

2022-2024 CATALOG



TOURO UNIVERSITY
COLLEGE OF PHARMACY



**TOURO
COLLEGE OF
PHARMACY**

TOURO UNIVERSITY



CATALOG • 2022-2024

Revised and reissued September 2023.

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Accreditation

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, as well as branch campuses in Illinois, Berlin, Jerusalem, and Moscow. For additional information, visit [Middle States Accreditation](#).

Touro University California (TUC) and its branch campus Touro University Nevada (TUN), 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 Hebrew Theological College (HTC) in Skokie, IL is also a part of Touro University. HTC is accredited by the Higher Learning Commission (HLC).

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 2850, Chicago, IL 60603, 312/664-3575; FAX, 866/228-2631, website www.acpe-accredit.org.

Policy of Non-Discrimination

Touro University is an equal opportunity employer. Touro University treats all employees, job applicants, and students without unlawful consideration of race, ethnicity, religious creed, color, national origin, ancestry, sex (including pregnancy, childbirth or related medical condition), age, disability, medical condition, marital status, genetic information, sexual orientation, gender, gender identity, 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 <https://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 University policies, procedures and practices. Your assigned Touro email address is the official method of contact for all such notices and for all Touro communication. 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, warranties, or other statements made in its marketing or promotional materials, and makes absolutely no promises, assurances, representations, guarantees, warranties or other statements concerning our courses and programs and/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.

General Disclaimer

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

COVID-19 Related Clinical Procedures

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 situation occurs, 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.

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.¹

¹ Statement effective July 1, 2020.

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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 35 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 for the underserved 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 is emerging 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 all.

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 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 of 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 more than 30 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 U.S. 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, 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 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, 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 and commitment to social justice and serving the underserved, 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 2022-2024 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 essential 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 transformed 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 professions. 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 the heart of the nation's most vibrant urban center. Contact our Admissions Office for a virtual or in-person campus visit and tour, meet our students and faculty, sample 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, BCPP, BCGP



Touro University Mission Statement and Goals

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, social justice, 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, inclusivity, equity 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 inclusivity, ethical behavior, and social 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

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.

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 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.

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.

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 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 approximately 19,000 students located in six 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, social justice, 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.

Fulfilling Needs - and Building Strength - in Healthcare

Touro has grown into one of the largest healthcare educational systems in the country. 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 responded to the growth of data and security issues in healthcare by expanding its offerings to a new campus in Skokie, Illinois with programs in healthcare cybersecurity, data analytics, nursing and physician assistant studies.

The Touro College of Osteopathic Medicine (TouroCOM) opened in 2007 in Harlem, committed to training underrepresented minorities and to practicing in underserved communities. Subsequently, in 2014, a second campus of TouroCOM opened in Middletown, New York and most recently, in 2023, a third TouroCOM campus opened in Great Falls, Montana - set to further TouroCOM's mission of educating underrepresented minorities in medicine and serving communities in need. The Touro College of Pharmacy, originally established in Harlem with a shared vision to promote wellness, especially among underserved populations, relocated to our new Cross River Campus in Times Square. In 2022, Lovelace Research Institute in Albuquerque, New Mexico joined the Touro system. 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.

In 2011, New York Medical College (NYMC), one of the nation's oldest and most prestigious health science universities, joined the Touro system, 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 \$38.5 million in sponsored research and other programs under management. In 2016, the Touro College of Dental Medicine opened on the NYMC campus, New York State's first new dental school to launch in nearly 50 years.

A Western Division was established in 1997 with 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 as a branch campus of TUC 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 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.

Educating the Educators, Serving the Community

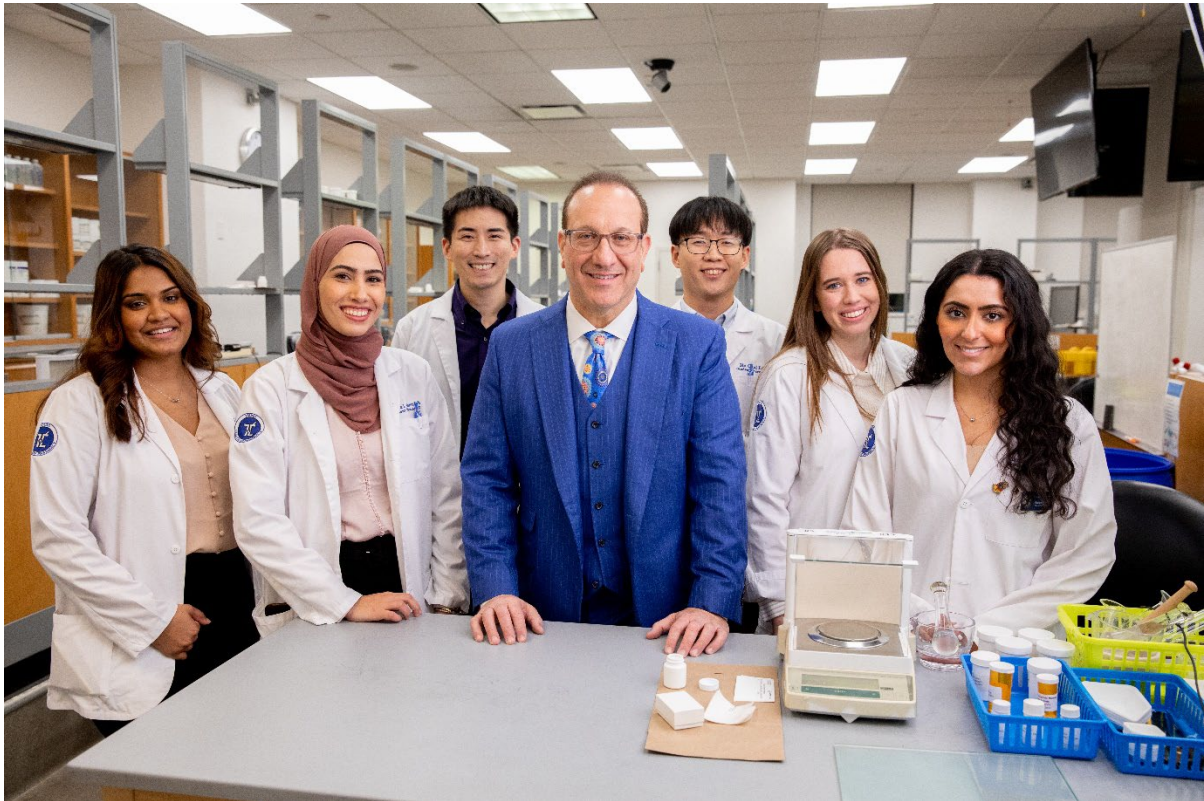
Touro's Graduate School of Education prepares America's future leaders in education with one of the largest teacher education programs in New York State. Through its Lander Center for Educational Research, public schools are assisted in addressing problems that impact student achievement and equality of 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 diverse populations. The Touro College Graduate School of Social Work inspires and prepares graduates for clinical social work practice in a variety of urban and multicultural environments and to advocate effectively for the most underserved in society.

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.

Academic Calendars

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.



Touro College of Pharmacy

Vision

In keeping with the core values of Touro University, we envision educating and inspiring students to become compassionate, influential pharmacist-practitioners and leaders who capitalize on their diverse, real-world experiences to improve health nationally and globally.

Mission Statement

The mission of Touro College of Pharmacy is to develop the next generation of pharmacists vested in promoting wellness, especially among the underserved populations in Harlem and beyond, and contributing to scientific knowledge and expanding the roles and competencies of the profession toward improving patient-centered care processes and outcomes.

We (Our College) will inspire and educate ethical leaders in pharmacy through a collegial culture, scholarship, and experiential opportunities, and will strive for diversity in our student body, faculty and staff.

Goals

Touro College of Pharmacy is committed to achieving the following goals:

- Produce pharmacists who possess the competencies necessary for the provision of pharmacist-delivered patient care, including medication therapy management services
- Develop faculty, student, and alumni leaders who will accept responsibility for providing care, advancing the practice of pharmacy and its contributions to society, and representing the pharmacy profession to other health professions and the public
- Promote the professional development of our faculty in teaching, research and other scholarly activities, and services
- Practice continuous quality improvement through assessment and evaluation of desired outcomes in all phases of operations
- Foster a learning environment that promotes critical thinking and is responsive to the diverse learning style of students
- Sustain a culture of equity, respect, and understanding by recruiting faculty, staff and students who are diverse
- Incorporate collegiality as a central value in relationships among and between faculty, students, and other health professionals
- Utilize informatics and technology as a means to advance pharmacy practice and improve health care outcomes
- Instill a commitment to life-long learning, through participation in professional organizations, professional exchanges, publications, and professional development
- Be recognized locally, nationally, and internationally for excellence in our endeavors

Admissions

Prospective students are encouraged to visit the campus and meet with representatives of the College in person. 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](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 2021 admissions cycle, the average cumulative GPA was 3.24, and the average science GPA was 3.0. **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're 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 below link 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)

*We will accept these additional courses to fulfill our 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.

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 (see page 16) to ensure they meet all requirements.

As we consider candidates on a holistic basis, enhancements to the application are encouraged, and may include:

1. Pharmacy College Admissions Test (PCAT)

While we do not require the PCAT exam, we strongly recommend that you take it. Scores are valid only if the test was taken within the last two years (e.g., for Fall 2022 not before July 2020).

2. 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 Admissions Process

The College only reviews and considers completed applications. After the initial review, selected candidates are invited to interview with the College's admissions staff and faculty. 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, please 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:

- **Pharmacy College Admission Test (PCAT) is highly preferred. Note:** PCAT scores are valid only if the test was taken within the last two years (e.g., for Fall 2022, not before July 2020).
- Official PCAT scores must be sent directly to PharmCAS by Pearson.

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
- A **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 <http://www.pharmcas.org/> any time to determine the status of your application. Your initial status will read "Received/Under 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 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
230 West 125th Street, Suite 528
New York, New York 10027

8. Transfer Students

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 PharmD 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 all 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 both good academic standing and 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.

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

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

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 Practice Experience rotations and classes, and possible expulsion from the Touro College of Pharmacy.

12. Immunizations

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).**

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 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 <http://app.hsac.com/tourocop>.

15. Student Identification

Photo identification (ID) badges are issued to new students during orientation. This badge must be worn at all times when in a Touro University facility or at another affiliated institutional facilities. When entering a Touro campus, this ID badge must be displayed in such a manner that it is readily visible, in order to clearly identify you as a College of a Pharmacy student. Students without a valid ID may be asked to leave the building. If an ID badge is lost or stolen, you must inform the Office of Student Affairs and arrange for a replacement badge. A fee of \$25 will be charged to replace a lost or stolen ID badge.

Technical Standards for Admissions 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 requiring reasonable accommodations should see “Students with Disabilities,” page 113.**

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 in 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.



Facilities

Physical Facilities

The College shares the facilities at the Touro University Harlem Campus with the Touro College of Osteopathic Medicine. These shared facilities occupy the upper four floors of the five-story 230 W. 125th Street building and two floors of the building at 2090 Adam Clayton Powell Jr. Boulevard. It is a short walk between these two buildings. The Touro University Harlem Campus interior facilities were specifically constructed for the College of Pharmacy and the College of Osteopathic Medicine in 2007.

The bulk of the College's facilities occupy the majority of space on the fourth and fifth floors of the 125th Street building with approximately 29,000 square feet of the two floors dedicated to the College.

This space includes, on the fourth floor:

- two 2050 square foot lecture halls, each seating 105 students
- one 650 square foot classroom accommodating 30 students
- eleven 140 square foot break-out study rooms accommodating four to six students each
- the departmental office for Pharmacy Practice
- individual offices for faculty and staff

Space on the fifth floor includes:

- two 1800 square foot pharmacy skills, dispensing and compounding labs each, accommodating 25 students
- a 1000 square foot IV lab with six laminar flow hoods
- a 2200 square foot faculty research lab
- one 610 square foot classroom seating 25 students
- one 515 square foot conference room
- one 210 square foot conference room
- the dean's suite offices
- the departmental office for Pharmaceutical and Biomedical Sciences
- individual offices for faculty, administrators and staff

Space shared with the College of Osteopathic Medicine includes:

- the 3900 square foot library on the third floor
- a 2400 square foot lounge/luncheon room on the fourth floor
- a 1500 square foot exercise room, lockers and showers on the fourth floor

The College utilizes approximately 5500 square feet of space on the fifth and sixth floors of the 2090 Adam Clayton Powell Jr. Boulevard Building. This space is occupied by:

- the Office of Practice Experience
- offices for faculty members in the Departments of Pharmacy Practice and Social, Behavioral and Administrative Sciences
- a conference room

Additional space on these two floors is dedicated to the Touro University Harlem offices of Registrar, Bursar, and Financial Aid and the College of Osteopathic Medicine's high-fidelity simulation lab.

Research Facilities

The College's research facilities include a large pharmaceutical laboratory with HPLC, UV-Vis Spectrophotometry, and Fluorescent Plate Reader for analysis; gel electrophoresis and western blot for macromolecular analysis; inverted and fluorescent microscopes; thermal cycler for standard PCR and UV illuminator for molecular biology; as well as centrifugation, cold storage in liquid nitrogen dewar, -80 degree freezer, -20 degree freezers, and 4 degree refrigerators. In separate space, tissue and microbial culture is available through two bacterial culture incubators, autoclave, and a tissue culture room.

Student Space

In addition to the individual study carrels in the library, the College has eleven breakout study rooms for groups of four to six students available 24/7. Additionally, many students utilize the lounge (also available 24/7) as well as lobby space on the 5th floor of the main building for more informal study and meetings. 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. The College is currently looking into how larger storage capability, such as cabinets, might be accommodated within the present facilities.



Sheldon L. Sirota Memorial 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 main area of 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 8 am to 10 pm Monday through Thursday. Access is available 24/7 due to the capability of locking the doors between the hard copy reference area and the general study area.

The vast majority of the Sheldon L. Sirota D.O. Memorial Library holdings are in electronic format. Nearly all of its titles are available via the Internet both on and off campus to faculty, students, and preceptors, except for a small number of holdings that are only available on-campus due to publisher licensing requirements.

The library has a complete on-line text access to over 60,000 journals, including all titles on the most recent (2016) AACP Core List of Journals for Pharmacy Education. It also has e-book holdings of nearly all titles on the most recent (2017) AACP Basic Resources for Pharmacy Education. Most of the exceptions are older titles that are no longer in print and predate the establishment of the library. In total, over 120,000 e-books are available. Additionally, 90 databases are available, both bibliographic and full- access.

The library has 8 PC computers located in the front of the library. An additional 56 carrels are available for study, each with power and network connections for student laptops. Wireless connections are also available throughout the library. The library can simultaneously seat 126, accommodating approximately 25% of the on-site students for both colleges. Two black-and-white laser printers, one color laser printer, and one black-and-white duplexing photocopier/printers are available for student use, as well as a large-format printer for posters. The poster printing requires faculty approval. Pharmacy students are given a printing/copying allotment of \$75 per semester. For students who utilize their allotment, additional copies may be made on a pay as needed basis using either a credit card or PayPal.

The library's Collection Development Policy states the level of desired collection for each area within the discipline of Pharmacy and related sciences. Selection is based on the ACPE 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.

Educational Technology

All facilities utilized by the College have wireless access to the Internet. Both 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 utilizing Zoom/Kaltura.

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. Turning Technologies is utilized as an audience-response system (clickers). Students are required to bring their clickers to all lectures. Exams are administered utilizing ExamSoft. E-Value provides availability of manuals, syllabi, and other student-oriented materials for IPPEs and APPEs. E-Value 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.

The College's IT office is located immediately across the hallway from the lecture halls so that technological assistance, if needed, is immediately available. 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.

Tuition and Fees

Estimated Cost of Attendance (COA) 2022 - 2023

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 and Fees	\$22,030	\$22,030	\$44,060
Room and Board (est.)	\$14,824	\$14,824	\$29,648
Books and Supplies (est.)	\$652	\$652	\$1,304
Personal (est.)	\$4,119	\$4,119	\$8,238
Transportation (est.)	\$1,329	\$1,329	\$2,658
Loan Fee (Optional)	\$174	\$174	\$348
Health Insurance	\$2,910	\$2,910	\$5,820
Computer (First year only)	\$576	\$576	\$1,152
TOTALS (COA)	\$47,868	\$47,868	\$95,736

Second Year Students

COSTS	FALL	SPRING	TOTAL
Tuition and Fees	\$22,030	\$22,030	\$44,060
Room and Board (est.)	\$14,824	\$14,824	\$29,648
Books and Supplies (est.)	\$652	\$652	\$1,304
Personal (est.)	\$4,119	\$4,119	\$8,238
Transportation (est.)	\$1,329	\$1,329	\$2,658
Loan Fee (Optional)	\$174	\$174	\$348
Health Insurance	\$2,910	\$2,910	\$5,820
TOTALS (COA)	\$47,292	\$47,292	\$94,584

Third Year Students

COSTS	FALL	SPRING	TOTAL
Tuition and Fees	\$22,030	\$22,030	\$44,060
Room and Board (est.)	\$14,824	\$14,824	\$29,648
Books and Supplies (est.)	\$652	\$652	\$1,304
Personal (est.)	\$4,119	\$4,119	\$8,238
Transportation (est.)	\$1,329	\$1,482	\$2,811
Loan Fee (Optional)	\$196	\$196	\$392
Health Insurance	\$2,910	\$2,910	\$5,820
Miscellaneous (including drug screening)	\$1,254	\$1,254	\$2,508
TOTALS (COA)	\$47,314	\$47,467	\$94,781

Fourth Year Students

COSTS	FALL	SPRING	TOTAL
Tuition and Fees	\$22,030	\$22,030	\$44,060
Room and Board (est.)	\$14,824	\$9,036	\$23,860
Books and Supplies (est.)	\$652	\$652	\$1,304
Personal (est.)	\$4,119	\$4,119	\$8,238
Transportation (est.)	\$1,329	\$1,329	\$2,658
Loan Fee (Optional)	\$174	\$174	\$348
Health Insurance	\$2,910	\$2,910	\$5,820
Miscellaneous	\$1,254	\$1,254	\$2,508
TOTALS (COA)	\$47,292	\$41,504	\$88,796

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 page 17.

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 policy section of the Catalog. The tuition refund schedule addresses the tuition liability for the withdrawal of given term.

Withdrawal Policy

A student wishing to withdraw from classes must notify the Office of the Registrar by filling out an Add/Drop form. On approved applications, the following 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)
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.



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 timely submit documents. All financial aid programs are subject to availability and funding levels.

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 contact:

<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://nslds.ed.gov/npas/> - federal website for reviewing the student's financial aid history

<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 & Student Administrative Services Help Desk

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/>

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 2022-2023 academic year (which includes the summer 2022, fall 2022 and spring 2023 semesters) the FAFSA was available on October 1, 2021.

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.

Students who wish to apply for scholarships, grants, work-study and/or parent and student loans 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 Medical College (NYMC)	002784
New York	All locations except 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 1st of each year at <https://studentaid.gov/h/apply-for-aid/fafsa>.

Requirements for Title IV (Federal) Financial Aid

In order to qualify for federal financial aid, students:

- Must be accepted into one of Touro’s degree granting programs and must be fully matriculated in that program.
- Must have a high school diploma or its recognized equivalent, such as a general educational development or GED certificate or have completed home schooling at the secondary level as defined by state law.

- Must be making satisfactory academic progress toward their degree.
- Must be enrolled at least half time to receive to receive federal loans.
- Must not have been convicted of possession or sale of illegal drugs for an offense that occurred while receiving federal financial aid (see Question on the FAFSA for additional eligibility information).
- Incarcerated students are not eligible for federal student loans but are eligible for Federal Work Study and Federal Supplemental Educational Opportunity Grants. They are also eligible for Pell Grants if not incarcerated in a federal or state penal institution.
- Must not be in default on a prior federal student or parent loan that has not been rehabilitated. Contact the Office of Financial for loan rehabilitation information.
- Must be a U.S. citizen or permanent resident or other eligible non-citizen.
- Must have a valid Social Security Number.
- With the exception of unsubsidized Loans and PLUS Loans, all other federal student aid requires students to demonstrate financial need.
- agree to use any federal student aid received solely for educational purposes.
- sign a statement of educational purpose/certification statement on refunds and defaults.

Federal Verification Requirements

When the FAFSA is filed, the federal government reviews the data submitted and selects certain applications for a process called Verification. Generally, approximately thirty percent of FAFSA applications are selected for verification. The verification process helps the federal government to ensure that students' information is accurate and that they receive all funds for which they qualify. If a student's application is selected, the student, his or her spouse and/or parents must submit documents that support the information supplied on the FAFSA to the Touro's Office of Financial Aid. This usually includes copies of the appropriate year's IRS Tax Transcripts, a Verification Worksheet (supplied by Touro) and other supporting documentation as required.

In its review of financial aid files Touro also selects students for verification. Students who are selected for institutional verification are subject to the same rules as those who were selected by the federal government.

Usually, graduate students are only required to complete verification if they are selected and plan to participate in the Federal Work-Study Program.

At times students submit documents and information that contradicts that already provided to Touro. When contradictory information is submitted, the Office of Financial Aid is required by law to resolve the conflict. Resolution of contradictory information typically requires that the student submit additional documents, which lengthens the verification process.

As part of the federal Verification process, Touro may also request proof of High School Completion (or its recognized equivalent), proof of the receipt of Supplemental Nutritional Assistance Program benefits (SNAP), and/or proof of child support payments. Students may also be requested to appear in person and provide government issued photo identification and sign a Statement of Educational Purpose.

The Touro Office of Financial Aid will review the information on the FAFSA and make required corrections where necessary. This process may change a student's financial aid eligibility. Students will be notified if corrections result in a change in eligibility.

Students are advised as to due dates for submission of their documents and information in individual communications about verification. Students (and parents, if applicable) who fail or refuse to complete verification are ineligible for financial aid, including loans.

Requirements for Determination of Independent Student Status for Financial Aid

To be considered an independent student for any federal (and some state) financial aid programs, students must meet one of the following criteria:

- A. Age 24 or older as of Dec. 31 of the award year
- B. For students under 24, one of the following criteria must be met:
 - Orphan, foster child, or ward of the court at age 13 or older
 - Veteran or currently engaged in active duty in the U.S. armed forces for purposes other than basic training
 - Have legal dependents other than a spouse for whom he/she provides more than 50 percent financial support
 - Enrolled in a graduate or professional program
 - Married student (at the time the FAFSA is signed)
 - Classified by the Office of Financial Aid as independent because of other unusual circumstances that have been fully documented and are consistent with federal regulations
 - Have had a legal guardian as determined by a state court
 - An unaccompanied youth who is determined to be homeless, or at risk of being homeless, by a school district, shelter director, or the U.S. Department of Housing and Urban Development
 - Emancipated minor as determined by a court in his/her state of legal residence

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.

Apply for Aid in 6 Steps

Step 1: Create an [FSA ID](#)

If you haven't done so previously, you will need to create your own [FSA ID](#) account to complete federal student aid tasks.

Step 2: [Complete the Free Application for Federal Student Aid \(FAFSA\)](#) on or after October 1st or download the FAFSA mobile app on [IOS](#) or [Android](#).

- [Documents you will need](#)
- [Transfer Tax Information to your FAFSA](#) using the data retrieval tool (DRT).
- **Do not select** "Will File" status
- Touro University Main Campus Code is 010142

Step 3: Review the [Tuition](#) Costs

The maximum amount of aid applied for in a year cannot exceed the [cost of attendance \(COA\)](#) for that year. The Cost of Attendance is an estimate of a student's educational expenses for their period of enrollment in the academic year. Students are not required to take out the maximum allowable amount and are able to determine their specific needs based on their own circumstances. Please consult with your financial aid counselor to discuss your specific needs.

Step 4: Complete the Entrance Counseling

First time borrowers at Touro University must complete the [Entrance Counseling](#). This will ensure you understand the terms and conditions of your loan and your rights and responsibilities. You will learn what a loan is, how interest works, your options for repayment, and how to avoid delinquency and default. Make sure to complete the Entrance Counseling for Graduate and Professional students.

Step 5: Sign Master Promissory Note (MPN)

First time borrowers taking out a Direct Unsubsidized Loan must complete and sign an [MPN](#).

Step 6: For the Graduate Plus loan, please complete:

- Direct Grad PLUS Loans require a separate [MPN](#).
- Apply for the [Direct Plus loan](#); credit check is required
- Complete the [PLUS Loan Credit Counseling](#) if your credit is denied and contact the Financial Aid Office for further instructions.

Once all steps are completed you will receive your financial aid offer and instructions through your Touro University student email. Please monitor your Touro email account daily.

Notes on Financial Aid

In reviewing your application, we may request additional documentation. Loan funds are disbursed directly to the University to cover the cost of tuition. The Bursar's Office distributes refunds within 14 days of receiving the funds.

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

Tuition Payment Plans

Tuition payment plans are available. Please direct all inquiries to the Office of the Bursar.

Federal Work-Study: Undergraduate and Graduate Students

Federal Work-Study (FWS) Program

Touro participates in the federally funded Federal Work-Study (FWS) Program. The FWS Program provides both on- and off- campus jobs to eligible undergraduate and graduate students who wish to earn money to help cover their educational expenses. Students who work on campus are employed by Touro. Students who receive off-campus placements will usually be employed by a private non-profit organization or a local, state or federal public agency. The work performed must be in the public interest. If the off-campus job is with a private-sector employer, then the job should be related to the student's course of study.

Participation in the FWS program is determined by student eligibility, need, available funding and job availability. Touro is responsible for selecting recipients and determining award amounts. The FWS hourly wage is at least the minimum wage. Students are currently permitted to work up to 20 hours per week when school is in session and up to 30 hours per week when school is not in session.

Interested students should complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa> and indicate a desire to participate in the Federal Work Study Program on the FAFSA application. The Office of Financial Aid determines the student's eligibility based on demonstrated financial need and availability of FWS funds. Eligible students who would like to participate in the FWS Program must accept the offer of assistance and contact the Office of Financial Aid. If a student fails to contact the Office of Financial Aid by the first week in October for the fall semester, or the first week in February for the spring semester, there is a risk that the FWS award may be cancelled. Funds are limited and there is usually a waiting list of students who would like to obtain positions.

Please be aware that the amount of FWS indicated in the student's portal is not deducted from the student's tuition bill, but rather reflects the amount of money available for the student to earn under the program. It is the student's responsibility to obtain a job through the Office of Financial Aid. Renewal is dependent upon continued demonstration of financial need, availability of federal funds and maintenance of the minimum academic standards established by the U.S. Department of Education and Touro. Students are required to file the FAFSA and indicate a desire to participate each year for continued determination of eligibility.

In order to begin working in the FWS program students must complete and submit various documents and information. The documents and information must be reviewed and approved by the Office of financial aid and other Touro departments. Students who complete hours before being officially approved to participate in the FWS program will not have been added to the payroll system and any hours will be considered to have been volunteered. Students cannot be retroactively

paid for any hours they completed before their eligibility to work was established. Until students have received official approval (as detailed in FWS documents and instructions) from Touro to begin working they cannot and will not be paid for any hours they might voluntarily complete.

Loans: Undergraduate and Graduate Students

Federal Perkins Loans

Touro previously participated in the Federal Perkins Loan Program, which ended on June 30, 2018. Perkins was a fixed-rate, low interest (5%) educational loan offered to undergraduate and graduate students with exceptional financial need such as students with the lowest Expected Family Contribution (EFC). Eligibility was based on financial need as determined by federal calculations from the FAFSA. Legislated loan limits were up to \$5,500 for each year of undergraduate study (undergraduate aggregate limit was \$27,500).

No interest accrues while the student is attending school at least on a half-time basis. Repayment begins for existing Perkins Loan borrowers nine months after graduation, or after a student drops below half-time status. For first-time loans disbursed after Oct. 1, 1992, the borrower will make minimum monthly payments of \$40. Borrowers are allowed up to ten years to repay the loan depending on the amount borrowed. An additional extension is permitted for low-income borrowers.

As of June 30, 2018, all colleges, including Touro, stopped disbursing Perkins loans and were not permitted to make any additional payments to students.

Federal Direct Stafford Loans

The William D. Ford Federal Direct Stafford Student Loan Program is sponsored by the U.S. Department of Education (ED), offers low interest rates with a variety of repayment terms. The loan is not credit based and only requires that student's meet specific eligibility requirements. All students must file a FAFSA in order for the Office of Financial Aid to determine eligibility for a Federal Direct Stafford Loan. Depending on enrollment status, FAFSA results, Cost of Attendance and other factors, an amount and type (Subsidized or Unsubsidized) of Federal Direct Stafford Loan will be awarded to eligible students. The federal government is the lender for student or parent loans received through the Federal Direct Stafford Loan Program.

As a result of regulatory changes affecting loans first disbursed on or after July 1, 2012 through July 1, 2014, the federal government has eliminated the grace period interest subsidy on Federal Direct *Subsidized* Stafford loans (the period immediately following graduation, withdrawal or less than half-time attendance and prior to the repayment start date). The federal government will continue to pay interest that accrues on the Direct Subsidized Stafford Loan during in-school and other eligible deferment periods.

The federal government does not pay interest on Direct Unsubsidized Stafford Loans at any time. Students have the option to pay interest on the unsubsidized portion of a Direct Stafford loan while in school, or during other eligible periods of deferment or let interest accrue until repayment begins. Deferred interest payments on Direct Unsubsidized Stafford Loans will be added to the

principal loan amount and capitalized by the lender (meaning accrued interest will be added to the principal amount borrowed at repayment).

Applicants must be enrolled at least half-time to be eligible for a Federal Direct Stafford Loan and to maintain eligibility for in-school deferments (minimum six credits per semester, with all credits applicable to the degree program of study).

Subsidized Federal Direct Stafford Loan

Undergraduate students who borrow a need-based Federal Subsidized Stafford Loan benefit from the federal government paying the interest while they are in school or in deferment. These loans are called Subsidized Federal Stafford Loans because the government subsidizes (or pays) the interest on these loans until the student's repayment begins.

As of the 2012-2013 academic year, graduate students are no longer eligible to receive Federal Direct Subsidized Stafford Loans.

Unsubsidized Federal Direct Stafford Loan

Both undergraduate and graduate students may qualify for Unsubsidized Federal Stafford loans. The federal government does not pay interest on students' behalf for these loans. Students are responsible for the interest that accrues on the loan during their period of enrollment, during the grace period, and during periods of repayment authorized for deferment. There are two ways to pay interest during these periods:

1. The students may make monthly or quarterly payments to their lender.
2. The student and lender may agree to add the interest to the principal of the loan, but no more often than quarterly (this is called capitalization). If the student does not make interest payments on schedule while in school or authorized periods of deferment, the interest will be capitalized. Loan amounts will be disbursed in multiple payments sent to the school and made co-payable to the student and to Touro.

Borrowers are given a six-month grace period after they graduate, leave school or drop below half time. Subsidized loan borrowers do not have to pay principal or interest during that period (unless they previously used their grace period). Unsubsidized loan borrowers will be responsible for the interest during the six months grace period. Borrowers will be notified of the date repayment begins but are responsible for beginning repayment on time regardless of whether they receive notification.

The following chart describes annual and aggregate maximum eligibility for the Federal Direct Stafford Loan Program, based on dependency status and grade level.

Annual and Aggregate Federal Direct Stafford Loan Limits

Dependent Undergraduate

	Freshman	Sophomore	Junior	Senior	Aggregate Limit
Stafford (Subsidized/Unsubsidized)	\$3,500	\$4,500	\$5,500	\$5,500	\$23,000
Additional Unsubsidized Stafford	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Total Stafford	\$5,500	\$6,500	\$7,500	\$7,500	\$31,000

Independent Undergraduate/Dependent Undergraduate with PLUS Denial

	Freshman	Sophomore	Junior	Senior	Aggregate Limit
Stafford (Subsidized/Unsubsidized)	\$3,500	\$4,500	\$5,500	\$5,500	\$23,000
Additional Unsubsidized Stafford	\$6,000	\$6,000	\$7,000	\$7,000	\$34,500
Total Stafford	\$9,500	\$10,500	\$12,500	\$12,500	\$57,500

Graduate

	Graduate Limit	Aggregate Limit			
Unsubsidized Stafford	\$20,500*	\$138,500			

Federal Perkins Loan Program

	Freshman	Sophomore	Junior	Senior	Aggregate Limit
Perkins	Up to \$5,500 per academic year \$11,000 aggregate 0-62 credits				\$27,500

Through the possible combination of Subsidized and Unsubsidized Direct Stafford Loans, every student meeting all academic and eligibility requirements should be able to participate in the Federal Direct Stafford Loan Program.

Regulations also require the Office of Financial Aid to offer financial aid based on the results of the needs analysis from the FAFSA (calculated by the federal government) and to perform an eligibility file review for every student applying for the Federal Direct Stafford Loan. The Office of Financial Aid must review each application and will recommend an amount according to the number of credits attempted, the number of credits completed, the grade level, the cost of attendance, the outside resources available to each student and the expected family contribution

(as derived from the FAFSA). Loan repayment will not be required while the student maintains at least half-time attendance (minimum six credits per semester, with all credits applicable to the degree program of study). Repayment of principal and interest begins six months after the student leaves school or drops below half-time attendance.

Effective for Federal Direct Stafford Loans first disbursed on or after July 1, 2006, the interest rate is fixed. Prior to this date, Federal Direct Stafford Loan interest rates were variable. Federal Direct Loan interest rates change from year to year (in July) and may also change specifically for one type or the other; Subsidized or Unsubsidized, Graduate or PLUS. Students who received loans prior to the aforementioned dates and who still have balances outstanding on those loans will continue with the interest rate rules in effect at the time of their original loans. Borrowers will be charged an origination fee also. The Origination Fee represents the lenders (the federal government) fee for making the loan.

Below is a table of current interest rates (as of July 1, 2020) and origination fees, by loan type:

	Origination Fee	Interest Rate
Undergraduate Subsidized Stafford	1.057%	2.75%
Undergraduate Unsubsidized Stafford	1.057%	2.75%
Graduate Unsubsidized Stafford	1.057%	2.75%
Parent PLUS	4.228%	5.30%
Graduate PLUS	4.228%	5.30%

Public Law 112-141 also includes a new limit on eligibility for Direct Subsidized Stafford Loans for new borrowers on or after July 1, 2013. On or after July 1, 2013 a borrower will not be eligible for new Direct Subsidized Stafford Loans if the period during which the borrower has received such loans exceeds 150 percent of the published length of the borrower's educational program. The law also provides that a borrower reaching the 150 percent limit becomes ineligible for interest subsidy benefits on all Direct Subsidized Stafford Loans first disbursed to that borrower on or after July 1, 2013.

Information about the William D. Ford Federal Direct Loan Program can be found at <https://studentaid.gov/> or by contacting the Office of Financial Aid.

Federal Direct PLUS Loan Program

The Federal Direct PLUS Loan is an unsubsidized loan for the parents of dependent students or for graduate/professional students. PLUS Loans help pay for education expenses up to the cost of attendance minus all other financial assistance. The application process includes a credit approval requirement and interest is charged during all periods, including eligible periods of deferment.

Creditworthy borrowers (Graduate students or the parents of Dependent students) may borrow up to the full Cost of Attendance (COA) minus any other aid received by the student. Repayment begins 60 days after the last disbursement is made and can be deferred by contacting your loan servicer to request a deferment. Direct PLUS Loans can be deferred while the parent borrower or child, or graduate student is enrolled at least half-time and for an additional six months after the child or graduate student ceases to be enrolled at least half-time. If the Direct PLUS Loan is deferred, interest will accrue on the loan during the deferment. You may choose to pay the accrued interest or allow the interest to capitalize when the deferment period ends. Your loan servicer will notify you when your first payment is due. Information about the William D. Ford Federal Direct Loan Program can be found at <https://studentaid.gov/>.

Previous PLUS loan borrowing will be governed by rate rules in effect at the time of borrowing. There is an origination fee that will be deducted from the principal amount borrowed. When denied, applicants may reapply with a creditworthy endorser. Alternatively, students whose parents have been denied the Direct PLUS loan (based on credit), may apply for an additional \$4,000 (first-year and second-year students) or \$5,000 (third-year students and beyond) Direct Unsubsidized Stafford Loan (described under the subheading for Federal Direct Stafford Loans). The benefit of additional Unsubsidized Stafford eligibility does not apply to Graduate students whose Direct Graduate PLUS application has been denied due to credit.

Federal Direct Graduate PLUS Loans

Borrowers under the Grad PLUS program must be enrolled in an approved graduate level of study. Students' eligibility criteria are comparable to those for Stafford Loans. Student borrowers must not have an adverse credit history. Borrowers who are denied the PLUS loan may reapply with a cosigner. The amounts borrowed for any academic year cannot exceed the student's Cost of Attendance (COA) less all other financial aid received. To apply for the PLUS loan the borrower must sign a Master Promissory Note (MPN) agreeing to repay the loan. Repayment must begin sixty days after the loan is disbursed. Students may apply for deferments by contacting their lending institution.

Students and parents should note that Touro can refuse to certify a loan application, or can certify a loan for the amount less than the students' parents would be eligible for, if the institution documents its reason for the action and informs the parents of the reason in writing. Touro's decision in such cases is final and cannot be appealed to the U.S. Department of Education.

For detailed information regarding the rights and responsibilities of a borrower, deferments, or cancellations please visit <https://studentaid.gov> or consult with a financial aid administrator.

All students are required to complete an Entrance Interview prior to receiving Federal Direct Loans. Students who borrow are required to complete an Exit Interview when they graduate, cease enrollment or drop below half-time.

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.

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.

AmeriCorps

AmeriCorps is a national service initiative that engages individuals from all backgrounds in community-service activities. In return for the successful completion of their service, participants receive money for school in the form of education awards that can be applied to outstanding student loans or used for future higher educational and vocational training pursuits. Award amounts vary, and awards are prorated for part-time participants. For more information, call (800) 942-2677 or visit <https://www.nationalservice.gov/>

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^{®2}, <http://www.gibill.va.gov>
- Office of Financial Aid at Touro

² "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 at 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.

Transfer of Post-9/11 GI-Bill® Benefits to Dependents

The transferability option under the Post-9/11 GI Bill® allows service members to transfer unused benefits to their spouses or dependent children. The U.S. Department of Defense determines whether or not veterans can transfer benefits to family members. Eligible candidates are members of the Armed Forces (active duty or selected reserve, officer or enlisted) on or after Aug. 1, 2009, qualify for the Post-9/11 GI Bill®, and:

1. Have at least 6 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval and agree to serve four additional years in the armed forces from the date of election.
2. Have at least 10 years of service in the Armed Forces (active duty and/or selected reserve) on the date of approval, are precluded by either standard policy (service or Department of Defense) or statute from committing to four additional years and agree to serve for the maximum amount of time allowed by such policy or statute.

3. Are or will become eligible for retirement during the period from Aug. 1, 2009 to July 31, 2012 and agree to serve an additional period of service noted in bulleted points a to d (see list below). Service members are considered eligible for retirement if they have completed 20 years of active federal service or 20 qualifying years as computed pursuant to section 12732 of title 10 U.S.C. This will no longer be in effect on Aug. 1, 2013; on or after this date, all members must comply with items 1 and 2.
 - a. For individuals eligible for retirement on Aug. 1, 2009, no additional service is required.
 - b. For individuals eligible for retirement after Aug. 1, 2009 and before Aug. 1, 2010, one year of additional service is required.
 - c. For individuals eligible for retirement on or after Aug. 1, 2010 and before Aug. 1, 2011, two years of additional service is required.
 - d. For individuals eligible for retirement on or after Aug. 1, 2011 and before Aug. 1, 2012, three years of additional service is required.
4. Such transfer must be requested and approved while the member is in the Armed Forces.

Eligible Dependents

An individual approved to transfer an entitlement to educational assistance under this section may transfer his/her entitlement to:

- A spouse
- One or more children
- Any combination of spouse and children
- A family member must be enrolled in the Defense Eligibility Enrollment Reporting System (DEERS) and be eligible for benefits at the time of transfer in order to receive transferred educational benefits.

A child's subsequent marriage will not affect his/her eligibility to receive the educational benefit; however, after an individual has designated a child as a transferee under this section, the individual retains the right to revoke or modify the transfer at any time.

A subsequent divorce will not affect the transferee's eligibility to receive educational benefits; however, after an individual has designated a spouse as a transferee under this section, the eligible individual retains the right to revoke or modify the transfer at any time.

Nature of Transfer

An eligible service member may transfer up to the total months of unused Post-9/11 GI Bill[®] benefits, or the entire 36 months if the member has used none (unless the U.S. Departments of Defense or Homeland Security limit the number of months an individual may transfer). The use of transferred educational benefits by family members is subject to:

Spouse:

- May start to use the benefit immediately.
- May use the benefit while the member remains in the Armed Forces or after separation from active duty.
- Is not eligible for the monthly housing allowance while the member is serving on active duty.
- Can use the benefit for up to 15 years after the service member's last separation from active duty.

Child:

- May start to use the benefit only after the individual making the transfer has completed at least 10 years of service in the Armed Forces.
- May use the benefit while the eligible individual remains in the Armed Forces or after separation from active duty.
- May not use the benefit until he/she has attained a secondary school diploma (or equivalency certificate) or reached 18 years of age.
- Is entitled to the monthly housing allowance stipend even though the eligible individual is on active duty.
- Is not subject to the 15-year delimiting date, but may not use the benefit after reaching 26 years of age.

For more information, please visit www.gibill.va.gov.

New York State Aid

Standard of Satisfactory Academic Progress for the Purpose of Determining Eligibility for New York State Aid

For purposes of financial aid eligibility, the chart below indicates the number of credits the student must complete and the minimum GPA that must be achieved to maintain satisfactory progress for New York State financial aid purposes. A student is also expected to maintain Satisfactory Academic Progress as measured in terms of credits attempted toward his/her degree, as described above. To determine the number of credits a student must complete and the minimum grade point average that must be achieved to remain in good academic standing, locate the student's semester of study in the first row and read down the columns.

Academic Standard Chart

Program: Graduate Divisions other than the Law Center (eligible only for NYS Scholarship)								
Before being certified for this payment:	1st	2nd	3rd	4th	5th	6th	7th	8th
A student must have accrued this many credits:	0	6	12	21	30	45	60	75
With at least this grade point average:	0	2.0	2.5	2.75	3.0	3.0	3.0	3.0

Touro University Employee Benefits/Tuition Remission

Touro University full-time employees who wish to attend classes at Touro University take advantage of the Employee Benefits Tuition Remission policy must:

- Complete an Employee Benefits Tuition Remission form prior to the start of each semester they are planning to attend school;
- File a FAFSA and submit federal and state tax returns along with documentation of all other sources of income.

Once the financial aid office verifies eligibility, has the Pell and TAP awards (Pell and TAP awards are limited to undergraduate students) on hand and can verify registration, the tuition remission amount will be entered. Tuition Remission is extended to full-time faculty and staff, their spouses and dependent children. Anyone in default of a student loan is excluded from receiving this benefit.

Employees taking classes in an undergraduate program will receive 100% tuition remission. Employees taking classes in a professional or graduate level program will receive up to 25% tuition remission.

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.

In-House Scholarships

A minimum undergraduate GPA of 3.0 or its equivalent is required to be eligible for Touro College of Pharmacy scholarships. Students not awarded a scholarship upon their initial enrollment may reapply for a scholarship for the following academic year if their first-year program GPA is at least 3.0. Scholarship amounts are determined by the Dean based on merit.

Scholarships must be renewed annually, each fall. Students must submit a new scholarship application to apply for scholarship renewal. A student whose cumulative GPA falls below 3.0 is not eligible for scholarship renewal, by may reapply for the following academic year.

Should a refund check generated by Institutional funds which is issued to a student remain unclaimed for one (“1”) year, Touro reserves the right, in its sole discretion, to make adjustments to any internal funds which remain on a student’s account as unclaimed. The student shall not have any right to the adjusted funds.

Withdrawal Policy, Federal Return to Title IV (R2T4)

Objective

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.](#)

Calculation of Earned Title IV Assistance

U.S. Department of Education software will be used to perform all refund calculations. A copy of the completed calculation worksheet will be kept in the student’s file in the Office of Financial Aid. The amount of Title IV assistance earned by the student is calculated by determining the percentage of grant and/or loan assistance earned by the student and applying that percentage to the total amount of grant and/or loan assistance disbursed to the student or on the student's behalf for the payment period, as of his/her withdrawal date. The percentage of Title IV assistance earned will be equal to the percentage of the payment period completed by the student, when said percentage is less than 60%. If the student’s withdrawal date occurs after the completion of 60% of the payment period, the percentage earned is 100%.

Post-Withdrawal Disbursements

If the total amount of the Title IV grant and/or loan assistance earned by the student is more than the amount that was disbursed to the student as of the withdrawal date, the difference between the two amounts will be treated as a post-withdrawal disbursement. In the event of outstanding charges on the student's account, Touro will credit his/her account for all or part of the amount of the post-withdrawal disbursement, up to the amount of allowable charges.

If Direct Loan and/or Federal Perkins Loan Program funds are used to credit the student's account, Touro will notify the student (or parent for a PLUS Loan) and provide the student (or parent) with the opportunity to cancel all or a portion of the loan(s).

Any amount of a post-withdrawal disbursement that is comprised of loan funds and has not been credited to a student's account will be offered to the student (or parent for a PLUS Loan) within 30 days of the date the college determined the student's withdrawal. Any earned grant funds that the student is eligible to receive due to a post-withdrawal disbursement will be provided within 45 days of the date of determination. Students will be notified of such disbursements in writing. The notification will include:

- Identification of the type and amount of the Title IV funds that make up the post-withdrawal disbursement (not to include any amounts that have been applied to the student's account);
- Explanation that the student (or parent for a PLUS loan) may accept or decline some or all of the post-withdrawal disbursement (that which has not been applied to the student's account); and
- Advisement that Touro is not required to make a post-withdrawal disbursement if the student (or parent for a PLUS Loan) does not respond within 14 days of the date that Touro sent the notification.

Upon receipt of a timely response from the student or parent, Touro will disburse funds in the manner specified in the response. Distribution will occur within 180 days of the date of determination of the student's withdrawal date. If no response is received from the student or parent, Touro will not disburse any of the funds. Touro maintains the right to decide whether or not to make a post-withdrawal disbursement in the event that the student (or parent for a PLUS Loan) responds after 14 days of the date that notification was sent to them. If Touro decides not to make this post-withdrawal disbursement, it will inform the student (or parent) in writing. In the case of a post-withdrawal disbursement, grant funds will be disbursed prior to loan 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 (i.e., NYS Tuition Assistance Program) or individual program requirements. However, these standards are intended to be at least as rigorous as Touro's academic policies.

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 Touro College of Pharmacy strives to foster in student pharmacists a commitment to delivering collaborative, patient-centered care to diverse communities. To serve this mission, the curriculum is structured to provide a solid foundation in the biomedical, pharmaceutical, social, behavioral, managerial and clinical sciences so that students will be prepared to address both individual and public health needs. Their skills are honed through active learning strategies in classrooms and laboratories, participation in co-curricular activities, and immersion in comprehensive pharmacy practice experiences.

Another key element of TCOP's philosophy is a belief in continual, lifelong professional development through the use of developmental portfolios (see p. 65). 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 communication and patient care skills necessary for practicing in a multicultural world. 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 must 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.

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 four “domains”:

- Foundational Knowledge
- Essentials for Practice and Care
- Approach to Practice and Care
- Personal and Professional Development

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

Domain 1 – Foundational Knowledge

Subdomain

- 1.1 Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient- centered care.

Learning Objectives

- a. Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences
- b. Articulate how knowledge and research in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; delivery of contemporary pharmacy services and drug discovery and development
- c. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations
- d. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care
- e. Utilize proper drug information resources related to drugs and disease to enhance clinical decision making
- f. Identify and critically analyze scientific literature, emerging theories, information, and technologies that may impact patient-centered and population-based care
- g. Apply principles of pharmacogenomics, drug action, metabolism and interactions to individualize pharmacotherapy and optimize medication safety
- h. Develop and demonstrate knowledge in public health,
- i. Recognize barriers to health care access in underserved populations and address population and person- specific community health issues through promotion of health, wellness, and disease prevention.

Domain 2 – Essentials for Practice and Care

Subdomains

2.1 Patient-centered care (Caregiver): Provide patient-centered care as the medication expert

Learning Objectives

- a. Collect and interpret subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
- b. Prioritize patient needs and formulate evidence-based care plans, assessments, and recommendations
- c. Implement, monitor, and document patient care related activities; adjust care plan as needed
- d. Accurately prepare, label, dispense, distribute, and administer prescriptions and medication orders.

2.2 Medication use systems management (Manager): Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems

Learning Objectives

- a. Compare and contrast the components of medication use systems in different pharmacy practice settings
- b. Describe the role of the pharmacist in impacting the safety and efficacy of each component of the medication use system
- c. Utilize technology, including health informatics, to optimize the medication use system
- d. Manage healthcare needs using human, financial, and physical resources to optimize the medication use system
- e. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use
- f. Utilize continuous quality improvement techniques in the medication use process
- g. Identify, report, track and analyze medication errors and patient safety data

2.3 Health and wellness (Promoter): Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness

Learning Objectives

- Provide prevention, intervention, and educational strategies for individuals and communities about health and wellness
- Evaluate personal, social, economic, and environmental conditions to maximize health and wellness
- Collaborate with an interprofessional healthcare team to manage patients and promote health and wellness

- 2.4 Population-based care (Provider): Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence based best practices

Learning Objectives

- Identify population-based interventions intended to promote evidence-based patient-centered care
- Assess the health needs of a targeted patient population

Domain 3 – Approach to Practice and Care

Subdomains

- 3.1 Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

Learning Objectives

- a. Identify and define the primary problems
- b. Identify treatment goals and design potential treatment strategies.
- c. Implement and evaluate the most viable solution.
- d. Assess and reflect on the solution implemented, including intended and unintended effects to improve future performance.

- 3.2 Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

Learning Objectives

- a. Develop learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).
- b. Select optimal techniques/learning strategies to achieve learning objectives.
- c. Deliver information that is current and relevant to the intended audience.
- d. Adapt instruction and deliver to the intended audience.
- e. Assess audience comprehension by pre and post assessment questions.

- 3.3 Patient Advocacy (Advocate) – Assure that patients’ best interests are represented.

Learning Objectives

- a. Assess and encourage patients to take responsibility for, and control of, their health
- b. Assist patients in navigating the resources and care in the complex healthcare system.
- c. Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).

- 3.4 Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

Learning Objectives

- a. Identify clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.
 - b. Interact with health care professionals/team members to maintain a climate of mutual respect and shared values.
 - c. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.
 - d. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.
- 3.5 Cultural sensitivity (Includer) – Recognize social determinants of health to diminish disparities and inequities in access to quality care.

Learning Objectives

- a. Recognize and address personal biases and one’s own cultural beliefs
 - b. Discuss the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
 - c. Demonstrate an attitude that is respectful of different cultures.
 - d. Incorporate cultural and health literacy needs and behaviors into management, health care access and/or adherence plans.
- 3.6 Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Learning Objectives

- a. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
- b. Actively listen and ask appropriate open and closed-ended questions to gather information.
- c. Use available technology and other media to assist with communication as appropriate.
- d. Use effective interpersonal skills to establish rapport and build trusting relationships.^{[[SEP]]}
- e. Communicate assertively, persuasively, confidently, and clearly.^{[[SEP]]}
- f. Demonstrate empathy when interacting with others.
- g. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).
- h. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.

Domain 4 – Personal and Professional Development

Subdomains

- 4.1 Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

Learning Objectives

- a. Demonstrates a systematic process for self-reflection of professional knowledge, skills, attitudes and behaviors
 - b. Recognize and address one's own personal limitations using meta-cognition
 - c. Demonstrate lifelong, self-directed and independent learning to continually advance one's own knowledge and current understanding of pharmacy and chosen specialization
 - d. Recognize responsibility and accountability for one's work and actions
 - e. Receives feedback and seeks to improve performance
- 4.2 Leadership (Leader) – Demonstrate responsibility for creating and achieving shared goals, regardless of position.

Learning Objectives

- a. Compare and contrast leadership and management roles, responsibilities and skill sets.
 - b. Communicate goals to help build consensus
 - c. Develop effective strategies to organize, build, motivate and inspire others to achieve shared goals
 - d. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork
 - e. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.
- 4.3 Innovation and Entrepreneurship (Innovator) – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

Learning Objectives

- a. Demonstrate initiative when confronted with challenges.
 - b. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
 - c. Demonstrate creative decision making when confronted with novel problems or challenges.
 - d. Assess personal strengths and weaknesses in entrepreneurial skills.
 - e. Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.
 - f. Demonstrate ability to adapt and fit in a dynamic environment
- 4.4 Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Learning Objectives

- a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
- b. Display preparation, initiative, punctuality and accountability consistent with a commitment to excellence.

- c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
- d. Identify and comply with the federal, state, and local laws and regulations related to pharmacy practice.

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 maintain a cumulative grade-point average of at least 2.30 to remain in good academic standing.

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		Credits
PHPN 500	Medical Terminology I	0
PBSN 508	Pharmaceutics I.....	3
PBSN 520	Immunology and Microbiology	3
PBSN 526	Pathophysiology.....	3
PBSN 534	Biotechnology & Molecular Biology.....	2
PBSN 527	Pharmacology and Medicinal Chemistry I	4
SBAN 570	Professional Practice I Introduction to Pharmacy.....	2
Total Credits		17

First Year Spring

Course		Credits
PHPN 501	Medical Terminology II.....	0
SBAN 504	Health Care Systems & Health Policies.....	3
PBSN 509	Pharmaceutics II.....	4
PBSN 529	Pharmacology and Medicinal Chemistry II	3
SBAN 540	Drug information and Literature Evaluation.....	3
SBAN 560	Cultural Competency	1
SBAN 571	Professional Practice II Patient Provider Communication.....	3
PHPN 581	Pharmacotherapeutics I.....	3
Total Credits		20

First Year Summer

Course		Credits
EXPN 512	IPPE Community Pharmacy	5
Total Credits		5

Second Year Fall

Course		Credits
PBSN 610	Pharmaceutics III	3
PBSN 625	Pharmacology and Medicinal Chemistry III.....	3
SBAN 630	Principles of Management, Pharmacoeconomics & Outcomes Research ...	3
PBSN 635	Pharmacokinetics	2
PHPN 650	Self-Care I.....	2
PHPN 682	Pharmacotherapeutics II.....	5
PHPN 684	Foundations of Interprofessional Education and Practice Part I.....	0
Elective	0-3
Total Credits		18-21

Second Year Spring

Course	Credits
PBSN 611 Pharmaceutics IV	3
PBSN 631 Pharmacology and Medicinal Chemistry IV.....	3
PBSN 636 Pharmacogenomics	2
PHPN 637 Physical Assessment	3
PHPN 660 Clinical Pharmacokinetics	3
PHPN 683 Pharmacotherapeutics III	5
PHPN 695 Foundations of Interprofessional Education Practice Part II	0
Elective	0-3
Total Credits	19-22

Second Year Summer

Course	Credits
EXPN 641 IPPE Institutional Pharmacy	5
Total Credits	5

Third Year Fall

Course	Credits
SBAN 703 Pharmaceutical Law and Biomedical Ethics.....	3
PHPN 721 Drug-Induced Diseases & Toxicology.....	3
PHPN 722 Comprehensive Patient Care Management.....	3
PHPN 751 Self-Care II Comprehensive Self-Care	2
PHPN 784 Pharmacotherapeutics IV	5
Elective	0-3
Total Credits	16-19

Advanced Pharmacy Practice Experience Curriculum

Third Year Spring through Fourth Year Spring APPE Experiential Requirements

Course	Credits
EXPN 818 APPE Community Pharmacy.....	6
EXPN 836 APPE Sterile Compounding	6
EXPN 840 APPE Acute Care.....	6
EXPN 843 APPE Ambulatory Care.....	6
EXPN 845 APPE Institutional	6
EXPN 846 APPE Internal Medicine	6
APPE Elective I	6
APPE Elective II.....	6
APPE Elective III	6
Total APPE Credits	54

Third Year Spring Didactic

Course	Credits
PHPN 733 Seminars in Pharmacy Practice I	1
Total Credits	1

Fourth Year Fall Didactic

Course	Credits
PHPN 834 Seminar in Pharmacy Practice II.....	1
Total Credits	1

Fourth Year Spring Didactic

Course	Credits
PHPN 835 Seminars in Pharmacy Practice III.....	1
PHPN 855 Pharmacy Practice Primers	2
PHRN 820 Advanced Pharmacy Calculations	2
Total Credits	5



Course Descriptions

Required Didactic Courses

Department of Pharmaceutical and Biomedical Sciences

PBSN 508 Pharmaceutics I (Pharmaceutical Calculations)

The course will introduce students to the knowledge and skills of fundamental mathematical calculations utilized in pharmacy practice and the practice of pharmacy compounding. Emphasis will be placed on improving and applying problem-solving skills for the needs of an individual patient within the practice of pharmacy.

1st Year Fall Course

3 credits

PBSN 509 Pharmaceutics II

The course will introduce the student to aspects of traditional physical pharmacy of drugs and dosage forms. The course will focus on the physicochemical properties of drug compounds and dosage forms. An important component of drug therapy is the selection of the dosage form. Some of the factors considered in the selection process include patient factors, the route of administration, the design of the dosage form, socio-economic factors, concurrent drug administration, and the disease state. The pharmacist needs to communicate with other health care professionals and with the patient, evaluate the patient's data and integrate the findings with the scientific knowledge of formulation, design and use, in order to select the appropriate dosage form. The scientific aspects of the design, preparation, storage, packaging, stability, incompatibilities, dispensing and use of polyphasic systems, including suspensions, and emulsions, otic and nasal products, dermal and transdermal products, suppositories, powders and granules, capsules, tablets, aerosols, rate-controlled and targeted drug delivery systems are necessary considerations of dosage form selection. Attention will be paid to the theory, technology, formulation, and evaluation and dispensing of a variety of dosage forms. Students will gain practical experience in laboratories in compounding, dispensing and reading and interpreting prescriptions.

1st Year Spring Course

Prerequisite: PBSN 508

4 credits

PBSN 520 Immunology and Microbiology

Immunology and Microbiology is a lecture style course that presents an overview of disease-associated microorganisms such as bacteria, fungi and viruses. Particular emphasis is placed on the mechanisms of classes of therapeutics traditionally used to combat these disease-inducing microbes. An overview of the immune system will be presented emphasizing the complexity and diversity of the immune response, the molecules involved in regulating the immune system, and the drug interventions that are designed to regulate the immune system.

1st Year Fall Course

3 credits

PBSN 526 Pathophysiology

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.

1st Year Fall Course

3 credits

PBSN 527 Pharmacology/Medicinal Chemistry I

1st Year Fall Course

4 credits

PBSN 529 Pharmacology and Medicinal Chemistry II

1st Year Spring Course

Prerequisites: PBSN 526, PBSN 527

3 credits

PBSN 625 Pharmacology and Medicinal Chemistry III

2nd Year Fall Course

Prerequisites: PBSN 520, PBSN 529

3 credits

PBSN 631 Pharmacology and Medicinal Chemistry IV

2nd Year Spring Course

Prerequisite: PBSN 625

3 credits

The pharmacology and medicinal chemistry series of courses provide an integrated approach in explaining the 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 will gain a fundamental and practiced knowledge of the principles of drug mechanism of action including receptor theory, membrane permeation, and distribution. Students will be able to explain and predict the chemical basis of drug action and metabolism based on molecular structure of the therapeutic agent. Pharmacology is the study of the chemical or therapeutic molecules that affect living matter, whereas Medicinal Chemistry correlates the chemical structure of these agents to their activity (i.e., Structure-Activity-Relationships), pharmacokinetics, and physicochemical properties. Identifying the molecular features of drugs that influence many of their therapeutic as well as adverse effects allows pharmacists to optimize drug therapy and avoid unwanted adverse effects. Thus, a complete understanding of pharmacology and medicinal chemistry enables pharmacists to provide more comprehensive pharmaceutical care to their patients.

PBSN 534 Biotechnology & Molecular Biology

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.

1st Year Fall Course

2 credits

PBSN 610 Pharmaceutics III

The course is a continuum of PBSN 509 Pharmaceutics II. Students will continue to learn and be equipped with the proper skills to compound non-sterile prescriptions in a manner that will ensure safe and effective administration to patients. Students will utilize previously learned compounding skills and build upon to prepare non-sterile products. Students will continue to perform calculations, determine the dose of products,

identify stability of each preparation and compound prescriptions utilizing appropriate techniques. The students will fill capsules and prepare solutions, gels, suspensions and emulsion. In addition, they will prepare ointments, powders and suppositories. Correct method of manufacturing, proper documentation and labeling of the finished products will be covered and enforced during class. These activities will enable students to develop the pharmaceutical skills needed to understand the importance of preparing prescriptions in a safe and effective manner.

2nd Year Fall Course

Prerequisites: PBSN 508 and PBSN 509

3 credits

PBSN 611 Pharmaceutics IV

This course is designed to enable the students to apply clinical knowledge learned in therapeutics, utilize skills learned in physical assessment, practice communication skills and apply these foundations to “real-life” patient situations in both a laboratory and didactic setting in order to understand the role of the pharmacist as a clinician. In addition, students will learn and practice techniques needed to compound sterile medications safely. Main topics covered include direct patient care by which students will practice pharmaceutical care, a term which encompasses the need for pharmacists to improve health outcomes by working with the patient and the patient’s health care provider through monitoring, initiating and modifying medication therapy to assure that drug therapy regimens are safe and effective. Direct patient care will be performed through laboratory exercises where students will be trained on simulated patient cases, perform dispensing procedures through interpretation and evaluation of prescriptions and application of NY state law prior to dispensing along with opportunities to provide counseling to patients on their drug therapy. Medication safety as an important part of patient care will be focused on through both didactic and laboratory exercises. Additional topics covered in class and laboratory activities include intravenous preparation. Students will perform appropriate calculations, identify stability of each preparation and prepare sterile compounds utilizing aseptic technique

2nd Year Spring Course

Prerequisites: PBSN 509, PBSN 610

3 credits

PBSN 635 Pharmacokinetics

The goals of the required course are to provide the student with understanding of the factors involved in the processes of pharmacokinetics (PK) and pharmacodynamics (PD). This course will help students to acquire a basic understanding of the principles and applications of PK/PD and characterize drug pharmacokinetics mathematically. Students are expected to apply knowledge learned in this course to develop population and individualized patient care plans to maximize therapeutic outcomes. The course covers different steps of drug pharmacokinetics (absorption, distribution, metabolism and excretion) and application of principles of pharmacokinetics to drug therapy. The students will learn that characterization of drug pharmacokinetics is an important prerequisite for determination of dosing regimens or modification of dosing regimens for patients. The relationship between pharmacokinetics and pharmacodynamics will be explored.

2nd Year Fall Course

Prerequisite: PBSN 509

2 credits

PBSN 636 Pharmacogenomics

The goals and objectives of this course are to provide the students with a solid foundation of the role of pharmacogenomics on therapeutic outcome and drug toxicity. The teaching and understanding of pharmacology and therapeutics of the 21st century are poised to apply individual genetic and molecular profiles to prognosis, prediction, cure, and prevention in pursuit of individualized health care. The course will focus on understanding genetic factors affecting the efficacy and toxicity of pharmacologic agents. Considerations of genomic and phenotypic information to personal pharmacotherapy, drug interaction and to minimize adverse events will be emphasized. Each student will work 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 will be provided at the beginning of the semester. Each group will choose a topic from a total of 18 different topics. Groups work at their own pace. Groups are to 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.

2nd Year Spring Course

Prerequisite: PBSN 534

2 credits

Department of Pharmacy Practice

PHPN 500 Medical Terminology I

1st Year Fall Course

0 credits

PHPN 501 Medical Terminology II

1st Year Spring Course

Prerequisite: PHPN 500

0 credits

The primary goal of this two-semester course sequence is to introduce students to commonly used medical terminologies in healthcare settings. At the end of the course, students should be able to identify, define, accurately spell, and describe medical terminologies and abbreviations reviewed in this course. Each topic will be introduced in separate modules. Additionally, students will be provided with online flash-cards of medical terminologies. Students may study these terms at their own pace. At the end of each module, there will be assignments to complete, and students must submit the assignment via Canvas in order to advance to the next module.

PHPN 581 Pharmacotherapeutics I

1st Year Spring Course

Prerequisites: PBSN526, PBSN 527

3 credits

PHPN 682 Pharmacotherapeutics II

2nd Year Fall Course

Prerequisites: PBSN 529, PHPN 581

5 credits

PHPN 683 Pharmacotherapeutics III

2nd Year Spring Course

Prerequisites: PBSN 625, PHPN 682

5 credits

PHPN 784 Pharmacotherapeutics IV

3rd Year Fall Course

Prerequisites: PBSN 631, PHPN 683

5 credits

The four-semester pharmacotherapeutics sequence of coursework that runs throughout the didactic component of the program provides an integrated approach in understanding pathophysiology and applied therapeutics. Students will learn to apply basic knowledge of pharmacology and medicinal chemistry on appropriate drug selection and monitoring for specific disease states. Pharmacotherapeutics incorporates the principles of clinical practice guidelines for various disease states and their interpretation in the clinical

setting. Through reinforcement of the basic science principles relative to drug action, the student will learn to apply organ systems-based knowledge to clinical practice setting and learn associated disease state management. In addition to the lecture hours, these courses offer a required weekly recitation session. During recitations, students will engage in group activities and discussions related to patient cases that are based on select topics/disease states introduced in class during any given week. Students will be asked drug therapy management questions similar to those arising in real clinical settings.

PHPN 637 Physical Assessment

The goal of this course is to introduce students to the skills required to perform physical assessment in various clinical settings and to reinforce the Pharmacist Patient Care Process (PPCP) with a specific focus on collecting and assessing subjective and objective information. Students will be introduced to common interview and physical assessment techniques, as well as coached on providing effective patient education. The course will emphasize those exam techniques utilized in the community and ambulatory clinic settings (i.e., blood pressure and diabetic foot exam) as well as in acute care setting (i.e., cardiac and respiratory exams). During each didactic lecture the instructor will discuss examination techniques, including why each is significant for a pharmacist's knowledge as well as what the examination is designed to illustrate. During the lab portion of this course students will be given the opportunity to practice examination techniques on their lab partners. The purpose of lab will be to foster the development of ability-based outcomes (ABOs) that will serve them during their APPE rotations and in clinical practice.

2nd Year Spring Course

Prerequisite: Completion of first year courses

3 credits

PHPN 650 Self-Care I

The goal of this course is to introduce students to the skills required to practice in an outpatient pharmacy setting. Students will be introduced to commonly encountered self-care disease states and 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 the necessity for follow-up procedures as necessary. Self-care is a broad term that encompasses several concepts such as hygiene, nutrition, lifestyle, environmental factors, socioeconomic factors, self-medication, etc. 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 to ensure patient safety and improved health outcomes. This course will introduce students to common conditions and medications encountered in community-based settings through a series of didactic lectures.

2nd Year Fall Course

Prerequisite: Completion of first year courses

2 credits

PHPN 660 Clinical Pharmacokinetics

The goals of this course are to provide the student with understanding of the factors involved in the processes of pharmacokinetics (PK) and pharmacodynamics (PD). This course will help students to acquire a basic understanding of the principles and applications of PK/PD and characterize drug pharmacokinetics mathematically. Students are expected to apply knowledge learned in this course to develop population and individualized patient care plans to maximize therapeutic outcomes.

2nd Year Spring Course

Prerequisite: PBSN 635

3 credits

PHPN 684 Foundations of Interprofessional Education and Practice Part I

2nd Year Fall Course

Prerequisite: SBAN 560

0 credits

PHPN 695 Foundations of Interprofessional Education and Practice Part II

2nd Year Spring Course

Prerequisite: SBAN 560

0 credits

In order to practice efficiently, all health care professionals need to be adequately trained to interact and work with other health disciplines in order to achieve optimal outcomes for patients. The contemporary health care practice setting demands that pharmacists work in collaboration with physicians, nurses, speech therapists, occupational therapists, social workers, dentists, etc. In order to prepare our students for this type of practice, the goals for this two- semester course sequence are to provide 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 to 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. The types of IPE activities may be simulation based in the med sim-lab, case-based in class where students work in small groups to compose a care plan for a given patient, and a virtual IPE experience where groups of students will simultaneously log-on to a virtual software platform to address a given patient case.

PHPN 721 Drug-Induced Diseases & Toxicology

This course is designed to enable students to develop a broad-based knowledge of the pharmacological, medicinal chemical and pharmacotherapeutic basis of drug induced disease and clinical toxicology. Building on the foundation of the Pharmacist Patient Care Process (PPCP), students will develop a standardized approach for identifying signs and symptoms of toxic events and drug-induced diseases, thoroughly assessing patients, and providing appropriate therapy/monitoring recommendations/ referral. This goal will be met through a series of didactic lectures and interactive patient cases. After the completion of the course, students should acquire the necessary skills to practice in emergency and outpatient settings and will aid in the transition to advanced pharmacy practice experiences.

3rd Year Fall Course

Prerequisite: Completion of first- and second-year courses

3 credits

PHPN 722 Comprehensive Patient Care Management

PHPN 722 is a capstone course designed to strengthen and conclude the didactic curriculum through application of prior learning. This course will integrate essential core pharmacy therapeutics topics and management of various disease states. Emphasis will be placed on applying the Pharmacists' Patient Care Process 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 clinical status. Time in this course will be divided between self-study, problem-based learning and team-based learning. 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 experiences. Completion of this course will empower the student to pursue self-directed lifelong learning in order to improve patient outcomes in the institutional and ambulatory care settings.

3rd Year Fall Course

Prerequisite: Completion of first- and second-year courses

3 credits

PHPN 751 Self-Care II

This course builds on the concepts introduced in PHPN 650 Self Care I. After the completion of this course, the student will be able to formulate patient-specific plans, and perform MTM services. The Pharmacists' Patient Care Process will be utilized to prepare students to collect, assess, plan, implement, and follow-up with patient-specific pharmacotherapy recommendations for each topic covered. Portion of this course consists of a practice-based certificate training program through the American Pharmacists Association, which will prepare student pharmacists to improve medication use through the delivery of MTM services in a variety of practice settings.

3rd Year Fall Course

Prerequisites: PHPN 651 and PBSN 611

2 credits

PHPN 733 Seminars in Pharmacy Practice I

3rd Year Spring Course

1 credit

PHPN 834 Seminars in Pharmacy Practice II

4th Year Fall Course

1 credit

PHPN 835 Seminars in Pharmacy Practice III

4th Year Spring Course

1 credit

This sequence of courses 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 also provides an opportunity to update students on new modalities and treatment protocols in both acute and chronic disease-state settings. The courses 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. In addition, these courses will emphasize the principles of self-directed learning through student-led presentations, interactive learning scenario stimulating real-world clinical experiences that allows students to practice and apply problem-solving skills, and accountability for assigned readings. These courses also serve to compliment the continuum between didactic and experiential courses. Independent learning, facilitated discussion, student-led presentations, and interactive learning activities will be utilized throughout the courses to give students an opportunity to build on previous course work by synthesizing, integrating, and applying biomedical, clinical, and public health concepts relevant to the pharmacy practice setting.

PHPN 820 Advanced Pharmacy Calculations

This course is designed to assess student knowledge gained over the 4 years of the pharmacy program and to ensure that students are adequately prepared to perform pharmaceutical calculations. This course serves as a culminating review of the pharmaceutical calculations to ensure students have the knowledge and skills to serve as pharmacists and pass the NAPLEX (North American Pharmacist Licensure Examination) which will be required for pharmacist licensure upon graduation. This course will consist of self-study and in-class review sessions. The combination of self-study with review sessions will promote self-directed lifelong learning and ultimately allow students to successfully practice as future pharmacists.

4th Year Spring Course

Prerequisites: PBSN 508, 635

2 credits

PHPN 855 Pharmacy Practice Primers

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 will be required for pharmacist licensure upon graduation. This course will consist of self-study and in-class review sessions. In-class review session will go hand-in-hand with self-study to help reinforce student knowledge of difficult topics and core topics. Review sessions will provide students with practice cases and questions and will help highlight and clarify key points to enhance student understanding of the material. The combination of self-study with review sessions will promote self-directed lifelong learning and ultimately allow students to successfully practice as future pharmacists.

Fourth Year Spring Course

2 credits

Department of Social, Behavioral, and Administrative Sciences

SBAN 504 Health Care Systems & Health Policies

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, while promoting access, quality, and equity 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.

1st Year Spring Course

2 credits

SBAN 540 Drug Information and Literature Evaluation

The primary goal of this course is to help students develop foundational skills and knowledge needed in providing accurate, balanced, fair, and evidence-based drug information throughout the didactic and experiential curriculum and, eventually, as health care professionals. At the end of the course, students should be able to effectively use various drug information resources, conduct comprehensive literature searches using different databases, and critically evaluate and summarize clinical literature to provide evidence-based recommendations. Additionally, through in-class activities and assignments, students will develop written and verbal drug information communication skills. Additionally, students will learn biostatistical concepts and literature evaluation skills that are needed for interpreting clinical trial results to apply the information in patient care. Finally, students will gain understanding of how drug information skills are used in different practice settings. Throughout the course, there will be assignments and active learning activities. These are designed to complement the didactic lectures.

1st Year Spring Course

3 credits

SBAN 560 Cultural Competency

This Introduction to Cultural Competency 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 in order to develop their awareness and sensitivities and their appreciation of the importance of cultural competence 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, and provider-related strategies for caring for diverse patient populations as well as people with various socially stigmatized illnesses including HIV/AIDS and mental health conditions. Since this course strategically enrolls both medical and pharmacy students, the students will also be introduced to interprofessional education (IPE) and the competencies of the interprofessional Education Collaborative (IPEC) as interprofessional practice (IPP) has proven to be effective in promoting and improving healthcare quality and patient health outcomes.

1st Year Spring Course

1 credit

SBAN 570 Professional Practice (Introduction to Pharmacy)

This course introduces students to concepts and skills fundamental to the practice of pharmacy. The skills introduced in this course are not only the foundation of pharmacy practice; they are skills which require a lifelong commitment for developing professional and personal growth mainly through exploration of the affective domain.

1st Year Fall Course

2 credits

SBAN 571 Professional Practice II

The primary goal of this course is to prepare students to become proficient in applying sound theories of patient –level counseling and population-level intervention to promote health. Upon completion of this course, the student should be able to: Define and apply in clinical scenarios, proficiency in basic communication skills with patients and other health professionals; Define the theoretical basis of patient communication as applied to patient counseling in various setting and design appropriate patient counseling interventions based on the appropriate theoretical framework; Define the theoretical basis of patient communication as applied to patient counseling in various setting and design appropriate patient counseling interventions based on the appropriate theoretical framework; Describe communication modalities with low health literate patients and design a patient specific communication plan; and Design written health communication material for professionals. The course presents theoretical concepts and applications of such concepts in pharmacy practice through role-play sessions, class projects, and online activities.

1st Year Spring Course

Prerequisite: SBAN 570

3 credits

SBAN 630 Principles of Management, Pharmacoeconomics and Outcomes Research

This course is intended to introduce students to the fundamental concepts and basic knowledge of pharmacy management, pharmacoeconomics and outcomes research. This course includes two modules—the first module consists of classes on pharmacy management, both institutional and community, and the second module consists of classes on pharmacoeconomics and outcomes research. Upon completion of this course, the student should be able to: Describe basic principles of pharmacy management; Develop an understanding of running a pharmacy service in an institution/healthcare system; Recognize the importance of pharmacoeconomics and outcomes research in clinical practice; and evaluate the appropriateness of pharmacoeconomic and outcomes studies.

2nd Year Fall Course

3 credits

SBAN 703 Pharmaceutical Law and Biomedical Ethics

The primary goal of this course is to provide both general and specific concepts of jurisprudence and bioethics relating to the practice of pharmacy. A second goal is to inculcate our students with the ethical behaviors and knowledge of legal requirements to assure safe and quality patient pharmaceutical care. An examination and analysis of federal and New York laws that impact the practice of pharmacy, while emphasizing the legal and ethical principles applicable to daily decision making.

3rd Year Fall Course

3 credits

Elective Didactic Courses

All elective didactic courses are offered on occasion.

Department of Pharmaceutical and Biomedical Sciences

PBSN 530 Cell Biology

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.

Prerequisite: P2 or P3 Standing

3 credits

PBSN 540 Environmental Toxicology

This elective is designed to introduce students to the field of environmental toxicology. This course will focus more on ecotoxicology, rather than classical toxicology, and include topics such as xenobiotics, toxic and radioactive metal, toxicity of solvents and pesticides, halogenated aromatic compounds, environmental endocrine disruptors, and pharmaceuticals and personal care products in the environment. The pharmaceutical industry and pharmacy practice create and dispense a plethora of drugs. With this inundation of drugs, come consequences of environmental contamination from the production and use of such drugs. Environmental toxicology is the science of the adverse effects of chemicals, including drugs, on living organisms. Environmental toxicology also attempts to determine how chemicals exert deleterious effects on living organisms. The discipline is very diverse and is often divided into several major areas. The objectives of this course will be to examine some of the major areas of environmental toxicology. This course will use a combination of lectures, discussion, and literature presentations to cover areas in environmental toxicology. Student presentations will focus on current studies that are a major concern in today's global society.

Prerequisite: P2 or P3 Standing

3 credits

PBSN 646 Parenterals and Other Sterile Preparations

The course is intended to provide the understanding and the skills to work with Injectable products and other sterile preparations in a hospital pharmacy/pharmacy setting and the pharmaceutical industry. Topics covered will be injection types, routes of administration, development of injectable, ophthalmic and nasal formulations. This will include working with buffers, tonicity agents and preservatives. Stability issues of these dosage forms, packaging, sterilization methods and sterility validation will also be covered. Special emphasis will be given to IV delivery of small and large volume parenteral (SVP's & LVP's). Students will be expected to choose the correct IV solution/bag and solution sets to administer a particular injection. Students will prepare IV lines including piggyback lines and will administer them through infusion pumps and syringe pumps. In addition, students will also learn the purpose of TPN's IV fat emulsions, know their calculations, preparation and administration process.

Prerequisite: P2 or P3 Standing

3 credits

PBSN 647 Advanced Neuropharmacology

The overall goal of this course is to examine the latest, current neuropharmacologic studies that are now being employed to investigate both function and dysfunction in the nervous system. Student presentations are intended to familiarize the student with the latest advances and studies in neuropharmacology and also to stimulate discussion during class. Course evaluation (grading) will consist of one exam during the first half of the course, student literature presentations, and participation.

Prerequisite: P2 or P3 Standing

3 credits

PBSN 656 Research Methods

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.

Prerequisite: P2 or P3 Standing

3 credits

PBSN 657 Advanced Research Methods

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.

Prerequisite: PBSN 656

3 credits

PBSN 680 Toxicology and Poisoning Management

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.

Prerequisite: P2 or P3 Standing

3 credits

PBSN 690 Independent Study

This course provides students opportunity to pursue their specific areas of interest in 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.

Prerequisite: Approval of the faculty member and the Associate Dean for Academic Affairs

3 credits

PBSN 715 Drug Discovery

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.

Prerequisite: P2 Standing

3 credits

PBSN 716 Scientific Presentation and Writing Skills

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 area 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.

Prerequisite: P3 Standing

3 credits

PBSN 765 Biotechnology Entrepreneurship

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.

Prerequisite: P2 or P3 Standing

3 credits

Department of Pharmacy Practice

PHPN 640 Cancer Pharmacotherapy

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 pharmaco-economic 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.

Prerequisite: P3 Standing

3 credits

PHPN 668 Nutrition, Complementary and Alternative Medicine

Most complementary or alternative medicine practices have a long history of use, and the rationale 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.

Prerequisite: P2 or P3 Standing

3 credits

PHPN 690 Independent Study

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.

Prerequisite: Approval of the faculty member and the Associate Dean for Academic Affairs

3 credits

PHPN 694 Advanced Diabetes Management

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.

Prerequisite: PHPN 682

3 credits

PHPN 740 Advanced Ambulatory Care

This course will enable students to better understand the role of an ambulatory care pharmacotherapist as well as therapeutic principles of chronic diseases in the ambulatory care setting. The course will discuss these diseases from a therapeutic standpoint via a case-based learning approach, relating disease to appropriate medication management and monitoring.

3 credits

Department of Social, Behavioral, and Administrative Sciences

SBAN 626 Managed Care Pharmacy

This managed care pharmacy elective course will provide 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 US Health Care system; Prescription Drug Benefit; Formulary Management; Specialty Pharmacy; Drug Use Evaluation; Outcomes Research; Pharmacoeconomics; and Roles and responsibilities for a managed care pharmacist. By course completion, the student will obtain knowledge of managed care pharmacy that can be a valuable preparation for experiential education and career opportunities in a variety of practice settings, including a managed care organization, hospital administration and community pharmacy management.

3 credits

SBAN 640 Global Health

This course will introduce students to the concept of globalization and health, i.e. How the globalization of economic, technological, sociocultural, and political forces impact the health status of individuals and communities around the world. It will also address the determinants and distribution of health problems from a global perspective. Students will also learn about the major global health systems and programs whose work is directed at improving/promoting health, reducing health disparities, and protecting against global health threats (WHO, UNICEF, World Bank, WFP, UNAIDS, USAID, DFID). Key indicators for measuring and comparing health status across nations as well as international health regulations for promoting and protecting global public health will also be discussed. The course will also address access to health care in resource-limited settings and selected key interventions/programs to address these e.g. The Primary Health Care Concept; the WHO Essential Drugs Concept in the context of the Access to Drugs Framework; the TRIPS Agreement and Access to Essential Medicines for priority health problems such as HIV/AIDS, TB, and Malaria. Students will also learn about human rights as they relate to health and how to manage pharmaceutical services including drug donations, during national and global emergencies and disaster relief situations. Selected skills for global health work will be developed and career paths in global public health work for pharmacists will also be discussed.

Prerequisite: SBAN 504

3 credits

SBAN 655 Introduction to the Pharmaceutical Industry

This course explores the role pharmacists play in the pharmaceutical 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 pharmaceutical 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.

Prerequisites: None

3 credits

SBAN 660 Behavioral and Social Factors in Public Health

This course provides an overview and introduction to the role, theories, and methods of health promotion and behavioral science in addressing the public health needs of the 21st Century. The course will cover a wide range of topics: theories of behavioral science which have been applied to health behaviors; socio-cultural factors in disease etiology and the role of social conditions and social policy in addressing critical public health problems; individual, group, and community strategies for health behavior change; and current issues in behavioral science for health promotion. The course provides students with the opportunity to

critically analyze current literature, use library and internet sources of information, and gain an understanding of health promotion, its evolution, underlying theories, applications, and effectiveness in promoting health and preventing illness.

Prerequisites: Approval of Director of PharmD/MPH Collaborative Program

3 credits

SBAN 667 Pharmacy Legislative Issues and Biomedical Regulatory Affairs

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.

Prerequisites: None

3 credits

SBAN 670 Management Principles Applied to Pharmacy Practice

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.

Prerequisites: None

3 credits

SBAN 685 Leadership; Theory and Practice

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.

3 credits

SBAN 688 Pharmacoepidemiology

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.

Prerequisite: SBAN 540

3 credits

SBAN 689 Pharmacoeconomics and Outcomes Research

This course is intended to introduce students to the basic 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 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.

Prerequisite: SBAN 630

3 credits

SBAN 690 Independent Study

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.

Prerequisite: Approval of the faculty member and the Associate Dean for Academic Affairs

3 credits

SBAN 691 Principle and Technique of Behavioral Change

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.

Prerequisite: Approval of Director of PharmD/MPH Collaborative Program

3 credits

Required Experiential Courses

EXPN 512 Community Introductory Pharmacy Practice Experience

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.

Prerequisite: Successful completion first year didactic year requirements

5 credits

EXPN 641 Institutional Introductory Pharmacy Practice Experience

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.

Prerequisite: Successful completion second year didactic year requirements

5 credits

EXPN 818 APPE Community

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 836 IV Admixtures (Sterile Compounding)

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 840 Acute Care

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 843 Ambulatory Care

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 845 APPE Institutional

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 846 Internal Medicine

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

Prerequisite: Successful completion of pre-APPE requirements
6 credits

Elective Experiential Courses

EXPN 801 Center for Medicare and Medicaid Services

Students will participate in the work of the New York Regional Office (NYRO) of The Centers for Medicare & Medicaid Services (CMS), previously known as the Health Care Financing Administration (HCFA), a federal agency within the U.S. Department of Health and Human Services (HHS) that administers the Medicare program and works in partnership with state governments to administer Medicaid, the Children's Health Insurance Program (CHIP), and health insurance portability standards. Students will become familiar with pharmacy issues of importance to Medicare Part D Program; participate as a team member in the managed care setting of Medicare's Prescription Drug Program; analyze the legislative process and the effect of legislation on the practice of pharmacy; and provide pharmaceutical information to advocates, health care professionals and Medicare beneficiaries either through outreach programs and events or phone and email inquiries.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 815 Government Public Health

This government public health course is an advanced practice experience elective course that engages the students in continued learning about the local, national and global community from the perspective of the people, environment, health, and policy making. Students will work at a local, State, or Federal government office or government-funded organization focused on community health needs and advocacy, and learn about public health and environmental legislation, management and policymaking. The course will facilitate the advancement of responsibility, knowledge and skills in the areas of advocacy, communication, cultural awareness, epidemiology, and population health management concepts.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 816 Managed Care

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.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 819 Advanced Community Pharmacy

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 diverse 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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 829 Hospice Care

This course provides an interdisciplinary learning environment for students interested in developing knowledge, attitudes, and skills to effectively manage the pharmacotherapy of patients receiving end-of-life care. Students will participate in activities to increase their understanding of hospice care, including attending interdisciplinary care conferences and accompanying team members on patient visits to evaluate patients and provide follow-up care. To increase understanding of a pharmacist's role in hospice care, students will review medications and evaluate medication regimens, provide drug information (including recommendations for changes to hospice staff, patients, and caregivers), and participate in assigned projects, which might include drafting documents related to hospice care.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 830 Non-Profit Organization

This course provides an experience for students through assessing and implementing social pharmacy and public health by providing pharmacy services to the community. 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. This experience will prepare students to be critical thinkers and mission-driven collaborators when learning about pharmacists' role in aiding non-profit health system setting in administrative and public health functions.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 831 Pharmacy Organization and Associations

The course is an advanced pharmacy practice experience (APPE) designed to introduce the history of the NJPhA, the support of professional organizations, and the roles of professional organizations in advocating for professional practice. The experience provides the student the opportunity to engage in the activities undertaken by NJPhA to advance the profession of pharmacy. In addition, it ensures student pharmacists are exposed to the legislative and regulatory process, relative to its effect on Pharmacist license and Pharmacists' scope of practice in New Jersey. During this APPE, the student will work as an integral and collaborative member of the professional management team. In addition, the student will gain exposure to and an understanding of the responsibilities of the organization for continuing pharmacy education programs that meet ACPE guidelines for various NJPhA programs. Students will attend legislative hearings, voting sessions, regulatory discussions (New Jersey Legislature, New Jersey Board of Pharmacy) that occur

during the time frame of the APPE. They will examine the role of NJPhA in advocating for and supporting a positive pharmacy practice environment within the regulatory, and legislative framework in the State of New Jersey. The importance and power of grassroots efforts will be explored through various student projects.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 832 Pharmaceutical Manufacturing

The goal of this experience is for students to increase their awareness of the activities, responsibilities, and opportunities for clinically oriented and trained pharmacists in the healthcare industry. Topics include process of manufacturing, quality control, quality assurance and regulatory affairs.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 837 Solid Organ Transplant

Students will work with inpatients who have had a solid organ transplant. Course coverage includes end stage organ disease and indications for solid organ transplant; methodology used to select patients for solid organ transplant and the system used to allocate organs throughout the U.S.; pharmacokinetics (absorption, distribution, metabolism and excretion) and pharmacology of pertinent immunosuppressive drugs; pharmacokinetic formulas to determine appropriate therapy; effects of immunosuppressive drugs on the immune system and the risk of opportunistic infection post-transplant; and evaluation of immunosuppressive therapy for clinical efficaciousness, safety and cost.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 838 Medication Safety

This advanced pharmacy practice experience elective (APPE) provides opportunities for the student to learn and participate alongside various parties responsible for improving medication safety in the healthcare or industry setting. These individuals may include medication safety officers, pharmacy directors, and/or other administrative and clinical personnel overseeing or participating in medication safety processes. This practice experience elective is designed to give the student a broad understanding of the processes involved in managing medication errors including the reporting of adverse event. An emphasis will be made on identifying and implementing risk reduction strategies. Students will have an opportunity to learn about medication safety nomenclature, medication safety/adverse events tools and available medication safety resources. During this practice experience, students will participate in various activities intended to teach them about the different types of medication errors, factors that contribute to those errors, the classification of the errors, and the various steps available to manage and mitigate errors. Students will also gain experience in processes related to collecting data on medication errors, analyzing the findings, reporting and communicating/disclosing the errors with other health care professionals/team members and administrators and patients. Students will learn how to track and analyze potential areas of weakness in medication use system as well as recognize systemic interventions that promote medication safety. In the hospital setting, students may also have the opportunity to attend pharmacy and therapeutics committee meetings, interdepartmental performance improvement meetings, and monthly hospital-wide medication error rate reporting discussions. In the industry setting, students may also have the opportunity to be involved in post-marketing surveillance of pharmaceutical products also involved in improve medication safety.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 847 Academic Pharmacy I**EXPN 848 Academic Pharmacy II**

This is an advanced practice experience course building on student's prior knowledge and practice in an academia. 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. Students will assist faculty by performing teaching-related duties, such as teaching lower level courses, developing teaching materials, and preparing and giving examinations. Duties of students in this rotation may include teaching professional student pharmacists both in classroom and laboratory, supervising students' performance in the laboratory, and leading Laboratory sections. Students can take both courses EXPN 847 and EXPN 848 in consecutive months to ensure continuity.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 850 Psychiatry Practice

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 851 Academic Pharmacy

This is an advanced practice experience course building on student's prior knowledge and practice in a non-direct patient care setting related to pharmacy. The student will spend full-time (40 hours per week) 6 weeks focusing on skills related to the practice of pharmacy or public health but is not directly associated with patient care. The topics may include academic administration, management, pharmacy law, drug information, scientific writing and/or population-based services. The courses are designed to prepare students to be critical thinkers who are ready to meet the challenges of the profession and practice of pharmacy. Participating in this academia rotation will encourage students to incorporate teaching and scholarship into their career plans. The course is designed to prepare students to enhance their leadership and presentation skills and meet the challenges of the professional pharmacy career. In this rotation, students will be exposed to careers in academic pharmacy. Throughout the rotation, students will be exposed to faculty meetings, committee meetings, topic discussions, and familiarize with the structure and function of the college.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 852 Institutional Leadership/Management

This is an advanced practice experience course building on student's prior knowledge and practice in an Institutional leadership/management setting. 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. Topics include administration, medication safety, treatment of patients, therapeutic options, disease, etc.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 853 Medical Writing

In this advanced practice experience course, students will learn about the delivery of information pertaining to medical communication. Students will learn how to work in a multidisciplinary team, with doctors, scientists, and other experts to create documents that effectively describe medical information. Students will learn how to improve their medical writing skills to produce high-standard scientific content aimed at various target audience, such as healthcare professionals, scientists, and patients. They will also learn how to utilize their knowledge on pharmaceutical science, medicine, disease and patient care to add value to the medical information provided by the team. Students will also focus on the creation and delivery of information pertaining to drug therapy management for patients with multiple medical problems. Students will prepare materials designed to answer clinical questions that arise in the development of promotional and/or 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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 854 Corporate Business Management

This is an advanced practice experience course building on student's prior knowledge and practice in a non-direct patient care setting related to pharmacy. The topics may include administration, management, law, drug information, academia, scientific writing and/or population-based services. 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. The majority of time is spent in the field, which includes: CVS Pharmacies, district training facilities and regional business offices (Appendix A). This Course includes but may not be available at all times: Teaching/Academic, Legislative/Advocacy, Pharmacy Informatics, Food and Drug Administration (Public Health Administration), Centers for Disease Control and Prevention (Public Health Prevention), Institutional Pharmacy Administration/Management, Drug Information, Medication Safety, Pharmaceutical Industry, Medical/Scientific Writing, Global Health and Practice, Pharmacy Organization Leadership, Research Laboratory, Research Clinical, Compounding, Community Pharmacy Administration/ Management, Managed Care Public Health

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 856 Geriatric Practice

This is an advanced practice experience course building on student's prior knowledge and practice in the field of geriatrics. This rotation will help students to be immersed in this field by getting experience in long term care, ambulatory care and acute care settings, all of which would concentrate on providing care for older adults. This course provides a practical approach to the management of patients of advancing age in a health care system or ambulatory setting. Students will 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, develop assessments and recommendations for individual patients; 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 demonstrate skill in communicating with older patients. The most commonly encountered medical conditions for students in this rotation include: Age-related Changes in Pharmacokinetics and Pharmacodynamics, Medication Errors and Adverse Events, Fall Prevention, Parkinson's disease, Dementia, including Alzheimer's disease, Cardiac diseases such as stroke,

hypertension, hyperlipidemia, Renal disease, Endocrine disorders (diabetes, hypothyroidism etc.), Pneumonia, community acquired and hospital acquired, Osteoporosis, COPD, Urinary incontinence, benign prostatic hyperplasia, Gout, Insomnia, Depression, Anxiety, Polypharmacy, Chronic disease management.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 860 Biomedical/Pharmaceutical Research I

EXPN 861 Biomedical/Pharmaceutical Research II

This course enables 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 will learn different aspects of innovative research spanning the entire spectrum of early-stage research, development, validation and regulatory approval. Some of the skills that they develop in this rotation include pharmacists' role in medical and pharmaceutical advancement, how to formulate a hypothesis, execute experiments to test their hypothesis, and interpret data. This course is intended to provide students with an understanding of the process of research in the biomedical sciences. 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. Good laboratory practice concepts will be reinforced with the intent of fostering attentive and mature attitudes towards laboratory science. Developing proficiencies in accurate and timely maintenance of data notebooks will be reinforced. Skill in the reading and presentation of scientific literature will be developed. Developing communication skills in a laboratory environment will be cultivated. Students can take both EXPN 860 and EXPN 861 in consecutive months to ensure continuity.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 865 Drug Information

This is an advanced practice experience course building on student's prior knowledge and practice in a non-direct patient care setting related to pharmacy. In this rotation, students will be exposed to academic drug information practice. Throughout the rotation, 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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 870 Retail Pharmaceutical Compounding

This is an advanced practice experience rotation, students will learn different aspects of the role of compounding pharmacists, including, how to combine, mix, or alter ingredients of a drug, how to create medications tailored to the needs of an individual patients in its conveyable form, and how to make the proper dosage and form of a drug (suppositories, creams, gels, ointments, capsules) without any offending ingredients. Students will develop an understanding of all the basic techniques used in a modern compounding pharmacy, familiarizing oneself with the different tools and equipment required for use in a compounding laboratory. 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. Students will also learn about the regulations within the compounding and its differences from pharma manufacturing.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 871 Comprehensive Medical Review I
EXPN 872 Comprehensive Medical Review II

This is an advanced practice experience course building on student's prior knowledge and practice in a comprehensive medical review setting. During this experience, students will learn how to work with a clinical team to utilize comprehensive medical review to identify potential problems with patients' medication regimen, optimize medications and help to avoid inappropriate medication use. This will be 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. Students can take both courses 871 and 872 in consecutive months to ensure continuity.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 873 Long Term Care Practice

In this advanced practice experience course, students will build upon their prior knowledge and practice in a long-term care setting and learn about the roles of long-term pharmacist specialists in this field. This course will provide 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. During this rotation, Students will also learn how to identify and prioritize medical problems in the long-term care setting, utilize available protocols and medication policies in order to recommend appropriate evidence-based and cost-effective treatments, apply the Federal and state guidelines related to the correct use of medications in long-term care facilities, and provide appropriate educations to healthcare providers and patients.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 874 Infectious Disease

This elective supervised advanced pharmacy practice experience (APPE) provides opportunities for students to develop a greater understanding of the pathophysiology and pharmacotherapy of infectious diseases. The rotation is intended to familiarize the student with patient management of their infectious disease's pharmacotherapy, while concentrating on infectious diseases pharmacotherapy, the student will be expected to assess all medication related therapy issues and interact with appropriate team members in that process. Students will actively and directly participate in the patient care process and the majority of the student's time will be spent following assigned patients, participating in all patient care rounds, and providing therapeutic drug information consultations to the medical team. Experience will be gained in the collection, interpretation and application of patient specific data, appropriate use of diagnostic test including gram stain and culture, reading and interpreting an antibiogram, antimicrobial susceptibility and other standard microbiology techniques with the goal of utilizing this data to assist with the design and implementation of therapeutic antimicrobial regimens. Emphasis will be placed on opportunities for student's ability to improve antimicrobial therapy (i.e., dose optimization, de-escalation, appropriate duration of therapy, discontinuation of antibiotics without indication, etc.) The student will complete all activities in a professional manner.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 875 Emergency Medicine

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 876 Oncology

In this advanced practice experience course, students will build upon their prior knowledge and practice in an oncology practice setting and learn about the roles of oncology pharmacist specialists in this field. Students will spend full-time (40 hours + per week) for 6 weeks focusing on skills related to their responsibilities. During this rotation, Students will learn how to identify and prioritize medical problems in the oncology setting, utilize available protocols and medication policies in order to recommend appropriate evidence-based and cost-effective treatments, and provide appropriate educations to healthcare providers and patients. The most commonly encountered medical conditions for students in this rotation include: Cancer complications, Chemotherapy adverse effects (neutropenia, tumor lysis syndrome, mucositis, anemia, nausea/vomiting, etc.), Nutrition issues, Immunosuppression, Pain management, Infectious disease.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 877 Cardiology

This course is a full-time advanced practice elective course outlining a practical approach to the management of patients with cardiac disease in a health system or ambulatory setting. Students will practice integration of patient-specific factors (age, height, weight, hepatic and renal function) into 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. A variety of projects provide students with consistent opportunities for learning and achieving course objectives. The most commonly encountered medical conditions include: Coronary heart disease (stable angina, acute coronary syndrome, and coronary revascularization), Heart failure, Dysrhythmia, Hypertension, Dyslipidemia.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 878 Treatment of Substance Abuse

During this experience, students gain knowledge about the responsibility of pharmacists on how to help prevent and treat substance abuse disorders. Students will learn about how to improve their knowledge about the pharmacological and behavioral risks of drug abuse, the long-lasting neurological changes, and the effective pharmacological treatments for certain kinds of drug dependency.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 879 Pediatric

This is an advanced practice experience course building on student's prior knowledge and practice in a pediatric care setting. Students will spend full-time (40 hours + per week) for 6 weeks focusing on skills related to their responsibilities. During this rotation, students will learn how to effectively participate in an interdisciplinary healthcare team and in the pediatric care decision-making process. They will learn how to identify and prioritize medical problems in the pediatric setting, utilize available protocols and medication policies in order to recommend appropriate evidence-based and cost-effective treatments, and provide appropriate educations to healthcare providers and patients. The most commonly encountered medical conditions that students will experience include: Infectious disease (otitis media, pneumonia, meningitis, gastroenteritis, HIV, and infant sepsis), Cystic fibrosis, Asthma, Seizure, Fluid & Electrolyte disorders, Hematological disorders, Pain, Nutritional disorders, Toxicology/poisonings, Dehydration, Ingestions, Immunizations, Appropriate dosage calculation and administration.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 882 Regulatory Affairs

In this advanced practice experience course, students will gain knowledge in Regulatory Affairs Promotional Review, learn about internal processes, compliance with U.S. Food and Drug Administration (FDA) regulations and submission of any required documents to regulatory agencies. This course is designed to familiarize students with 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. The topics may include regulatory process of drug approval, Rx-to OTC switch initiative, knowledge of safety and efficacy of drugs and evaluation of clinical guidelines and standards of therapy on targeted disease state.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 883 Family Medicine

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.

Prerequisite: Successful completion of pre-APPE requirements

6 credits

EXPN 885 Medical Affairs

In this advanced practice experience course, students will gain knowledge in Medical Affairs and gain skills on how to lead critical initiatives and cross-functional teams. This course focuses on skills related to a Medical Affairs department in a pharmaceutical industry or molecular diagnostic laboratory setting.

Students will have the opportunity to develop basic competencies in medical affairs and clinical development at an industrial or molecular diagnostic company. Students will assist in the creation, updating, and editing of printed and verbal content for both internal and external audiences. They will also be responsible for completing a research project of relevance to the company, which may include, for example—depending on the nature of the company, evaluation of a potential Rx-to-OTC switch opportunity, or evaluation of drug-gene pairs for inclusion in the comprehensive pharmacogenomics test review of the competitive environment in a particular therapeutic area, or authoring of an expert opinion. Throughout the rotation 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, laboratory, bioinformatics, client care, sale, and marketing to broaden their understanding of the pharmaceutical industry. During this rotation, students will also learn how to provide clinical knowledge gained from trials to healthcare providers and stakeholders, how to develop clinical research protocols for investigational drugs or currently approved drugs in new indications or pharmacogenomics test results, and how to develop health outcome research for long-term data. This course will cover: Medical knowledge building, Medical strategy and projects, Medical knowledge communication.

Prerequisite: Successful completion of pre-APPE requirements
6 credits

EXPN 890 Advanced Regulatory Affairs

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 prerequisite 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.

Prerequisite: Successful completion of pre-APPE requirements
6 credits



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
Assistant 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

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 liability for withdrawal).

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 for 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 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 newly revised 2016 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 is certain examples (not a complete list) of assessments that 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 Evaluate, 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 preparations are used to determine full-time status for financial aid purposes in a fashion identical to that used in credit courses.

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. Touro College of Pharmacy uses the following grading systems: 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
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 for which semester hours or credit are awarded are A, B+, B, C+, C, D.

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 computation. 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

$$\text{GPA} = 30.999 \text{ quality points} \div 9 \text{ credits} = 3.444$$

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. Students should contact the instructor in writing (preferably by email but it may be on paper) detailing the reason 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 students initiate contact within 10 calendar days of the posting of the final grade on the Banner student management 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 by submitting a written appeal (preferably by email but it may be on paper) 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 an objective discrepancy 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.
- May be higher than the original grade.
- May be 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 it may be on paper) 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. A written 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 in the consideration of 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 of 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 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 incur 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 computed 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 an "F" grade in a didactic or experiential course must repeat the course when next offered. The college is not obligated to offer courses that the student has failed in the academic term immediately following the failure.

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. Academic regulations that define and describe conditions for promotion will be reviewed and approved by the faculty.

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 conclusion of semester.
2. All academic, legal, and financial requirements to the College have been satisfied.

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 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.

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) Policy

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 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 date(s) 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 event(s). 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 only consider approving an excused absence 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.

Pharmacy Curriculum Outcomes Assessment (PCOA)

The Pharmacy Curricular Outcomes Assessment (PCOA) is a comprehensive tool for schools and colleges of pharmacy to use as one measure of the application of knowledge in the curricula. It serves as a mechanism to analyze and evaluate performance in the curriculum and identify individual students' strengths, weaknesses, and progress from year to year. The PCOA is administered in a computer-based format by the National Association of Boards of Pharmacy (NABP) and consists of 225 questions. TCOP utilizes the PCOA as a low-stakes assessment that is not linked to a course and does not affect a student's GPA or hinder his/her progression. First and second year students take this exam in the spring semester, while third-year students take the PCOA in the fall semester. TCOP establishes dates for students to take the PCOA exam; students are informed of these dates by the TCOP administration.

Excused Absences for PCOA

1. TCOP recognizes that either planned or unforeseen events could result in a student missing a scheduled PCOA examination.
2. Students who are unable to take the exam due to a planned or unforeseen event must, in advance of the test date, contact the Assistant Dean of Assessment to discuss their absence. Students may be required to provide documentation to support the request for an excused absence.
3. The Assistant Dean of Assessment will only consider approving an excused absence after discussing the matter with the requesting student and documentation submitted by the student has been verified.

4. Students who have received an excused absence will be required to take the exam on the next available test administration date (typically 4-6 months later), as scheduled by TCOP.
5. Students who miss the exam and have not been excused by the Assistant Dean of Assessment and may incur consequences that affect their progression in the program. *Specifically, any P3 student who does not have an excused absence for missing the PCOA will not be allowed to progress to any APPEs until they have re-taken the exam and the College has received their results.*

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 are 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 a THIRD elective subject to enrollment availability or course coordinator permission.
3. Independent study courses can 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.
5. A maximum number of 3 credits of Independent Study elective may count towards the professional elective requirement.

Academic Standing and Remediation Committee

The Academic Standing and Remediation Committee (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).

Academic Dismissal Appeal Policy and Procedure

Following notification of a decision for repeating the year or dismissal, a student may appeal the decision with valid extenuating circumstances. Please note submitting an appeal does not guarantee the decision will be changed.

A student has five (5) business days within which to submit a formal written appeal of the decision to the Chair of the ASRC and the Associate Dean for Academic Affairs. The appeal request must be within this five-day period. Failure to file a timely appeal constitutes a student's waiver of appeal rights under this policy. 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.

The Associate Dean for Academic Affairs will notify the Academic Appeals Committee of all Academic Appeals received. An Academic Appeals Committee, a separate standalone committee composed of a minimum of three faculty members who are not members of the ASRC will review all academic appeals and make recommendations to the Dean of the College. The Chair of the ASRC (and/or her designee) and the Dean of Academic Affairs may serve as ex-officio committee members to provide background information regarding original ASRC decision. The Appeals Committee has five business days to respond to Academic Appeals.

The Academic Appeals Committee shall make a recommendation to the Dean of the College of Pharmacy to grant an appeal only on showing one of the following:

1. New material or documented information not available to the committee at the time of its initial decision.
2. Procedural error.

The Dean must respond to the Appeals Committee recommendations within seven 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 ASRC and the decision for course repetition or dismissal.
2. Amend the recommendation of the ASRC.

The decision of the Dean is final and he/she will cause the student to be notified in writing of the decision. While the appeal is pending, the status of the student will not be altered.

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 2 months 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 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 Withdrawal

Although most withdrawals and leaves are voluntary, involuntary withdrawals and leaves are sometimes mandated by the College. In all cases, the College’s decision is final.

- Psychological/medical leaves or withdrawals are warranted when students are:
- Psychologically unable to perform academically or in fieldwork.
- Dangerous to themselves, others, or College property.
- In need of treatment that prevents their continuation at the College.

Students wishing to return from a psychological leave must be evaluated by the Touro University Mental Health Counselor.

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 but less than three calendar years (36 months), the student desiring readmission must:
 - a. Reapply to the Touro College of Pharmacy through PharmCAS.
 - b. 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 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.

Honors and Awards at Graduation

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

- Summa Cum Laude 3.80 to 4.00
- Magna Cum Laude 3.60 to 3.79
- Cum Laude 3.40 to 3.59

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 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 the 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 HelpDesk at help@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.

Transcripts

Ordering Official Transcripts

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 www.touro.edu/getmytranscript.

Students will be automatically prompted to register an account or to log into an existing account.

Students will need to enter either an electronic destination or physical shipping address.

For electronic transcripts student 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.

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 degree is awarded or grade(s) are posted.

Once an order is placed students will receive a confirmation email and order number. Students will also receive email once the order is processed and/or shipped.

Processing

Electronic transcript orders will process and deliver 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	free of charge
Official paper transcript	\$10 per copy

Shipping Fees

USPS First Class	free of charge, no tracking provided
Fed-Ex domestic overnight shipping	\$15, tracking provided
Fed-Ex international shipping	\$25, tracking provided

(cont’d)

Viewing and Printing Unofficial Transcripts

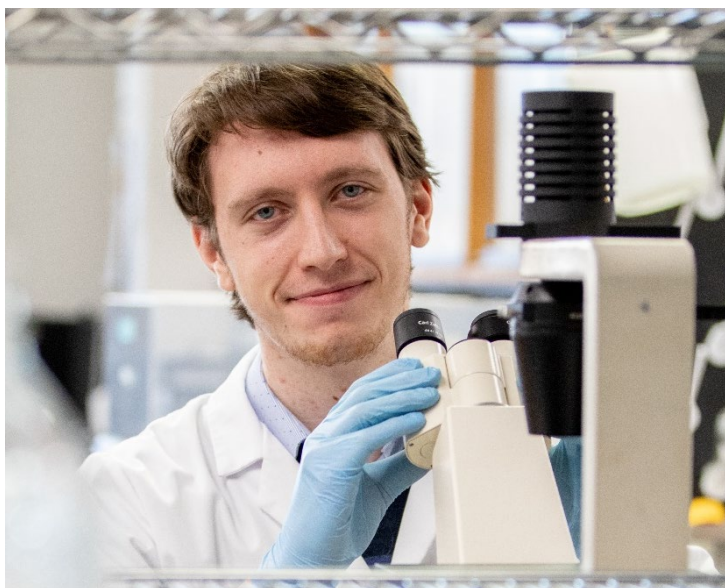
- Log into your TouroOne account at <https://touroone.touro.edu/sso/login>.
- Click on the “Academic” tab and click on “View Academic Transcript (Unofficial Transcript)” under the "My Records" portlet.
- If you wish to print, right-click using your mouse then select print.

If you do not have access to a computer and/or printer, you may log onto the website and print your report in any Touro University computer lab.

PharmD Program Quality Indicators

In compliance with accreditation guidelines 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/>



Student Support Services

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 under the supervision of the Assistant Dean for Student Affairs. The Office of Student Affairs interacts with students to develop and offer assistance and services that enrich students' experiences on campus. This 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 department, 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 a proctor 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.

Name Change

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.

Office of Financial Aid

The goal of the Financial Aid Office at the Graduate and Professional Divisions of Touro University 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>

Office of the Bursar

The Bursar's Office, as part of Student Services, is responsible for maintaining all students' tuition accounts and the College'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.

Tuition Payments

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*, log in 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. Please be advised that payments made online by credit or debit card will be charged a 2.95% 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 College takes very seriously the privacy rights of students, including the protection of personal credit card and bank account information.

To make a tuition payment, students should log in to the TouroOne portal <https://touroone.touro.edu/>, using their portal credentials. (Follow the Account Management steps, if necessary.)

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

If you are an Authorized User (other than the student) log in here:

https://secure.touchnet.net/C21513_tsa/web/login.jsp

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

For information on Financial Aid support please refer to the Financial Aid section on page 28.

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 your student account via *TouchNet*. Select “Refund” and follow the instructions.

Please ensure that you update your account information. The college 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

For information regarding your individual programs’ withdrawal policy please check the TouroOne portal at <https://touroone.touro.edu/> or refer to the withdrawal policy section on page 26 of the Catalog.

Contact Information:

Office of the Bursar

Phone (212) 851-1192 x42591 or x42533

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 Bill® (Ch. 33) or Veteran Readiness and Employment (Ch. 31) benefits, while payment to the College 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 College policies.

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 Disabilities Services (OSDS) Coordinator for TCOP, Jaclyn Novatt, Assistant Dean for Student Affairs and Administration (jnovatt@touro.edu).

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

Students seeking reasonable accommodations must:

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

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

The process, including all submitted documentation, remains confidential. *The Receipt of Accommodations* (“Receipt”) should not contain any disability-specific information, rather it only lists approved accommodations. The Receipt is shared with the program in which the student is registered to ensure that the approved accommodations are implemented. A copy of the Office of Student Disability Services Handbook and *Application for Accommodations & Services* is available online at <https://www.touro.edu/departments/student-disability-services/>.

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.

- Report to the OSDS coordinator if previously-approved accommodations require modification, which will result in an interactive dialogue and may result in modifications to reasonable accommodations.
- Understand that accommodations are never provided on a retroactive basis.
- Understand that receiving reasonable accommodations is not a guarantee of academic success.
- Keep a copy of their submitted documentation. Touro is not the custodian of the student's application or medical records.

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 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 file. 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 come to 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
- Lesbian, gay, bisexual or transgender issues
- 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 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 are likely already familiar with. In class, faculty members use a variety of technology-aided strategies to engage students, Web-based activities helps 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.**

CANVAS Learning Management System

Touro University has adopted the Canvas system as the learning management system for the University at large. Canvas is a platform that connects tools by connecting digital tools necessary for learning and teaching.

Further information about minimum technical requirements for supporting Canvas can be found at <https://community.canvaslms.com/docs/DOC-10720-what-are-the-browser-and-computer-requirements-for-canvas>

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. Students may also request a cyber-chat, or a personal appointment with, or a phone call from, their instructor.

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 user name 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. Students testing at a distance are informed in advance of these additional costs, both through e-mail and on our website.

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 user name

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 user name 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 access Canvas (see #3 below) after they are authenticated by the portal and set up an avatar. The avatar is a picture of the student that appears next to their names in each of their courses.

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 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 name and ID against their own printed roster of student names, avatars and IDs.

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

Getting onto Canvas:

1. Students must be authenticated through the portal, which requires that they know the secure portal password.
2. Exam password: The professor must supply the proctor with the exam password.
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 [here](#).

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.

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. Semi-Formal Dinner (Spring)
4. Awards Banquet (May)
5. 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. Their descriptions/purposes, protocols, and TCOP faculty advisors are documented by the Office of Student Affairs.

1. Academy of Managed Care Pharmacy (AMCP)
2. American College of Clinical Pharmacy - Student College of Clinical Pharmacy (ACCP - SCCP)
3. American Pharmacists Association Academy of Student Pharmacists (APhA-ASP) Touro College of Pharmacy - New York Chapter
4. American Society of Consultant Pharmacists (ASCP)
5. American Society of Health-System Pharmacists -Student Society of Health-System Pharmacy (ASHP-SSHP)
6. Christian Pharmacists Fellowship International (CPFI)
7. College of Psychiatric and Neurologic Pharmacists (CPNP)
8. Drug Information Association (DIA)
9. Industry of Pharmacists Organization (IPhO)
10. International Society of Pharmacoeconomics and Outcomes Research (ISPOR)
11. International Society of Pharmacoepidemiology (ISPE)
12. Kappa Psi Pharmaceutical Fraternity
13. New Jersey Pharmacists Association (NJPhA)
14. Pharmacists In Academia (PIA)
15. Pharmacists for Public Health Chapter of the Public Health Association of New York City (PPH)
16. Pharmacists Society of the State of New York (PSSNY)
17. Phi Lambda Sigma - Pharmacy Leadership Society (PLS)
18. Rho Chi Honor Society
19. 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.

Extracurricular Activities

Student organizations wishing to host events involving extracurricular 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.

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:

- a. Death in the student's family
- b. Medical illness or accident
- c. Summons to appear for jury duty or before a court
- d. Birth of a child
- e. 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.**

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 re-assigned 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 special education experiences such as Clinical Examinations (e.g., white coats, or laboratories).
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 policy, 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 ID's may be obtained for a fee through the TCOP Office of Student Affairs.



University Codes and Policies

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 sanction:

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 college community;
4. The physical or sexual abuse or harassment of any member of the University 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 College faculty, University officials, or College 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 College 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 college 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.

Touro University 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 section entitled "Procedures in Response to Violations of Academic Integrity."]

Any member of the University Community may notify the Assistant Dean for Student Affairs or his/her designated representatives of a Code of Conduct infraction by submitting a written statement describing the alleged infraction to the Office of the Assistant Dean for Student Affairs 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 for Student Affairs, or one of his/her 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 for Student Affairs.

After meeting with the individual charged with the infraction, the Assistant Dean for Student Affairs or his/her 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 for Student Affairs 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 Assistant Dean for Student Affairs (and/or his/her representatives) cannot require payment of restitution or order expulsion;
- refer the charges to the Touro College of Pharmacy Academic Integrity and Conduct Committee for a disciplinary hearing;
- dismiss the charges.

Disciplinary Hearings

The Assistant Dean for Student 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 TCOP Academic Integrity and Conduct 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 college in any capacity. Further violations while on probationary status will result in suspension or expulsion from the college. 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 college 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 TCOP Academic Integrity and Conduct Committee for reenrollment.
 - (f) Expulsion – This is termination of the student’s enrolled status at the college. A student who has been expelled from the college 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 to be paid to the college, in addition to restitution.
 - (b) Service to the College 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 TCOP Academic Integrity and Conduct 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 and Protocols for Disciplinary Hearings

Any disciplinary action taken by the Assistant Dean for Student Affairs 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 TCOP Academic Integrity and Conduct Committee will set a date for a hearing within fourteen (14) school days of receipt of the student's written appeal. The TCOP Academic Integrity and Conduct Committee may overturn the decision of the Assistant Dean for Student Affairs only if it was clearly erroneous, arbitrary or capricious. The burden of proof is on the student to demonstrate that the decision of the Assistant Dean for Student Affairs 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 TCOP Academic Integrity and Conduct Committee, the student may file a written appeal with the Assistant Dean for Student Affairs within ten (10) school days of the committee’s decision. The Assistant Dean for Student Affairs 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 TCOP Academic Integrity and Conduct 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 Assistant Dean for Student Affairs, 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. It is presented here in order to educate the faculty on the parameters of and the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity. 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 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/PoliciesandProceduresforRespondingtoAllegationsofResearchMisconduct.final6.15.23.pdf>

Other Unethical Conduct

Misleading or Fraudulent Behavior

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:

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

Examples include, but are not limited to:

- 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>.

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 Touro University
- 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, but 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.

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.

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

NOTE: For purposes of implementing the above policies, the designated chief academic integrity (CAI) officer at TCOP is the Associate Dean for Academic Affairs.

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 Catalog.

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, staff, and third parties action by, through or on its behalf) 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, Lydia Perez at 50 West 47th Street, 14th Floor, New York, NY 10036; office 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
50 West 47th Street, 14th 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

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

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

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

For more details surrounding the Title IX Grievance Policy please see:

<https://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

<https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

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

Policy on Drugs and 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 Assistant Dean for Student Affairs, 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 urged to view page 26-28 in the Annual Security and Fire Report at <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

Student Complaints

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 another complaint mechanism, may seek redress through the complaint procedure outlined below. No adverse action will be taken against any person who files a complaint because of the filing of such complaint.

This student complaint procedure is available to any Touro University student who seeks to resolve a legitimate grievance directly affecting that student, provided that such circumstance is not governed by another complaint mechanism see Exception to Policy below. The procedure only applies to complaints that are the result of actions by another member of the University community while acting in an official capacity (e.g., faculty member, administrator, or staff) in contravention of the written policies of the University or the school in which the student is enrolled.

If any student believes that his or her rights have been violated or infringed upon, or that Touro's policies and procedures have not been followed, that student may file a formal complaint with the Dean of the school or division in which he/she is enrolled.

When a complaint concerns an administrative function of the University, including, but not limited to, tuition refund and student financial assistance, a student may file a formal complaint with the College-wide director or supervisor of the administrative unit in question, or their designee. Prior to filing the formal complaint, the student should attempt to remedy the situation via an informal mediation (described in Phase One of "Student Complaint Procedure Phases," viewable on the Touro website at <https://touro.app.box.com/v/studentgrievancepolicy>). If the informal mediation is unsuccessful, or if the student is uncomfortable attempting an informal resolution, then a formal complaint may be filed. The complaint should state, with particularity: the person(s) involved, the nature of the claim, the date, witnesses (if any), documents (if any), and the circumstances under which the alleged claim may have been committed.

Limitation Period

Claims under this policy may only be brought within sixty (60) calendar days of the alleged misconduct.

Exception to Policy

This Policy is not applicable to situations that are governed by other policies. For example, complaints of sexual harassment are governed by Title IX; the University currently has a robust policy and procedure for dealing with such allegations. Therefore, all such incidents are considered under that anti-harassment policy/process. Other examples of exceptions to the Grievance Policy include, but are not limited to, race discrimination, Code of Conduct violations, and ADA Reasonable Accommodations requests and complaints.

Additionally, this Policy is separate and distinct from the Touro University or program-specific grade appeals policies. Therefore, this Policy may not be used for appealing grades, dismissals, or academic decisions by any Touro University programs. Such appeals are governed by the Student Handbook or Catalog for the program in which the student is enrolled.

All students are urged to read the entire policy at <https://touro.app.box.com/v/studentgrievancepolicy>

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.



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 50 West 47th Street, 14th Floor, and can be reached at (646) 565-6134 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 are published in the Touro University Campus Security Catalog. Students are urged to read the Annual Security and Fire Report at <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

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.

Additionally, please see Touro’s Policy on Weapons in the Annual Security and Fire Safety Report, <https://www.touro.edu/departments/campus-security/clery-reports/2022ASR.pdf>

Acceptable Use Policy for Information Technology

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

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

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

Internet Services and User-Generated Content Policy

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

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

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

Family Educational Rights and Privacy Act (FERPA)

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 concerned. Complete information concerning this policy is available in the Office of the Registrar.

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 College 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 College discloses personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- a. 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.
 - b. 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 nondisclosure must be submitted each academic year.

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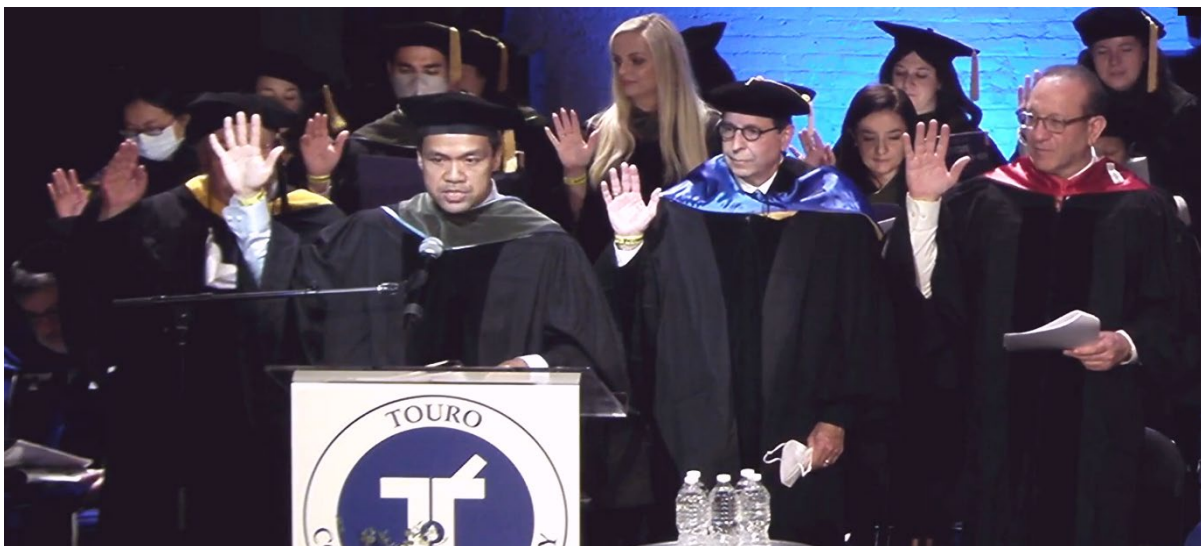
Appendices

Oath of a Pharmacist

“I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will promote inclusion, embrace diversity, and advocate for justice to advance health equity.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”



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





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