course when next offered. **N.B.:** The College is not obligated to offer courses that the student has failed in the academic term immediately following the failure.

Remediation

Remediation is a sequence of events, beyond the standard course curriculum, designed to improve student pharmacist achievement in didactic (classroom and laboratory) courses to the expected level of ability with respect to the knowledge, skills, and/or attitudes requisite for a successful grade in a course. Remediation is only made available for didactic PharmD courses. Introductory and advanced pharmacy practice experiences courses are not subject to remediation. All failing grades in experiential courses must be remedied by repeating the experience. Faculty have the option of determining whether remediation is available in didactic courses. Course syllabi will indicate whether the option is unavailable or, if the option is available, the policy that exists for remediating the course. Remediation may be offered within the timeframe of the course and/or extend beyond the end of the course’s timeframe. In cases where remediation extends beyond the end of the course’s timeframe an initial grade of “INC” will be issued for the course. The "INC" grade must be resolved within the timeline set forth per TCOP policy by either satisfactorily completing the established remediation process or the “INC” grade will turn to an “F.” Student pharmacists engaging in remediation that extends beyond the time frame for the course and successfully remediating a course will receive a grade no better than a "C" for the course. Students who engage in remediation and are unsuccessful are subject to being placed on academic probation and modified plans of study due to not meeting prerequisites for subsequent courses.

Satisfactory Academic Progression

Satisfactory Academic Progression is defined as a promotion from one academic semester to the next. Evaluation at the end of each semester will determine whether students are ready to progress to the next semester.

Failure to maintain the school’s academic progression standards is grounds for dismissal or placement on probationary status. Students are expected to follow the sequence of courses specified in the Doctor of Pharmacy curriculum approved by the faculty. Failure to follow the curriculum will result in dismissal or placement on probationary status.

Students will be recommended for progression when:

1. Achieving a cumulative GPA of >2.30 at the conclusion of a given semester.
2. All academic, legal, and financial requirements to the College have been satisfied.

Progression to the Advanced Pharmacy Practice Experience Curriculum

In order to progress to the Advanced Pharmacy Practice Experience (APPE) Curriculum students must successfully complete both (1) all Pre-Advanced Pharmacy Practice Experience (Pre-APPE) curriculum coursework and (2) all Pre-APPE assessments of skills and knowledge as defined by the College. These assessments are referred to as “Pre-APPE Readiness.” The Accreditation Council for Pharmacy Education (ACPE) Standards 2016 require schools of pharmacy to assess student readiness based on a set of competencies that students should know and be able to demonstrate prior to entering APPEs. The Pre-APPE Readiness assessments consist of activities, individual/group assignments, and examinations that require students to apply and integrate knowledge and skills from across the curriculum. Formative and summative feedback is provided to help foster students’ success in the Pre-APPE assessments, as well as ultimately enhancing their preparedness to begin APPEs. Attendance and full participation are required for all Pre-APPE Readiness assessments. Students are also required to complete a self-evaluation and write a guided reflection on their Pre-APPE Readiness experience and how they plan to use this experience to optimize APPE experiences and lifelong learning.

Pre-APPE Readiness Objective Structured Clinical Examinations (OSCE)

In an effort to assess students’ readiness to progress into Advanced Pharmacy Practice Experiences (APPEs), the Touro College of Pharmacy mandates that all P3 students who are eligible to progress to APPE rotations during P3 Spring semester take Objective Structured Clinical Examinations (OSCEs), to demonstrate their Pre-APPE readiness. Prior to the Fall semester of each academic year, TCOP will announce tentative date(s) for OSCEs in the academic calendar. Students are advised to check for the date(s) of OSCEs and be prepared to participate in the assessment on the scheduled date(s). Please note that OSCEs are comprised of several “stations,” and not all OSCE stations may be administered during a single day.

OSCE Procedures

1. On the day of OSCEs, students must present with all materials required to participate in the assessment, including a photo ID. Any student presenting without any of the required materials will not be allowed to participate and will be considered absent without excuse.
2. On the day of OSCEs, students are expected to arrive on time. Students who miss OSCE On the day of OSCEs, students are expected to arrive on time. Students who miss OSCE stations due to late arrival will be mandated to undergo remediation for the missing station(s).
3. Any unprofessional behaviors, as determined by the OSCE team, will affect the students’ eligibility to participate in OSCEs and may require remediation.
4. Students who fail to participate in OSCEs and have not been excused by the Assistant Dean of Student Affairs may have their progression in the program affected.
5. Students must complete OSCEs with satisfactory results in order to progress into any APPE.
6. The Touro College of Pharmacy upholds the highest standards for academic integrity for all assessments, including OSCEs. Any violation of academic integrity will be addressed according to the College’s Academic Integrity Policy.

Excused and Unexcused Absences for OSCEs

Although all dates are announced well in advance, TCOP recognizes that students may not be able to participate in the assessment due to planned or unplanned and unforeseen events. The following points outline the policy pertaining to excused and unexcused absences for OSCEs. All students must adhere to the policy as set forth by the College, no exceptions can be made.

1. Any student who is unable to participate in OSCEs due to a planned event that cannot be postponed must contact the Assistant Dean of Student Affairs to request an excused absence at least two weeks prior to the planned OSCE date(s). Students utilize the standard TCOP absence request form and may be required to provide documentation to support the request for an excused absence.
2. Any student who is unable to take the exam due to an unforeseen event must notify the Assistant Dean for Student Affairs as soon as possible – preferably prior to the scheduled exam – and submit documentation within one week after the OSCE date, unless a later date is approved by the Assistant Dean for Student Affairs – to receive an excused absence. Documentation is reviewed by the College.
3. The Assistant Dean for Student Affairs will consider approving an excused absence only after discussing the matter with the requesting student and reviewing the documentation submitted. Any absence that remains unapproved by the Assistant Dean for Student Affairs will be considered an unexcused absence.
4. Students who have received approval for an excused absence from the Assistant Dean for Student Affairs will be required to complete the OSCE on (a) make-up date(s) that will be scheduled by a faculty member who oversees the OSCE station(s). Faculty will communicate specific date(s), time(s), and location(s) to students.

Academic Probation and Dismissal

Academic Standing and Remediation Committee

The academic standing and remediation of students in the College of Pharmacy is governed by the faculty's Academic Standing and Remediation Committee (ASRC) in consultation with the office of the Associate Dean for Academic Affairs. ASRC functions to monitor that students meet progression standards. The ASRC is charged with evaluating, recommending, and implementing academic standards and assessing the progress of each student toward graduation.

For students who do not meet progression standards, the Committee will perform a thorough review of student performance and recommend one or more of the following actions to the Dean:

1. Modified Curriculum

Students having difficulty or failing to meet progression standards or not meeting prerequisites for courses may be placed on modified curriculums. Modified curriculums must be approved by the Office of the Associate Dean for Academic Affairs.

2. Probation

Students will be placed on academic probation effective the following academic semester for the following reason: A cumulative grade point average of less than 2.30. When a student is placed on probation, he/she will be notified in writing by the Office of Academic Affairs of this change in academic status and the reasons for this action. A copy of this letter will be placed in the student's permanent file. A student on probation may not serve as an officer of any official College club or organization. Removal from probationary status will be based on achieving the required minimum GPA standards the following academic semester.

3. Academic Dismissal

The College may require dismissal at any time it deems necessary to safeguard its standards of scholarship, conduct, and/or orderly operation. Decisions regarding dismissal are made on an individual basis after considering pertinent and extenuating circumstances related to the case. The ASRC makes a recommendation about dismissal to the Dean. The Dean informs the ASRC of his decision and issues a letter of decision to the student. Academic reasons for dismissal include, but are not limited to the following:

A student with a cumulative GPA of less than 2.30 for any two consecutive or non- consecutive semesters.

A student exceeding the six-year time limit for completion of the prescribed curriculum as defined by the program (excluding approved leaves of absences).

Appeal Policy and Procedure for Decisions of the ASRC, including Academic Dismissal from the Program

Following emailed notification of a decision, including academic dismissal, of the Academic Standing and Remediation Committee (ASRC) to the student’s official Touro University email address, a student may appeal the decision with valid extenuating circumstances. The appeal should include a narrative explaining the basis for the appeal. The narrative should fully explain her/his situation and substantiate the reason(s) for advocating a reversal of the decision. Please note submitting an appeal does not guarantee the decision will be changed.

A student has five (5) business days after receiving the emailed notification regarding the ASRC decision in which to submit a formal written appeal of the decision to the Associate Dean for Academic Affairs and Director of Pharmacy Academic Services. The five (5) business days begin at the usual opening hour of business, the day after the decision is sent by email and ends at the close of the fifth day of business. For purposes of business day, it is defined by Touro University as any weekday Monday through Friday that Touro University is open to conduct business. Saturdays, Sundays, most legal U.S. public holidays except Juneteenth National Independence Day, Columbus Day, Veterans Day, and Christmas Day are not Touro University business days. Several Jewish holidays are also not Touro University business days. Failure to file a timely appeal constitutes a student’s waiver of appeal rights under this policy.

The Associate Dean for Academic Affairs will notify the Academic Appeals Committee of all Academic Appeals received. Following notification from the Associate Dean for Academic Affairs, the Academic Appeals Committee, a separate standalone committee composed of a minimum of three faculty members who are not members of the ASRC will meet at its convenience to review all academic appeals and make recommendations to the Dean of the College. The Chair of the ASRC (and/or her designee),

the Associate Dean of Academic Affairs, the Assistant Dean of Student Affairs, and other administrative staff of the Touro College of Pharmacy may serve as non-voting ex-officio committee members to provide background information regarding original the ASRC decision. Following its meeting to review appeals, the Appeals Committee will review and make a recommendation to the Dean of the College of Pharmacy to grant an appeal only on contingent upon the Appeals Committee that at least one of the following: is showing

1. New material or documented information not available to the ASRC at the time of its initial decision that convinces the majority of the Appeals Committee that a reversal of the academic dismissal is warranted.
2. Procedural error on the part of the ASRC.

The Dean must respond to the Appeals Committee recommendations within fourteen business days. The Dean may choose any of the following options when an appeal to a decision to dismiss a student is under consideration:

1. Concur with recommendation of the Appeals Committee regarding the status of the student's appeal.
2. Amend the recommendation of the Appeals Committee.

Leave of Absence

A matriculated student enrolled at Touro who chooses to interrupt his/her attendance but intends to return and continue his/her study at Touro must submit to the Office of the Registrar a completed "Leave of Absence (LOA)" request form signed by all parties noted on the form. A LOA should be requested after the semester the student is in is completed and before the following semester starts. If extenuating circumstances arise, a student may request a leave of absence mid- semester and/or beyond one semester. These circumstances include, but are not limited to, a death in the family, medical reasons, military leave and personal well-being. Any LOA requested during the semester or for a period beyond one semester will be considered as a non-reportable LOA for purposes of administering federal financial aid.

Please note: This regulation may impact only students who wish to take leaves of absence extending beyond one semester. Therefore, students receiving Title IV financial aid funds must meet with a Financial Aid officer to discuss their situation before filing a "Leave of Absence" request form.

A student whose leave of absence is approved, and who is registered for courses at the point of approval, is automatically withdrawn from all courses. Tuition will be refunded in accordance with Touro's published refund policy.

Students who are on leave must contact the Office of the Registrar and submit a "Petition to Return to Classes" form at least 30 days prior to the start of the semester in which they wish to resume their studies. To return from a medical Leave of Absence, 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.

Withdrawal Policies

Withdrawal from Courses

Students are required to submit an Add/Drop form listing all of the courses that they wish to withdraw from to initiate the process. The form must be approved by the Associate Dean for Academic Affairs. The Add/Drop form must be submitted to the Office of the Registrar by the deadline set by the College in order to be processed. *Students should refer to the academic calendar for withdrawal dates and submission deadlines.* The official date of withdrawal from the course(s) is the date on which a completed Add/Drop form is submitted and 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 Office of the Registrar is the only Designated Campus Official for all official withdrawals.

Withdrawal from the Program

Students who wish to officially withdraw from the Pharm.D. program with no expectation of returning may do so in good standing by filing a completed "Withdrawal" form, obtaining approval from the appropriate deans as specified on the form, Financial Aid and Bursar. The completed form must then be submitted to the Office of the Registrar for processing. The official date of withdrawal from the program is the date on which the completed withdrawal form is submitted and time stamped at the Office of the Registrar.

Official notification to the school occurs when a student notifies the Registrar of his or her intention to withdraw. Intent to withdraw means that the student indicates he or she has either ceased to attend the school and does not plan to resume academic attendance or believes at the time he or she provides notification that he or she will cease to attend the school.

Mandated Leaves of Absence/Withdrawals

Although most leaves of absence and withdrawals from the program are voluntary, mandated leaves of absence and withdrawals are sometimes required by the College. Examples of where a mandated leave of absence or withdrawal from the program could be stipulated include a student being:

- psychologically unable to perform academically or in fieldwork.
- dangerous to themselves, others, or College property.
- in need of treatment that hinders their continuation at the College.

In cases of mandated leaves of absence, a satisfactory evaluation of the student by a psychologist, physician, or other healthcare provider as determined by the College may be required before the student is approved to return to studies. In all cases of mandated leaves of absence and/or withdrawals from the program, the College's decision is final.

Readmission Policy

This policy applies to students who are not in good academic standing (i.e., students who have been dismissed from the Touro College of Pharmacy for scholastic or academic reasons, etc.).

If the period of absence is less than one calendar year (12 months) and if the dismissal was the result of poor academic performance the student may submit a petition to the College of Pharmacy Academic Standing and Remediation Committee asking to be readmitted. If the dismissal was the result of violation of the Touro University Code of Conduct the petition should be submitted to the Touro College of Pharmacy Academic Integrity and Conduct Committee (Disciplinary Committee). The letter should state the reason(s) for the student's absence from the program and the desired date to return.

The Academic Standing and Remediation Committee or the Conduct Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Academic Standing and Remediation Committee will set the conditions for readmission, including meeting with the Associate Dean for Academic Affairs, to determine the best course of action for course load and scheduling. If the Academic Standing and Remediation Committee denies readmission, the student may appeal the decision to the Dean. This appeal must be received in writing within 10 business days of notification of the denial of readmission.

1. If the period of absence is longer than one calendar year (12 months) but less than three calendar years (36 months), the student desiring readmission must:
    1. Reapply to the Touro College of Pharmacy through PharmCAS.
    2. Submit a signed letter to the College of Pharmacy Academic Standing and Remediation Committee for permission to be readmitted. The letter should include the circumstances of the prolonged absence as well as the specific term and year for which he/she wishes to be readmitted.
2. The Academic Standing and Remediation Committee will determine whether approval will be given based upon the circumstances of the case. If approval is granted, the Academic Standing and Remediation Committee will set the conditions for readmission, including meeting with the Associate Dean for Academic Affairs to determine the best course of action for course load and scheduling. If the Academic Standing and Remediation Committee denies readmission, the student may appeal the decision to the Dean. This appeal must be received in writing within 10 business days of notification of the denial of readmission.
3. Any student who has been absent or on leave from the College of Pharmacy for three calendar years (36 months) or more and who wishes to be readmitted will be treated as a new applicant. The student must apply through PharmCAS to the College of Pharmacy as a first year Pharm.D. student and must fulfill all admission requirements. If the student is accepted for admission, he/she must start over in the pharmacy curriculum.
4. Any student who has been dismissed twice from the College of Pharmacy will not be considered for readmission.
5. Students who have taken a leave of absence and wish to return must file a "Petition to Return to Classes" form at least two months prior to the start of the semester. This form can be obtained from the Office of Student Affairs.

Dean's List

The Dean's List is compiled each semester to recognize high-achieving TCOP students. To be eligible, students must have:

- completed at least 12 credits during that semester.
- earned a passing grade in each course taken during that semester.
- amassed a GPA of 3.50 or better for that semester.
- *not* initially received grades of D, F, WU, WF, WNA, or INC in any semester, even if those grades are/were subsequently changed.

Please note: Eligibility for the semester's Dean's List can be determined only when grades have been entered into the official record for all of a student's courses in that semester.

Degree Works

Degree Works is a sophisticated and comprehensive academic advising, transfer articulation, and degree audit solution designed to help students in their completion process/to monitor their academic progress toward degree completion. Degree Works is a web-based tool that meets the needs of all end users, undergraduate and graduate students alike, to complete their programs in a timely fashion.

The benefits of Degree Works include:

- Helping you easily monitor your academic progress online 24/7.
- Presenting exactly what the degree/program requirements are up front with consistency and accuracy.
- Displaying the fastest and best path to graduation that exists for your degree and your interests.
- Complementing your relationship with the Advisor, by removing some administrative burdens and leaving more time for true advising and career counseling.
- If you are a transferring student, the Degree Works tool will allow you to see where your transferring credits can be applied earlier in the enrollment cycle.
- Allowing you to estimate the number of semesters it will take to graduate.
- Viewing your grades and GPA.

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

- Login to the *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 Help Desk 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.

Additional Regulations

Recording of Lectures

Recording and/or streaming of lectures or other classroom activities by students is NOT permitted. The College maintains a system for recording lectures for student access.

Lockers

Lockers are reassigned each year. Upon matriculation, students may request lockers for personal use while enrolled at the College. No fee is charged for use of the lockers. Students must provide their own locks. Locks must be removed at the conclusion of the Spring semester. Contact the Office of Student Affairs regarding locker assignments.

Eating and Drinking in Classrooms/Laboratories/Library

To ensure a safe, clean and healthy environment for all students on campus, no eating or drinking is permitted in any laboratory, classroom, or the library.

Lost and Found

The Office of Student Affairs maintains a Lost and Found service for the College. Students are urged to label all books and other personal belongings so that they can be easily identified if turned into in to the Lost and Found.

Dress Code

1. Students must maintain a professional appearance at all times while on campus. Therefore, attire should be clean, pressed and appropriately fitted. Personal hygiene should be maintained whenever the student is on College grounds, in a clinical setting, or attending any college-related program. Additional dress requirements will apply to educational experiences such as laboratories, objective structured clinical examinations, and other activities as may be designated by the College.
2. Students inappropriately dressed or groomed may be asked to address these concerns by faculty or administration. Failure or inability to do so immediately may require them to leave the campus. Questionable or disputed cases of dress or grooming shall be presented to the Office of Student Affairs for review. The decision of the Assistant Dean for Student Affairs shall be final and non-appealable.
3. Students are expected to dress professionally when engaged in experiential practice activities. The Office of Practice Experience provides full details regarding proper attire. Individual sites may have their own professional attire policies, which take precedence over the Touro College of Pharmacy policy. The student must adhere to those requirements while in the respective facilities.
4. The Touro identification badge must be worn and made clearly visible at all times while on campus. ID cards are issued at new student orientation sessions and replacements for lost IDs may be obtained for a fee through the TCOP Office of Student Affairs.

Asynchronous Online Courses Offered Through the Department of Online Education

Touro University offers certain courses via an online format; students should check with their advisors regarding their eligibility to take a specific online course.

Online courses use the same syllabi as similar classroom courses and are designed to foster learner engagement through course material and both individual and interactive group assignments. Courses are taught asynchronously and require a high degree of independent work, which means that online learners are expected to assume greater responsibility for their own learning than students in traditional classroom-based courses. They must understand and address their own learning needs; complete weekly assignments; take initiative in asking questions and obtaining help; and be prepared to deal with technical difficulties, independently or through the help-desk.

Recognizing this, Touro University has developed and provides the necessary information and learner support systems to assist learners in carrying out their learning activities and using the available resources. Touro University has structured the online courses so that each student will have a high level of personal accessibility to professors. It is the policy of Touro University that all student e-mail inquiries will receive an initial reply within one business day of receipt by the professor. Faculty members are expected to have weekly online office hours.

Student Identity Verification Procedures for Distance Learners

In compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in online learning, Touro University has established and will periodically evaluate its process to confirm that a person who is enrolling in the University is the person who is completing the enrollment form, that a student taking an examination is the student who registered to take the examination, and that the student who is registered for an online course is the same student who participates in, completes, and receives credit for the course. To authenticate identities, Touro University will use one or more of the following methods for verification:

- A secure login with username and password
- Proctored examinations (on-site or at a distance)
- New or emerging technologies and practices that are effective in verifying student identification
- Comparison of student work with previously-assigned work or plagiarism databases

There are additional costs associated with taking an online proctored exam. The fees for online proctored exams are included with registration fees for each online course. Students testing at a distance are informed in advance of these additional costs through the Online Student Guide, on our website, and through the syllabi and course announcements in each Canvas course.

All methods of verifying student identity must protect the privacy of student information in accordance with the Family Educational Rights and Privacy Act (FERPA), as well as any other applicable laws or regulations regarding the confidentiality of personally identifiable information.

Personally-identifiable information collected by the University may be used as the basis for identity verification. This information may include a combination of the following:

- Student ID number
- Last 4 digits of the student's Social Security Number
- At least 2 other pieces of information, such as the student's email address on file, date of birth, address, or username

Identity Verification for New Students

1. All students who enroll at the University are required to create a user account in Touro's portal (with secure student username and password) and are authenticated through an identity management system. Students must go through this system in order to register for online courses.
2. Students are required to use Okta multifactor authentication to access the Touro portal and all Touro applications accessible there. Students will be asked to authenticate themselves whenever they access the Touro portal. Touro's LMS, Canvas, also must be accessed through the Touro portal. Okta multifactor authentication adds an extra layer of authentication beyond the TouroOne username and password. It requires use of a device the student owns such as their smartphone with the Okta app installed and registered, cellphone that can receive SMS messages, or a Okta token. More information about Touro's two step verification can be viewed at: Okta Verify App for Multi-Factor Authentication.
3. All online course work is hosted and completed on Canvas. Students can only access Canvas (see #3 below) after they are authenticated through the portal. Students can set up an avatar (a picture of the student) next to their names in each course.

Identity Verification for Exam Takers

- **Onsite exams**

1. Students taking examinations will be authenticated by proctors at the time of the exam at the testing center. One valid form of identification, with photo, is required for admission into the examination center. If the first ID is questioned by the test administrator, a second valid photo ID will be required. Examinations which are proctored online similarly require authentication of student identity.
2. The professor prints out the list of the students taking the exam and their avatars so that the proctor can check against the avatars at the exam as another means of photo identification for onsite exams. Students sign in as they come to take their exams on-site, and the professor or proctor checks the student's name and ID against the printed roster.
3. Exams may be administered in a computer lab through the learning management system in place at the University. Once the student is signed into their Canvas account, the professor or proctor inputs the password that allows them to begin the exam. Students are required to show their student picture ID as they enter the building where exams are administered. Once the students are in their exam room, the professor or proctor checks the student's name and ID against their own printed roster of student names, avatars and IDs.
4. Lockdown Browser and/or Exam Password: When the professor comes to the student's computer and inputs the password, he or she is checking the student's identity once again by visually noting the student. The professor or proctor watches the student log into Canvas before typing in the passwords. The Lockdown browser application prohibits a student's computer from accessing anything on the computer other than the exam page while the exam is in session.

- **Online exams**

1. Getting onto Canvas: Students must be authenticated through the portal, which requires that they know the secure portal password and can complete the Okta Multifactor Authentication.
2. Students will be proctored via an online proctoring service or via Zoom. The online proctoring service or the Zoom proctor will instruct the student to authenticate with their Touro student ID card and a government issued ID. Student proctoring remains in place for the duration of the exam and ensures that the identity of the test-taker does not change during the exam.
3. Student privacy during a proctored exam at a distance is maintained through direct communication and the use of a secure testing service.
4. Touro University uses an external online proctoring service which also maintains its own security and verification policies.

General Information Concerning Touro University's Online Courses

Online course offerings for each semester will be available to Touro students at registration. Touro students who are interested in taking online courses should read the Online Student Guide, which is available on the Touro website.

- Students who have never used email or the Internet before should become familiar with them BEFORE attempting to register for an online course.
- Almost all of interaction with classmates and the instructor will be in writing, mainly via the Internet and e-mail. Students who value face-to-face communication will be better off in a traditional classroom.
- Online courses cover the same amount of material as their in-class counterparts. They require independent work for at least the number of hours normally spent in class PLUS the time spent doing homework for a course.
- Homework and assignments are required to be completed on a regular basis and not left for the end of the semester. Full credit may not be given for any assignment handed in after the due date.

Student Eligibility for Taking Courses Online

You can register for an online course only if ALL of the following apply to you:

- You are NOT on probation.
- You have at least a 3.0 (“B”) average.
- You are not enrolled in an Associate’s degree program.
- No more than two courses can be taken online per semester.

If you do not meet the above eligibility criteria for registering for an online course, you will need a Dean’s signature in order to register.

Registering for an Online Course

You may register online for online courses as you would for the classroom courses you are taking within your division of Touro. Use the course code listed in the course offerings online. Students registering for online courses use regular registration procedures—use the course code listed in the schedule in this catalog and online.

After completing the course registration process, students will be able to access their online class(es) via their Canvas accounts by logging onto the appropriate link on the TouroOne portal.

Technical Requirements for an Online Course

A current list of technical requirements for an online course can be found in the Online Student Guide on the Touro website here.

Getting in Touch with Your Instructor

When emailing an instructor, an online student can expect a response within 24 hours (note: this excludes weekends and vacation days). If one fails to get a response from your instructor within 24 hours, one should email info.onlineeducation@touro.edu with name, course code, and the instructor name, so that Touro can track down the problem.

Preparing for the Semester for an Online Course—Reading Course Outlines, Acquiring Textbooks, etc.

Course Outlines

Course outlines are posted on the course website prior to the first week of classes. Students will be asked to read the course syllabus and confirm by e-mail when they have done so.

Announcements and Assignments

The online semesters are comprised of 15 modules. Module start and end dates and due dates of assignments in each module will be posted by the first day of class. Students should review the dates and watch for new announcements and instructions as each module becomes available.

Textbooks and Course Material

A textbook will be assigned for most courses. Students are required to obtain a copy of this textbook before the beginning of class, if possible. Do not delay purchasing a textbook—the nature of an online course requires the student to use the textbook during the first week of class. Students are encouraged to purchase the required textbooks online. Faculty members generally assign additional course material, including articles, book chapters, and related videos.

Homework and Exams

In addition to weekly learning activities, each online course includes a midterm and a final exam. Students are informed about exam dates and times in the course syllabus before the start of the semester. Exams must be taken on the scheduled date and time. Some online courses will also require a term paper.

Midterm Exams

Midterms are scheduled by faculty members and are administered either on-site by faculty member, or online through an online proctoring company. Some online courses may require an additional fee for midterm exams. Faculty members will inform students regarding the midterm in their course syllabus.

Final Exams

- Final exam dates are announced on the first day of class and in the syllabus. Students who have extenuating circumstances that prevent them from taking the exam on the designated days may reach out to their instructor for further direction.
- Final exams are administered online through an online proctoring company.
- The final exam fee is included with the registration fee for each online course.
- Final exams must be taken using a desktop or laptop computer; iPads and tablets cannot be used. A microphone, webcam, and hi-speed internet are required as well.

More information about online testing, including any additional technical requirements, can be found in the Canvas course once you are registered.

The ACPE Standards

The Accreditation Council on Pharmaceutical Education (ACPE), the pharmacy school accreditation agency, is required by the U.S. Secretary of Education to require its pharmacy programs to record and handle student complaints regarding a school’s adherence to the ACPE Standards. ACPE must demonstrate a link between its review of complaints and its evaluation of a program in the accreditation process. Therefore, in order to demonstrate compliance with U.S. Department of Education Criteria for Recognition, and with the prior review and advice of Department of Education personnel, ACPE requires pharmacy schools to provide an opportunity for

pharmacy students to provide comments and/or complaints about the school's adherence to ACPE's Standards. The colleges and schools of pharmacy accredited by ACPE have an obligation to respond to any written complaints by students lodged against the college or school of pharmacy, or the pharmacy program that are related to the standards and the policies and procedures of ACPE. Any student who wishes to file a complaint may visit the ACPE website and follow the Professional Programs link: **http://www.acpe-accredit.org** to access the standards and the procedures for filing a complaint.

Office of Academic Services

The Office of Academic Services assists students in improving their GPAs and working on their time-management and organizational skills. Academic support services include faculty advisement, tutoring, time management, stress management, and managing test anxiety.

The Office of Academic Services works closely with high-risk students and assists them in formulating personalized study schedules and techniques. The Office also helps students seeking to improve their test-taking skills, modifying their study habits, and/or focusing on critical material and content.

During the academic year, tutoring services are offered to the student body on a group or individual basis. Students are also encouraged to utilize faculty office hours for academic assistance.

Office of Student Affairs

The Office of Student Affairs is supervised by the Assistant Dean for Student Affairs. Office staff interacts with students to develop and offer assistance and services that enrich students' experiences on campus. The office assists with and should be contacted for:

- Personal counseling and advising
- Referring students for medical, psychological, academic, and financial assistance
- Communicating and clarifying academic rules and regulations for students
- Student deportment, including academic integrity matters, non-academic conduct violations
- Special events including new student orientation, white coat ceremony, awards banquet, and graduation ceremony
- Student organizations, events, and activities
- Liaison to the Student Government Association
- Developing policies related to student life and student programs
- Coordinating services for students, both within the TCOP and with non-TCOP programs, offices, etc.
- Chartering new student organizations
- Assignment of faculty advisors
- Student grievances and concerns
- Services for students with disabilities
- Providing proctors for make-up exams for medical or other emergencies
- Emergency loans
- "Quality of Life" campus issues
- Student Government Association elections
- Student representation on committees
- Campus monitors
- Leave of Absence/Readmission
- Student Health Insurance
- Student Ambassador and Student Mentor Programs
- Locker assignments

TouroOne Portal

The *TouroOne* portal, https://touroone.touro.edu/, provides students access to a wide range of functions and services from any Internet-enabled device. These include:

1. Registering for courses (in programs which allow online registration)
2. Viewing and printing grades
3. Viewing and printing class schedules
4. Searching current course offerings
5. Accessing TouchNET® for online e-bills and tuition payments
6. Viewing textbook information (titles, authors, ISBNs, prices)

Office of the Registrar

The Office of the Registrar supports teaching and learning at Touro University by maintaining and acting as the custodian of students' academic records, coordinating the registration process, and providing the following services:

- Processes "Change of Name," "Leave of Absence" and other official forms.
- Processes transfer credit requests.
- Verifies enrollment status for insurance, certification, or other purposes.
- Handles matters pertaining to veterans.

- Addresses all matters related to student visas.
- Verifies fulfillment of academic graduation requirements.
- Prepares official transcripts.
- Issues diplomas upon graduation.

Permanent Address

Each student has the responsibility to provide the Office of the Registrar with their current and permanent address and phone number. Students also are required to furnish the Registrar with their local address and telephone number. Any change of address and telephone number must be reported to the Registrar immediately.

Change of Name

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

Transcripts

Ordering official transcripts

1. To order an official transcript via TouroOne, click "Academic" from the left side navigation menu. In the Official Transcript portlet, click "Order Official Transcript." Alternatively, you can go directly to Touro University Transcript Request | Parchment.
2. Students will be automatically prompted to register an account or to log into an existing account.
3. Students will need to enter either an electronic destination or physical shipping address.
4. For electronic transcripts, students will need to select the program that they graduated from or attended. If you graduated from or attended multiple programs, you will need to place a separate electronic transcript order for each program.
5. For students waiting for a degree or grade(s) to be posted, there will be hold options to select at checkout. The order will not be processed until the degree is awarded or grade(s) are posted.
6. Once an order is placed, students will receive a confirmation email and order number. Students will also receive email once order is processed and/or shipped.

Processing

Electronic transcript orders will be processed and delivered to the recipient once order information is confirmed; in most cases this is automatic. If additional information is needed, the transcript unit will reach out to you. This may delay processing times. Paper transcript orders are processed and shipped in 5-7 business days.

Transcript Fees

Electronic transcript	$5 per copy (plus tax)
Official paper transcript	$10 per copy (plus tax)

Shipping Fees

USPS First Class	free of charge, no tracking provided
FedEx domestic overnight shipping	$15 (plus tax), tracking provided
FedEx international shipping	$25 (plus tax), tracking provided

Viewing and Printing Unofficial Transcripts

1. Log into your TouroOne account at Dashboard - Touro University.
2. Click on the "Academic" tab and click on "View Academic Transcript (Unofficial Transcript)" under the "My Records" portlet.
3. If you wish to print, right-click using your mouse then select print.

Office of Financial Aid

The goal of the Financial Aid Office serving the Touro College of Pharmacy is to offer financial aid guidance, counseling, and assistance during a student's academic career. These services are available both online and in-person. The Office assists students in understanding, applying for, and securing financing for their education. Touro University participates in Federal, state, and local programs, some of which may include Federal Direct Unsubsidized Loans, Federal Direct Graduate Plus Loans, the GI Bill®*, and the Federal Work Study Program. Students also have the option to apply for private loans. The Financial Aid Office operates in compliance with applicable Federal and state rules and regulations.

https://tcop.touro.edu/admissions--aid/tuition-and-fees

** "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available on the official U.S. government website at www.benefits.va.gov/gibill.*

Graduate Financial Aid

The Touro University System is committed to helping students afford the opportunity for a valuable education. In order for Touro to determine eligibility for its financial aid programs, all students except international students must complete the Free Application for Federal Student Aid (FAFSA) at https://studentaid.gov/h/apply-for-aid/fafsa. Financial aid is provided through college, state, and federal funds for scholarships, grants, loans, and employment. Awards are designed to recognize scholastic achievement, service, and/or demonstrated need. The variety of financial aid programs available allows many students to greatly reduce their educational costs while attending Touro University.

It is the student's responsibility to request, complete, and submit all forms with necessary documentation for all financial aid programs, including scholarships, in a timely manner. Students who would have otherwise been eligible may not receive funding when they fail to submit documents in a timely fashion. These awards are not granted retroactively and are subject to the availability of funds.

Financial aid awards are not guaranteed and may be reduced or cancelled after being offered or disbursed to students. Financial aid awards are subject to all revisions in federal, state and institutional policies, availability of funds, changes in enrollment, changes in housing status, as well as updates in FAFSA information, failure to meet minimum grade requirements, failure to complete the semester, and failure to timely submit all required documentation.

Students must meet Satisfactory Academic Progress (SAP) requirements at all times in order to receive and retain financial aid.

Because of the nature of federal, state and institutional guidelines affecting financial aid programs, the information contained in this catalog is subject to change. For further information about available financial aid programs and whether you meet eligibility requirements please visit:

https://studentaid.gov/h/apply-for-aid/fafsa - Federal website for submitting the Free Application for Federal Student Aid

https://studentaid.gov - Federal website for student and parent loan applications and information

https://www.csac.ca.gov/cal-grants - state website for California students to apply for various grants

http://www.isac.org/students/ - state website for Illinois students to apply for various grants

https://www.hesc.ny.gov/ - state website for New York students to apply for various grants

Financial Aid Self-Service

Financial aid is an enabling element in your educational pursuit. To that end, Touro has implemented the Touro One student portal. With this system, you can review your financial aid awards in real-time, accept or reject loan-based financial aid, gain insight into what might be delaying your financial aid, and much more. You can also register and pay your bill via the student portal. Visit https://touroone.touro.edu

Student Administrative Services Help Desk

As part of our Financial Aid Self-Service tool, our student services helpdesk aims to assist all students at the Touro University with their student services questions. To assist you off-campus or for general financial aid inquiries, please contact TouroOne Helpdesk at help@touro.edu, via phone at 844-868-7666 or via Zoom. To schedule a meeting with our specialist, visit https://tcus.service-now.com/sp

Federal Application Requirements and Procedures

All students who wish to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA or a Renewal FAFSA) and submit it to the U.S. Department of Education (ED) once for each academic year. The FAFSA can be completed online at https://studentaid.gov/h/apply-for-aid/fafsa. Applications become available on October 1 for the upcoming school year that begins with the following summer semester. For example, for the 2025-2026 academic year (which includes the summer 2025, fall 2025 and spring 2026 semesters) the FAFSA was available on October 1, 2024.

Financial aid funding is designed to help bridge the gap between the cost of attending a college and the student's (and parent's, when applicable) available resources. Most awards are determined by need. **Please note:** Financial need has no bearing on admission decisions. Touro administers federal, state, institutional and local sources of aid, as detailed in the following pages.

For information on how to fill out the FAFSA, please review the following link: https://studentaid.gov/apply-for-aid/fafsa/filling-out

Students who wish to apply for financial aid, including grants, parent and student loans, work-study, and/or scholarships, are required to complete the FAFSA. The college codes to be used on the FAFSA for Touro's locations are listed below.

State	Touro Location	College Code
California	Touro University California (TUC)	041426
California	Touro University Worldwide (TUW)	041425
Illinois	Hebrew Theological College (HTC)	001685
Nevada	Touro University Nevada (TUN)	041426
New York	New York College of Podiatric Medicine (NYCPM)	G02749
New York	New York Medical College (NYMC)	G02784
New York & Montana	Touro University (All other locations except NYCPM and NYMC)	010142

The FAFSA is available online at https://studentaid.gov/h/apply-for-aid/fafsa. For maximum consideration for all types of financial aid, students should file their FAFSA applications as soon as possible after October 1 of each year.

Exit Counseling

Students who are graduating, withdrawing, or dropping below half time enrollment need to complete the Exit Counseling.

Notes on Financial Aid

In reviewing your application, Touro's Financial Aid Department 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.

Touro's Financial Aid Department verifies enrollment and satisfactory academic progress before disbursing funds. For information on fund distribution, please contact the Bursar at bursar@touro.edu.

Touro reserves the right to revise its financial aid programs. All programs are subject to change due to modifications in government or institutional policies. Additional criteria and information may be obtained from the Office of Financial Aid. Students are responsible for reading the Financial Aid Terms & Conditions before deciding to accept or reject their financial aid. View the disclosures at "View the disclosures" within your account in the Touro One Portal.

Federal Work-Study: Undergraduate and Graduate Students

Federal Work-Study (FWS) is a need-based program which provides part-time employment for undergraduate and graduate students with financial need, allowing you to earn money to help pay education expenses. The program encourages community service work and work related to your course of study.

Funds for this program are awarded to eligible students as part of the financial aid process. Selection and placement for Work Study recipients is determined by student's eligibility, institutional funding, job availability and suitability for the position. Funds are limited and awarded on a first-come, first-served basis each academic year.

Students may work a maximum of 30 hours/week during the summer semester and a maximum of 20 hours/week during the fall and spring semester at a rate of $20/hour beginning July 1, 2025.

Federal Work-Study Eligibility

- **To be eligible for FWS, students must complete a FAFSA.**
- **Students must maintain a 2.0 GPA (unless such GPA does not meet Satisfactory Academic Progress in their school or program of study) to receive Federal Work-Study.**
- Students who fail to make **Satisfactory Academic Progress** must immediately discontinue Federal Work-Study.
- If you cannot report for work as instructed, or no longer want employment, you must notify your direct supervisor. Failure to do so will jeopardize your future FWS eligibility.

Loans: Undergraduate and Graduate Students

When you apply for financial aid, you might be offered loans as part of your school's financial aid offer. **A loan is money you borrow and must pay back with interest.** Student loans can come from the federal government, from private sources such as a bank or financial institution, or from other organizations. Federal student loans usually have more benefits than private loans.

To apply for a federal student loan, you must first complete and submit a *Free Application for Federal Student Aid* (FAFSA®) form. Based on the results of your FAFSA form, Touro University will send you a financial aid offer, which may include federal student loans. Touro will tell you how to accept all or a part of the loan.

Before you receive your loan funds, you will be required to

- complete entrance counseling, a tool to ensure you understand your obligation to repay the loan;
- sign a *Master Promissory Note*, agreeing to the terms of the loan.

Contact the financial aid office at the school you are planning to attend for details regarding the process at your school.

Types of Federal Student Loans

Direct Loan Type	Direct Loan Borrower	Annual Award (subject to change)
Direct Subsidized Loan	Eligible undergraduate students with demonstrated financial need	Up to $5,500 depending on grade level and dependency status
Direct Unsubsidized Loan	Eligible undergraduate, graduate, and professional students	Up to $20,500 (minus any subsidized amounts received for the same period) depending on grade level
Direct PLUS Loans	• Parents borrowing money for their dependent undergraduate students • Eligible graduate or professional students	Maximum amount is the cost of attendance (determined by the school) minus any other financial aid the student receives
Direct Consolidation Loans	Anyone with eligible federal student loans who wants to combine any number of those loans into a single loan.	N/A

If you would like to learn more about the student loans, please use this link: https://studentaid.gov/understand-aid/types/loans

You must complete exit counseling when you leave school or drop below half-time enrollment. The purpose of exit counseling is to ensure you understand your student loan obligations and are prepared for repayment.

You'll learn about what your federal student loan payments will look like after school. We'll recommend a repayment strategy that best suits your future plans and goals.

You can find your personal loan details through your loan servicer account and your StudentAid.gov account.

Repaying Student Loans "101"

To review important concepts, tips, and recommendations for repaying your student loans please click the following link: https://studentaid.gov/manage-loans/repayment/repaying-101

What are the current interest rates?

The interest rates for Direct Subsidized Loans and Direct Unsubsidized Loans first disbursed on or after July 1, 2025, and before July 1, 2026, are shown in the chart below.

Undergraduate Borrowers	Graduate or Professional Borrowers
6.39%	**7.94%**
Direct Subsidized Loans and Direct Unsubsidized Loans	Direct Unsubsidized Loans

Note: The interest rates shown above are fixed rates for the life of the loan.

Have other questions about interest?

- Understanding interest rates and fees—Find out how interest is calculated.
- Information for military members—If you are a member of the military, you may be eligible for special interest benefits relating to your federal student loans.

What are the loan fees?

All Direct Subsidized Loans and Direct Unsubsidized Loans have a loan fee. The loan fee is a percentage of the loan amount and is proportionately deducted from each loan disbursement. The percentage for all Direct Subsidized and Unsubsidized loans first disbursed on or after Oct. 1, 2020, is 1.057%. Loans first disbursed before that date had different loan fees.

Private Loans

In addition to the above loans, students and parents may apply for private loan programs. These loans are not need-based, require a credit check and may require other evaluations of the borrower's credit-worthiness. Alternative loans may require that the borrower apply with a co-signer.

Students who owe balances from prior years or who are ineligible for federal loans may wish to explore private loan funding. **ELM Select is a tool that may aid you in selecting a private educational loan.**

Touro is not affiliated with any private educational lender and encourages students to use all federal and state funding prior to seeking funds from private educational lenders. The Office of Financial Aid will offer advice to students on resources to finance their educational expenses.

New York State Awards

Veterans Tuition Award (VTA)

Available for graduate (and undergraduate) programs to eligible veterans and certain dependents.
https://www.hesc.ny.gov/vta (via NYS Grants & Scholarships list)

Master's in Education Teacher Incentive Scholarship

A full-tuition award for students pursuing a master's degree in education (SUNY/CUNY) who commit to teaching in NYS public schools for five years.
https://newyork.teach.org/aid/nys-masters-education-teacher-incentive-scholarship

NYS Math & Science Teaching Incentive Program

Available to graduate (and undergraduate) students preparing to teach math or science at the secondary level in NYS.
https://www.hesc.ny.gov/find-aid/nys-grants-scholarships/nys-math-and-science-teaching-incentive-program

NYS Regents Awards for Children of Deceased and Disabled Veterans

Applicable for graduate students whose parent served and died or became disabled in service.
https://www.hesc.ny.gov/regents

Alternate Sources of Aid

Financial Aid for Consortium Agreements

Touro students who want to attend other institutions in the United States or abroad for a semester or more) may be able to use federal financial aid under a consortium agreement. Students must be approved by their respective academic department prior to attending another institution for the semester(s). At least four weeks prior to the start of the semester(s), students must contact the Office of Financial Aid to complete the Consortium Agreement and to provide documentation of the Cost of Attendance (COA), course registration, contact information at the other school and their Touro academic department's approval.

Veterans Benefits

Veterans may qualify for additional benefits, including the Yellow Ribbon Program (described below). For more information, contact the following agencies:

- U.S. Department of Veterans Affairs (VA), https://www.va.gov
- GI Bill®, http://www.gibill.va.gov *
- Office of Financial Aid at Touro

** "GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available on the official U.S. government website at www.benefits.va.gov/gibill.*

Yellow Ribbon GI Education Enhancement Program

Touro is proud to be a part of the Yellow Ribbon GI Education Enhancement Program. The program is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008 and allows degree-granting institutions of higher learning in the United States to voluntarily enter into an agreement with the VA to fund tuition expenses that exceed either the Post 9/11 GI Bill® annual cap for private institutions or the resident tuition and fees for a public institution. The participating educational institution can contribute up to 50% of those expenses, and the VA will match the same amount as the institution.

Students must be eligible for the Post-9/11 GI Bill® at the 100% rate to be considered for the Yellow Ribbon Program. Specific eligibility requirements for the Yellow Ribbon Program may be found online at http://www.gibill.va.gov/.

Eligible students fit the criteria as follows:

- Served an aggregate period of active duty after Sept. 10, 2001 of at least 36 months.
- Were honorably discharged from active duty for a service-related disability and served 30 continuous days after Sept. 10, 2001.
- Are dependents eligible for Transfer of Entitlement under the Post-9/11 GI Bill® based on his/her service under the eligibility criteria listed above.

Students who wish to be considered should complete and submit an application form available online at http://www.gibill.va.gov/. The VA will inform students via written notification with an explanation of its decision on program eligibility. If approved, students will receive a Certificate of Eligibility confirming their service meets the requirements of the Yellow Ribbon Program. All Certificates of Eligibility should be presented to the Office of Financial Aid for Touro's records. The Certificate of Eligibility does not guarantee Yellow Ribbon funding as the availability of annual funds for Touro's Yellow Ribbon Program is limited. Student eligibility is determined by the university's veteran certifying officer. For more information on selection criteria for Touro's Yellow Ribbon Program, contact the Office of Financial Aid.

Withdrawal Policy, Federal Return to Title IV (R2T4)

The Title IV Student Withdrawal Policy is designed to ensure the accurate and timely determination of:

1. The date of the institution's determination that a student withdrew;
2. The student's withdrawal date; and

3. The student's last date of attendance.

The policy maintains the proper disposition of Title IV funds, in accordance with 34 CFR 668.22 of the Code of Federal Regulations.

Background

Title IV or federal financial aid is awarded to students based upon the assumption that they will complete their semesters of enrollment and earn satisfactory grades. When students fail to complete their classes, they may lose eligibility for federal funds that they already received or could have received.

When a recipient of Title IV grant(s) and/or loan(s) withdraws (voluntarily or involuntarily) from Touro during a payment period (or semester) in which he/she began attendance, the college must determine the amount of the grant and/or loan assistance earned by the student as of his/her withdrawal date. This policy establishes steps that Touro must take to ensure compliance with federal regulations.

Policy

Touro must always return any unearned Title IV funds that it is responsible for within 45 days of the date Touro determined the student withdrew and offer any post-withdrawal disbursement of loan funds within 30 days of that date. Reference: Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Withdrawal Date

A student's withdrawal date varies depending on the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance in the Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Official Notification Provided

- In a case when the student provides official notification of his/her intent to withdraw, Touro will use the date of notification as follows:
- In the event that a student begins Touro's withdrawal process,* the date the student begins the process is the date of withdrawal.
- In the event that a student sends written notification of intent to withdraw, the date Touro receives the written notice is the date of withdrawal.
- In the event that a student makes an oral notification to the Office of the Registrar, which is Touro's designated office for beginning the withdrawal process, the date will be documented by this office. The date of withdrawal will be recorded as of the date of oral notification, unless there is subsequent written notification, in which case the date that Touro receives the written notification may be the withdrawal date.

*To begin the withdrawal process, the student contacts the Office of the Registrar to obtain the appropriate withdrawal form. If the student both begins the withdrawal process and provides a notification to Touro, the earlier of the two dates will be used as the withdrawal date.

Official Notification Not Provided

In a case when the student does not provide official notification of his/her intent to withdraw, Touro may use the midpoint of the payment period as the date of withdrawal, with the following exception:

- When an official notification was not provided by the student because of circumstances beyond his/her control (i.e., illness, accident, grievous personal loss, or other circumstances), the date of the onset of such circumstances will be serve as the withdrawal date as determined by the Office of the Registrar.

Last Date of Attendance

Touro may always use the withdrawal date as the student's last date of attendance at an academic activity reported by a faculty member on a course enrollment roster or final grade sheet. Examples of academic activities are exams, tutorials, computer-assisted instruction, academic counseling, turning in class assignments, or attending a study group assigned by the University. The faculty member will maintain documentation of the last date of attendance.

Date of Institution's Determination of Student Withdrawal

The date of Touro's determination that a student withdrew varies depending upon the type of withdrawal. Reference: Determining a student's withdrawal date at a school that is not required to take attendance, Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Date of Official Notification Provided

This is the date the student provides official notification to Touro or begins the withdrawal process, whichever is later.

Date of Official Notification Not Provided

This is the date that Touro learns the student has ceased attendance. Touro will perform the Return to Title IV Funds calculation and return any unearned funds no later than 45 days after the end of the payment period determining the withdrawal date. For a student who withdraws without providing notification to Touro, the institution must determine the withdrawal date no later than 30 days after the end of the earliest:

- Payment period or period of enrollment (as appropriate)
- Academic year
- Educational program

Reference: Student Financial Aid Handbook, Volume 5; Chapter 1 Withdrawals and Return of Title IV Funds.

Refund of Unearned Funds to Title IV

If the total amount of Title IV grant and/or loan assistance that was earned by the student is less than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be returned to Title IV programs and no further disbursements will be made. Funds will be returned as follows:

Refunds by the University

In the event that Touro is responsible for returning funds to Title IV programs, the funds will be returned in the order prescribed by the U.S. Department of Education (listed below) within 45 days of the date of determination of a student's withdrawal.

- Unsubsidized Federal Direct Student Loans
- Subsidized Federal Direct Student Loans
- Perkins Loans
- Federal Direct PLUS Loans
- Federal Pell Grants for the payment period for which a return of funds is required
- Academic Competitiveness Grant (ACG) for the payment period for which a return of funds is required
- National Science and Mathematics Access to Retain Talent Grant (SMART) for the payment period for which a return of funds is required
- Federal Supplemental Educational Opportunity Grants (FSEOG) for the payment period for which a return of funds is required
- Teacher Education Assistance for College and Higher Education Grant (TEACH) for the payment period for which a return of funds is required
- Other assistance under Title IV for which a return of funds is required

Refunds by the Student

In the event that the student is responsible for returning grants funds to Title IV programs, Touro will notify the student within 45 days of the date of determination of his/her withdrawal. The student will be advised concerning making arrangements for repayment.

In some cases, both the student and Touro are each responsible for returning funds to the U.S. Department of Education under the R2T4 regulations.

Payment Period or Enrollment Period

Withdrawals and the return of Title IV funds will be based on a payment period for all standard term (or semester) programs.

Documentation

Touro must document a student’s withdrawal date and the date of determination that the student withdrew. The documents will be kept in the student’s academic file in the Office of the Registrar. The Title IV funds calculation and other accompanying documentation will be secured in the Office of Financial Aid.

Additional Financial Aid Policies for Graduate Students

High School Diploma

If you enroll in higher education for the first time on or after July 1, 2012, in order to be eligible for federal student aid, you must have either a high school diploma or a recognized equivalent (such as a General Educational Development certificate (GED) or a ***home school*** education). You no longer have the option of becoming eligible for federal student aid by passing an approved test or completing at least six credit hours or 225 clock hours of postsecondary education. This may also apply to state grant and other state funded programs.

Touro also reserves the right to evaluate any high school diploma presented by a student. Touro may, at any time, request a copy of a high school transcript to validate a high school diploma. A high school diploma or recognized equivalent is required to receive federal student aid.

Transfer Students

All students transferring from other institutions will have their credits evaluated. The Office of Admissions will notify the Office of Financial Aid of the number of accepted credits.

The financial aid package will be prepared based on the number of accepted transfer credits. If a financial aid package is prepared prior to the final transfer credit evaluation, federal loans will be awarded based on the grade level for which the transfer credits have been accepted. If additional transfer credits are accepted, the Office of Admissions will notify the Office of Financial Aid. In addition, a student must contact the Office of Financial Aid to determine if he/she is eligible for an increase in federal student loans based on academic grade level.

Financial Aid for Repeated Coursework: Financial Aid Impact

Repeating courses may significantly impact Satisfactory Academic Progress (SAP) and eligibility for Title IV federal financial aid and institutional aid. All course repeats will count as attempted credits and be used in the quantitative and maximum timeframe components of the SAP policy. Students should consult with a financial aid advisor before registering for a repeated course.

The rules regarding repeated coursework will further impact recipients of Title IV federal financial aid funding. Students are allowed to repeat coursework under these circumstances for Federal Financial Aid:

- May repeat a previously passed course only once (and receive aid for the repeated course).

- May repeat a failed course until it is passed (aid eligibility will be limited to one repeat).
- May not repeat a previously passed course due only to a student's failure to pass other coursework.

Standards of Satisfactory Academic Progress

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

This SAP policy applies to all Touro students including undergraduate, graduate and professional students. These standards are for Title IV Federal Financial Aid purposes only and neither replace nor override academic policies outlined by Touro, other state or Federal benefit programs (e.g., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro's academic policies.

The complete Touro University Satisfactory Academic Progress policy can be found online at https://www.touro.edu/students/policies/satisfactory-academic-progress-policy/.

Office of the 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. These functions are accomplished while servicing the needs of our students within the framework of Touro's policies and legal guidelines.

Important Facts

Students will not be allowed to register with a balance. All tuition and fees must be paid in full. $100 late fees will be charged monthly beginning 30 days after the add/drop period until paid in full or enrolled in a payment plan.

Diploma requests will not be processed for students who have account balances, including delinquent fines.

Payment Information

Payment of tuition and fees is due in full 10 days before the start of the term or enroll in a payment plan.

You will not be sent a bill! TouchNet is Touro's means of providing our student body 24-hour access to account activity, making payments, enrolling in payment plans, and direct deposit online. To access TouchNet, login to TouroOne at https://touroone.touro.edu/ following the user and password guidelines, and then select "TouchNet" from the menu. For questions or issues with access, please contact the 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 3.00% non-refundable convenience fee by our third-party provider, TouchNet® Pay Path. Students can avoid this fee by simply choosing to pay with our electronic check (E-check) option. To pay by E-check, log into your online student account, select electronic check for your method of payment and provide your bank routing number and account number.

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.

Students can make a payment or set up a payment plan using the online payment portal TouchNet.

Make a payment:

1. Log onto the TouroOne Portal.
2. Click the **Student Accounts** button on the upper navigation menu of TouroOne.
3. Click **Access TouchNet** in the dropdown.
4. Select **Make Payment** at the top of the page and follow the instructions

Enroll in a payment plan:

1. Log onto the TouroOne Portal.
2. Click the **Student Accounts** button on the upper navigation menu of TouroOne.
3. Click **Access TouchNet** in the dropdown.
4. Select **Payment Plans** at the top of the page and follow the instructions.

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 their 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. We strongly recommend that students enroll in the Direct Deposit option, which allows you to receive your refund faster via electronic deposit to the bank account of your choice. To sign up, access student account via TouchNet. Select Refund and follow the instructions.

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 applied 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 Liability for Withdrawal

Each Touro University program has a unique withdrawal schedule indicating a student's financial liability if they should withdraw at any time during the semester. TCOP's withdrawal policy can be found in this catalog or by clicking here: https://tcop.touro.edu/admissions--aid/tuition-and-fees/withdrawal-policies/

Section 103 Provisions for Veteran Students: Pending Payment Compliance for Eligible Students

In accordance with Title 38 US Code 3679 subsection (e), Touro University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33)* or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the University is pending from the VA, Touro University will not:

- prevent nor delay the student's enrollment;
- assess a late penalty fee to the student;
- require the student to secure alternative or additional funding;
- deny the student access to any resources available to other students who have satisfied their tuition and fee bills to Touro University, including, but not limited to, access to classes, libraries, or other institutional facilities.

However, to qualify for this provision, such students may be required to:

- produce the Certificate of Eligibility by the first day of class;
- provide a written request to be certified;
- provide additional information needed to properly certify the enrollment as described in other University policies.

*"*GI Bill®" is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available on the official U.S. government website at www.benefits.va.gov/gibill*.

Tuition Refund Schedule

Tuition Liability for Withdrawal

Students are responsible for their financial obligations. In the event of a dropped course, filing leave of absence, or withdrawal from program, students should refer to the Withdrawal Policies. The tuition refund schedule addresses the tuition liability for the withdrawal of given term.

A student wishing to withdraw from classes must notify the Office of the Registrar by filling out an Add/Drop form.

When withdrawing from ALL classes, the following tuition refund schedule will apply:

Summer Semester (up to 8 weeks in length)

Before the first day of the semester	100% of tuition credit for course(s) dropped
During the add/drop period	100% of tuition credit for course(s) dropped
During the week following the add/drop period	50% of tuition credit for course(s) dropped
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.

Fall & Spring semesters

When withdrawing from all courses:

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 that week	No refund

When withdrawing from a partial load:

Before the first day 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 that period	No refund

- The Administrative Fee is non-refundable for all semesters.
- All other fees are non-refundable during the Add/Drop period only.
- Please note that students in receipt of Title IV funds are subject to Federal Return of Title IV policies when withdrawing from ALL classes. Please contact the Financial Aid Office for further information.

Student Life

The Office of Student Affairs is responsible for planning and implementing the following annual events:

1. New Student Orientation (August)
2. White Coat Ceremony (October or November)
3. Awards Banquet (May)
4. Commencement Exercises (May)

This process is carried out in collaboration with administration, faculty, staff, and student representatives, as appropriate.

Student Government Association

The Student Government Association (SGA) serves as the official voice of the student body and represents all Touro College of Pharmacy students. SGA leadership is composed of four executive officers – a president, vice-president, secretary, and treasurer – and student representatives from each class. SGA elections are held early in each Fall semester.

One of the important responsibilities of the SGA is to engage in an ongoing dialogue with the TCOP administration, with the objective of improving the quality of life on campus. Other responsibilities include gathering and expressing student opinion, and assisting in the placement of student members on College-wide committees (such as Curriculum Committee, Assessment Committee and Admissions Committee).

All officers other than the first semester P1 students must have a cumulative GPA of 2.50 or better and no grades of "F" on their records; this status must be maintained for the duration of the term of office.

Student Organizations

Purpose

Student organizations are an important part of campus life, and students are encouraged to join at least one pharmacy student association or organization. While assisting students professionally, these organizations sponsor or participate in many pharmacy-related activities, both local and national. Leadership experiences and networking opportunities gained by being an active member are invaluable. Students are strongly encouraged to participate in seminars, conferences, and other educational offerings by student organizations to gain a better understanding of the pharmacy profession.

The procedures for chartering a new student organization, as well as the funding of new and ongoing organizations, are established by the Office of Student Affairs.

Current Student Organizations

The following is a list of student organizations that are currently active at the Touro College of Pharmacy. They include student chapters of national, state, or specialty-oriented Pharmacy organizations. Student organization descriptions, purposes, protocols, and names of their faculty advisors are maintained by the Office of Student Affairs.

1. Academy of Managed Care Pharmacy (AMCP)
2. American Association of Psychiatric Pharmacists (AAPP)
3. American College of Clinical Pharmacy—Student College of Clinical Pharmacy (ACCP -SCCP)

4. American Pharmacists Association—Academy of Student Pharmacists (APhA-ASP)
5. American Society of Consultant Pharmacists (ASCP)
6. American Society of Health-System Pharmacists—Student Society of Health-System Pharmacy (ASHP-SSHP)
7. Industry of Pharmacists Organization (IPhO)
8. Kappa Psi Pharmaceutical Fraternity
9. National Hispanic Pharmacist Association (NHPA)
10. Pharmacists In Academia (PIA)
11. Pharmacists for Public Health (PPH)
12. Pharmacists Society of the State of New York (PSSNY)
13. Phi Lambda Sigma - Pharmacy Leadership Society (PLS)
14. Rho Chi Honor Society
15. Student National Pharmaceutical Association (SNPhA)

Student Ambassadors

This initiative is designed to provide TCOP students a unique leadership opportunity: representing the College. The Ambassadors assist in college events such as New Student Orientation, White Coat ceremony, Awards Banquet and Commencement Exercises. Distinct Admissions Ambassadors are selected to furnish information to prospective students and parents regarding campus life and the curriculum from a student perspective, conduct presentations (when necessary), staff information booths at recruitment events, and assist with campus tours. These activities provide Ambassadors with opportunities to serve the College while honing their leadership, public speaking, and career skills.

Student Representation on Academic Committees

Students play a critical role in the development of program policies and procedures and are invited to serve on key College committees as voting members, including Admissions, Curriculum, and Assessment. Any full-time student considered to be in good academic standing (i.e., not on any form of provisional academic status, with a cumulative GPA of at least 2.75, and no grades of “F” or “INC”) is eligible to serve in a representative capacity on these College committees. Interested students should apply through the College’s SGA for consideration.

Please note: Touro College of Pharmacy students may not officially represent the College at any local, state, or national student-oriented organization without prior approval of the faculty advisor of that organization or a Touro College of Pharmacy official.

Co-curricular Activities

Student organizations wishing to host events involving co-curricular academic activities, e.g., speakers, health fairs, etc., must have the approval of their student organization faculty advisor and the Office of Student Affairs. The Office of Student Affairs can assist in posting student organization information. In accordance with Touro policy, all food served at these events must be kosher approved.

Publications

Student publications may be issued only with the written consent of the College. Normally, the College works with students to develop, edit, and prepare these documents for publication.

Students with Disabilities

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. Touro College of Pharmacy students with disabilities seeking reasonable accommodations should do so through the Office of Student Disability Services (OSDS) Coordinator for TCOP, Fraidy Maltz, Assistant Dean for Student Affairs and Administration (fmaltz@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.

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 College.
- 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 College 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.

Grievance Policy

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

Student Counseling Center

The Office of Student Affairs has staff members whose goal is to assist you in succeeding in pharmacy school. Our team works closely together in support of students. The following services are available to support students in their journey to becoming a pharmacist.

Mental Health Counseling and Wellness Services

A licensed clinical social worker (LCSW-R) provides confidential counseling services to students. All sessions are on-site and free. No record of seeking services is part of a student's academic or administrative record. Referrals are also provided to external psychiatrists, therapists and other mental health professionals. The mental health counselor does not release information without consent of the client. Touro University also subscribes to the 24/7 Support, Information and Referrals, and Crisis Intervention: Health Advocate Student Assistance Program (855-384-1800) or https://members.healthadvocate.com.

Students may seek counseling services for a variety of reasons:

- Concerns about academic performance
- Stress
- Test anxiety
- Keeping life in balance
- Lack of confidence
- Shyness
- Procrastination
- Relationship Issues
- Difficulty sleeping
- Sadness/depression
- Racing thoughts
- Difficulty making decisions/concentrating
- Chemical addictions and recovery
- Eating concerns/eating disorders
- Loss and grief
- Family and parenting concerns
- Mood disorders, anxiety and personality disorders

As part of the Office of Student Affairs, the TCOP Counselor also works closely with all members of the Touro College of Pharmacy community to help create a healthy and balanced environment to foster personal growth and development as well as a sense of community connectedness and responsibility.

Faculty Advisors

Faculty advisors, who are assigned during orientation for the entering class, have an important role at the Touro College of Pharmacy. The faculty advisors serve primarily as an academic guide and a professional role model for students. Students and faculty work very closely together in the academic arena. This kind of educational interaction permits students to get to know their professors and vice-versa. Students are encouraged to use the advice, expertise, and help of the faculty advisors. Faculty advisors' assistance primarily focuses on the pharmacy profession and pharmacy related matters.

Curriculum & Technology

Technology is at the forefront of modern higher education technology. Accordingly, the Touro College of Pharmacy, incorporates the use of technology in order to enhance learning. Through the use of technology both in and out of the classroom, students broaden the ways they learn using tools that they probably are already familiar with. In class, faculty members use a variety of technology-aided strategies to engage students, Web-based activities help reinforce students' grasp of material presented in class and complete certain work when and where it is convenient for them. **All major exams are computer-based and administered via students' laptop computers.**

Educational Technology at Touro College of Pharmacy

All facilities utilized by the College have wireless access to the Internet. Each of the College's lecture halls provide AC outlets at each seat so students are able to use their technology without concern for dying batteries. Smart podiums provide faculty access to a touch-screen podium top, the ability to adjust lighting, raise and lower the projection screen, adjust microphone volume, and display videos and PowerPoint slides. All of the College's lectures are video-captured.

Additional educational technology utilized by the College includes Canvas, a learning management system. All didactic classes make use of Canvas for posting syllabi, lecture and other handouts, assignments, communication with the class, and other capabilities. Exams are administered utilizing ExamSoft. CORE ELMS provides availability of manuals, syllabi, and other student-oriented materials for IPPEs and APPEs. CORE ELMS also allows for the electronic collection of preceptor assessments of students. Students have access to Box to collaborate and share files. For Co-Curricular programming, tracking and analysis, the College uses CampusGroups. Students use Campus Groups for recording Co- Curriculum requirements and creating and updating their Developmental Portfolios. CampusGroups allows students to send a Co-Curriculum Transcript to potential employers, which will help them stand out among their peers when applying for jobs in a competitive market. For textbook material, students have free access to McGraw-Hill's AccessPharmacy, APhA's PharmacyLibrary, Elsevier's ClinicalKey, Ovid for Pharmacy, and Wolters Kluwer's (Lippincott) Health Library. Students also have full access to tertiary drug information sources such as Lexicomp (Wolters Kluwer's) and Micromedex Solutions (Truven Health). These resources cover nearly every required and recommended textbook.

TCOP Information Technology Office

The College's IT office is located the eighth floor of 3 Times Square. The College has excellent information technology support and employs 2.0 FTE information technologists dedicated to the college—a Senior Information Technology System Administrator and an IT System Administrator.

Touro University Computer Centers

Touro University Computer Centers provide computer laboratory facilities to support a variety of course offerings. Computer laboratories are available to graduate students at the following locations:

- Cross River (Main) Campus
  3 Times Square, 4th Floor
  New York, NY 10036
- Lander College for Women
  225 W 60th Street
  New York, NY 10023
- Lander College of Arts and Sciences
  1602 Avenue J
  Brooklyn, NY 11230
- SLE/Machon L'Parnasa Location
  2002 Avenue J
  Brooklyn, NY 11230
- Computer Center
  1726 Kings Highway
  Brooklyn, NY 11229
- Professional Center
  902 Quentin Road
  Brooklyn, NY 11223
- NYSCAS Neptune Avenue Location
  360 Neptune Avenue

Brooklyn, NY 11235

- NYSCAS Spring Creek Location
  1344 Pennsylvania Avenue
  Brooklyn, NY 11239
- Lander College for Men
  75-31 150th Street
  Kew Gardens Hills, NY 11367
- Forest Hills Location
  71-02 113th Street
  Forest Hills, NY 11375

For more information regarding specific lab schedules and locations, contact the Main Campus computer lab (3 Times Square, Manhattan) at (212) 463-0400, ext. 55240.

Touro University Code of Conduct

Students are expected to behave in a manner that is harmonious with and supportive of the activities and functions of an educational institution. The following types of actions are considered violations of the Touro University Code of Conduct and will result in disciplinary sanctions:

1. Theft of, or damage to, University records and property, caused by intentional, negligent or irresponsible conduct;
2. Unauthorized use of any University property, including, but not limited to, its name, property, offices, premises, equipment (computer equipment, telephones, fax machines, copying equipment, laboratories and misuse of student ID cards);
3. Conduct which interferes with or obstructs any University functions or which physically obstructs or threatens to obstruct or restrain members of the University community;
4. The physical or sexual abuse or harassment of any member of the college community (such incidents must also be reported to the Title IX coordinator);
5. Threatening or actual infliction of bodily injury, assault, emotional trauma against students, faculty or staff of the University (such incidents must also be reported to the Chief Security Officer);
6. Disorderly, disruptive or abusive conduct in the classroom or on University premises;
7. Refusal to follow the directives of University officials acting in performance of their duties;
8. Impersonating University faculty, University officials, or University staff;
9. Forging signatures or other information on registration forms, financial aid forms or any other University documents;
10. Computer abuse, including possession of unauthorized passwords, plagiarism of programs, unauthorized destruction of files, misuse of computer accounts and disruptive or annoying behavior on the University's computer system;
11. Unauthorized sale, distribution or consumption of alcoholic beverages on University premises;
12. Distribution, purchase or possession of barbiturates, amphetamines, marijuana, hallucinogens, opiates, or any other addictive or illegal drugs or paraphernalia on University premises;
13. Gambling in any form on University premises;
14. Possession, distribution or sale of weapons, incendiary devices, or explosives on University premises;
15. Tampering with or misusing fire-fighting equipment and/or safety equipment (such as alarm-boxes and extinguishers);
16. Participation in or furtherance of any illegal activity on Touro's premises;
17. Offensive or derogatory written or verbal statements intended to inflict harm on members of the University community, including, without limitation, racist, ethnic, or sexist remarks or references regarding any member or group of the University community;
18. Any abusive conduct or harassment directed at an individual or group of individuals in the University community on the basis of the actual or perceived race, gender, color, national origin, ethnicity, religion, age, disability, sexual orientation, marital or parental status, or citizenship status of such person(s);
19. Refusal to identify oneself to an official or security officer of the University or to present proper identification upon entering the University premises;
20. Actions that are not harmonious with and supportive of the activities and functions of an educational institution; actions that harm the reputation of the University;
21. Aiding or abetting any conduct prohibited by this University Code;
22. Conviction of a felony crime while enrolled at the University;
23. Intentionally filing a false complaint under this University Code of Conduct;
24. Academic dishonesty and lack of academic integrity.

Social Media Policy

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.

Adjudication of University Code of Conduct Violations

[Please note that there is a separate adjudication process for academic integrity violations (#24 in the Code of Conduct) in the Touro University Academic Integrity Policy, under "Procedures in Response to Violations of Academic Integrity"]

Any member of the University Community may notify the Assistant Dean of Students or their designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Dean of Students within ten (10) school days of the alleged violation or within ten (10) school days from the time the charging individual learned of the alleged code violation, but no later than within three (3) months of the violation.

The Assistant Dean of Students, or one of their designated representatives, shall inform the individual charged with the infraction, in writing, of the nature of the charges against him/her and designate a time and place for a meeting in the Office of the Assistant Dean of Students.

After meeting with the individual charged with the infraction, the Assistant Dean of Students or their designated representatives (individuals or committee) will conduct a preliminary investigation of the charges and determine what course of disciplinary action is appropriate. The Assistant Dean of Students and/or their designated representatives (individuals or committee) can:

- bring the parties together for informal mediation;
- impose any of the disciplinary sanctions listed in the section entitled "Sanctions," except that the Dean of Students (and/or their representatives) cannot require payment of restitution or order expulsion;
- refer the charges to the Student Affairs Committee for a disciplinary hearing;
- dismiss the charges.

Disciplinary Hearings

The Assistant Dean of Students Affairs may institute disciplinary proceedings by referring a matter to the TCOP Academic Integrity and Conduct Committee within fourteen (14) school days of notification of the alleged infraction. Once referred to the TCOP Academic Integrity and Conduct Committee a hearing must be commenced within twenty-one (21) school days unless a disciplinary hearing date is adjourned for good cause. Once a disciplinary hearing is commenced it must be completed within ten (10) school days.

Sanctions

After a hearing, the TCOP Academic Integrity and Conduct Committee may take one or more of the following actions:

1. **Dismiss the Charges**: After reviewing all relevant information, evidence and record materials, the Student Affairs Committee may decide to dismiss the charges against the student.
2. **Impose disciplinary sanctions**, which include but are not limited to the following:

(a) **Warning** – A written reprimand putting the student on notice that he/she has violated the Code of Conduct and indicating that further misconduct may result in a more severe disciplinary action. A copy of this warning will be placed in the student's file.

(b) **Disciplinary Probation** - A student may be placed on disciplinary probation for a definite period of time. While on probation, students may not hold office in Student Government Organizations, Clubs or Societies or represent the University in any capacity. Further violations while on probationary status will result in suspension or expulsion from the University. A copy of the probation notice becomes a part of the student's file.

(c) Counseling and Treatment – A student's continued enrollment at Touro University may be conditioned on his/her participation in counseling or treatment at outside counseling and treatment agencies. A student's failure to participate in such a program after being advised that his/her enrollment is conditioned on participation may result in other disciplinary sanctions.

(d) Restitution - A student may be required to pay restitution to the University or to fellow students for damages and losses resulting from his/her action.

(e) Suspension – A student may be suspended and may be barred from attending classes for a definite period, not to exceed two years. Notification of the suspension will appear on the student's academic transcript and will remain until the end of the suspension period. A notification of the suspension will remain in the student's file. A student may not be automatically re-enrolled at the end of his/her suspension and he/she must apply to the Student Affairs Committee for reenrollment.

(f) Expulsion – This is termination of the student's enrolled status at the University. A student who has been expelled from the University is not permitted to complete his/her courses and may not re-register for a future semester. Notification of the expulsion will appear on the student's academic transcript.

3. **Impose Additional Sanctions** – The TCOP Academic Integrity and Conduct Committee may impose the following sanctions in addition to those listed above:

(a) A **fine** of to be paid to the college, in addition to restitution.

(b) **Service to the University Community** for a designated number of hours. The required service cannot interfere with the individual's course schedule.

4. **Legal Action** – In addition to imposing the disciplinary sanctions outlined above, the Student Affairs Committee may recommend that students be turned over to law enforcement authorities for legal action. The final decision on referring student cases to the authorities is made by the Office of the President.
5. **Other Sanctions** – The TCOP Academic Integrity and Conduct Committee may impose other sanctions that it deems appropriate and fair.

Appeals of Disciplinary Sanctions Imposed for Code of Conduct Violations

Any disciplinary action taken by the Dean of Students or his/her representatives for a violation of the Code of Conduct may be appealed by filing a written appeal with the **TCOP Academic Integrity and Conduct Committee** within ten (10) school days. The Student Affairs Committee will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The Student Affairs Committee may overturn the decision of the Dean of Students only if it was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the decision of the Dean of Students was clearly erroneous, arbitrary or capricious.

The TCOP Academic Integrity and Conduct Committee will respond to the appealing individual, in writing, within thirty (30) school days of receipt of the written appeal.

In cases in which the disciplinary sanction was initially imposed by the Student Affairs Committee, the student may file a written appeal with the Dean of Students within ten (10) school days of the committee's decision. The Dean of Students shall appoint a **Special Appeals Panel** consisting of the Dean of Faculties (or his/her representative), three full-time faculty members, and a Student Affairs staffer, to hear the student's appeal. This hearing must be scheduled within fourteen (14) school days of the receipt of the student's written appeal. The Special Appeals Panel may overturn the decision of the Student Affairs Committee only if it determines that the committee's action was clearly erroneous, arbitrary or capricious.

Protocols for Disciplinary Hearings

Hearings conducted by committees designated as representatives of the Dean of Students, the TCOP Academic Integrity and Conduct Committee, and the Special Appeals Panel will be governed by the following protocols:

(a) All hearings are closed to the public.
(b) A quorum of the committee membership, defined as 51% of the total membership, must be present.
(c) Attorneys are not allowed to be present at any hearings.
(d) Students have the right to bring witnesses on their behalf, to present any evidence they deem relevant, to make opening and closing statements and to ask questions during the proceedings.
(e) The preponderance-of-evidence rule will govern the decision-making process.
(f) Decision will be made by a majority of participating members.
(g) The committee deliberations will be *in camera*.

Touro University Academic Integrity Policy

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

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, plagiarizing, and utilizing AI tools without acknowledgment of such, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

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

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

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity. To sustain these values, Touro University's Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies;
- Properly acknowledge all contributors to a given piece of work;
- Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration;
- Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary in order to ensure that:

- Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments;
- All student work is fairly evaluated and no student has an inappropriate advantage over others;
- The academic and ethical development of all students are fostered;
- The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

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

Touro University works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

Violations of Academic Integrity

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

Plagiarism

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one’s own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one’s own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

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

Intentional Plagiarism

Plagiarism takes many forms. **Flagrant forms**, or **intentional plagiarism**, include, but are not limited to:

- Purchasing a paper;
- Commissioning another to draft a paper on one’s behalf;
- Intentionally copying a paper regardless of the source and whether or not that paper has been published;
- Copying or cutting and pasting portions of others’ work (whether a unique phrase, sentence, paragraph, chart, picture, figure, method or approach, experimental results, statistics, etc.) without attribution;
- Using computer-generated material via artificial intelligence (AI) and other emerging technologies without attribution;
- In the case of clinical documentation, copying clinical notes/materials without personally performing the patient examination.

Plagiarized sources may include, but are not limited to, print material, digital and media resources including social media and blogs, as well as assignments completed by other students at Touro University System and elsewhere. A more subtle, but equally flagrant, form is paraphrasing or attempting to put in one’s own words the theories, opinions or ideas of another without proper citation.

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

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

Unintentional Plagiarism

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

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

In its policies and disciplinary procedures, the Touro University System will seek to recognize and differentiate between intentional plagiarism, as defined above, and failure to cite sources properly (unintentional plagiarism). While both forms are violations of the Academic Integrity Policy, a student’s first instance of unintentional plagiarism may only be penalized with a Class C sanction (see sanctions below).

Cheating on Examinations and Other Class/Fieldwork Assignments

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

Examples of cheating include, but are not limited to:

- Giving or receiving unauthorized assistance to or from another person on quizzes, examinations, or assignments;
- Using another learner’s audience response device/i-clicker;
- Using materials, devices, or tools not specifically authorized during any form of a test or examination;
- Exceeding the restrictions put in place for “take home” examinations, such as unauthorized use of library sources or internet sources, unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies, or unauthorized collaboration on answers;
- Sitting in for someone else or permitting someone to sit in for a student on any form of test or examination;

- Working on any form of test or examination beyond the allotted time, which includes any extra time resulting from a documented accommodation (unless the instructor provides explicit permission);
- Hiding, stealing or destroying materials needed by other students;
- Altering and resubmitting for re-grading any assignment, test or examination without the express written consent of the instructor;
- Copying from another individual's examination or providing information to another student during an examination;
- Soliciting, obtaining, possessing or providing to another person an examination prior to the administration of the examination.
- Bringing into the examination room notes in any format and paper, electronics or writings, drawings, etc. that could be used to aid in taking a closed notes/ book exam.

Examples of unauthorized assistance include:

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

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

Research Misconduct

The integrity of the scientific enterprise requires adherence to the highest ethical standards in the conduct of research and research training. Therefore, students and other trainees conducting research are bound by the same ethical guidelines that apply to faculty investigators, based on the Public Health Service regulations dated May 17, 2005. Research misconduct is defined in the USPHS Policy as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results."

These terms are defined as follows:

(a) *fabrication* - making up data or results and recording or reporting them;

(b) *falsification* - manipulating research materials, equipment or processes, or changing or omitting data or results such that the research is not accurately represented in the research record;

(c) *plagiarism* - the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Research misconduct does not include honest error or honest differences of opinion.

Touro's Research Misconduct Policy can be found: https://www.nymc.edu/media/schools-and-colleges/nymc/pdf/policies/PoliciesandProceduresforRespondingtoAllegationsofResearch Misconduct.final6.15.23.pdf

Other Unethical Conduct

Misleading or Fraudulent Behavior

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

Examples include, but are not limited to:

- Reporting false information to gain an advantage;
- Omitting information or data resulting in misrepresenting or distorting findings or conclusions;
- Providing false information to explain lateness or to be excused from an assignment, class or clerkship function;
- Signing in another person's name on any attendance sheet/roster representing them as present when they are not;
- Falsely accusing another of misbehavior, or otherwise misrepresenting information about another;
- Providing false information about oneself, such as on an application or as part of some competition;
- Taking credit for accomplishments achieved by another person or computer-generated material via artificial intelligence (AI) and other emerging technologies;
- Omitting relevant information about oneself.

Tampering

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

Examples include, but are not limited to:

- Intentionally sabotaging another student's work;
- Altering a student's academic transcript, letter of recommendation, or some other official college document;
- Electronically changing another student's or colleague's files, data, assignments, or reports.

Copyright Violations

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

- Making or distributing copies of a copyrighted article for a group (on paper or electronically);
- Disseminating an image or video of an artist's work without permission, including those found on the internet;
- Copying large sections of a book.

The "fair use doctrine" regarding use of copyrighted materials can be found at the following link: https://www.copyright.gov/fair-use. Also see the library's guide on frequently asked copyright questions: https://libguides.tourolib.org/copyright/faqs.

Please contact your campus librarian to get copyright clearance for required reading materials.

Sanctions

The following sanctions may be imposed for violation of this Policy. Informal resolution of violations can be accompanied by Class C sanctions only. Formal resolution can be accompanied by any combination of sanctions from Class A, B, and C. Except in the case of a student's expulsion or dismissal, any student found to have violated this Policy is required to take additional ethics tutorials intended to assist student to avoid future misconduct. (Academic Integrity Plagiarism Tutorial, https://libguides.tourolib.org/AI, for an overview on how to avoid plagiarism. Scroll down the page for the link to the Touro University Academic Integrity Test, https://libguides.tourolib.org/research-101 that will go to the instructor's email.)

Class A Sanctions:

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

Class B Sanctions:

- Suspension (up to twenty-four months)
- Indication of the violation in a letter of reprimand, in reference letters, licensure and regulatory forms, etc.
- Notification of the violation to the other schools within the Touro University System

Indication of 'disciplinary action for academic integrity violation' on the permanent transcript

Class C Sanctions:

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

Procedures in Response to Violations of Academic Integrity

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

The Dean of each school or the Provost shall designate a member of the school's administration as Chief Academic Integrity Officer (herein referred to as the "CAI Officer") to oversee the adjudication of violations and to maintain appropriate documentation. The CAI Officer of each school will maintain written records of all violations and resolutions, both informal and formal. The CAI Officer must be an assistant dean or higher, or another appropriate responsible individual approved by the Provost or Vice President of the Undergraduate Division for schools in that Division.

Each school shall designate a Committee that will adjudicate violations of academic integrity via a formal Hearing process.

The Provost or Vice President shall designate a Dean responsible for hearing formal resolution appeals (herein referred to as the "Appeals Dean"). The CAI Officer and the Appeals Dean cannot be the same individual.

Reporting a Case of Suspected Plagiarism or Cheating

Due to the organizational and administrative differences among schools and programs, each school can determine its own reporting sequence from faculty member to CAI Officer.

Depending on the school or program, faculty or students may report an alleged incident to:

Department Chair, Department Deputy Chair, Program Chair, Sequence Chair, Program Director, Department Director, Academic Dean, Preclinical Dean, Dean, or CAI Officer directly.

Each school and program should make its reporting sequence known to its constituencies.

For the sake of clarity, the faculty member's supervisor will be referred to as "Chair" in the paragraphs that follow.

Faculty members, students, or other members of the Touro community who encounter suspected academic integrity violations should contact the relevant "Chair". The "Chair" will consult with the faculty member, and if a violation is identified, the faculty member will inform the student. The "Chair" will also report all suspected violations in writing (using the *Academic Integrity Violation Reporting Form)* to the CAI Officer, who will advise the "Chair" on whether to pursue an informal or a formal resolution. For first-time suspected violations, CAI Officers and faculty are strongly encouraged to seek an informal resolution with the student. No permanent grade may be entered onto the student's record for the course in question before the issue is resolved.

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

Resolution of Academic Integrity Violations

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

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

Informal Resolution

After consulting with the Chair and the CAI Officer (as per "Reporting a Case of Suspected Plagiarism or Cheating"), the faculty member may attempt to resolve the issue informally with the student. Once an informal resolution is agreed to between the faculty member and the student, the faculty member must present such resolution to the department Chair for approval. The faculty member, in consultation with the Chair, may impose any range of Class C sanctions, but must include requiring the student to take additional ethics tutorials intended to assist that student to avoid future misconduct. Once accepted by the student, the informal resolution is binding on both the student and faculty member, and cannot be appealed by the student.

If the student is found to have committed an academic integrity violation, the outcome of the informal resolution should be reported in writing by the Chair to the CAI Officer, who will maintain the record for the duration of the student's academic career. NOTE: Some Touro schools may be required to report the violation to outside licensing agencies.

The informal resolution process is not available to individuals who have previously committed an academic integrity violation.

Formal Resolution

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

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

The Chief Academic Integrity Officer receives a written statement from the instructor, proctor, student, or any other complainant, as the case may be.

- The written statement must include the name of the involved student(s), the name and position of the reporting person, and the nature of the alleged act.
- The CAI Officer shall arrange a hearing which, generally speaking, should take place no earlier than five (5) calendar days and no later than twenty (20) calendar days after notification that informal resolution was unsuccessful or not pursued.
- The hearing shall take place before the designated Committee on Academic Integrity of the School. If the hearing involves a student in a dual-degree or joint-degree program, then the Hearing Committee should have representatives from both programs.
- The Committee shall receive the written statement, and any documents submitted by the student or reporting person.
- All persons involved in a hearing shall be given notice of all hearing dates, times and places. Such notice, which will be sent by e-mail will be given at least two (2) business days prior to any hearing, unless waived by the parties involved.
- Postponements of Committee hearings may be made at the discretion of the Committee Chair. Either party may be granted a postponement only if pertinent information or interested parties cannot, for good cause, be present at the appointed time. Any postponement may not extend beyond a one-month period and any delay may affect the student's ability to progress in the program.
- The accused student and the accuser will be afforded the following opportunities:
    - To review, but not copy, all pertinent information to be presented to the Committee. The length of time for review shall be reasonable, as determined by the Committee Chair.
    - To present fully all aspects of the issue before the Committee.

Committee Hearings will proceed under the following guidelines:

- All Committee hearings and meetings are closed to the public.
- The Committee may hear the student, the faculty member or proctor, and any other individual who may be knowledgeable or may have information to share with the Committee regarding the suspected offense. Each person will meet with the Committee on an individual basis.

- The Committee may consider relevant written reports, discussions with involved parties, examinations, videos, papers, screen shots, social media posts, or other related documents.
- The Committee must be comprised of a minimum of three people, who must be present either in person or via video-conference, and may not be the faculty member of the course in question.
- All decisions shall be made by majority vote.
- The student has the right to appear before the Committee, in person or via video conference, in order to present his/her case, but, after proper notice of a hearing, the Committee may proceed, notwithstanding the student's absence.
- The hearing is academic in nature and non-adversarial. Student representation by an attorney or other representative at the hearing is not permitted. However, the student may bring a support person to accompany them and be present in an anteroom, put not participate, in the hearing.
- Audio recordings of the hearing are not permitted and transcripts are not required.
- All information supporting the charges made against a student shall be presented first. Following this presentation, the student who has been accused of a violation will present his/her side of the matter by submitting to the Committee information that he/she chooses to submit to support their stance or position. The CAI Officer, his or her designee, Office of Institutional Compliance or other members of the faculty and Administration may also meaningfully participate in this information exchange. Pursuant to the Touro University Code of Conduct, the student is expected to conduct themselves harmoniously so as not to obstruct the investigation or proceedings.
- The student, his/her accuser, the Committee, and/or Touro University System's representatives may raise questions about the information under review so that all aspects of the case are clarified.

The Committee shall reach a decision using the following guidelines:

- The Committee will meet in closed session to reach a decision, including recommended sanctions, if applicable. Such meeting shall generally be held immediately after the hearing or within one Touro business day (a Jewish Day of Observance as delineated on the Touro calendar does not count as a business day).
- If the Committee seeks additional information following commencement of its deliberations, it will notify the parties within two (2) Touro business days, and reconvene the hearing within five (5) Touro business days of the conclusion of the original hearing. The Committee's final decision must then be made.
- The Committee may impose a range of Class A, B, or C sanctions.

The Committee's decision must be based solely on the evidence presented at the hearing and will be the final disposition of the issues involved, including sanctions. The decision of the Committee will be presented in writing to the CAI Officer, the student, and the Chair. The Committee's letter will contain the following elements: Charge; Hearing Date; Findings; List of Sanctions; and the Right to Appeal and to whom. In the event the case involved a student in a dual-degree or joint-degree program, the CAI Officer of each relevant school should be informed of the decision.

Appeal Process

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

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

A student has three (3) business days from receipt of written notification to submit a formal written appeal of the decision, that is discretionary in nature, to the Chief Academic Officer (CAO) (i.e., Provost) or his/her designee. In the event the CAO decides to consider the matter, the CAO may only sustain the appeal on the basis of one of the following:

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

The CAO may, at his/her discretion, conduct interviews and review materials. The CAO will notify the student, the CAI Officer, and the Appeals Dean in writing of the appeal decision. The decision of the CAO shall be final.

Policy for Appropriate Use of Artificial Intelligence in Coursework

Students must also abide by the Policy for Appropriate Use of Artificial Intelligence in Coursework.

The complete Touro University Academic Integrity Policy can be found at www.touro.edu/students/policies/academic-integrity/

Alternative Dispute Resolution

For purposes of this policy, "Dispute" means all legal and equitable claims, demands, and controversies, of whatever nature or kind, whether in contract, tort, under statute or regulation, or some other law or theory; the application, potential enrollment, enrollment, matriculation, continued enrollment and matriculation, and graduation (or denial thereof), suspension, dismissal, expulsion, separation or any other academic, disciplinary or other action or termination of such student by Touro; any other matter related to or concerning the relationship between the student and Touro including, by way of example and without limitation, allegations of: discrimination or harassment based on race, religion, national origin, age, veteran status or disability, sex, gender, sexual orientation, retaliation, defamation, infliction of emotional distress, violation of The Americans With Disabilities Act of 1990, Sections 1981 through 1988 of Title 42 of the United States Code, The Immigration Reform and Control Act of 1986, New York State Human Rights Law, New York City Human Rights Law, or any other federal, state or local civil, Family Educational Rights and Privacy Act of 1974 (FERPA), Campus Sex Crimes Prevention Act, Title VI or Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, as amended, as well as any other law related to students, not-for-profits and higher educational institutions. Disputes do not include collections actions of tuition or other fees payable by the student and owed to Touro University.

Touro's Alternative Dispute Resolution ("ADR") policy was created with the intention of providing a program for the quick, fair and accessible resolution of Disputes between Touro, and Touro's current and former students (as well as applicants) related to or arising out of a current, former or potential academic relationship with Touro. The policy provides the exclusive mechanism for the final and binding resolution of all Disputes that cannot otherwise be resolved internally through the academic and disciplinary methods described elsewhere in this handbook.

A student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as his or her consideration and consent to these terms.

All Disputes (as defined below) between Touro, on the one hand, and any current or former student or applicant on the other, which cannot be resolved internally, shall first be submitted to non-binding mediation (the "Mandatory Mediation"). The Mandatory Mediation shall be conducted by a neutral mediator selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. The student shall be responsible for paying 50% of the costs associated with the Mandatory Mediation. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Mediation.

If upon completion of the Mandatory Mediation all or any part of the Dispute is still unresolved, the remaining Dispute shall proceed to binding arbitration (the "Mandatory Arbitration"), as described below.

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 Mandatory Mediation shall be exclusively conducted and heard by a single arbitrator, affiliated with JAMS or another reputable ADR organization, who shall be an attorney or judge. The arbitrator and location of the Mandatory Arbitration shall be selected at Touro's sole discretion. Touro shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. The student shall be responsible for paying 50% of the costs associated with the Mandatory Arbitration. Touro and the student shall each be responsible for paying their own respective attorney's fees (if any) incurred in conjunction with the Mandatory Arbitration. The results of the Mandatory Arbitration shall be binding and final.

The Mandatory Mediation and Mandatory Arbitration of any claims by a student or applicant as part of a Dispute shall be limited to his or her individual claims. The student or applicant shall not assert, prosecute, or obtain relief on, and expressly waives, any and all class, collective or representative claims which purport to seek relief on behalf of other persons. Any judgment upon the award rendered by the arbitrator shall be final and non-appealable, and may be entered in any court of competent jurisdiction.

If any provision of this ADR policy is determined by any arbitrator or court of competent jurisdiction to be invalid or unenforceable, said provision shall be modified to the minimum extent necessary to render it valid and enforceable, or if modification is not possible, the provision shall be severed from the policy, and the remaining provisions shall remain in full force and effect, and shall be liberally construed so as to effectuate the purpose and intent of the policy.

For the avoidance of doubt, this policy prohibits a student or applicant from filing or prosecuting any Dispute through a civil action in court before a judge or jury involving any Dispute. The student's acceptance, registration, enrollment, matriculation and/or petition for graduation and matriculation at Touro acts as a knowing and voluntary waiver by the student of the student's right to seek judicial relief in any manner inconsistent with this policy.

ADR Procedures

To initiate ADR, the student or applicant must send a written demand for ADR to the Office of Institutional Compliance ("OIC"). The demand shall set forth a statement of the facts relating to the Dispute, including any alleged act(s) or omission(s) at issue; the names of all person(s) involved in the Dispute; the amount in controversy, if any; and the remedy sought. The demand must be received by the OIC within the time period prescribed by the earlier of Touro policy or the statute of limitations applicable to the claims(s) alleged in the demand. If a student or applicant fails to file a request for ADR with Touro within the required time frame, the Dispute will be conclusively resolved against the student or applicant without any right to appeal same.

Within thirty (30) days of receiving such demand, or as soon as possible thereafter, if Touro and the student/applicant are unable to resolve the Dispute informally, the Student shall indicate his/her desire to proceed to the Mandatory Mediation. As described above, to the extent any Dispute remains thereafter, the Dispute shall proceed to the Mandatory Arbitration.

Failure-to-Educate and Liability Disclaimer

The payment of tuition entitles a student to register and matriculate in the courses and programs available and offered by Touro University. In order for a degree to be earned, passing grades must be achieved and any other prerequisites required by the school and program must be fulfilled. While students expend significant sums associated with higher education, successful completion of a course, program, or degree is dependent on many factors, Touro University makes absolutely no assurances or representations of guaranteed success, merely that it will provide students with the tools needed to accomplish their academic goals.

Touro University's liability (as well as its faculty and staff, and including liability for action by, through or on its behalf by third parties) is limited in all respects, no matter the cause of action or theory of liability, to the amount of tuition actually paid by the student in the one year prior to which the claim is made. No award of incidental, consequential, punitive or lost profits damages may be awarded.

Touro Policy on Bias-Related Crimes

Touro is committed to safeguarding the rights of its students, faculty, and staff and to provide an environment free of bias and prejudice. Under New York Law criminal activity motivated by bias and hatred toward another person or group based upon a belief or perception concerning race, color, national origin, ancestry, gender, religion, religious practice, age, disability or sexual orientation is illegal and punishable not only for the underlying crime, but, additionally, as a hate crime pursuant to the New York Penal Law# 485, et, seq. specifically Law # 485.05.

In the tables that list hate crimes, Touro is required to apply federal regulations for the "counting" of hate crimes, which is different from the New York State law as outlined below. The crimes listed can be considered hate crimes under certain conditions:

- Assault (1st, 2nd and 3rd Degree)
- Aggravated Assault on a Person Less than 11 Years Old
- Menacing (1st, 2nd and 3rd Degree)
- Reckless Endangerment (1st and 2nd Degree)
- Manslaughter (2nd Degree)
- Stalking (1st, 2nd, 3rd, and 4th Degree)
- Criminal Sexual Acts (1st Degree)
- Sexual Abuse (1st Degree)
- Aggravated Sexual Abuse (1st and 2nd Degree)
- Unlawful Imprisonment (1st and 2nd Degree)
- Kidnapping (1st and 2nd Degree)
- Coercion (1st and 2nd Degree)
- Burglary (1st, 2nd and 3rd Degree)
- Criminal Mischief (1st, 2nd, 3rd, and 4th Degree)
- Arson (1st, 2nd, 3rd, and 4th Degree)
- Petty Larceny
- Grand Larceny (1st, 2nd, 3rd, and 4th Degree)
- Robbery (1st, 2nd, and 3rd Degree)
- Harassment (1st Degree)
- Aggravated harassment
- Simple Assault
- Larceny Theft
- Intimidation
- Destruction/damage/vandalism of property

In addition, any attempt or conspiracy to commit any of these crimes is also punishable as a hate crime. A person convicted of a hate crime will be subject to certain sentencing guidelines for felonies that impose a more severe penalty than similar but non-hate crime offense.

A hate crime conviction may also subject the offender to monetary penalties pursuant to the Law of their state. Any incident or attempt to commit a hate crime should be reported to the Campus Security Director, Kevin Paynter at 3 Times Square, 2nd Floor, New York, NY 10036; phone number (646) 565-6134; or by calling 1-88-Touro-911 (1-888-687-6911); or your Campus Security Department in your state.

Reported incidents of hate crimes and attempts to commit hate crimes will be referred to the NYPD and/or other law enforcement agencies for further investigation and legal action. Touro treats all hate crimes as serious offenses that need to be prosecuted with the full force of the legal system.

Policy on Title IX and Sexual Misconduct

This policy applies to all members of the Touro University ("Touro") community, including students, faculty, and administrators as well as third parties (i.e. vendors, and invitees). Discrimination or harassment of any kind in regard to a person's sex is not tolerated at our institution. Information and/or training regarding this policy is available to students, faculty, and staff.

Touro promotes an environment in which the dignity and worth of all members of the community are respected. It is the policy of Touro that sexual intimidation of students and employees is unacceptable behavior and will not be tolerated.

Title IX Grievance Policy

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

This Title IX Grievance Policy became effective on August 14, 2020, and only applies to formal complaints of sexual harassment alleged to have occurred on or after August 14, 2020. Alleged conduct that occurred prior to August 14, 2020 will be investigated and adjudicated according to the Title IX and Sexual Misconduct Policy then in effect.

Title IX Coordinator

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

Contact Information for the Title IX Coordinator:

Matthew Lieberman
3 Times Square, 11th Floor
New York, NY 10036
Phone: 646-565-6000 x55667
Email: Matthew.Lieberman@touro.edu

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

When Title IX Applies

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

When Title IX Applies

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

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

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

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

For more details surrounding the Title IX Grievance Policy please see: https://www.touro.edu/title-ix-policy/

Sexual Misconduct

Touro prohibits discrimination based on sex, including sexual harassment. The prohibition against discrimination extends to employment and third-parties. Sexual harassment is unwelcome conduct of a sexual nature and can include sexual advances, request for sexual favors, and other verbal, non-verbal, or physical conduct. Environmental harassment (sometimes referred to as hostile environment) is sexually harassing conduct that is sufficiently severe, persistent or pervasive to limit an individual's ability to participate in or receive benefits, services, or opportunities at Touro. This can include persistent comments or jokes about an individual's, sex; verbal behavior, including insults, remarks, epithets, or derogatory statements; nonverbal behavior, including graffiti, inappropriate physical advances short of physical violence such as repeated and unwanted touching; and assault, including physical violence or the threat of physical violence.

New York Law also defines these acts as crimes if any of them are engaged in with a person who is incapable of consent either because of the person's age or because the person is mentally defective, mentally incapacitated, or physically helpless. Therefore, sexual abuse, sodomy, and rape are sex crimes and violators will be prosecuted in accordance with New York Penal Law.

Retaliation against any individual who made a complaint will not be tolerated.

To officially file charges for an act of sexual assault or rape, please contact the Office of Institutional Compliance If the alleged perpetrator is a student, you can initiate disciplinary action against this individual. All incidents must be reported within six (6) months of their occurrence.

All divisions of Touro seek to foster a collegial atmosphere in which students are nurtured and educated through close faculty-student relationships, student camaraderie, and individualized attention. Discrimination or harassment of any kind is anathema to Touro's mission, history, and identity. Touro will resolve any identified discrimination in a timely and effective manner, and will ensure that it does not recur. Compliance with Touro's policies and procedures is a necessary step in achieving a safe environment in our educational community. The policies set forth were developed to promote a safe educational environment in compliance with the Violence Against Women Act (VAWA) and a high-quality campus life.

Those believing that they have been harassed or discriminated against on the basis of their sex, including sexual harassment, should contact the Office of Institutional Compliance immediately. When Touro has notice of the occurrence, Touro is compelled to take immediate and effective corrective action reasonably calculated to stop the harassment, prevent its recurrence, and as appropriate, remedy its effects.

This policy applies to all members of Touro, including students, faculty, and administrators as well as third parties (including, but not limited to, vendors, invitees, etc.). Information and/or training regarding this policy are available to students, faculty, and staff. In addition, information about this policy will be available on Touro's website.

Complaints may be filed by contacting the Office of Institutional Compliance:

Phone: 646-565-6000, ext. 55330
Email: compliance@touro.edu

For Further Information: Students are strongly urged to read the full policy at https://www.touro.edu/sexual-misconduct-policy/

Students are also urged to read the Annual Security and Fire Report at Students at Clery Report | Touro University

Additional information about this policy will be available on Touro's website. Students may contact the Office for Civil Rights of the U.S. Department of Education for inquiries concerning the application of Title IX as well as the implementation of its regulations. The Office for Civil Rights can be contacted using the following information:

U.S. Department of Education Office for Civil Rights
32 Old Slip, 26th floor
New York, NY 10005
Phone 646-428-3800
Fax 646-428-3843
Email: OCR.NewYork@ed.gov

Student Complaint Policy

Touro University is committed to safeguarding the interests of all students. Students are entitled to be treated with fairness and respect in accordance with the University's policies and procedures. The University does not condone unfair treatment of students by administration, faculty and/or staff. Students who believe that they have been aggrieved by the University, and that such occurrence is not governed by other established complaint mechanisms, may seek resolution through the complaint procedure outlined in the Student Complaint Policy. This procedure specifically applies to complaints arising from actions by another member of the University community – such as a faculty member, administrator, or staff member - acting in an official capacity, in the application of a school policy or in provision of services.

If a student believes that Touro's policies and procedures have not been applied fairly by the University, by an administrative department, or by an employee, the student may seek resolution by following the procedure described in the Student Complaint Policy. The student will contact the Dean of Students of the school or campus where they are enrolled, or the equivalent. In the event there is no Dean of Students, the student will bring their complaint to the Dean of the school or college to guide them through the procedure.

If the Complaint is against the Dean of Students or the Dean of the school, the student may use the relevant Vice President or Provost/CAO as their point of contact.

Prior to filing the formal written complaint, the student is strongly encouraged to remedy the situation via an informal resolution. In the event informal resolution is unsuccessful or not attempted, then a formal complaint may be filed.

This Policy is not applicable to complaints that are governed by other policies and procedures. Examples include, but are not limited to:

1. Title IX complaints (Title IX Policy | Touro University).
2. Complaints of sexual misconduct (Touro University System Sexual Misconduct Policy (NY))
3. Claims of discrimination (https://www.touro.edu/departments/institutional-compliance/complaint-procedures/)
4. Code of Conduct violations (Student Code of Conduct Policy in all Catalogs)
5. This Policy may not be used for appealing grades or for appealing other academic decisions made by any Touro University program. Academic decisions may include dismissal, suspension, leave of absence, petition to return, probation, repeating a course, repeating a semester, etc. Such appeals are governed by the Catalog or Student Handbook for the school or program in which the student is enrolled.
6. TUS Academic Integrity Policy Resolution of Academic Integrity Violations | Touro University
7. Satisfactory Academic Progress Policy Satisfactory Academic Progress Policy | Touro University

Procedure For Student Complaint Policy

A. **Bringing the Complaint to the Dean of Students:** The student will bring their complaint to the attention of the Dean of Students of the school or campus where they are enrolled. In the event there is no Dean of Students, the student will bring their complaint to the attention of the Dean of the school who will designate another administrator to guide the student through the process.

The Dean of Students (or other designated administrator) will determine if the complaint is appropriate for the procedure in this Student Complaint Policy and will guide the student as to what course of resolution would be most appropriate. The Dean of Students will also contact the individual responsible for the matter being grieved and discuss the charges.

If the complaint is against the Dean of Students, the student may submit the complaint to the Dean of the school. If the complaint is against the Dean of the school, the student may submit the complaint to the relevant Vice President or Provost/CAO. (Administrators involved in all subsequent steps in the procedure shall be adjusted accordingly, one level up.)

B. **Attempt at Informal Resolution:** The student is encouraged to attempt to resolve the matter informally with the individual responsible for the matter being grieved. At the student's request, the Dean of Students shall arrange for a meeting of the parties, attend such meeting(s), and attempt to aid in the resolution of the complaint through informal mediation.
C. **Formal Resolution - Filing a Complaint:** In the event informal resolution is unsuccessful or not attempted, the student may seek a formal resolution of the matter. The student (complainant) will provide the Dean of Students or other designated administrator with a written statement that includes:
    a. a description of the grievance including the date of alleged incident;
    b. the person against whom the complaint is being filed (respondent);
    c. all pertinent supporting documentation;
    d. the policy or procedure that was allegedly violated;
    e. the outcome requested by the student to remedy the grievance.

The administrator to whom the complaint was submitted will review the matter and determine a proper course of action to address the complaint. This may entail the administrator's own evidence gathering and fact-finding or referral of the matter to a Hearing Committee.

The formal complaint must be filed within sixty (60) calendar days of the alleged incident.

D. **Formal Resolution – Recommendation and Decision:** The recommendation on resolving the grievance must be based solely on the evidence presented. The recommendation of the administrator or the Hearing Committee will be submitted to the Dean of the school for a final decision.

External Complaint Procedures

For additional student complaint procedures related to Touro's accrediting bodies (including MSCHE, programmatic accreditation, NYSED, or NC-SARA), see External Complaint Procedures below:

Institutional Accreditation

Please read the Middle States Commission policy on Complaints Involving Member and Candidate Institutions or a complete explanation of how to communicate with the Commission regarding a complaint. The Commission's complaint procedures are created to address non-compliance with the Commission's standards for accreditation, requirements of affiliation, policies or procedures, or the institution's own policies or procedures.

Programmatic Accreditation

Students who wish to file a complaint with a programmatic accreditor may find program-specific accreditor contact information on the Touro University Accreditations page.

New York State Education Department (For Students Residing in New York State)

Student complaints not resolved at the institutional level who have followed all grievance procedures and protocols defined by the University, and reside in the state of New York, have the right to file a complaint with the NYS Office of College and University Evaluation. Students who wish to file a complaint with the New York State Education Department may follow the information published on the Office of College and University Evaluation website. Students are advised that the Office of College and University Evaluation will not review a complaint until all grievance procedures at the institution have been followed and all avenues of appeal exhausted and documentation provided that such procedures have been exhausted.

NC-SARA Member Out-of-State Student Complaint Contact Information

Touro University ("Touro") operates under the approval of "NC-SARA" (National Council for State Authorization Reciprocity Agreements). Students based outside of New York State who have a consumer-protection-based complaint regarding a distance education program should first seek to resolve such a complaint within the school in which the student is registered. Complaints regarding grades or student conduct violations are governed entirely by Touro policy and the laws of Touro's home state (which for Touro is the New York State Education Department). If a person bringing a complaint is not satisfied with the outcome of Touro's internal process the complaint (except for complaints about grades or student conduct violations) may be appealed, within two years of the incident about which the complaint is made. The appeal must be made to Touro's SARA State portal entity. The contact for which is:

New York State Education Department
Office of College and University Evaluation
Supervisor of Higher Education programs
89 Washington Avenue
Albany, NY 12234
518-474-1551
IHEAuthorize@nysed.gov

Additionally, Students who wish to file a complaint with the New York State Education Department may follow the information published on the Office of College and University Evaluation website.

For purposes of this process, a complaint shall be defined as a formal assertion in writing that the terms of this agreement, or of laws, standards or regulations incorporated by the SARA Policies and Standards have been violated by the institution operating under the terms of SARA.

Review further information on the SARA complaint process here.

Policy on Drugs & Controlled Substances

The United States Department of Education has issued regulations implementing the provisions of The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226). In compliance with Federal Law and New York State Law, this policy includes information to ensure that all members of the Touro Community are aware of the dangers of substance abuse and to outline the sanctions for violating this policy.

Students, faculty and staff who distribute or use illegal drugs or illicitly use drugs which would otherwise be legal, including alcohol, while on Touro campuses, locations and facilities, or as part of any Touro activities, are violating Federal Laws, New York State Laws, and the policies and procedures of Touro. Violations of federal and state laws may lead to prosecution and criminal sanctions, including, but not limited to, fines and/or imprisonment.

Touro is committed to educating and informing students, faculty and staff about the dangers and effects of substance abuse. Touro recognizes that drug addiction and alcoholism are illnesses that may not be easily resolved and may require professional assistance and treatment.

Touro may provide confidential counseling and referral services to students, faculty and staff with drug and/or alcohol problems. These services are available through the Office of the Dean of Students, the Vice-President of the Division of Graduate Studies, and/or Human Resources. All inquiries and requests for assistance will be handled with confidentiality.

Touro University also has a Biennial Review that is used to document the progress made by Touro and also provide insight into how Touro's Alcohol and Drug policy and programs could be improved.

Touro seeks to safeguard the health and well-being of all members of Touro: students, faculty and staff. All members of Touro are accountable to know the law and to understand the policies and procedures of Touro.

In order to better educate students, faculty and staff, Touro wishes to provide all members of Touro with an education of the effects of substance abuse. The mind-altering substances to be discussed here are: marijuana, cocaine, heroin (and their derivatives); amphetamines (uppers); barbiturates (downers); hallucinogens; and alcohol. Many individuals take such drugs to escape from their problems; but doing so only creates more problems.

For the complete policy, see https://touro.app.box.com/v/ControlledSubstancesPolicy.

Students are also urged to read the Annual Security and Fire Report at Students at Clery Report | Touro University

Campus Security

Safety and security are concerns commonly shared by the students, faculty and staff employees of Touro University. The University is committed to keeping its campus locations, centers and sites secure.

Access to the Campus

Students must show a valid identification card to enter Touro University facilities. Visitors must receive a temporary pass from guards on duty to enter Touro facilities.

Security Services

Touro University has contracted with professional security guard services to maintain and monitor security at its campuses and sites. Selected locations have armed Security Officers. Security Personnel are carefully screened before being assigned to Touro University and supervised to ensure quality assurance. Security staff are supervised by means of their agency supervisor, and as well as the Campus Security Director.

Security personnel respond to emergency calls for service, enforce regulations, and assist in security building inspections and fire prevention. Electronic means, such as closed-circuit television, are also used to monitor activities at many University centers.

The Security Officers may detain individuals who engage in illegal and criminal actions until New York City Police Officers arrive and/or your local law enforcement agency arrives. They are empowered to enforce Touro's regulations, to investigate incidents, and to apprehend those who violate Touro regulations or commit crimes on campus. Criminal violators that are apprehended are turned over to the police. Our Security Officers are not Peace Officers or Police Officers and have no power of arrest.

Our Security Director meets regularly with Police Commanders to help ensure the safest environment for our campus community.

Reporting Criminal Incidents & Other Emergencies

All students, employees, and guests should promptly report criminal incidents, accidents, and other emergencies to the Department of Campus Security by dialing 1-88-Touro911 (1-888-687-6911). This service allows you to speak to a live operator, twenty-four hours a day, seven days a week, to report any incidents or occurrences. The service refers all calls to the appropriate agencies (i.e. fire, police, etc.) for assistance, as well as to the appropriate University authorities. Additionally, you may report any incidents to any Security Officer at your site, the Campus Security Director, and/or Operations. If you are located in a Student Residence Hall, you can also report any incident to your Resident Director, Assistant Resident Director, or R/A at your facility. The Campus Security Administrative office is located at 3 Times Square, 2nd Floor and can be reached at (646) 565-6000 ext. 55134 or via email at security@touro.edu.

If assistance is required in completing or reporting an incident/occurrence to local law enforcement agencies, we at Touro Campus Security will be glad to render any assistance needed.

Annual statistics on the incidence of crime at Touro University campuses and sites is published in the Annual Security and Fire Safety Report at https://www.touro.edu/departments/campus-security/clery-reports/TOURO_U_2025_ASFSR.pdf. Students are urged to read this report.

Student Rights and Responsibilities

Campus Citizenship

Students of Touro University are expected to be considerate of all individuals at the University – fellow students, faculty, staff and administrators – and to help maintain a harmonious and supportive environment conducive to learning and the furtherance of academic pursuits. While specific regulations are listed on the following pages, it is expected that all members of the University community demonstrate respect for their colleagues, sensitivity to their needs, and tolerance for their ideas and views. Please cooperate with University officials by observing the rules and regulations of the college, and by exercising respect for University values and property.

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.

To ensure a clean and healthy environment for all students at the University, eating drinking and smoking are not permitted in any classroom, laboratory, or auditorium.

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

Students are also urged to read the Annual Security and Fire Report at Students at Clery Report | Touro University

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 college 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.

Anti-Hazing Regulations

Touro University maintains a zero-tolerance policy toward hazing across all campuses and programs. Touro defines hazing as any act or situation that endangers a person's mental, emotional, or physical well-being in connection with joining or maintaining membership in a group. This includes actions that cause embarrassment, harassment, or ridicule, as well as coerced consumption of substances or participation in degrading or harmful activities. Hazing, in any form, compromises a student's safety and wellbeing and is against Touro's mission and values.

Students are urged to read the complete policy, which can be found at https://www.touro.edu/students/policies/hazing/.

No Smoking Policy (including the use of electronic cigarettes or vapor devices)

Touro University recognizes the health, safety and benefits of smoke-free air and the special responsibility that it has to maintain an optimally healthy and safe environment for its faculty, students, employees and guests. Touro is committed to the promotion of good health, wellness and the prevention of disease and to comply with New York state law regarding smoking indoors. Out of respect and loyalty to the college and its mission, smoking is not permitted inside any campus building, any of our healthcare facilities where patient care is delivered or inside University vehicles. Violators are subject to disciplinary action. In addition, smoking materials shall not be sold or in any way distributed under the auspices of Touro University.

Confidentiality of Student Education Records

The Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, grants all eligible students the right of access to their own educational records as defined in the law. The law prohibits access to or release of personally identifiable information without the prior written consent of the student except under certain limited circumstances. Touro University policy does not permit access to or release of student records to any party except as authorized by this law. It should be noted, however, that this legislation concerning privacy is affected by Section 510 of the Veterans Education and Employment Act of 1976, which provides that, P.L. 93-568 notwithstanding,

records and accounts pertaining to veterans, as well as those of other students, shall be available for examination by government representatives. It is also affected by Sections 507 and 508 of the Patriot Act of 2001, which provides that officials designated by the U.S. Attorney General may petition the court to examine records deemed relevant to certain authorized investigations or prosecutions. If a student wishes to inspect or review his or her records, he or she may contact the Office of the Registrar, which can also provide complete information concerning this policy.

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA), was designed to protect the privacy of education records. Education records include records, files, documents, or other materials in hard copy or in electronic format, maintained by Touro University or a party acting on behalf of Touro University, which contain information directly related to a student. FERPA specifies some limited exceptions including certain personal memory aids and certain employment records.

FERPA affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within a reasonable period of time, but not more than 45 days after the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Office of the Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. The right to request an amendment to the student's education records that the student believes contains information that is inaccurate, misleading, or in violation of the student's rights of privacy. Students may ask the University to amend a record that they believe is inaccurate. They should write to the Office of the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide signed and dated written consent before the University discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
    1. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
    2. A second exception that permits disclosure without consent is disclosure of Directory Information. Directory Information is information that is generally not considered harmful or an invasion of privacy if released.

       The following is considered "Directory Information" at Touro University and may be made available to the general public unless the student notifies the Office of the Registrar in writing before the last day to add classes in a semester:
        - Name
        - Address
        - E-mail address
        - Telephone listing
        - Date and place of birth
        - Photograph
        - Major field of study
        - Dates of enrollment
        - Enrollment status
        - Classification (freshman, etc.)
        - Honors and awards
        - Degrees and dates of conferral
        - Most recent prior educational agency or institution attended

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Touro University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Authorization for Non-Disclosure of Directory Information

Enrolled students may refuse to permit disclosure of Directory Information. To do so, they must submit a completed "Authorization for Non-Disclosure of Directory Information" form to the Registrar before the last day to add classes in a semester. This request is valid only for the academic year in which it is made. A new form requesting non-disclosure must be submitted each academic year.

Appendix A: American Pharmacists Association (APhA) Code of Ethics*

Preamble: Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. **A pharmacist respects the covenantal relationship between the patient and pharmacist.** Considering the patient-pharmacist relationship as a covenant means that a pharmacist has the moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. **A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.** A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. **A pharmacist respects the autonomy and dignity of each patient.** A pharmacist promotes the right of self- determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. **A pharmacist acts with honesty and integrity in professional relationships.** A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior, or work conditions that impair professional judgment, and actions that compromise dedication to the best interest of patients.

V. **A pharmacist maintains professional competence.** A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. **A pharmacist respects the values and abilities of colleagues and other health professionals.** When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. **A pharmacist serves individual, community, and societal needs.** The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. **A pharmacist seeks justice in the distribution of health resources.** When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy should:

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

**Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP- COD) Task Force on Professionalism; June 26, 1994.*

All Courses

EXPN512 - Introductory Community Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
512

Course Description
This is an experiential education course introducing students to the practice of community pharmacy. The course provides students with an overview of the practice and enables the student to integrate classroom knowledge with practical experience. This experience seeks to provide students with direct exposure to the dynamics of the community pharmacy practice and to guide them to a realistic assessment of the challenges and opportunities that exist.

Course Long Title
Introductory Community Pharmacy Practice

Credit Hours

Min Credit(s):
5

EXPN641 - Introductory Institutional Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
641

Course Description
This is an experiential education course introducing students to the practice of inpatient distribution facility of a hospital or other institutional health care settings. This experience seeks to provide students with direct exposure to the dynamics of the institutional pharmacy practice and to guide them to a realistic assessment of the challenges and opportunities that exist.

Course Long Title
Introductory Institutional Pharmacy Practice

Credit Hours

Min Credit(s):
5

EXPN816 - Managed Care Practice

General

Course Subject Code
EXPN

Course Number
816

Course Description
Through supervised placements in managed care pharmacy in a variety of practice settings, including a managed care organization, hospital administration and community pharmacy management, this course will provide students with an overview of managed care pharmacy and an understanding of how managed care pharmacy impacts the healthcare system. The course will cover managed care and the U.S. health care system; prescription drug benefits; formulary management; specialty pharmacy; drug use evaluation; outcomes research; pharmacoeconomics; and the roles and responsibilities of a managed care pharmacist.

Course Long Title
Managed Care Practice

Credit Hours

Min Credit(s):
6

EXPN818 - Community Pharmacy

General

Course Subject Code
EXPN

Course Number
818

Course Description
This course involves patient-centered practice in a community pharmacy setting, with a focus on the management of drug therapy for patients with multiple medical problems, acquiring new knowledge and developing their skills in providing primary patient care and developing confidence in clinical decision-making and managing individual and population care.

Course Long Title
Community Pharmacy

Credit Hours

Min Credit(s):
6

EXPN819 - Advanced Community Pharmacy

General

Course Subject Code
EXPN

Course Number
819

Course Description
This course will expose students to the advanced practice of pharmacy and the managerial structure of a community pharmacy. Students will have the opportunity to utilize their knowledge of therapeutics and health disparities to communicate with patients and health care providers to make appropriate recommendations and interventions to positively impact patient outcomes. Coverage includes business metrics that benchmark a pharmacy financial performance; developing a systematic approach to ensure the five principles of drug delivery; processing new and refilling prescriptions; providing patient care to a population; designing safe and effective self-care plans; counseling patients on prescription, non-prescription, and herbal medications; and participating in prospective drug utilization reviews. They will also learn about business metrics that benchmark a pharmacy financial performance and managing business operations of a community pharmacy setting.

Course Long Title
Advanced Community Pharmacy

Credit Hours

Min Credit(s):
6

EXPN830 - Non-Profit Organization

General

Course Subject Code
EXPN

Course Number
830

Course Description
Through partnerships with local health departments, government agencies, and not-for-profit organizations, students will collaborate with other health care professionals to improve the quality of, and access to, patient care in the local community.

Course Long Title
Non-Profit Organization

Credit Hours

Min Credit(s):
6

EXPN831 - Pharmacy Organizations and Associations

General

Course Subject Code
EXPN

Course Number
831

Course Description
At the end of the experience student should be able to gain understanding of the mission, goals and objectives, organizational structures, programs and services of the organization. Student will participate in appropriate leadership meetings of the organization during the rotation. Students should be able to identify current issues in pharmacy practice and be advocate in addressing them.

Course Long Title
Pharmacy Organizations and Associations

Credit Hours

Min Credit(s):
6

EXPN836 - Sterile Compounding

General

Course Subject Code
EXPN

Course Number
836

Course Description
Students work in the inpatient distribution facility of a hospital or other institutional health care setting, preparing intravenous admixtures, parenteral chemotherapeutic agents and Total Parenteral Nutrition (TPN) products. Students will hone their ability to prepare sterile products and to make determinations as to the length of time the product is stable either at room temperature or under refrigeration. They will also calculate and inform the patient or caregiver of the proper rate of administration. Students will play a primary role in the selection and proper dosage of medications and learn about the administrative aspects of this specialized area.

Course Long Title
Sterile Compounding

Credit Hours

Min Credit(s):
6

EXPN838 - Medication Safety

General

Course Subject Code
EXPN

Course Number
838

Course Description
This elective advanced pharmacy practice experience (APPE) provides opportunities for students to learn and participate alongside various persons responsible for improving medication safety in the hospital/medical center. These persons may include the director of medication safety, the director of pharmacy, and other administrative and clinical personnel. This rotation is designed to give the student a broad perspective on the process of managing medication errors and adverse event reports. An emphasis will be made on identifying and implementing risk-reduction strategies.

Course Long Title
Medication Safety

Credit Hours

Min Credit(s):
6

EXPN840 - Acute Care

General

Course Subject Code
EXPN

Course Number
840

Course Description
Students apply their knowledge and solidify their patient-care skills in an acute care setting. Students will participate in, and take responsibility for, patient assessment to identify and prioritize drug therapy problems; developing care plans; patient monitoring, including physical and laboratory assessment; and implementation of follow-up evaluation and documentation. Students will closely interact with members of health care teams by communicating about patients' specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, delivery systems, etc. Placements will be in pharmacy specialty areas of acute care medicine units where patients are managed using a team-based approach. Team members may include pharmacists, physicians, nurses and other healthcare professionals. Students will also participate in rounding with healthcare teams, obtain patient histories, identify problems requiring therapeutic interventions, solve problems, consult with physicians, monitor patient outcomes, and provide educational sessions for professional staff.

Course Long Title
Acute Care

Credit Hours

Min Credit(s):
6

EXPN842 - Pharmaceutical Marketing

General

Course Subject Code
EXPN

Course Number
842

Course Description
In this advanced practice experience course, students learn the fundamentals of pharmaceutical marketing through the development of key pieces in the areas of product promotion and medical education. The student learns how to work as part of a multidisciplinary team, with scientists, pharmacists, doctors, artists, and other experts with over 20 years' experience in the industry. Utilizing their knowledge of pharmaceutical science, medicine, disease, and patient care students will learn to improve their medical writing skills to produce high-standard scientific content aimed at various target audiences such as healthcare professionals, scientists, and patients. The student may collaborate on several different types of high-impact projects such as disease state backgrounders for product pitches, promotional video storyboards, branded and unbranded disease state presentation decks, and key opinion leader advisory board meeting materials. During this advanced practice experience course, the student has the opportunity to work in a wide array of disease states through the many pharmaceutical brands represented by RevHealth all while networking with over 25 experienced PharmDs.

Course Long Title
Pharmaceutical Marketing

Credit Hours

Min Credit(s):
6

EXPN843 - Ambulatory Care

General

Course Subject Code
EXPN

Course Number
843

Course Description
Students explore the pharmacist's role in an outpatient hospital or community clinic multidisciplinary practice setting. Students will actively participate in the patient care process, including collecting and analyzing medical and medication histories, providing medication therapy management, developing and implementing patient care plans, and monitoring therapeutic outcomes. Students will also interact with health care providers, provide drug information to patients and health care professionals, document their recommendations and participate in patient counseling sessions. Emphasis will be placed on the student's ability to demonstrate understanding of pharmacotherapeutic management and prevention for adult patients with common chronic disease states in an ambulatory care setting. Placements may include hospital-based clinics, targeted disease-focused clinics, physician group practices or stand-alone community clinics that provide health care directly to patients.

Course Long Title
Ambulatory Care

Credit Hours

Min Credit(s):
6

EXPN845 - Institutional Pharmacy

General

Course Subject Code
EXPN

Course Number
845

Course Description
This course involves evaluating, identifying and formulating clinical solutions for patients. The primary focus will be on management and logistics in the provision of the right drug to the right patient at the right time, with a view to preparing students to become actively involved in advancing technology and patient care in the institutional setting. Students will be prepared to take responsibility for medication safety and management, and provision of drug information using appropriate resources while expanding their skills and knowledge.

Course Long Title
Institutional Pharmacy

Credit Hours

Min Credit(s):
6

EXPN846 - Internal Medicine

General

Course Subject Code
EXPN

Course Number
846

Course Description
This course is designed to offer students the opportunity to apply their knowledge and solidify their skills in providing direct patient care. Students will participate in, and take responsibility for, patient assessment to identify and prioritize drug therapy problems; developing patient care plans; patient monitoring, including physical and laboratory assessment; and follow-up evaluation and documentation. Students will closely interact with members of health care teams, by providing information about patients' pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, delivery systems, etc. Placements will be in internal medicine/general medicine units where patients are managed using a team-based approach. Team members may include pharmacists, physicians, nurses and other healthcare professionals. Students will also participate in rounding with healthcare teams, obtain patient histories, identify problems requiring therapeutic interventions, solve problems, consult with physicians, monitor patient outcomes, and provide educational sessions for professional staff.

Course Long Title
Internal Medicine

Credit Hours

Min Credit(s):
6

EXPN847 - Academic Pharmacy I

General

Course Subject Code
EXPN

Course Number
847

Course Description
This is an advanced practice experience course building on student's prior knowledge and practice in academia. Students will have the opportunity to apply their knowledge in compounding by preparing short lectures, briefing students on assigned prescriptions, demonstrating formulation preparation, and working individually with students in the compounding laboratory. Students will build on their prior knowledge of pharmaceutical compounding, while also developing their teaching skills, by preparing short lectures, briefing students on assigned prescriptions, demonstrating formulation preparation, and working individually with students in the compounding laboratory.

Course Long Title
Academic Pharmacy I

Credit Hours

Min Credit(s):
6

EXPN850 - Psychiatry Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
850

Course Description
This course outlines a practical approach to the management of patients with psychiatric illnesses in a health system or ambulatory setting. The student will practice integration of patient-specific factors (age, height, weight, hepatic and renal function) into treatment regimens. The student will compare the pharmacologic activity, toxicity profile and cost of antidepressants, antipsychotics, and other psychiatric medication classes to determine the most appropriate medication for a given disease state and patient profile.

Course Long Title
Psychiatry Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN852 - Institutional Leadership/ Management

General

Course Subject Code
EXPN

Course Number
852

Course Description
Students gain knowledge and insight on the broad scope of pharmacy leadership practices through interactive discussion with directors of pharmacy and other leaders within the institution. Student attendance and participation in daily activities, committee meetings and meetings associated with running an institutional pharmacy provide opportunities for students to network and gain access to information and practices that will enhance their future as a pharmacist leader. Coverage includes day-to-day operation; leadership and management; strategic planning; mission and vision statements; and financial, operational, human resources, regulatory and political leadership skills.

Course Long Title
Institutional Leadership/Management

Credit Hours

Min Credit(s):
6

EXPN853 - Medical Writing

General

Course Subject Code
EXPN

Course Number
853

Course Description
Students focus on the creation and delivery of information pertaining to drug therapy management for patients with multiple medical problems. Students prepare materials designed to answer clinical questions that arise in the development of promotional educational programs; assess and verify the clinical accuracy of content for health-care related programs (print and web-based); and research and prepare a needs assessment, write objectives, and create outlines for informational programs.

Course Long Title
Medical Writing

Credit Hours

Min Credit(s):
6

EXPN854 - Corporate Business Management

General

Course Subject Code
EXPN

Course Number
854

Course Description
Students have the opportunity to learn about the theory and decision-making process behind business initiatives. Students get hands-on experience in the areas of human resources, store operations, loss prevention, field operations and management, regulatory affairs, new store set-up, and professional and collegial relations. Students are also exposed to pharmacy business metrics needed to develop business plans and execute business initiatives for multi-unit management.

Course Long Title
Corporate Business Management

Credit Hours

Min Credit(s):
6

EXPN856 - Geriatric Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
856

Course Description
This course provides a practical approach to the management of patients of advancing age in a health care system or ambulatory setting. Students apply knowledge of aging and geriatric pharmacotherapy to care for older patients and make professional recommendations regarding appropriate, effective, and safe medication therapy; provide on-going medication therapy monitoring, assessments and recommendations for individual patients; review signs and symptoms of dementia, stroke, Parkinson's disease, Alzheimer's disease, cardiac disease, renal disease and endocrine disorders (diabetes, etc.); evaluate signs and symptoms of illness in the older patient; identify seniors who may be at high risk for medication-related problems and formulate potential solutions; and participate in and demonstrate skill in communicating with older patients.

Course Long Title
Geriatric Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN860 - Biomedical/Pharmaceutical Research I

General

Course Subject Code
EXPN

Course Number
860

Course Description
These courses enable students to develop their skills in conducting biomedical or pharmaceutical research in a pharmaceutical industry setting. The area of the research will be determined by the Principal Investigator (PI)/faculty. Students will be expected to learn new techniques and become familiar with the tools utilized in basic science or pharmaceutical research. Students can take both courses 760 and 761 in consecutive months to ensure continuity. Students can take both courses 860 and 861 in consecutive months to ensure continuity.

Course Long Title
Biomedical/Pharmaceutical Research I

Credit Hours

Min Credit(s):
6

EXPN861 - Biomedical/Pharmaceutical Research II

General

Course Subject Code
EXPN

Course Number
861

Course Description
These courses enable students to develop their skills in conducting biomedical or pharmaceutical research in a pharmaceutical industry setting. The area of the research will be determined by the Principal Investigator (PI)/faculty. Students will be expected to learn new techniques and become familiar with the tools utilized in basic science or pharmaceutical research. Students can take both courses 760 and 761 in consecutive months to ensure continuity. Students can take both courses 860 and 861 in consecutive months to ensure continuity.

Course Long Title
Biomedical/Pharmaceutical Research II

Credit Hours

Min Credit(s):
6

EXPN863 - Advanced Public Health

General

Course Subject Code
EXPN

Course Number
863

Course Description
This course provides an opportunity for students to assess and implement various public health interventions and strategies in a pharmacy setting (community; clinical; non-governmental; etc.). Students will have an opportunity to collaborate with other health care professionals to improve the quality of, and access to, patient care using various public health interventions. This experience intends to prepare students to be critical thinkers; problem solvers and mission-driven collaborators when learning about pharmacists' role in public health.

Course Long Title
Advanced Public Health

Credit Hours

Min Credit(s):
6

EXPN865 - Drug Information

General

Course Subject Code
EXPN

Course Number
865

Course Description
In this experience, students will be exposed to academic drug information practice. Throughout the experience, students will demonstrate their ability to retrieve, analyze, and communicate appropriate information on medications and health care related issues to pharmacists, physicians, nurses, and other health care professionals. The primary responsibility of the students is to provide accurate, fair, balanced, and evidence-based responses to medical and drug information inquiries submitted by health care professionals.

Course Long Title
Drug Information

Credit Hours

Min Credit(s):
6

EXPN870 - Retail Pharmaceutical Compounding

General

Course Subject Code
EXPN

Course Number
870

Course Description
Students develop an understanding of all the basic techniques used in a modern compounding pharmacy. Course activities provide students the opportunity to learn the fundamental knowledge required for operating a non-sterile compounding practice. Students gain hands-on experience in maintaining a working lab, preparing various forms of compounded preparations, and working under the highest standards of safety and quality control.

Course Long Title
Retail Pharmaceutical Compounding

Credit Hours

Min Credit(s):
6

EXPN871 - Comprehensive Medical Review I

General

Course Subject Code
EXPN

Course Number
871

Course Description
An opportunity for students to develop their skill in pharmacotherapy; verbal and written communications; drug information retrieval and evaluation; and patient monitoring and diagnostics. In this pharmacist-based primary patient care course, students provide individualized services for patients with multiple chronic medical conditions. The focus at many sites may be specifically on diabetes mellitus, hyperlipidemia, hypertension, asthma, and chronic pain, although other chronic disease states may be a component of the students' learning.

Course Long Title
Comprehensive Medical Review I

Credit Hours

Min Credit(s):
6

EXPN873 - Long Term Care Practice

General

Course Subject Code
EXPN

Course Number
873

Course Description
An opportunity for students to develop skills in a pharmacy specializing in long-term care and adult care therapy management. Coverage includes pharmacy practice regulations and standards required by Federal, State, The Joint Commission (TJC), and/or other public and private agencies; analyzing patient charts and reviewing histories to ensure medication safety; interpreting and preparing prescription compounds; and providing medication safety information and programs to other health care professionals.

Course Long Title
Long Term Care Practice

Credit Hours

Min Credit(s):
6

EXPN874 - Infectious Diseases Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
874

Course Description
A practical approach to the management of advanced infections in a health system setting. Students will practice integration of patient-specific factors (age, height, weight, hepatic and renal function) into antimicrobial treatment regimens; and will compare the spectrum of activity, toxicity profile and cost of a group of antibiotics to determine which agent is the most appropriate for a given disease. Coverage includes assessment of the clinical pharmacist's role in the infectious disease process, with emphasis on antibiotic cost containment, drug utilization review and an understanding of the hospital antibiogram (antibiotic susceptibility patterns).

Course Long Title
Infectious Diseases Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN875 - Emergency Medicine Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
875

Course Description
This elective advanced pharmacy practice experience (APPE) in critical care/ emergency medicine pharmacy is designed to offer the student the opportunity to apply their knowledge, solidify their patient-care process and skills to provide direct patient-centered care in a critical care and emergency medicine setting. Students will participate in, and take responsibility for, direct patient care activities including: patient assessment to identify and prioritize drug therapy problems, develop patient-specific care plans that address desired patient outcomes, patient monitoring including physical and laboratory assessment, and implementation of follow-up evaluation and documentation, as appropriate. The student will learn to effectively communicate with other healthcare professionals, patients and their caregivers when gathering information, monitoring patients, determining and assessing target outcomes and providing education. Students will closely interact with members of health care team in providing collaborative care, including regular communication about appropriateness of the patient's specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, delivery systems, etc. Students are expected to be self-directed, demonstrate insight in identifying and managing their own learning needs and address gaps in their knowledge and skills. The student will complete all activities in a professional manner under the facilitation of a faculty/preceptors. This rotation will take place in a pharmacy specialty area in a critical care pharmacy unit and emergency medicine department where patients are managed using a team-based approach. Team members may include pharmacists, physicians, nurses, respiratory therapists, and other healthcare providers. Students will participate in the following types of activities: rounding with a healthcare team, obtaining patient histories, identifying problems requiring therapeutic interventions.

Course Long Title
Emergency Medicine Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN876 - Oncology Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
876

Course Description
A supervised experience where students provide education and care to patients with cancer and help promote prevention and wellness. Emphasis is on prevention, management of disease, complications and supportive care.

Course Long Title
Oncology Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN877 - Cardiology Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
877

Course Description
A practical approach to the management of patients with cardiac disease in a health-system or ambulatory setting. Students practice integration of patient-specific factors (age, height, weight, hepatic and renal function) into cardiac patient treatment regimens. Students will compare the pharmacologic activity, toxicity profile and cost of a group of beta-blockers, ACE inhibitors, calcium channel blockers, and other classes of cardiac medications to determine which agent is the most appropriate for a given patient and diagnosis.

Course Long Title
Cardiology Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN879 - Pediatric Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
879

Course Description
Under the direct supervision of a licensed pediatric clinical pharmacist, students will provide clinical services and patient-specific pharmacotherapy information to members of a health care team. Coverage includes common pediatric diseases and recommended therapy; basic pharmacodynamic and pharmacokinetic principles relating to pediatric patients; identifying and interpreting appropriate laboratory tests; and making recommendations regarding patient-specific drug therapy and where applicable, associated pharmacokinetic considerations.

Course Long Title
Pediatric Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN882 - Regulatory Affairs

General

Course Subject Code
EXPN

Course Number
882

Course Description
This course is designed to familiarize students with U.S. Food and Drug Administration (FDA) and international regulations regarding drug development, including textbook, on-line medical resources and data bases related to drug approval and regulation. Students will meet with representatives of various departments of pharmaceutical manufacturers and distributors to develop an understanding of their functions and responsibilities and to see how a regulatory affairs department supports various aspects of the company, including marketing, clinical research, customer interaction center and medical affairs.

Course Long Title
Regulatory Affairs

Credit Hours

Min Credit(s):
6

EXPN883 - Family Medicine Pharmacy Practice

General

Course Subject Code
EXPN

Course Number
883

Course Description
This course promotes competency in direct patient care and enhances students' awareness of many aspects of pharmacy practice with a medical team. Students will become familiar with the role and responsibilities of pharmacists in the family medicine practice setting; the importance of appropriate and effective communication between patients, pharmacists and other health-care providers; and the process of developing appropriate individualized treatment plans.

Course Long Title
Family Medicine Pharmacy Practice

Credit Hours

Min Credit(s):
6

EXPN884 - Regulatory Intelligence and Policy

General

Course Subject Code
EXPN

Course Number
884

Course Description
In this advanced pharmacy practice experience (APPE) elective course students will deepen their understanding of pertinent regulations and law governing drug development. Additionally, students will be expected to apply what they learned in the perquisite course to support various regulatory research projects and identify relevant regulatory intelligence information. This course will also afford exposure and interaction with Regulatory Affairs colleagues in Intelligence & Policy, Strategy, Advertising and Promotion, Operations, Labelling, and Chemistry, Manufacturing & Controls (CMC). Additionally, students may have the opportunity to contribute to Regulatory Intelligence & Policy activities beyond support for Regulatory Affairs including Quality Assurance, Supply Chain, Manufacturing, Pharmacovigilance, Research, Clinical Development and/or Medical Affairs. Lastly, students will receive instruction in how they can continue to deepen their understanding of regulatory affairs and source regulatory intelligence information outside of the APPE rotation. Overall, the course is designed to provide the student knowledge, skill and regulatory experience needed to operate and perform on a regulatory affairs team within a pharmaceutical company.

Course Long Title
Regulatory Intelligence and Policy

Credit Hours

Min Credit(s):
6

EXPN885 - Medical Affairs

General

Course Subject Code
EXPN

Course Number
885

Course Description
This course focuses on skills related to a Medical Affairs department in a pharmaceutical industry setting. Students will have the opportunity to develop basic competencies in medical affairs and clinical development at a large, global pharmaceutical company. Students will assist in the creation, updating, and editing of printed and verbal content for both internal and external audiences. Students will also be responsible for completing a research project of relevance to the company, which may include, for example, evaluation of a potential Rx-to-OTC switch opportunity, review of the competitive environment in a particular therapeutic area or authoring of an expert opinion. Throughout the experience students will be challenged to improve their literature searching and evaluation skills as well as written and verbal communication abilities. Students will also be encouraged to meet and interact with colleagues from other functional areas such as drug safety, regulatory affairs, and marketing to broaden their understanding of the pharmaceutical industry.

Course Long Title
Medical Affairs

Credit Hours

Min Credit(s):
6

EXPN890 - Advanced Regulatory Affairs

General

Course Subject Code
EXPN

Course Number
890

Course Description
In this advanced pharmacy practice experience (APPE) course (e.g., Advanced Regulatory Affairs rotation), students will deepen their understanding of pertinent US and Canadian regulations and law governing drug development. Additionally, students will be expected to apply what they learned in the perquisite course to support various regulatory projects and relevant regulatory strategies. This course includes a review and discussion of previous internal Regulatory Strategies and Health Authority meetings to further build competence in Regulatory strategy. Additionally, instruction will be given in the other dimensions of Regulatory Affairs including Regulatory Intelligence and Regulatory Chemistry Manufacturing and Controls. Lastly, students will receive instruction in how they can continue to deepen their understanding of regulatory affairs outside of the APPE rotation. Overall, the course is designed to provide the student knowledge, skill and regulatory experience needed to operate and perform on a regulatory affairs team within a pharmaceutical company.

Course Long Title
Advanced Regulatory Affairs

Credit Hours

Min Credit(s):
6

PBSN508 - Pharmaceutics I (Pharmaceutical Calculations)

General

Course Subject Code
PBSN

Course Number
508

Course Description
Pharmaceutical calculation is one of the main components of patient care in pharmacy practice. The challenge of pharmaceutical calculations lies in the consistent accuracy to prevent patient harm and possible fatality. To obtain this level of accuracy, an understanding of basic concepts in math and deliberate, undivided attention to details is required. The course introduces students to the aspects of prescription terminology, systems of measurements and pharmaceutical calculations. Pharmaceutical calculations will be the core topic in the interactive sessions of the course.

Course Long Title
Pharmaceutics I (Pharmaceutical Calculations)

Credit Hours

Min Credit(s):
3

PBSN509 - Pharmaceutics II (Pharmaceutical Chemistry, Dosage Form, and Drug Delivery)

General

Course Subject Code
PBSN

Course Number
509

Course Description
This required course is intended to introduce the students to the discipline of pharmaceutics, to convey how the physicochemical properties of drugs and dosage forms are critical factors that impact the biopharmaceutics, pharmacokinetics and pharmacotherapy of drugs, to provide a foundation for preparing extemporaneously compounded prescription products particularly via related pharmacy calculations and to provide the student with the rational factors involved in the selection of dosage forms. The lectures will focus on the concepts that may be practical to understanding the complex issues associated with the processes of drug delivery and the essentials of safe and effective drug therapy. The course deals with the basic and applied scientific principles used in the design, optimization, preparation, storage, packaging, and stability of acceptable dosage forms. The lectures will cover such topics as solutions, dispersions, suspensions, emulsions, powders, tablets, capsules, ointments, creams, pastes, gels, and suppositories.

Course Long Title
Pharmaceutics II (Pharmaceutical Chemistry, Dosage Form, and Drug Delivery)

Credit Hours

Min Credit(s):
3

PBSN520 - Immunology and Microbiology

General

Course Subject Code
PBSN

Course Number
520

Course Description
Medical Microbiology & Immunology presents an overview of disease-associated microorganisms such as bacteria, fungi, and viruses. Emphasis is placed on the mechanisms of classes of therapeutics traditionally used to combat these disease-inducing microbes. An overview of the immune system is presented emphasizing the complexity and diversity of the immune response, the cells and molecules involved in the immune system, and the drug interventions that are designed to regulate the immune system.

Course Long Title
Immunology and Microbiology

Credit Hours

Min Credit(s):
3

PBSN526 - Pathophysiology

General

Course Subject Code
PBSN

Course Number
526

Course Description
This course is designed as an orientation to disease as disordered physiology. It provides a comprehensive theoretical foundation of the mechanisms that produce altered physiologic function across the life continuum. Pharmacy students are prepared for courses related to management and preliminary diagnosis and disease processes associated with pathophysiologic dysfunction.

Course Long Title
Pathophysiology

Credit Hours

Min Credit(s):
4

PBSN527 - Pharmacology and Medicinal Chemistry I

General

Course Subject Code
PBSN

Course Number
527

Course Description
Understanding the molecular and cellular characteristics of drugs that affect their therapeutic and adverse outcomes allows pharmacists to optimize drug therapy and avoid unwanted adverse consequences. Thus, a complete understanding of pharmacology and medicinal chemistry enables pharmacists to provide more comprehensive pharmaceutical care to their patients. This is the first course of the pharmacology/Medicinal Chemistry series which provides an introductory part in both pharmacology and medicinal chemistry including pharmacokinetic and pharmacodynamic principles of drug action as well as pharmacology and medicinal chemistry of drugs used for the treatment of disease conditions. Topics provide in-depth perspectives on drug-receptor interactions and the dynamic relationship of drug-receptor pharmacology. Students are expected to gain a fundamental and practiced knowledge of the principles of drug action mechanisms, which will enable them to explain and predict the chemical basis of drug action at the molecular, cellular, tissue and organ levels (pulmonary and GI tract).

Course Long Title
Pharmacology and Medicinal Chemistry I

Credit Hours

Min Credit(s):
4

PBSN529 - Pharmacology and Medicinal Chemistry II

General

Course Subject Code
PBSN

Course Number
529

Course Description
This is the second course of the pharmacology/ Medicinal Chemistry series which emphasize the pharmacology and medicinal chemistry of drugs used for the treatment of renal disorders, diabetes, hypertension, hyperlipidemia, coagulation disorders, ischemic heart disease, acute coronary syndrome, cardiac arrhythmias, stroke, acute & chronic heart disease, and pulmonary arterial hypertension. In addition, endocrine disorders (thyroid and adrenal/pituitary), Lupus, Osteoarthritis, Rheumatoid Arthritis are also being taught. This course prepares students to develop an in-depth understanding of mechanism-based approaches to how specific drugs are utilized to treat specific conditions. Drug action mechanisms used for the treatment of a disease state are investigated with an integrated approach in explaining the molecular and cellular mechanisms of drug effects on the human body (i.e. pharmacodynamics) as well as how the human body affects the drugs (i.e., pharmacokinetics). Students are expected to gain a deeper understanding of the principles of drug action and should be able to explain and predict outcomes based on the principles of pharmacology, toxicology and medicinal chemistry including pharmacogenomics.

Course Long Title
Pharmacology and Medicinal Chemistry II

Credit Hours

Min Credit(s):
3

PBSN530 - Cell Biology

General

Course Subject Code
PBSN

Course Number
530

Course Description
The fundamental unit of life is the cell. Therefore, cell biology forms the base upon which all modern biology and medicine is built. This course will emphasize the study of eukaryotic cell structure and function, including bioenergetics, membrane transport, cellular communication, flow of genetic information, and cell division. Experimental techniques used in understanding cell biology will be discussed along with the cellular basis of human diseases.

Course Long Title
Cell Biology

Credit Hours

Min Credit(s):
3

PBSN534 - Biotechnology & Molecular Biology

General

Course Subject Code
PBSN

Course Number
534

Course Description
This course will help students acquire a basic understanding of the principles and applications of molecular biology and compare and contrast the array of biotechnology and bioengineering processes available for drug design and production. Students are expected to apply knowledge learned in this course to develop individualized and targeted patient care plans to maximize therapeutic outcomes. Molecular biology topics covered include the chemistry of DNA and proteins, macromolecular structural organization, regulation of gene expression and molecular interactions. . Biotechnology topics include recombinant DNA technology, molecular diagnostics, therapeutic applications of recombinant proteins, oligonucleotides and monoclonal antibodies, delivery of therapeutic genes and proteins, targeted drug delivery systems and their applications. An emphasis is placed on current biotechnology products and upcoming innovations. Biologics or biotechnology products used in vaccination, inflammation and cancer are also an essential part of the course.

Course Long Title
Biotechnology & Molecular Biology

Credit Hours

Min Credit(s):
2

PBSN610 - Pharmaceutics III (Non-Sterile Compounding)

General

Course Subject Code
PBSN

Course Number
610

Course Description
This course covers issues of contemporary pharmacy practice. Part of this course is extemporaneous compounding, and the laboratory activities are designed to allow students to gain hands-on experience by preparing non-sterile products using extemporaneous compounding techniques. Students are expected to learn and perform calculations, determine the dose of products, identify and assign stability data of each preparation and compound prescriptions utilizing appropriate techniques. Correct method of compounding, proper documentation and labeling of the finished products are intensely focused on. These activities will prepare and enable students to develop the pharmaceutical skills needed to understand the importance of preparing prescriptions in a safe and effective manner. Lectures cover a higher level of pharmaceutical calculations than what was previously learned. The lectures also serve as an introduction to each lab. Students are also introduced to laws and regulations regarding compounding as well as safety precautions. Students are expected to understand the calculations, procedures and any additional information pertaining to each product.

Course Long Title
Pharmaceutics III (Non-Sterile Compounding)

Credit Hours

Min Credit(s):
3

PBSN611 - Pharmaceutics IV (Sterile IV Compounding)

General

Course Subject Code
PBSN

Course Number
611

Course Description
This course covers issues of contemporary pharmacy practice. Part of this course is extemporaneous compounding, and the laboratory activities are designed to allow students to gain hands-on experience by preparing sterile products using extemporaneous compounding techniques. Students are expected to learn and perform calculations, determine the dose of products, identify and assign stability data of each preparation and compound prescriptions utilizing appropriate aseptic techniques. Correct method of compounding, proper documentation and labeling of the finished products are intensely focused on. These activities will prepare and enable students to develop the pharmaceutical skills needed to understand the importance of preparing sterile compounded prescriptions in a safe and effective manner. Lectures cover a higher level of pharmaceutical calculations than what was previously learned. Students are also introduced to laws and regulations regarding sterile compounding as well as safety precautions with regards to hazardous preparations. Students are expected to understand the calculations, procedures and any additional information pertaining to each product.

Course Long Title
Pharmaceutics IV (Sterile IV Compounding)

Credit Hours

Min Credit(s):
3

PBSN625 - Pharmacology and Medicinal Chemistry III

General

Course Subject Code
PBSN

Course Number
625

Course Description
This is the third course of the pharmacology/Medicinal Chemistry series which heavily emphasize drugs used in the treatment of infectious diseases and neurological disorders (Parkinson's, Alzheimer's, Epilepsy etc.) including headache disorders and multiple sclerosis. The course provides a review of the general principles of chemistry including the description of drugs, functional groups, pharmacophores, drug-receptor interaction, stereoisomers, optical isomers, physicochemical and pharmacokinetic properties of a drug, drug absorption, distribution, and metabolism. There is also a portion that delves into the principles of pharmacology including the basic pharmacokinetic and pharmacodynamic principles of drug action. The pharmacology and medicinal chemistry of drugs used for the treatment of disease states are investigated with an integrated approach in explaining the molecular and cellular mechanisms of drug effects on the human body (i.e., pharmacodynamics) as well as how the human body affects the drugs (i.e., pharmacokinetics). Students are expected to gain a fundamental and practiced knowledge of the principles of drug action mechanisms to treat neurological conditions and variety of infectious diseases. Students should be able to explain and predict outcomes based on the principles of pharmacology, toxicology and medicinal chemistry including pharmacogenomics.

Course Long Title
Pharmacology and Medicinal Chemistry III

Credit Hours

Min Credit(s):
3

PBSN631 - Pharmacology and Medicinal Chemistry IV

General

Course Subject Code
PBSN

Course Number
631

Course Description
This is the fourth course of the pharmacology series which combines knowledge gained from the three previous courses for the treatment of neuropsychiatric disorders, osteoporosis, reproductive disorders, and Cancer. Students are expected to understand and apply the normal physiology of associated body systems and the pathophysiology of the disease states to interpret drug action mechanisms. This allows an in-depth understanding of how specific drugs treat specific conditions utilizing mechanism-based approaches. The pharmacology and medicinal chemistry of drugs used for the treatment of a disease state are investigated with an integrated approach in explaining the molecular and cellular mechanisms of drug effects on the human body (i.e., pharmacodynamics) as well as how the human body affects the drugs (i.e. pharmacokinetics). Students are expected to gain a deeper understanding of the principles of drug action and should be able to explain and predict outcomes based on the principles of pharmacology, toxicology and medicinal chemistry including pharmacogenomics.

Course Long Title
Pharmacology and Medicinal Chemistry IV

Credit Hours

Min Credit(s):
3

PBSN635 - Pharmacokinetics

General

Course Subject Code
PBSN

Course Number
635

Course Description
This course provides students with the principles of pharmacokinetics and pharmacodynamics as they relate to the pharmaceutical sciences and pharmacy practice. The course covers different steps of drug pharmacokinetics (absorption, distribution, metabolism, and excretion) and application of principles of pharmacokinetics to drug therapy. The students are expected to learn that characterization of drug pharmacokinetics is an important prerequisite for determination of dosing regiments or modification of dosing regimen for patients. The relationship between pharmacokinetics and pharmacodynamics is also explored. Pharmacokinetics as a multidisciplinary approach to drug therapy explores the application of pharmacokinetic methods to individually optimized dosing strategies based on the patient's disease state and patient-specific considerations. In class lectures focus on basic principles with the latest information available on the topics covered. The lectures are designed to progress through guided class discussions, questions generated by instructor and students, and jointly evaluate their answers to ensure that the information is taught in the same context in which it is being used. Problem solving sessions help to develop and strengthen the student's problem-solving ability using case studies. Through this process, students are expected to develop critical thinking and problem-solving skills.

Course Long Title
Pharmacokinetics

Credit Hours

Min Credit(s):
2

PBSN636 - Pharmacogenomics

General

Course Subject Code
PBSN

Course Number
636

Course Description
The course focuses on an understanding of the emerging field of pharmacogenomics which bridges pharmacology with genomic sciences. The course covers three broad areas: 1. Principles of pharmacogenomics detailing the identification of different polymorphisms in the human genome and characterization of pharmacogenomic biomarkers; 2. Pharmacogenomics applied to disease states including: cardiovascular, pain, cancer, and psychiatry; and 3. Ethical questions in pharmacogenomics, innovation in pharmacogenomics and an active learning project. For the active learning project, each student works in a group throughout the semester. Groups perform secondary research on a specialized pharmacogenomic project and prepare a presentation relevant to the chosen topic. Topics are provided at the beginning of the semester. Groups work at their own pace. Groups meet with the Course Coordinator for guidance and review of progress. The culmination of the Active Learning project is a formal presentation to the class. Students are expected to learn about how a person's genetic makeup may affect how their body metabolizes certain medications.

Course Long Title
Pharmacogenomics

Credit Hours

Min Credit(s):
2

PBSN645 - Cosmeceutics I

General

Course Subject Code
PBSN

Course Number
645

Course Description
This course is specifically designed for the understanding of skin-care science and worldwide expanding demand for dermatological products. Special emphasis is placed on the in-depth studies of skin morphology, mechanistic analysis, their functions and percutaneous absorption as related to the development of various bio-active cosmetics and pharmaceutical dermatological products. This will introduce and promote command of new concepts, the roles of NMF's, vehicle designs and the FDA approved penetration enhancers in developing "the-state-of-the-art" dermatological products for today's markets.

Course Long Title
Cosmeceutics I

Credit Hours

Min Credit(s):
3

PBSN646 - Parenterals and Other Sterile Preparations

General

Course Subject Code
PBSN

Course Number
646

Course Description
The course will enable the students to understand the complexity and responsibility when dealing with injectable preparations. The course will discuss this topic from formulation, and safety standpoint as sterility assurance, to appropriate compounding and ensuring correct patient administration. The lab portion will cover extemporaneous compounding of prescriptions, calculating doses/rates for IV admixtures, choosing components, preparing and delivering admixtures. The lab portion will also cover the basic development of injectable formulations.

Course Long Title
Parenterals and Other Sterile Preparations

Credit Hours

Min Credit(s):
3

PBSN650 - Advanced Topics in Immunology

General

Course Subject Code
PBSN

Course Number
650

Course Description
This course builds upon basic immunological principles to explore advanced concepts, including immunological memory and vaccination, subversions of the immune system by pathogens, hypersensitivity reactions, autoimmune diseases, organ and tissue transplants, and cancer immunology. Emphasis is placed on therapeutic drug interventions related to these scenarios, and major goals are to foster communication and generate discussion on public health topics relevant to immunology.

Course Long Title
Advanced Topics in Immunology

Credit Hours

Min Credit(s):
3

PBSN656 - Research Methods

General

Course Subject Code
PBSN

Course Number
656

Course Description
This course is intended to provide students with an understanding of the essential principles and operations of a research laboratory in the biological sciences. Furthermore, the development of fundamental skill sets required to work within a modern laboratory environment will be emphasized. Good laboratory practice concepts will be introduced with the intent of fostering attentive and mature attitudes towards laboratory science. Developing proficiencies in accurate and timely maintenance of data notebooks will be emphasized. Skill in the reading and presentation of scientific literature will be developed. Developing communication skills in a laboratory environment will be cultivated. Expertise of various faculty members will be employed to instruct various topics. Faculty may lead didactic or laboratory sessions when appropriate.

Course Long Title
Research Methods

Credit Hours

Min Credit(s):
3

PBSN657 - Advanced Research Methods

General

Course Subject Code
PBSN

Course Number
657

Course Description
This course is designed to familiarize students with the processes, operations and procedures within a research laboratory that is examining a question/topic in the biological sciences. A student successfully completing this course should be able to integrate into and function well in a professional basic research or drug development environment. In addition, this course builds upon and exploits those skills and techniques gained in PBSN 656 and brings them to bear on a formal scientific project. This project will take the student through an arc of a series of interconnected experiments and procedures designed to elucidate the intellectual reasoning and technical approaches employed in basic biological research. Emphasis will be placed on team building, data recording and data presentation proficiencies and developing communication skills. The faculty as a group will develop the project(s) and participate in guiding the students through the various experiments. Faculty may lead didactic or laboratory sessions where appropriate.

Course Long Title
Advanced Research Methods

Credit Hours

Min Credit(s):
3

PBSN680 - Toxicology and Poisoning Management

General

Course Subject Code
PBSN

Course Number
680

Course Description
The primary aim of this course will be to discuss principles of drug-induced organ injuries and their relationship to parameters in clinical toxicology, toxicity testing methods and poisoning management strategies. The didactic portion will involve discussion on mechanisms of drug or chemical-induced organ toxicity, various molecular mechanisms of cell injury and cell death, diverse cytotoxic mechanisms and drug/chemical poisoning and their management with antidotes. Special emphasis will be placed upon mechanistic approaches to understand toxin/antidote action mechanisms. The laboratory portion will cover relevant serum chemistry analysis, histopathology and some biochemical assays. Knowledge gained in this course will significantly enhance understandings of toxic effects of a variety of drugs, management of overdose situations and strategies to assess toxicities in pharmacy practice.

Course Long Title
Toxicology and Poisoning Management

Credit Hours

Min Credit(s):
3

PBSN690 - Independent Study

General

Course Subject Code
PBSN

Course Number
690

Course Description
This course provides students opportunity to pursue their specific areas of interest in pharmacy practice through working with a faculty member on a special project. The course will provide students opportunities to developing critical thinking and problem-solving skills. Through working with a faculty member in her/his area of interests, students are also able to explore in greater depth, the knowledge base in a particular area of pharmacy.

Course Long Title
Independent Study

Credit Hours

Min Credit(s):
3

PBSN696 - Independent Study

General

Course Subject Code
PBSN

Course Number
696

Course Description
This course provides students additional opportunity to pursue their specific areas of interest in the pharmaceutical and biomedical sciences through working with a faculty member on a special project. The course will provide students opportunities to developing critical thinking and problem-solving skills. Through working with a faculty member in her/his area of interests, students are also able to explore in greater depth, the knowledge base in a particular area of pharmacy. May be taken for 0 to 3 credits.

Course Long Title
Independent Study

Credit Hours

Min Credit(s):
0

Max Credit(s):
3

Operator:
TO

PBSN715 - Drug Discovery

General

Course Subject Code
PBSN

Course Number
715

Course Description
The course will provide students with an in-depth understanding of the complex process of drug discovery and drug development. The topics covered in this course will include lead discovery and optimization, target identification and validation, bio-assay development (both in vitro and in vivo), and preclinical development. Challenges in drug discovery, such as animal disease-model development, will be highlighted by giving some practical examples in the field of drug discovery. The preclinical development portion of the course will cover toxicity evaluations, pharmacological and pharmacokinetic studies, drug formulation and stability, and process chemistry challenges.

Course Long Title
Drug Discovery

Credit Hours

Min Credit(s):
3

PBSN716 - Scientific Presentation and Writing Skills

General

Course Subject Code
PBSN

Course Number
716

Course Description
This course is intended to provide students with an understanding of the process of research communication in the biological sciences. The students will also learn how to effectively communicate their research, using the style and format appropriate for their chosen are of specialization. This knowledge will be acquired through the production of the deliverables including journal clubs, a research oral presentation, research poster and abstract and research paper. This entails identification and assimilation of the key results in their chosen area of specialization. Furthermore, the development of research skills emphasizing development of a research question and study design and methodology required to work within a modern laboratory environment and data analysis will be emphasized. Skill in the reading and presentation of scientific literature will be developed. Developing communication skills in the oral and written format will be cultivated. Expertise of various faculty members will be employed to instruct and supervise various research projects. Faculty may lead didactic or online interactive sessions when appropriate.

Course Long Title
Scientific Presentation and Writing Skills

Credit Hours

Min Credit(s):
3

PBSN765 - Biotechnology Entrepreneurship

General

Course Subject Code
PBSN

Course Number
765

Course Description
The course examines the entrepreneurial process in biotechnology from idea generation through economic viability. Students will be introduced to the steps needed to start and nurture a company. Topics include an overview of the global biotechnology industry, idea brainstorming and generation, business plan formulation, intellectual property protection, funding strategy, regulatory body interaction and approaches for company exits.

Course Long Title
Biotechnology Entrepreneurship

Credit Hours

Min Credit(s):
3

PBSN825 - Advanced Pharmacy Calculations

General

Course Subject Code
PBSN

Course Number
825

Course Description
This course serves as a culminating review of the pharmacy curriculum to ensure students have the knowledge and skills to serve as pharmacists and pass the NAPLEX (North American Pharmacist Licensure Examination) which is required for pharmacist licensure upon graduation. This course will consist of self-study using the Pass NAPLEX Now course book, online videos and quiz banks.
In-class review sessions will go hand-in-hand with self - study to help reinforce student knowledge of difficult clinical core topics and clarify key points to enhance student understanding of the material.

Course Long Title
Advanced Pharmacy Calculations

Credit Hours

Min Credit(s):
2

PHPN500 - Medical Terminology I

General

Course Subject Code
PHPN

Course Number
500

Course Description
Using a systems approach, through this first self-study course students analyze and interpret root words, prefixes and suffixes with an emphasis on spelling, pronunciation, definition and use of commonly used medical terminologies in healthcare settings. As part of the learning process, students are exposed to basic anatomy, physiology, pathology of disease and clinical procedures

Course Long Title
Medical Terminology I

Credit Hours

Min Credit(s):
0

PHPN501 - Medical Terminology II

General

Course Subject Code
PHPN

Course Number
501

Course Description
Using a systems approach, through this second self-study course students analyze and interpret root words, prefixes and suffixes with an emphasis on spelling, pronunciation, definition and use of commonly used medical terminologies in healthcare settings. As part of the learning process, students are exposed to basic anatomy, physiology, pathology of disease and clinical procedures.

Course Long Title
Medical Terminology II

Credit Hours

Min Credit(s):
0

PHPN520 - Community Pharmacy and Introduction to Immunization Practice

General

Course Subject Code
PHPN

Course Number
520

Course Description
This course provides students with an introduction to community pharmacy practice skills including legal aspects of filling and dispensing prescriptions, errors and omissions, and patient counseling. In addition, the course introduces students to common self-care topics encountered in community-based settings. Students will also complete the American Pharmacists Association (APhA) Immunization Certification Program. Laboratory sessions are interactive, hands-on sessions that simulate real-life pharmacist experiences in the model pharmacy. Through this process, students will develop critical thinking and problem-solving skills and will aid in the transition to the introductory and advanced community pharmacy practice experiences (IPPE and APPEs).

Course Long Title
Community Pharmacy and Introduction to Immunization Practice

Credit Hours

Min Credit(s):
3

PHPN581 - Pharmacotherapeutics I

General

Course Subject Code
PHPN

Course Number
581

Course Description
This is the first pharmacotherapeutic sequence of coursework which focuses on the application of skills, critical thinking, problem solving, and resources needed to manage patients with ophthalmologic, dermatologic, respiratory, gastrointestinal, hematologic as well as renal disorders and is designed to provide a didactic framework of introductory concepts in pharmacotherapy including interpretation of laboratory values, the Pharmacists' Patient Care Process (PPCP) and the inpatient medical record. The Pharmacists' Patient Care Process (PPCP) intertwined with the pathophysiologic, pharmacologic, pharmacotherapeutic and pharmacoeconomic principles will be utilized to prepare students to collect, assess, plan, implement, and follow-up with patient-specific pharmacotherapy recommendations for each disease state covered.

Course Long Title
Pharmacotherapeutics I

Credit Hours

Min Credit(s):
4

PHPN620 - Healthcare Essentials: Physical Assessment and Injection Practice

General

Course Subject Code
PHPN

Course Number
620

Course Description
This course introduces pharmacy students to the elements of basic head-to-toe exam techniques including physical, behavioral and psychological assessment to optimize patient care. The students will develop a thorough understanding of patients' health status through a comprehensive assessment strategy that includes health promotion and illness prevention. The course incorporates the selection and interpretation of screening and diagnostic testing in order to formulate differential diagnosis through hands-on skill and injection technique practice.

Course Long Title
Healthcare Essentials: Physical Assessment and Injection Practice

Credit Hours

Min Credit(s):
3

PHPN637 - Physical Assessment

General

Course Subject Code
PHPN

Course Number
637

Course Description
This course will introduce pharmacy students to the elements of basic head-to-toe exam techniques including physical, behavioral and psychological assessment to optimize patient care. The students will develop a thorough understanding of the patients' health status through a comprehensive assessment strategy that includes health promotion and illness prevention. The course will incorporate the selection and interpretation of screening and diagnostic testing in order to formulate differential diagnosis through hands-on skill practice.

Course Long Title
Physical Assessment

Credit Hours

Min Credit(s):
3

PHPN639 - Foundations of Ambulatory Care

General

Course Subject Code
PHPN

Course Number
639

Course Description
This elective course provides a comprehensive approach to concepts of ambulatory care including the various pharmacy models and standards within this specialty area. Students gain further experience in patient counseling and receive hands-on skills training focused on chronic disease states and situations most likely to be encountered within the community setting. This advanced approach provides students with further instruction in analyzing and interpreting self-monitoring parameters while assessing the overall health status of patients to identify the need for monitoring and intervention.

Course Long Title
Foundations of Ambulatory Care

Credit Hours

Min Credit(s):
3

PHPN640 - Cancer Pharmacotherapy

General

Course Subject Code
PHPN

Course Number
640

Course Description
This course will introduce the student to various concepts in oncology as well as all the supportive issues that the patient will experience during their oncology treatment. The disease states and their pharmacotherapy will be presented with an emphasis on helping the student to develop critical thinking and problem-solving skills. After completing this course, the student will be able to utilize pathophysiologic, pharmacologic, pharmacotherapeutic, and pharmacoeconomic principles to formulate patient-specific plans to manage the oncologic related supportive issues. The development of patient-specific plans will include problem identification, data collection and evaluation, implementation of appropriate therapy, implementing monitoring plans and monitoring patient outcomes. This course will be composed of didactic lectures, journal article evaluations and patient cases. Case studies and various active learning strategies will be incorporated throughout the course in both didactic lectures and other educational forms.

Credit Hours

Min Credit(s):
3

PHPN650 - Self Care I

General

Course Subject Code
PHPN

Course Number
650

Course Description
This course introduces students to the skills required to practice in an outpatient pharmacy setting and focuses on commonly encountered self-limiting conditions. Students will be able to identify appropriate therapies and provide effective patient education on drug dosing, adherence, administration techniques, anticipated adverse effects, potential drug interactions and follow up procedures of over the counter (OTC) medications and dietary supplements based on inclusion and exclusion self-care criteria.

Course Long Title
Self Care I

Credit Hours

Min Credit(s):
2

PHPN660 - Clinical Pharmacokinetics

General

Course Subject Code
PHPN

Course Number
660

Course Description
This course provides students with an understanding of the factors involved in the processes of pharmacokinetics (PK) and pharmacodynamics (PD). This course will help students acquire a basic understanding of the principles and applications of PK/PD and characterize drug pharmacokinetics mathematically. Students are expected to apply the knowledge learned in this course to develop a population and individualized approach toward patient care to maximize therapeutic outcomes through optimization of dosing strategies based on disease states and patient-specific considerations.

Course Long Title
Clinical Pharmacokinetics

Credit Hours

Min Credit(s):
3

PHPN668 - Nutrition, Complementary, and Alternative Medicine

General

Course Subject Code
PHPN

Course Number
668

Course Description
Most complementary or alternative medicine practices have a long history of use, and the rational for effectiveness is based on the cultural practices and beliefs in which they evolved. This course provides an introduction to complementary and alternative medicine (CAM), including nutrition, herbal medicine, homeopathic medicine, behavioral medicine, chiropractic, acupuncture and others in a lecture and discussion format. The course critically examines the scientific validity and practice of alternative therapies, and reviews the state of the science in understanding the biological basis for their action. An overview of the field is presented including reviews of the major and frequently used CAM systems and modalities. Presentations will cover explanatory models, education of practitioners, methods of diagnoses and treatment, evidence of safety and efficacy and potential for interactions with prescription drugs.

Course Long Title
Nutrition, Complementary, and Alternative Medicine

Credit Hours

Min Credit(s):
3

PHPN682 - Pharmacotherapeutics II

General

Course Subject Code
PHPN

Course Number
682

Course Description
This is the second pharmacotherapeutic sequence of coursework which focuses on the application of skills, critical thinking, problem solving, and resources needed to manage patients with cardiovascular diseases, critically ill conditions, endocrine as well as rheumatic disorders and is also designed to provide a didactic framework of introductory concepts in special populations of pediatric and geriatric pharmacotherapy. The Pharmacists' Patient Care Process (PPCP) intertwined with the pathophysiologic, pharmacologic, pharmacotherapeutic and pharmacoeconomic principles will be utilized to prepare students to collect, assess, plan, implement, and follow-up with patient-specific pharmacotherapy recommendations for each disease state covered.

Course Long Title
Pharmacotherapeutics II

Credit Hours

Min Credit(s):
5

PHPN683 - Pharmacotherapeutics III

General

Course Subject Code
PHPN

Course Number
683

Course Description
This is the third pharmacotherapeutic sequence of coursework which focuses on the application of skills, critical thinking, problem solving, and resources needed to manage patients with infectious diseases and neurologic disorders. The Pharmacists' Patient Care Process intertwined with the pathophysiologic, pharmacologic, pharmacotherapeutic and pharmacoeconomic principles will be utilized to prepare students to collect, assess, plan, implement, and follow-up with patient-specific pharmacotherapy recommendations for each disease state covered.

Course Long Title
Pharmacotherapeutics III

Credit Hours

Min Credit(s):
5

PHPN684 - Foundations of Interprofessional Education and Practice Part I

General

Course Subject Code
PHPN

Course Number
684

Course Description
This course introduces experiences that will teach students how to work with other health disciplines, use the knowledge of their own profession to contribute to patient care within their scope, effectively communicate with professionals of other fields in a responsive and responsible manner, and apply relationship-building values and the principles of team dynamics to work effectively with interprofessional team members to enhance care. The course may consist of, but will not be limited to, three possible types of IPE activities (simulation based in the med sim-lab, case-based in class and virtual software platform) to address a given patient case.

Course Long Title
Foundations of Interprofessional Education and Practice Part I

Credit Hours

Min Credit(s):
0

PHPN690 - Independent Study

General

Course Subject Code
PHPN

Course Number
690

Course Description
This course provides students opportunity to pursue their specific areas of interest in pharmacy practice through working with a faculty member on a special project. The course will provide students opportunities to developing critical thinking and problem-solving skills. Through working with a faculty member in their area of interests, students are also able to explore in greater depth, the knowledge base in a particular area of pharmacy.

Course Long Title
Independent Study

Credit Hours

Min Credit(s):
3

PHPN694 - Advanced Diabetes Management

General

Course Subject Code
PHPN

Course Number
694

Course Description
The course will provide comprehensive instruction in current diabetes concepts and standards of care and incorporates case studies and hands-on skills training focused on the situations most likely to be encountered in community, inpatient, and ambulatory care practice settings. Participants will gain experience evaluating and adjusting drug therapy regimens for patients with type 1 and type 2 diabetes, gestational diabetes, diabetic ketoacidosis and hyperglycemic hyperosmolar syndrome. They will practice counseling patients about dietary and lifestyle interventions that can improve glycemic control. Students will gain experience analyzing and interpreting self-monitoring of blood glucose results, and assessing the overall health status of patients to identify needed monitoring and interventions. A portion of this course consists of a practice-based certificate training program through the American Pharmacists Association (APhA). This certificate training program is an educational experience designed to equip pharmacists with the knowledge, skills, and confidence needed to provide effective, evidence-based diabetes care. The student will be expected to purchase access to this certificate training program at a cost of $95.

Course Long Title
Advanced Diabetes Management

Credit Hours

Min Credit(s):
3

PHPN695 - Foundations of Interprofessional Education Practice Part II

General

Course Subject Code
PHPN

Course Number
695

Course Description
This course continues experiences that will teach students how to work with other health disciplines, use the knowledge of their own profession to contribute to patient care within their scope, effectively communicate with professionals of other fields in a responsive and responsible manner, and apply relationship-building values and the principles of team dynamics to work effectively with interprofessional team members to enhance care. The course may consist of, but will not be limited to, three possible types of IPE activities (simulation based in the med sim-lab, case-based in class and virtual software platform) to address a given patient case.

Course Long Title
Foundations of Interprofessional Education Practice Part II

Credit Hours

Min Credit(s):
0

PHPN696 - Independent Study

General

Course Subject Code
PHPN

Course Number
696

Course Description
This course provides students additional opportunity to pursue their specific areas of interest in pharmacy practice through working with a faculty member on a special project. The course will provide students opportunities to developing critical thinking and problem-solving skills. Through working with a faculty member in her/his area of interests, students are also able to explore in greater depth, the knowledge base in a particular area of pharmacy. May be taken for 0 to 3 credits.

Course Long Title
Independent Study

Credit Hours

Min Credit(s):
0

Max Credit(s):
3

Operator:
TO

PHPN721 - Drug-induced Diseases & Toxicology

General

Course Subject Code
PHPN

Course Number
721

Course Description
This course emphasizes common toxic substances and pharmaceuticals (analgesics/anti-inflammatory agents, antiepileptics, cardiopulmonary medications, antimicrobials, psychotropics, substances of abuse, heavy metals, etc.) and strategies to appropriately manage ingestion of substances at unsafe, harmful levels. A focus on various drug-induced diseases of organ systems through incorporation of pharmacotherapy, pharmacokinetics/dynamics and basic pathophysiologic principles will also be reinforced to manage these patients based on clinical presentation, laboratory assessment interpretation and medication reconciliation.

Course Long Title
Drug-induced Diseases & Toxicology

Credit Hours

Min Credit(s):
3

PHPN722 - Comprehensive Patient Care Management

General

Course Subject Code
PHPN

Course Number
722

Course Description
This capstone course is designed to strengthen and conclude the didactic pharmacotherapeutic curriculum through application of prior learning. This course will integrate essential core clinical topics and management of various disease states. Emphasis will be placed on applying the Pharmacists' Patient Care Process (PPCP) to complex patient cases in order to develop rational evidence-based drug therapy, therapeutic monitoring and modification of drug therapy and medication regimens as dictated by changes in the patient's characteristics, laboratory values and overall medical status. All course activities are designed to develop and improve critical thinking, problem-solving and decision making skills by working through complex patient scenarios mimicking clinical practice experience in the institutional and ambulatory care settings.

Course Long Title
Comprehensive Patient Care Management

Credit Hours

Min Credit(s):
3

PHPN725 - Pharmacogenomics and Precision Medicine

General

Course Subject Code
PHPN

Course Number
725

Course Description
The goals and objectives of this course are to provide the students with a solid foundation of the role of pharmacogenomics on therapeutic outcomes and drug toxicities. Pharmacology and therapeutics of the future will be applied to individual genetic and molecular profiles in prognosis, prediction, cure, and prevention in pursuit of precise personalized health care. The course will focus on understanding genetic factors influencing the efficacy and toxicity of pharmacologic agents. Considerations of genomic and phenotypic information to pharmacotherapy, drug interactions and adverse effects of medications will be emphasized. Application of pharmacogenetic guidelines to select and dose medications based on individualized patient genomics will be emphasized.

Course Long Title
Pharmacogenomics and Precision Medicine

Credit Hours

Min Credit(s):
2

PHPN733 - Seminars in Pharmacy Practice I

General

Course Subject Code
PHPN

Course Number
733

Course Description
This first seminars sequence will enable students to synthesize, integrate and apply the basic-science and pharmacotherapeutic principles prevalent in both acute and chronic disease-state settings. This course provides an opportunity to update students on new modalities and treatment protocols in both acute and chronic disease-state settings and provides students the opportunity to enhance skills required for readiness on their Advanced Pharmacy Practice Experience (APPE) rotations. The course will address these disease states from a basic science, clinical, and public health standpoint via a case-based learning approach, relating disease to appropriate therapeutic management, evidence based practice, and patient-centered care.

Course Long Title
Seminars in Pharmacy Practice I

Credit Hours

Min Credit(s):
1

PHPN751 - Comprehensive Self-Care

General

Course Subject Code
PHPN

Course Number
751

Course Description
This course expands on previous teachings and will discuss the management of advanced self-limiting conditions providing effective patient education of over the counter (OTC) medications and dietary supplements. Being one of the most accessible health care professionals, pharmacists play a crucial role in self-care, requiring an in-depth knowledge of various disease states and therapies. Therefore, students need to develop advanced skills in patient counseling to ensure patient safety and improved health outcomes. The course covers patient triage, referral skills and wellness interventions in the community setting. Students also complete a practice-based certificate training program through the American Pharmacists Association (APhA), which prepares them to improve medication use through the delivery of Medication Therapy Management (MTM) services in a variety of practice settings.

Course Long Title
Comprehensive Self-Care

Credit Hours

Min Credit(s):
2

PHPN784 - Pharmacotherapeutics IV

General

Course Subject Code
PHPN

Course Number
784

Course Description
This is the fourth pharmacotherapeutic sequence of coursework which focuses on the application of skills, critical thinking, problem solving, and resources needed to manage patients with neurological and psychiatric disorders, pain management and substance abuse conditions, nutrition, women and men's health diseases, oncologic illnesses, and solid organ transplantation. The Pharmacists' Patient Care Process (PPCP) intertwined with the pathophysiologic, pharmacologic, pharmacotherapeutic and pharmacoeconomic principles will be utilized to prepare students to collect, assess, plan, implement, and follow-up with patient-specific pharmacotherapy recommendations for each disease state covered.

Course Long Title
Pharmacotherapeutics IV

Credit Hours

Min Credit(s):
5

PHPN834 - Seminars in Pharmacy Practice II

General

Course Subject Code
PHPN

Course Number
834

Course Description
This seminars is the second in a succession that serves to complement the continuum between didactic and experiential courses to synthesize, integrate and apply the basic-science and pharmacotherapeutic principles prevalent in both acute and chronic disease-state settings. Independent learning, facilitated in class discussion, and interactive learning activities will be utilized throughout the course to give students an opportunity to build on previous coursework by synthesizing, integrating, and applying biomedical, clinical, and public health concepts relevant to the pharmacy practice setting. This course also incorporates introductory self-study preparation for the North American Pharmacist Licensure Examination (NAPLEX) using the Pass NAPLEX Now course book, online videos and quiz banks.

Course Long Title
Seminars in Pharmacy Practice II

Credit Hours

Min Credit(s):
1

PHPN835 - Seminars in Pharmacy Practice III

General

Course Subject Code
PHPN

Course Number
835

Course Description
This course is the third seminars in a succession serving to compliment the continuum between didactic and experiential courses to synthesize, integrate and apply the basic-science and pharmacotherapeutic principles prevalent in both acute and chronic disease-state settings. Principles of self-directed learning will be emphasized through student interactive learning scenarios stimulating real-world clinical experiences that allows students to practice and apply problem-solving skills, and accountability for assigned readings. These stimulations will promote self-directed lifelong learning, enhancement of verbal communication skills, and ultimately allow students to successfully practice as future pharmacists. This course continues self-study preparation for the North American Pharmacist Licensure Examination (NAPLEX) using the Pass NAPLEX Now course book online videos and quiz banks.

Course Long Title
Seminars in Pharmacy Practice III

Credit Hours

Min Credit(s):
1

PHPN839 - Pharmacy Residency Primer Course

General

Course Subject Code
PHPN

Course Number
839

Course Description
The primary goal of this course is to help students deepen their interest in becoming a pharmacist in clinical practice settings. At the end of the course, students should be able to maintain awareness of career opportunities in clinical pharmacy, build a professional clinical network, develop a competitive curriculum vitae, become familiar with effective interview skills, and understand the process of applying to post-doctoral programs (e.g., PhORCAS). Additionally, through in-class assignments and activities, students develop the aptitude for lifelong learning and verbal/non-verbal communication skills. The course will provide an overview of career planning and clinical pharmacy so that students have a general understanding of professional self-development and growth.

Course Long Title
Pharmacy Residency Primer Course

Credit Hours

Min Credit(s):
1

PHPN855 - Pharmacy Practice Primers

General

Course Subject Code
PHPN

Course Number
855

Course Description
This course serves as a culminating review of the pharmacy curriculum to ensure students have the knowledge and skills to serve as pharmacists and pass the NAPLEX (North American Pharmacist Licensure Examination) which is required for pharmacist licensure upon graduation. This course will consist of self-study using the Pass NAPLEX Now course book, online videos and quiz banks.
In-class review sessions will go hand-in-hand with self - study to help reinforce student knowledge of difficult clinical core topics and clarify key points to enhance student understanding of the material.

Course Long Title
Pharmacy Practice Primers

Credit Hours

Min Credit(s):
2

SBAN504 - Health Care Systems and Health Policies

General

Course Subject Code
SBAN

Course Number
504

Course Description
In the context of the rather complex healthcare system in the United States that the pharmacist, like other healthcare providers, has to navigate in order to provide the needed services for patients, the primary goal of this course is to provide a thorough understanding of the healthcare system, health care delivery in the various settings and how services are paid for in the United States and draw parallels with selected developed and developing countries healthcare systems. An additional goal is to promote the pharmacist as a public health advocate in addition to providing patient-centered care. This course describes the components of a healthcare system; the goals and functions of the system, and how the system is assessed for attainment, performance, and quality. It also examines the key features of the U.S. healthcare system, the organization of healthcare delivery in the U.S., and the financing mechanisms for paying for healthcare; these are compared with those from other countries. Healthcare system regulation is covered by addressing health policy development, implementation, and evaluation and health care reform with special reference to the Affordable Care Act (ACA, 2010). The rising healthcare and medication costs in the U.S. and the strategies for containing those, whiles promoting access and quality in the system are addressed. An overview of basic public health concepts, key agencies in the U.S. Public Health Service and Pharmacy practice and career paths in the U.S. Public Health Service conclude the course.

Course Long Title
Health Care Systems and Health Policies

Credit Hours

Min Credit(s):
3

SBAN540 - Drug Information and Literature Evaluation

General

Course Subject Code
SBAN

Course Number
540

Course Description
This course will introduce students to the basics of the provision of drug information practice. At the end of this course, the students will be expected to become familiar with various drug information resources and literature search databases. Additionally, students will learn biostatistical concepts and literature evaluation skills, including presenting a journal club to interpret clinical trial results and apply the information in patient care. Finally, students will gain an understanding of how drug information skills are used in different practice settings. Throughout the course, there will be assignments and hands-on activities focused on putting together the ultimate question executing a search strategy, selecting the appropriate drug information resources, and communicating the response.

Course Long Title
Drug Information and Literature Evaluation

Credit Hours

Min Credit(s):
3

SBAN560 - Cultural Competency

General

Course Subject Code
SBAN

Course Number
560

Course Description
This course will introduce and sensitize students to the challenges of providing quality, culturally appropriate, and patient-centered healthcare that maximizes patient health outcomes. Students will be introduced to historical contexts, observations, experiences, and case studies involving diverse populations/ patient groups to develop their awareness, sensitivities, and their appreciation of the importance of cultural sensitivity when caring for these traditionally under-represented patients. Students will understand the health disparities routinely experienced by racial/ethnic minorities, populations/patient groups based on their gender, age, socioeconomic, and insurance status, as well as religious or cultural beliefs and practices, sexual orientation, and physical and mental disabilities. Students will learn about the healthcare policy frameworks, the healthcare systems, the unique health challenges of various population groups, and what their expectations are for what is acceptable, culturally appropriate, and acceptable care that optimizes their health outcomes and overall quality of life.

Course Long Title
Cultural Competency

Credit Hours

Min Credit(s):
1

SBAN570 - Professional Practice I

General

Course Subject Code
SBAN

Course Number
570

Course Description
This course serves as a comprehensive introduction to the pharmacy profession. The course will provide insight into the skills necessary to strive as a successful pharmacist professional and establish a high standard of professional conduct, with emphasis on the skills and attitudes in the COEPA standards. The students will be expected to describe and practice professionalism, reflective practice, and understand the basic principles of pharmacist traits. Students will be introduced to the concept of professional identity formation and the oath of a pharmacist. The essential elements of the history of pharmacy as a profession in the United States along with the contribution of the historical figure in the pharmacy profession will be discussed. The course will also work on the future directions needed for the pharmacy profession and the role of professional advocacy.

Course Long Title
Professional Practice I

Credit Hours

Min Credit(s):
2

SBAN571 - Professional Practice II

General

Course Subject Code
SBAN

Course Number
571

Course Description
This course, as a continuation of Professional Practice I, introduces students to concepts and skills fundamental to the practice of pharmacy. The course introduces various topics in communication that are vital to the professional & clinical success of pharmacy students. Good communication skills will contribute to the success of the career and heightened respect from patients and other healthcare professionals for the profession. The course presents theoretical concepts and applications of such concepts in pharmacy practice, through role-play sessions, homework assignments, reflections, and a patient education material development assignment. The course will help develop basic communication skills, as they apply to delivering successful and sensitive interventions, professional, peer-to-peer communication, formal presentations, and advocacy. In addition to the communication skills, the course introduces ethical principles and the ethical decision-making process that are vital for healthcare professionals.

Course Long Title
Professional Practice II

Credit Hours

Min Credit(s):
3

SBAN625 - Pharmaceutical Law and Biomedical Ethics

General

Course Subject Code
SBAN

Course Number
625

Course Description
This course is intended to help students understand the legal and ethical responsibilities and frameworks in pharmacy practice. It provides an overview of the federal and New York laws that impact the practice of pharmacy while emphasizing the legal and ethical principles applicable to daily decision-making. Students will be expected to apply the laws and regulatory requirements associated with dispensing prescription and non-prescription products.

Course Long Title
Pharmaceutical Law and Biomedical Ethics

Credit Hours

Min Credit(s):
3

SBAN626 - Managed Care Pharmacy

General

Course Subject Code
SBAN

Course Number
626

Course Description
This course will provide an overview of managed care pharmacy and an understanding of how managed care pharmacy impacts the healthcare system. The course will explain the place of managed care in the US healthcare system with special emphasis on pharmacy benefit management, formulary management, and the roles and responsibilities of a managed care pharmacist. New topics in managed care such as specialty pharmacy will also be introduced to the students. Students will also learn about drug use evaluation, outcomes research, and pharmacoeconomics.

Course Long Title
Managed Care Pharmacy

Credit Hours

Min Credit(s):
3

SBAN630 - Principles of Management, Pharmacoeconomics, and Outcomes Research

General

Course Subject Code
SBAN

Course Number
630

Course Description
This course is intended to introduce students to the fundamental concepts and basic knowledge of pharmacy management, pharmacoeconomics, and outcomes research. This course will demonstrate how management principles are applied in both institutional and community settings. The course will allow the students to explore the relationship between the principles of marketing when delivering a pharmacy service, the basic tenets of innovation and entrepreneurship in pharmacy, and the application of digital health in pharmacy management. The course will also introduce students to the importance of policymaking for successful pharmacy management. The course will also discuss the various theoretical frameworks of pharmacoeconomics and outcomes research and its relationship to formulary management.

Course Long Title
Principles of Management, Pharmacoeconomics, and Outcomes Research

Credit Hours

Min Credit(s):
3

SBAN640 - Global Health

General

Course Subject Code
SBAN

Course Number
640

Course Description
This course equips pharmacy students with the requisite knowledge, attitudes, values, and skills set to pursue global health careers upon graduation either on the global stage or with U.S.-based globally oriented organizations which include the key agencies of the US Public Health Service, such as the Centers for Disease Control and Prevention (CDC), and the Food and Drugs Administration (FDA). The course addresses the many medication-related global health challenges that the pharmacist can use his expertise to provide leadership in addressing such as lack of access to essential medicines, irrational use of medicines, challenges associated with drug donations during national and global disasters, medication safety and quality-related challenges, along with the widespread development of antimicrobial resistance (AMR). Specific valuable skills set that are developed in this course include health program/project management, research in global health settings, and the ability to work professionally and successfully in multicultural, multinational, and multidisciplinary teams, reflecting the working environment of the pharmacist in global health career settings.

Course Long Title
Global Health

Credit Hours

Min Credit(s):
3

SBAN655 - Introduction to the Pharmaceutical Industry

General

Course Subject Code
SBAN

Course Number
655

Course Description
This course explores the role pharmacists play in the biopharmaceutical industry from the later clinical phases of drug development to the promotion of drugs in the media and social channels. Students will learn the different functional areas in the biopharmaceutical industry such as regulatory affairs, pharmacovigilance, medical affairs, marketing, and outcomes research. Students interested in career paths through the pharmaceutical and biopharmaceutical industry should consider this elective.

Course Long Title
Introduction to the Pharmaceutical Industry

Credit Hours

Min Credit(s):
3

SBAN659 - Minority Pharmacist Workforce and Health Disparities Research

General

Course Subject Code
SBAN

Course Number
659

Course Description
This course provides an opportunity for students to learn about the community-based participatory research approach while being able to explore in greater depth the factors that impact disparities in health outcomes. For example, one could explore the barriers for minority high school and college students to enter the pharmacy workforce and the relationship between pharmacy workforce characteristics and health disparities in their community. Throughout this course, the pharmacy student will be taking an active role in conducting CBPR under the guidance of a faculty member. Students will learn about the CBPR process including the proper methods or techniques required to conduct research. During this course, students will be exposed to conceptualization, use of methodology, and analysis of a CBPR focused on minority pharmacist workforce and health disparities research. Students will be expected to conduct parts of the CBPR and present their preliminary findings.

Course Long Title
Minority Pharmacist Workforce and Health Disparities Research

Credit Hours

Min Credit(s):
3

SBAN660 - Behavioral and Social Factors in Public Health

General

Course Subject Code
SBAN

Course Number
660

Course Description
This course explores the full range of legislative, regulatory and policy issues and surrounding law of products subject to the jurisdiction of the Food and Drug Administration: food (including dietary supplements), drugs, biologics, cosmetics, medical devices and tobacco. While the focus will be on the Food, Drug & Cosmetic Act, the Federal Trade Commission regulation of advertising and the Consumer Product Safety Commission enforcement of the Poison Prevention Packaging Act will be included. We will consider the role of Federal, State and international regulation; incentives in the development of products, including patent incentives and exclusivity; tort liability and its role in industry regulation; commercial speech protections in advertising; no risk policy for carcinogens and use of biotechnology in foods. The interface between food and drug regulation and subjects such as environmental law, medical malpractice and health law, policy and bioethics will be reviewed.

Course Long Title
Behavioral and Social Factors in Public Health

Credit Hours

Min Credit(s):
3

SBAN667 - Pharmacy Legislative Issues and Biomedical Regulatory Affairs

General

Course Subject Code
SBAN

Course Number
667

Course Description
This course is intended for students to develop problem-recognition and problem-solving skills to facilitate quality and safety outcomes in various pharmacy setting from the perspective of a manager and executive. Specific topics related to management include finance, marketing, organizational behavior and culture, human resources, supply chain, business analytics, regulatory affairs, medication safety, as well as business strategy.

Course Long Title
Pharmacy Legislative Issues and Biomedical Regulatory Affairs

Credit Hours

Min Credit(s):
3

SBAN670 - Management Principles Applied to Pharmacy Practice

General

Course Subject Code
SBAN

Course Number
670

Course Description
This course is intended for students to develop problem-recognition and problem-solving skills to facilitate quality and safety outcomes in various pharmacy setting from the perspective of a manager and executive. Specific topics related to management include finance, marketing, organizational behavior and culture, human resources, supply chain, business analytics, regulatory compliance, medication safety, as well as business strategy.

Course Long Title
Management Principles Applied to Pharmacy Practice

Credit Hours

Min Credit(s):
3

SBAN685 - Leadership: Theory and Practice

General

Course Subject Code
SBAN

Course Number
685

Course Description
This course advances students' knowledge of the basic tenets of leadership theory and practice. Its focus is on the salient attitudes, knowledge, and skills necessary to develop personal and professional leadership to ultimately facilitate change in pharmacy practice. This is accomplished through a multi-modal educational delivery system that includes required readings, on-line learning, self-assessments, didactic presentations, field assignments, and experiential skill development.

Course Long Title
Leadership: Theory and Practice

Credit Hours

Min Credit(s):
3

SBAN688 - Pharmacoepidemiology

General

Course Subject Code
SBAN

Course Number
688

Course Description
This course is intended to introduce students to the basic concepts and methods of pharmacoepidemiology. Emphasis will be placed on explaining pharmacoepidemiological study designs and critically analyzing, interpreting, and preventing drug related problems in a population. The utility of databases and pharmacovigilance reporting systems in pharmacoepidemiology will be assessed. Students will be expected to utilize studies other than randomized control trials to evaluate safety and effectiveness of medications. Special applications of pharmacoepidemiology will be reviewed to introduce the student to the relationship between epidemiology and pharmacy practice.

Course Long Title
Pharmacoepidemiology

Credit Hours

Min Credit(s):
3

SBAN689 - Pharmacoeconomics and Outcomes Research

General

Course Subject Code
SBAN

Course Number
689

Course Description
This course advances students to the concepts and methods of pharmacoeconomics and outcomes research. Emphasis will be placed on explaining pharmacoeconomic and outcomes research study designs and critically analyzing, interpreting, and preventing drug-related problems in a population. The utility of databases and reporting of effectiveness/cost-effectiveness in pharmacoeconomics will be assessed. Students will be expected to utilize studies other than randomized control trials to evaluate the safety, effectiveness, and cost-effectiveness of medications. Special applications of pharmacoeconomics and outcomes research will be reviewed to introduce the student to the relationship between economics and pharmacy practice.

Course Long Title
Pharmacoeconomics and Outcomes Research

Credit Hours

Min Credit(s):
3

SBAN690 - Independent Study

General

Course Subject Code
SBAN

Course Number
690

Course Description
This course provides students opportunity to pursue their specific areas of interest in social, behavioral and managerial sciences related to pharmacy through working with a faculty member on a special project. The course will provide students opportunities to developing critical thinking and problem-solving skills. Through working with a faculty member in her/his area of interests, students are also able to explore in greater depth, the knowledge base in a particular area of pharmacy.

Course Long Title
Independent Study

Credit Hours

Min Credit(s):
3

SBAN691 - Principles and Techniques of Behavioral Change

General

Course Subject Code
SBAN

Course Number
691

Course Description
This course will describe the psychological, social, and environmental determinants of a wide range of health and health-related behavior. Theoretical models from the behavioral and social sciences will be used to explain health behavior at the individual, interpersonal, and community levels. The course emphasizes the acquisition of theoretical understandings, but also is intended to improve actions or activities undertaken for the purpose of promoting, preserving, or restoring wellness, and actions or activities that endanger wellness or cause illness.

Course Long Title
Principles and Techniques of Behavioral Change

Credit Hours

Min Credit(s):
3

SBAN696 - Independent Study

General

Course Subject Code
SBAN

Course Number
696

Course Description
This course provides students additional opportunity to pursue their specific areas of interest in social, behavioral and managerial sciences related to pharmacy through working with a faculty member on a special project. The course will provide students opportunities to developing critical thinking and problem-solving skills. Through working with a faculty member in her/his area of interests, students are also able to explore in greater depth, the knowledge base in a particular area of pharmacy. May be taken for 0 to 3 credits.

Course Long Title
Independent Study

Credit Hours

Min Credit(s):
0

Max Credit(s):
3

Operator:
TO

SBAN703 - Pharmaceutical Law and Biomedical Ethics

General

Course Subject Code
SBAN

Course Number
703

Course Description
This course is intended for students to understand the legal and ethical responsibilities and frameworks in pharmacy practice. It provides an overview of the federal and New York laws that impact the practice of pharmacy while emphasizing the legal and ethical principles applicable to daily decision-making. Students will be expected to apply the laws and regulatory requirements associated with dispensing prescription and non-prescription products.

Course Long Title
Pharmaceutical Law and Biomedical Ethics

Credit Hours

Min Credit(s):
3