

Student Handbook Doctor of Pharmacy (PharmD) Program Fall 2020 – Spring 2021

Arnold & Marie Schwartz

College of Pharmacy and Health Sciences

LIU Pharmacy

Long Island University - Brooklyn

Published by the
Arnold and Marie Schwartz College of Pharmacy and Health Sciences
LIU Pharmacy

75 DeKalb Avenue
Brooklyn, NY 11201-5497
Office: (718) 488-1234
Email: Bkln-Pharm.D.@liu.edu
Website: <http://www.liu.edu/pharmacy>

College of Pharmacy Student Handbook

LIU Pharmacy – The Arnold & Marie Schwartz College of Pharmacy and Health Sciences, was established in 1886 as the “Brooklyn College of Pharmacy” by the Kings County Pharmaceutical Society. The Society created the College in order “...to improve the science and art of pharmacy by diffusing knowledge among the apothecaries and druggists, fostering pharmaceutical literature, developing talent for pharmaceutical pursuit and investigation, and stimulating discovery and invention in the several departments of the drug business.” The College has completed more than 125 years of service to the city, state, and nation, and has educated more than 20,000 undergraduate, entry-level, and graduate students. Many of the College’s alumni have attained prominence in pharmacy and the other health professions.

We hope this Student Handbook will serve as a helpful guide that answers some of the questions frequently asked by pharmacy students.

This book has information specific to the college of pharmacy. Additional policies and information pertaining to the University as a whole may be found here: <http://www.liu.edu/Brooklyn/StudentLife>

Disclaimer

Notice to Students

The College of Pharmacy Student Handbook is an official publication of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences. It is intended as a summary compilation of information that is commonly sought by students in the College's academic programs. It is not intended as a comprehensive publication of all information that may be required by students, nor the rules and regulations that apply to students in the College. Long Island University and/or the College of Pharmacy reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment into any specific sections of courses. The University and/or the College also reserves the right to affect any other changes in the curriculum, administration, tuition and fees, program offerings, or any other phase of school activity described in this handbook without notice. The College expects each student to have knowledge of the information presented in this handbook and other official publications of Long Island University, the College of Pharmacy, and other applicable schools and campuses pertaining to their course of study. For further information or specific degree requirements, prospective students should call the Admissions Office and enrolled students should speak with their academic advisor.

Table of Contents

College of Pharmacy Student Handbook.....	3
Disclaimer	4
Oath of a Pharmacist	11
College of Pharmacy	12
Accreditation.....	12
Mission and Vision	12
Academic Programs.....	13
Doctor of Pharmacy (PharmD) Program	13
Bachelor of Professional Studies (BPS) Program	13
Shared Credit Programs.....	13
PharmD/Masters in Business Administration (MBA).....	14
PharmD/Masters in Public Health (MPH)	15
PharmD/Master of Science Programs	15
Doctor of Pharmacy (PharmD) Degree Requirements	16
Learning Outcomes	16
Curriculum	17
Co-Curriculum	18
AMSCOP Co-Curriculum Progression Policy:.....	18
Research Opportunities (PHM 599 and Elective Research APPE)	19
Electives.....	19
Elective Offerings.....	19
Experiential Education: Introductory and Advanced Pharmacy Practice Experiences	25
Introductory Pharmacy Practice Experiences (IPPES).....	25
Advanced Pharmacy Practice Experiences (APPES)	26
Academic Expectations, Policies, and Procedures	26
Technical Standards for Admission and Program Continuation	26
Criminal Background and Drug Testing.....	27
Academic Integrity	28
Class Attendance	28
Tardiness.....	28
Remote Learning Policies.....	28
Technology requirements.....	29
Class Attendance.....	29

Class Participation	29
Work Environment.....	29
Dress Code.....	29
Video/Phone Conferences and Meetings	30
Course Handouts	30
Privacy and Confidentiality.....	30
Assessments	30
Leave of Absence.....	30
Leave of Absence Procedure.....	31
Pharmacy Curriculum Outcomes Assessment (PCOA)	31
Professional Development Portfolio	32
Interprofessional Education (IPE)	32
What is IPE?	32
Goals.....	32
Composition	32
Importance of IPE.....	33
IPE Programs.....	33
Time Commitment	33
Expectations	33
Participation	33
Pre-APPE Competencies.....	33
Echo-360 – Policy and Usage Instruction	34
Background	34
Echo360 Support Team	34
General Usage.....	34
Student Guide to Echo 360	36
Non-Echo 360 Recording of Lectures.....	39
ExamSoft Policy and Usage Instruction.....	39
iPad Minimum System Requirements	39
Helpful Reminders about Being Prepared for an Assessment Using ExamSoft	40
Rules for Conduct During an Assessment	40
Academic Advising, Registration Policies & Procedures	41
Academic Advising: Advisor-Student Relationship	41
Advisor Responsibilities:.....	41

Student Responsibilities.....	41
When to see an Advisor	42
Tutoring	42
Registration and Course Load	42
Course Withdrawal	43
Students withdrawing to enter the Armed Services should note the following regulations:	43
Refunds.....	43
Grading System and Quality Points.....	43
Grading Scale.....	43
Early Intervention Program	44
Academic Standards.....	44
Minimum GPA Requirements	44
Minimum Grade Point Average (GPA).....	44
Academic Review	44
Remediation.....	45
Course Remediation Offering.....	45
Qualifications for Course Remediation	45
Successful in Passing Course Remediation.....	45
Unsuccessful in Passing Course Remediation.....	45
Date(s) for Course Remediation.....	46
Academic Review, Probation, and Dismissal	46
Appeal Process	47
Academic Suspension.....	47
Grade Appeal Process.....	47
Student Pharmacy Organizations and Professional Activities	48
Student Governance: Pharmacy Student Leadership Council (PSLC)	48
Constitution.....	48
Election Process.....	48
Professional Pharmacy Organizations with Local Chapters.....	50
African Pharmacy Student Association (APhSA)	50
American Association of Pharmaceutical Scientists (AAPS)	50
The American College of Clinical Pharmacy (ACCP)	50
The Academy of Managed Care Pharmacy (AMCP).....	50
American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP).....	51

American Society of Consultant Pharmacists (ASCP).....	51
The American Society of Health-System Pharmacists- Student Society of Health-System Pharmacists (ASHP-SSHP)	51
The Drug Information Association (DIA)	51
Indo-American Pharmacists Society (IAPS).....	51
The Industry Pharmacist Organization (IPhO).....	51
The Jewish Pharmaceutical Society (JPS)	52
Middle Eastern Pharmacy Association (MePA).....	52
Muslim Student Pharmacists Association (MSPhA)	52
The National Community Pharmacists Association (NCPA).....	52
National Hispanic Pharmacy Association (NHPA).....	52
New Jersey Pharmacists Association (NJPhA)	52
Pakistani-American Pharmacists Association (PAPA).....	52
Student National Pharmaceutical Association (SNPhA)	52
The Student Pharmacists Society of the State of New York (SPSSNY)	52
Other Professional Health-Related Organizations	53
ACE - The Health Practitioner's Society	53
The Initiation of Giving Internationally through Volunteer Experiences, (iGIVE).....	53
Students for Growing Interest for Transplantation (S4GIFT)	53
Weil Cornell Community Clinic (WCCC).....	53
Professional Fraternal Societies	53
Kappa Psi Pharmaceutical Fraternity (KY), Zeta Nu Chapter	53
Lambda Kappa Sigma (LKS), Alpha Eta Chapter.....	53
Phi Delta Chi Pharmacy Fraternity (PDC)	53
Pharmacy Honor Societies	53
Phi Lambda Sigma–Beta Kappa Chapter	53
The Rho Chi Society –Beta Theta Chapter.....	54
Publications.....	54
The Pharmacy Newsletter (TPN)	54
Pharmakon	54
Campus Cultural Clubs (Predominantly Pharmacy)	54
Coptic Orthodox Christian Club.....	54
LIU Muslim Student Association (MSA)	54
Sangam.....	54

Student Organization Adviser Selection Process	54
Student Travel	55
College of Pharmacy Committees.....	55
Process for Selecting Students to Serve on Faculty and Self-Study Committees.....	56
Committee Descriptions.....	57
Curriculum Committee.....	57
Admissions Committee.....	57
Scholastic Committee	57
Assessment Committee.....	57
Committee on Professional Conduct, Discipline and Grievances.....	57
Co-Curriculum Committee	58
Student Events Calendar.....	58
Graduation and Post-Graduation Policies and Procedures.....	58
Graduation.....	58
Graduation Honors & Awards.....	58
Qualifications & Instructions	58
Graduation Degree Requirements.....	59
Post-Graduation.....	59
Licensing Requirements.....	59
Residency and Fellowship Opportunities	60
College of Pharmacy Student Services	61
College of Pharmacy Scholarships.....	61
Copying/Printing Resources.....	61
Non-Academic Policies	61
Students' Rights and Responsibilities.....	61
Students' Rights, Grievances, and Appeals.....	61
The Role of the Committee on Professional Behavior, Discipline, and Grievances.....	62
Penalties	63
Appeal Process.....	63
Professional Behavior Code of Conduct.....	63
Standards of Professional & Ethical Behavior	64
LIU Pharmacy Honor Code.....	64
I. Statement of Philosophy.....	64
II. Academic Integrity.....	67

III. Professional Integrity	68
IV. Pledge of Honor	69
Use of Cell Phones and Other Electronic Devices.....	69
Social Media Guidelines	70
Websites and social media	70
Email	70
Cyberbullying	70
Locker Rules and Regulations	70
Food and Beverages Policy	71
Student Contact Information	71
Class Cancellations/Severe Weather Policy	71
LIU Alert	71
Emergency Management Guidelines Summary.....	72
Religious Observances.....	72
Religious Diversity and the Academic Calendar	72
LIU Brooklyn Campus Student Services	73
Brooklyn Campus General Information.....	74
University Non-Discriminatory Statement.....	74
University Drug and Alcohol Policy	74
Brooklyn Campus Smoke-Free Environment	74
LIU Brooklyn Smoke Free Policy.....	74
University Immunization Requirements	74
Anti-Harassment Policy.....	75
Code of Ethics for Pharmacists	75
Preamble.....	75
Academic Calendar	76

Oath of a Pharmacist

The revised oath was adopted by the AACP House of Delegates in July 2007 and has been approved by The American Pharmacists Association.

"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 apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.

I will respect and protect all personal and health information entrusted to me.

I will accept the lifelong obligation to improve my professional knowledge and competence.

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."

College of Pharmacy

Accreditation

Long Island University: Brooklyn's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education.

Accreditation Council for Pharmacy Education

135 South LaSalle Street, Suite 4100
Chicago, IL 60603-4810
Office: (312) 664-3575
Fax: (312) 664-4652
Website: www.acpeaccredit.org

Long Island University is accredited by the Middle States Commission on Higher Education.

Middle States Commission on Higher Education

3624 Market Street
Philadelphia, PA 19104
Office: (267) 284-5000

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Mission and Vision

The Mission of LIU Pharmacy is to educate, lead, and serve.

Our vision is to achieve preeminence in pharmacy education, research, and service through our commitments to:

- Embracing, educating, and empowering individuals who seek to become pharmacists and pharmaceutical scientists
- Leading and advancing the profession of pharmacy and the pharmaceutical sciences through innovative practice, research, and education
- Utilizing our academic disciplines to recognize and satisfy the needs of our community and the world

Our vision is advanced through our dedication to:

- Creating a supportive and nurturing environment that allows each student to succeed and flourish professionally
- Developing analytically strong and empathetic new pharmacists that practice evidence-based pharmacy utilizing an inter-professional approach to patient-centered care and improved public health
- Preparing graduate students for teaching, research, and other careers in academia, the pharmaceutical industry, and regulatory agencies
- Providing academic, professional, and co-curricular opportunities to empower students as intellectually vigorous life-long learners
- Developing professionals and scientists with inquisitive minds who seek to advance the relevant body of knowledge through research and other scholarly pursuits
- Fostering the service of faculty, staff, and students towards innovation in practice; advancement in basic, clinical, and translational sciences; application of new educational strategies; and engagement of other healthcare professionals across disciplines
- Providing high-quality opportunities for continuing professional development to pharmacists, pharmaceutical scientists, pharmacy technicians, as well as our faculty, staff, and preceptors

As it has been since our founding in 1886, the achievement of our vision and mission is enhanced and informed by the remarkable diversity of our students, faculty, other stakeholders, and the rich mosaic of the communities we serve.

Academic Programs

Doctor of Pharmacy (PharmD) Program

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers a Doctor of Pharmacy (PharmD) degree program to prepare students for entry-level pharmacy practice. The program consists of two years of pre-professional studies (offered through LIU Brooklyn's Richard L Conolly College of Liberal Arts and Sciences) and four years of professional studies (offered at the Arnold & Marie Schwartz College of Pharmacy and Health Sciences).

Bachelor of Professional Studies (BPS) Program

The Bachelor of Professional Studies (BPS) in Pharmaceutical Studies offers students appropriate preparation for entry into careers and/or graduate study in areas such as pharmaceutical and cosmetic manufacturing, marketing, insurance, regulatory affairs, and sales. It is intended as a program that has wide applicability in pharmaceutical-related fields that do not require licensure as a pharmacist.

The BPS in Pharmaceutical Studies is not intended for students wishing to become pharmacists and does not lead to license eligibility in the pharmacy profession. LIU Pharmacy PharmD students are eligible to apply to be awarded the BPS in Pharmaceutical studies *en route* toward the PharmD degree. The program consists of a total of 127 credits including 68 credits in liberal arts and sciences and 52 credits in the major. Curriculum and degree requirements are listed in the LIU Pharmacy Bulletin and on the college website.

Shared Credit Programs

LIU Pharmacy offers dual degree and shared credit programs in which students can earn their PharmD in conjunction with one of the following degrees:

- Master of Business Administration (MBA)
- Master of Public Health (MPH)
- Master of Science Drug Regulatory Affairs (MS)
- Master of Science in Pharmaceutics: Cosmetic Science (MS)
- Master of Science in Pharmaceutics: Industrial Pharmacy (MS)
- Master of Science in Pharmacy Administration (MS)
- Master of Science in Pharmacology / Toxicology (MS)

(Please note: This list is subject to change as additional degree programs continue to be developed)

PharmD students who enrolled in a Master's program *prior to Spring 2019* are enrolled in the **dual-degree** program. In this arrangement, students are enrolled in a unique PharmD/Master's degree program. At the completion of this program, a student earns one combined degree in two different majors.

PharmD students who enrolled in a Master's program *Spring 2019 or later* are enrolled in the **shared credit** program. In this arrangement, instead of being enrolled in a unique dual-degree program, students are simultaneously enrolled in the PharmD major and in the appropriate second Masters-level major. The two degrees are earned independently of each other.

There is no difference in course requirements between the dual-degree or shared credit programs.

Students in the shared credit or dual degree programs pay the standard PharmD tuition for all courses. Students pay the flat rate tuition for Fall and Spring P3-P5 years. Students pay the per-credit rate courses taken during the entire P6 year and all non-standard terms (Summer, Winter). Student pay per credit if they take a reduced course load of less than 12 credits during a Fall or Spring semester P3-P5. Current tuition rates can be found in the LIU Bulletin.

For all Shared Credit program inquiries:

- **John Lonie, Program Director**
John.Lonie@liu.edu
- **Jacqueline McEwan, Coordinator of Pharmacy Student Counseling**
Jacqueline.McEwan@liu.edu

PharmD/Masters in Business Administration (MBA)

LIU Pharmacy offers a program where students can earn both their Doctor of Pharmacy (PharmD) and their Master of Business Administration (MBA) in conjunction with the School of Business, Public Administration, and Informational Sciences (SBPAIS).

The PharmD/MBA program provides students with greater knowledge and skills in healthcare career development and business services. Students receiving the PharmD/MBA degree will be well-positioned for broader career opportunities in the fields of:

- Pharmacy practice
- Pharmacy administration and management
- Healthcare administration
- Careers in various sectors of the pharmaceutical industry
- Research
- Advanced business
- Advanced studies in academia

Students can apply to the PharmD/MBA program during the Spring of their first professional year. Applicants must be full time professional year students at the AMSCOPHS with a minimum professional GPA of 3.00 at the time of application and at the end of the first professional year.

The sequence of required courses begins during the summer following P3 year and can be found in the LIU Bulletin.

To apply, students must submit the following documents to the School of Business:

- A letter of good academic and professional standing in the PharmD program from the Pharmacy Assistant Dean for Academic and Student Affairs
- A personal statement expressing your experience, your intended career path, and why you are interested in this program

Advantages of the LIU PharmD/MBA Program:

- LIU Pharmacy (AMSCOPHS) students earn their PharmD and MBA degrees in four years
- Students pay less for the MBA degree
- MBA courses may be at least partially online, so are compatible with off-site pharmacy rotations

For PharmD/MBA program inquiries:

- **Linette Williams, Assistant Dean**
Linette.Williams@liu.edu
- **Jacqueline McEwan, Coordinator of Pharmacy Student Counseling**
Jacqueline.McEwan@liu.edu

PharmD/Masters in Public Health (MPH)

LIU Pharmacy (the Arnold and Marie Schwartz College of Pharmacy and Health Sciences) in conjunction with the LIU Brooklyn School of Health Professions (SHP), Department of Public Health, offers a program in which students can earn both the Doctor of Pharmacy (PharmD) and the Masters in Public Health (MPH) degrees simultaneously.

The PharmD/MPH program provides students with greater knowledge and skills in public health practice. Students receiving the PharmD/MPH degree will be well positioned for broader career opportunities in

- Public health pharmacy
- Public health government and community agencies
- Research institutions
- Academia

Students can apply to the PharmD/MPH program during the spring of their first professional (P3) year. Applicants must be full time first professional year students at the AMSCOPHS with a minimum professional grade point average of 3.00 at the time of application AND at the end of the first professional year.

The sequence of required courses begins during the summer of the P3 year and can be found in the LIU Bulletin.

For PharmD/MBA program inquiries:

- **Joyce Y. Hall, Director of Practicum and Career Development; Adjunct Associate Professor, School of Health Professions**
Joyce.Hall@liu.edu
- **Jacqueline McEwan, Coordinator of Pharmacy Student Counseling**
Jacqueline.McEwan@liu.edu

PharmD/Master of Science Programs

Effective Spring 2020, students in the professional phase of the program (P3) can choose graduate-level courses for electives as part of a PharmD – Master’s degree shared credit program.

This cost-effective option allows our PharmD students to earn a Master’s degree a year or more sooner than would be the case if the degrees were earned back-to-back. The PharmD. – Master’s graduate will be more versatile and thus more job-competitive with this extra credential, with a built-in second career path as an option. The PharmD degree is received on schedule, after the P6 year. The Master’s degree is either received at the same time (4-year plan) or a year later (5-year plan). The 4-year plan is more cost-effective, but quite rigorous; the student is taking 21 credit hours for certain semesters, and graduate-level electives at the same time as the APPE rotations.

Only PharmD students with a cumulative GPA of 3.0 or higher can access the 4-year plan. The 5-year plan allows for a regular course load, and is recommended. The sequence of required courses begins Fall of the P4 year.

Master of Science Degrees coupled to the PharmD:

- Master of Science (M.S.) in Drug Regulatory Affairs
- Master of Science (M.S.) in Pharmacy Administration
- Master of Science (M.S.) in Pharmaceutics: Cosmetic Science
- Master of Science (M.S.) in Pharmaceutics: Industrial Pharmacy
- Master of Science (M.S.) in Pharmacology & Toxicology (pending)

To decide if the shared credit PharmD. – Master’s degree option is right for you, please meet with your academic advisor. For more insight on which Master’s program to choose, please meet with the Associate Dean of Research and Graduate Programs.

Details on the curricular plan for each option can be found at: <https://liu.edu/Pharmacy/Programs>

PharmD students must be in good academic standing prior enrolling in one of the shared credit programs and, if accepted, must meet the minimum academic standards of both the PharmD and MS programs.

For PharmD/MBA program inquiries:

- **Chris Surrat, Associate Dean of Research and Graduate Programs**
Chris.Surrat@liu.edu
- **Jacqueline McEwan, Coordinator of Pharmacy Student Counseling**
Jacqueline.McEwan@liu.edu

Doctor of Pharmacy (PharmD) Degree Requirements

Upon recommendation of the Faculty, and approval by the Board of Trustees, the degree of Doctor of Pharmacy is conferred by Long Island University upon a candidate who has completed the required curriculum, containing a minimum of 217 academic credits. Matriculates must maintain a cumulative and a professional phase grade point average of at least 2.00 to remain in good standing.

In addition, all students of LIU Brooklyn, including pharmacy students, are required to demonstrate computer proficiency as a requirement towards the attainment of a degree. All entering first-year students are encouraged to take the LIU Brooklyn proficiency examinations in computer literacy before registering. The examinations are administered by the LIU Brooklyn Testing Center and all students must successfully complete these examinations as part of the requirements for a degree. Transfer students are also required to pass these examinations or will be granted appropriate waivers at the time of the evaluation of their transfer credits.

All students of LIU Brooklyn must satisfy the requirements of the Writing Across the Curriculum Program (WAC).

To fulfill the minimum WAC requirements, students must complete

- One writing intensive core English course (e.g., English 16)
- A second writing intensive course from within the Core Curriculum
- At least one writing-intensive course in their discipline
The writing-intensive course for the Doctor of Pharmacy program is PHM 420 Principles of Health Behavior and Patient-Provider Communication.

In order to graduate, students must also complete the Pharmacy Curriculum Outcomes Assessment (PCOA), Pre-APPE competencies, Co-Curricular requirements, Longitudinal Portfolios, and assigned Inter-Professional Education (IPE) activities.

Learning Outcomes

LIU Pharmacy–The Arnold & Marie Schwartz College of Pharmacy and Health Sciences–has been a leader in pharmacy education since its founding in 1886. In an effort to be consistent with national benchmarks and standards, the Curriculum Committee of the college periodically engages in a process of reviewing the learning outcomes of the program and ensuring that it adheres to these national benchmarks, guidelines and standards.

Our college revised its curriculum several years ago in response to new Educational Outcomes released by the Center for the Advancement of Pharmacy Education (CAPE) in 2013 and Standards put forth by the Accreditation Council for Pharmacy Education (ACPE) in 2016. The current curriculum is based on a set of learning outcomes that are not only curriculum-based, but also include outcomes that can be achieved through required co-curricular and extracurricular activities.

The learning outcomes serve as the guiding framework for course/curricular review, development of co-curricular and extracurricular activities, mapping, assessment, and remediation efforts of the college. The outcomes are presented in four domains as outlined below.

- Domain 1 – Foundational Knowledge
- Domain 2 – Essentials for Practice and Care
- Domain 3 – Approach to Practice and Care
- Domain 4 – Personal and Professional Development

More information about the ACPE standards and learning outcomes can be found in the LIU Pharmacy Bulletin and at the links below:

Standards: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

Guidance Document: <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>

The curriculum was designed to prepare students for an entry-level position in any aspect of the pharmacy profession—e.g., community practice, hospital practice, long-term care, managed care and the pharmaceutical industry. 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.

For more information about graduate programs (M.S., Ph.D.)

- **Chris Surratt, Associate Dean for Research and Graduate Programs**
Chris.Surratt@liu.edu

For more information about residencies and fellowships

- **Robert DiGregorio, Associate Dean for Clinical Affairs**
Robert.DiGregorio@liu.edu

Curriculum

Embracing the philosophy of pharmaceutical care as a patient-centered, outcomes-oriented pharmacy practice, the Doctor of Pharmacy Degree Program utilizes innovative teaching methods to encourage active learning and the development of critical thinking and problem-solving skills. The curriculum is designed to prepare students for the general practice of pharmacy in all practice settings, while also providing them with the tools to adapt to a rapidly changing and evolving health-care system.

Professional Phase Course of Study: The professional segment of the Doctor of Pharmacy program consists of six semesters of didactic and early experiential course work followed by a final year of 35 weeks of advanced practice experiences (APPEs). Students complete these APPEs in hospital, community and other pharmacy-practice settings. The professional program provides the specialized education necessary to develop expertise in the ever-broadening field of pharmacy and prepares the student for professional licensure examinations. All professional courses must be taken in residence. There is no transfer credit for any professional-level course.

The list of required courses for the professional phase of the program can be found in the LIU Pharmacy Bulletin or at the link below:

Professional Phase Curriculum:

- <https://www.liu.edu/Pharmacy/Academic-Programs/PharmD/Professional-Phase-Courses>

Co-Curriculum

The co-curriculum is designed to provide students with opportunities to participate in public service and improve access to health services, health information and care for a broad array of the culturally diverse population in the New York metropolitan area. In doing so, our students will be leading advocates, navigators and providers for the general public and will collaborate with other health professionals and members of the community to facilitate improved access to healthcare and address important health issues in the community.

The co-curricular requirements are unique to each professional year. Students are required to log into an online platform (CompMS or Presence depending on academic year) and complete an evaluation for each requirement. Additionally, students will complete an annual survey-specific to the overall co-curricular experience.

AMSCOP Co-Curriculum Progression Policy:

In addition to completing curriculum requirements, students must also complete all co-curricular requirements. These are outlined in the following table.

Co-Curricular Requirements by Year

Year	Requirements
P3	Active participation in at least one professional organization (membership + attend at least 50% of organization meetings) Participate in at least one elective activity Attend at least one Professional Development Program (PDP)
P4	Participate in at least one activity that qualifies as Educational Outreach, Direct Patient Care Outreach, or Legislative Advocacy Participate in at least one elective activity Attend at least one Professional Development Program (PDP)
P5	Participate in at least one activity that qualifies as Educational Outreach, Direct Patient Care Outreach, or Legislative Advocacy Participate in at least one elective activity Attend at least one Professional Development Program (PDP)
P6	Participate in at least one activity that qualifies as Educational Outreach, Direct Patient Care Outreach, or Legislative Advocacy Participate in at least one elective activity Attend at least two ACPE-accredited live Continuing Education (CE) events (0.2 CEU)

- Deadline for completion each academic year:
 - April 1 for P6 students
 - May 1 for P3, P4, and P5 students
- All assessments, self-reflections, and artifact/document uploads must be completed in addition to the completing the required activities.
- Any false documentation violates LIU Pharmacy Student Code of Conduct and will be subject to disciplinary action.
- Activities completed after the deadline will count toward the requirements of the next academic year, if applicable.
- Cases of failure to adequately complete the annual co-curricular requirements will be reviewed by the Co-Curriculum Committee and referred to the Office for Student and Academic Affairs for appropriate action.

Students may not be able to progress to the next academic year until all co-curricular requirements are completed.

- More information including a calendar of events can be found at the College's Co-Curriculum Website: <https://www.liu.edu/Pharmacy/Academic-Programs/PharmD/Co-Curriculum-Committee>

Research Opportunities (PHM 599 and Elective Research APPE)

The College of Pharmacy seeks to provide students with opportunities to collaborate with faculty and/or administrators engaging in research and other scholarly pursuits. Students may learn from faculty about opportunities for collaboration while enrolled in didactic or experiential courses. Students may work with faculty on a voluntary basis, or they may wish to enroll in the elective course PHM 599 (Independent Research/Special Projects).

Students may apply to take the special projects elective during the P4 or P5 year. Any student in good academic standings interested in taking this course must submit the following to the Assistant Dean for Academic and Student Affairs:

1. A research proposal for a project mutually agreed upon by the student and the faculty member
2. A description written by the faculty member indicating what will be expected of the student and the way in which the student will be assessed
3. A statement describing why the student is interested in this project and its relation to future career goals
4. A PHM 599 Special Projects form that may be obtained from the Office of Student and Professional Affairs

Students should be aware that, depending on the type of research they are participating in, Institutional Review Board (IRB) approval may be necessary from LIU. Once approval has been granted, both the student and the faculty member will be notified and the student will be required to register for PHM 599 during the appropriate semester.

All paperwork should be submitted at least four weeks prior to the start of the semester in which the student will register for PHM 599.

Electives

Generally, students are expected to enroll in elective offerings of Doctor of Pharmacy program of LIU Pharmacy to fulfill the elective requirements for the degree. On occasion, students may be granted permission to take graduate course offerings of LIU Pharmacy and/or course offerings from other colleges and schools of LIU Brooklyn. Students wishing to receive credit for the fulfillment of professional elective requirements for courses outside of those offered as professional electives must seek permission from the Assistant Dean of Academic and Student Affairs in advance of enrolling in such courses. Students are expected to present written statements indicating their reasoning for enrollment in electives other than those offered through the Doctor of Pharmacy degree program. Some electives give letter grades while others are pass/fail. The grading structure for each elective is indicated in the course syllabus.

Below is the list of electives offered as of Summer 2019. Please note that new electives may be added at any time, and that electives are offered based on faculty availability, so all electives are not offered every semester.

Elective Offerings

PHM 430 – Spanish Language and Culture for Pharmacists

The focus of this course is to combine didactic, active classroom discussion, team-based learning, creative exercises, and community-based learning to build Spanish cultural and language competencies in pharmacy practice. There is an imminent demand for Spanish-speaking and culturally competent health care providers as such need is outpacing population growth. The ability to relate, and communicate with Spanish-speaking patients are vital in developing pharmacy students into future pharmacists who can address and provide quality health care for an increasingly diverse patient population and to optimize patient outcomes. The purpose of this course is to prepare pharmacy students to learn, practice, and gain an appreciation of ethnic, cultural, and language dimensions when interacting with Latinx

patients and developing drug therapy plans. A didactic portion of the course will cover vocabulary and language of major groups of pharmaceutical treatment products. Students are expected to perform assigned pre-readings and be prepared to discuss implications and perspectives on the readings in class. Projects will include creating a public health related poster and a team-based presentation of the most prevalent local Latinx ethnicities. In addition, students will complete weekly mini assignments of building a word bank of colloquial words and phrases, showcasing Latinx complementary alternative medicines and practices, and conducting and reflecting on one interview of a Latinx patient or health care provider. Students will be assessed on and build competency in counseling medications in Spanish as well as gain an appreciation of and apply the use of health-care related Spanish language in the community.

PHM 470 – Pharmaceutical Biotechnology

This course is designed to introduce students to the use of biotechnology and biotechnology-related techniques in the development of pharmacotherapeutic agents. Students will obtain expertise in the basic concepts of molecular biotechnology, the preparation of recombinant molecules (cytokines, insulin, and growth factors), RNA interference, antisense technology, monoclonal antibody-based pharmaceuticals. Students will also explore the placebo effect and cannabis therapy. After completing this course, students will be able to explain the procedures involved in the development of biotechnology-related pharmaceuticals and be familiar with the spectrum of pharmacotherapeutic agents that are produced using biotechnology and biotechnology-related techniques. This course will involve the use of video presentations, and digital experimental demonstrations to reinforce key concepts about the preparation and applications of biotechnology-derived products in the treatment of serious diseases. This is a blended course with approximately 50% of the content delivered in an online format.

Prerequisite Courses: PHM310, PHM313, PHM320, PHM321

PHM 471 – Advanced Renal Pharmacotherapy

The advanced renal pharmacotherapy course introduces students to advanced concepts and applications for management of renal diseases and tackles complex topics in renal pharmacotherapy. It will also explore many topics beyond those required in the curriculum as listed in the course syllabus. This course is intended to build on the material from the MOST/Pharmacotherapeutics courses. Other than the pharmacotherapy management of renal diseases, the course will introduce landmark clinical trials and clinical guidelines to prepare students to practice evidence-based medicine. Structure of the course will comprise of patient cases and patient profiles in order to facilitate understanding and promote complex decision-making. Workshops/case discussions will allow students to develop problem-solving skills in the areas of multifaceted renal topics.

PHM 472 – History of Pharmacy

The goal of the history of pharmacy course is to give students an introduction to the history of their profession and the origins of the medicines that have been and are being dispensed. The information presented will help provide students with a general chronology of the development of the profession of pharmacy, its literature and the tools of the trade. In addition to understanding the historical foundations of pharmacy, which inform the present, and guide the future, students will learn that pharmacy is part of a bigger picture of the social, cultural, and economic environment. The course will provide a historical analysis covering over 6,000 years. Information will be presented in chronological order and follow the development of Western pharmacy and therapeutics. It will flow from prehistory to Egypt, Greece, Rome, and the Arab-Jewish periods to Europe. Much of the course time will focus on the American experience, 1600-2000. The education and training of neophyte pharmacists, discovery of new drugs and dosage forms, institutions including guilds, associations, and regulatory bodies, will be discussed and related to the present state of the profession. Development of medicines and pharmacy in the East will give students insight into how religion and various worldviews created different approaches to healing. Throughout the course, pharmacotherapy will be a key element of the history of pharmacy. From the 1630s, when quinine was proven to prevent and cure a disease to the over 100 effective medicines of the 20th century the impact of these medicines will be covered in some depth. In addition to lectures (including those given by notable guest lecturers), four hands-on labs will be devoted to preparing historical dosage forms and formulas that will help bring the history of pharmacy to life. Written prescriptions from 1880 to 1970 will be discussed as

examples of how pharmacotherapy rapidly changed during the period. Students will also have the challenge of reading 19th and 20th century prescriptions.

Prerequisite Courses: None

PHM 473 – Introduction to Pharmaceutical Industry

This course is designed to provide pharmacy students with an overview of the pharmaceutical industry. In particular, the student will gain an understanding of the discovery, development and marketing of new pharmaceuticals, as well as an appreciation for the role that various company departments and functions play in providing support for pharmaceutical products. A secondary goal is to raise the student awareness of the role of the pharmacists in the pharmaceutical industry.

Prerequisite Courses: None

PHM 475 - Cardiovascular and Renal Pharmacotherapy

The case-based cardiovascular (CV) and renal pharmacotherapy course allows students to apply concepts for the pharmacotherapy management of common CV and Renal diseases including application of important clinical practice guidelines and major targeted trials. This course is intended for pharmacy students to practice and enhance advanced knowledge and clinical decision-making skills, and prepare pharmacy students for post-graduate training and clinical practice. It provides opportunity for students to practice with concepts that are seen in real-world clinical settings. Structure of this course will comprise of patient cases and complex patient profiles in order to facilitate understanding and promote complex decision-making. Workshops / cases / patient profile discussions will allow students to develop many skills in the area of CV / renal topics.

Prerequisites: PHM 411, PHM 412, PHM 413, PHM 414

PHM 476 – Introduction to Regulatory Affairs of Medical Devices

This course is designed to introduce students to a general understanding of Medical Device Regulatory Affairs. It will prepare students to explore potential opportunities in the Medical Device Industry. The course includes an overview of the medical device industry, medical device products and device classifications. It explores industry-recognized standards, FDA guidances and reviews the content of FDA databases. Students will also gain an insight on the collaboration of product development and quality assurance teams to ensure safe and effective medical devices are developed. FDA submission and regulatory pathways/strategies for premarket notifications, pre-market approvals and labeling requirements will also be reviewed. Students will also be able understand the importance of meeting regulatory compliance through post market surveillance activities, addressing observational letters (483's), corrective and preventable actions (CAPA) and recall activities.

Prerequisites: PHM 313, PHM 321

PHM 477 – Cannabis: Pharmacology, Therapy, and Controversy

Cannabis is now legal as therapy for specific diseases in 28 states and the District of Columbia. It is also legal for recreational use in Colorado, Oregon, Washington, Alaska and District of Columbia. Additionally, based on the 2016 election results, recreational use will be legal in California, Nevada, Maine, and Massachusetts. These developments force the need for an educated population who understand that consumption of cannabis has both benefits and pitfalls both as therapy and recreational use. Pharmacists as health care professionals must occupy leadership roles in ensuring that patients understand the benefits and risks of using cannabis and its derivatives, especially in combination with other forms of conventional therapeutic agents. This course will explore current research on the endocannabinoid system and its role in maintaining homeostasis. It will also focus on the many dosage forms of cannabis and the effects of these forms on health and wellness. These dosage forms will include the application of cannabinoid products approved for disease states/conditions like Alzheimer's, multiple sclerosis, Epilepsy, Glaucoma and nausea from chemotherapy. Students will also explore the historical and political issues that resulted in the classification of cannabis as a schedule I agent. The classroom sessions will include interactive learning exercises and case studies.

Prerequisites: PHM 313, PHM 321

PHM 478 – Introduction to Managed Care Pharmacy

The introduction to managed care pharmacy elective course provides an introduction to the concepts of pharmacy practice as it relates to managed care and the important role of pharmacists in P&T committees to assure quality and cost management within an organizational structure such as hospitals and pharmacy benefit managers. The course will cover broad managed care concepts including the history and evolution of the US healthcare system, European and Socialized Systems, and then focus on the roles of a pharmacist in a managed care environment and the process by which a typical P and T Committee determines drug selection for formularies. This includes such factors as clinical efficacy, cost, rebates, utilization, benefit plans and prescribing behaviors. Recognition of different managed care models including the VA system, hospitals, insurers, staff model and open access HMO's, ACOs, PBM's, and mail order companies. By course completion, the student will obtain knowledge of the dynamics and application of managed care pharmacy in a variety of practice settings, and be able to organize a presentation for P and T review.

Prerequisites: None

PHM 518 – Introduction to Research

This course will provide a basic and broad overview of different areas of research ranging from basic sciences, pharmaceuticals, clinical practice, and social administrative sciences. Students will learn about the different types of research done at LIU, learn the basics of experimental design, and propose an original research project. The course integrates didactic lecture material, laboratory observations, and in-class assignments over the semester. Students will work in small groups to develop an original research proposal. The student teams will present the proposal to their peers and faculty. This course is intended to prepare students for potential continuation of the research experience and to increase student awareness of research opportunities at LIU.

Prerequisites: None

PHM 519 – Addiction and Substance Use Disorders

This course is designed to provide students with an overview of the principles of addiction medicine and Substance Use Disorders (SUDs). At the end of this course, students will be able to describe non-pharmacological and pharmacological treatments for various SUDs. While the emphasis of the course will be on opioid use disorders, the course will discuss amphetamine, alcohol, cocaine, and nicotine use disorders. Students will understand the societal impact of SUDs and describe the various roles pharmacist plays in SUDs.

Prerequisites: None

PHM 520 – Applied Pharmacokinetics with Computer Laboratory

Pharmacokinetics as presented in undergraduate classes is aimed to provide the basic understanding of the processes of drug absorption, distribution, metabolism, and elimination of drugs. However, there is not enough time to familiarize the students with the skills necessary to perform the actual data analysis on real data and to build an understanding of the associated statistical analysis. A friendly and, at the same time, rigorous guide throughout these difficult concepts will lower students' anxiety about pursuing careers in academia, industry or governmental agencies. Indeed, the course will confer the fundamental skills necessary to perform professional pharmacokinetic data analysis. It will provide hands-on experience with state-of-the-art pharmacokinetic software packages that use nonlinear regression and statistical methods. In conclusion, this course will broaden the student's career opportunities, improve their confidence in solving "real-world" problems, and provide a better understanding of clinical literature.

Prerequisites: PHM 323, PHM 324

PHM 526 – Introduction to Critical Care: A Case Study Approach

Students will be introduced to the concepts and approaches in the care of critically ill adult patients. This course will explore selected topics commonly encountered in critical care settings with a focus on diagnostic tests, treatment choices, monitoring parameters, and therapeutic outcomes. This course will use a combination of classroom-based presentations and case-based small group activities. Students will exercise judgment in the care of patients, apply

knowledge learned in the classroom, and develop teamwork skills. Students will also gain an in-depth understanding of the pharmacists' role in the treatment of critically ill patients.

Prerequisites: PHM 411, PHM 412, PHM 413, PHM 414, PHM 424, PHM 425

PHM 527 – From Petri Dish to Pharmacy: Where Do Medications Come From?

Students will explore the process of drug development through a case study of one or more individual drugs. This iteration of the course will focus on the story of Spinraza (nusinersen), a drug to treat Spinal Muscular Atrophy that was approved by the FDA in December 2016. Spinraza was the product of basic research done in Adrian Krainer's lab at Cold Spring Harbor Laboratory, where Dr. Novatt was a postdoc. Students will be able to trace the path of this new drug from when clinicians first identified the disease-causing mutation in patients to the initial biochemistry experiments to try to fix the problem in vitro, to developing the drug in mouse models, to the clinical trials and the application to the FDA. This is a rare opportunity for students to follow a drug from its very beginning through FDA approval, using a combination of published literature and personal observations.

Prerequisites: PHM 320

PHM 530 – Evidenced Based Approach to Cardiovascular Pharmacotherapy

The evidence-based approach to cardiovascular (CV) pharmacotherapy course builds on students' knowledge of CV diseases and CV pharmacotherapy. It will also explore many topics beyond those required in the curriculum (e.g. pulmonary hypertension, hypertensive crisis). In addition to the pharmacotherapy management of CV diseases, the course will introduce landmark clinical trials and clinical guidelines to prepare students to practice evidence-based medicine. Structure of the course will comprise of patient cases and patient profiles in order to facilitate understanding and promote complex decision-making. Workshops/case discussions will allow students to develop problem-solving skills in the areas of multifaceted CV topics.

Prerequisites: PHM 411, PHM 412

PHM 531 – Introduction to Global Health for Health Professions

The Global Health Elective Course is a discussion-based course that prepares students to be global citizens and to meet the challenges of delivering effective health care worldwide. A global citizen is defined as "someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices." This course will explore the forces and interventions that have helped to shape the current health of the world, as well as the dynamic between health professionals when working together to address global health issues. A wide variety of multimedia will be utilized, including readings, videos, and podcasts, to foster dialogue. Students are expected to arrive to class prepared to actively participate and will take turns moderating in-class discussions. Practical experiences, projects, and presentations will also be employed to ensure students have the skills necessary to evaluate and design team-based health interventions for a specific patient population in a limited-resource setting.

Pre-requisite courses: P4 or P5 year standing

PHM 532 – Hospital Pharmacy Administration

This course is designed to help students become familiar with the various operations and administrative components of hospital pharmacy. Students will learn about topics such as legal and regulatory requirements necessary to ensure safe and efficient medication use systems, outcomes, and improving the patient experience.

Prerequisite Courses: None

PHM 533 – Contemporary Compounding

This is a three-credit course consisting of two lecture hours and three laboratory hours per week. This course is designed to train pharmacy students in the field of compounding of extemporaneous dosage forms such as capsules, suppositories, suspensions, ophthalmic solutions, lip balms, nasal sprays, troches, suppositories, ointments, and creams. It also provides an introduction to the concepts of home IV infusion therapy and gives them an opportunity to practice in preparing parenteral and enteral products. The course provides students with a unique opportunity to practice their

chosen time-honored profession extemporaneous compounding for products that are not commercially available for patients with special needs. As the role for compounding pharmacy continues to grow it will help provide additional pharmacists to the work force unique and innovative skill sets. In this course students will be trained to make ready upon request specialized extemporaneous formulations in case of a national emergency emanating from acts of biological, chemical or nuclear terrorism. Students will be familiarized with guidance for facility and equipment requirements, and raw material sources and requirements, GMPs, GLPs, necessary record-keeping, calculating stability and beyond use dating.

Prerequisite Courses: PHM 422

Co-requisite Courses: PHM512 Fall semester only

PHM 534 – Prescription Accessories

This course will discuss the importance of the prescription accessory department as a part of the ambulatory pharmacist's practice. Prescription accessories will be categorized with respect to the pharmacist's participation as a member of the healthcare team. Topics to be covered include legal requirements as dictated by CMS and the issues related to third party reimbursement policies for prescription accessories. Students will be instructed how to counsel patients regarding in the proper usage of thermometers, home pregnancy tests, fertility monitors, pregnancy preventatives, enemas, feminine syringe, pessaries, rectal and vaginal dilators, diabetic monitors and accessories, male impotency pumps, SIDS monitors, enuretic devices, vaporizers, humidifiers, nebulizers, atomizers, wound care, tissue trauma, bandages and surgical dressings, catheters, ostomy supplies and devices, durable medical equipment, and types of orthotics and fitting procedures.

Prerequisite Courses: None

PHM 535 – Psychiatric Disorders

This elective course will offer insight into the most commonly diagnosed mental health disorders as well as the various personality disorders. The course will improve a pharmacy student's understanding and knowledge of the various mental disorders, as well as the pharmacotherapeutic and behavioral interventions utilized in managing these disorders. Students will be able to develop a broad understanding of the social and cultural differences that exist in our communities, and their relationship to individuals with mental illness. Likewise, students will have the opportunity to interact with both diverse individuals and communities and contribute to improved community mental health by advocating for vulnerable groups. Students will be exposed to authentic case scenarios that emulate the clinical experience which will facilitate their learning and encourage active participation in their decision-making process. Likewise, students will be given the opportunity to put into practice concepts learned in class by interacting with people in real-world clinical settings. There will be opportunities to consolidate learning with a number of relevant practical activities throughout the course.

Prerequisite Courses: PHM 425

PHM 536 – Complementary and Alternative Medicine

More than 50% of the world's population uses complementary and alternative medicine (CAM), mostly in combination with conventional medication. There is growing evidence outlining the benefits as well as the possible adverse and side effects of CAM. As primary care providers, pharmacists are both accessible to patients and one of the most trusted healthcare professionals. As such, they are at the forefront, providing information and guidance to patients about safe and effective use of all medicines. The goal of the alternative medicine elective course is to give students an introduction to different cultures' approach to healing and therapy; expose students to alternative therapies in use in the United States, and to give students the ability to discern the validity of some alternative therapies as well as a level of comfort and respect for complementary therapy that is more frequently being used in Western Medicine.

PHM 538 – Self-Care in Community Practice

This elective course is aimed for students to acquire the knowledge, skills, and attitude for practice in the community setting and other outpatient settings. Throughout this course, students will learn about non-prescription medications, herbal supplements, and other self-care remedies available to treat numerous medical conditions. For each condition

discussed, students will learn treatment modalities and when to refer care to another healthcare provider. For each medication discussed, students will learn the basic mechanism of action, uses, potential adverse effects, common drug interactions, and any relevant contraindications. In addition, students will practice gathering relevant information, counseling patients on self-care while reinforcing communication techniques useful for conversing with patients of various cultural and socio-economic backgrounds.

Prerequisites: PHM 325, PHM326, PHM 414, PHM 420

PHM 539 – Advanced Topics in Infectious Disease

This course provides students an opportunity to expand their knowledge in the area of infectious diseases including human immunodeficiency virus (HIV) infection, tropical diseases, travel medicine, etc. Students will build upon their current pharmacotherapeutic knowledge through in-depth reading, discussions, journal club, and patient case presentation.

Prerequisites: PHM 424, PHM 425

PHM 599 – Independent Study/Special Project

This elective provides students opportunity to pursue their specific areas of interest in pharmacy, through working with one of the faculty members in special projects. As the independent studies and projects are research in nature, it will provide students opportunities to developing critical thinking and problem solving skills through developing a study hypothesis, designing the study, researching the subject, collecting data and analyzing as well as presenting the data. Through working with faculty members in their area of interests, students are also able to explore in greater depth, the knowledge base in that particular area of pharmacy.

Prerequisite courses: P4 or P5 standing - Application and approval required

Experiential Education: Introductory and Advanced Pharmacy Practice Experiences

The goal of the experiential education program at LIU Pharmacy is to augment students' classroom learning experience with direct interaction with healthcare providers such as pharmacists, physicians and nurses, as well as with patients, consumers, and other students. Experiential education provides an opportunity for students to participate in a variety of patient-centered activities with other members of a health care team in various patient care settings and to take responsibility for providing direct patient care.

Emphasis is placed on developing each student's ability to resolve pharmaceutical-related problems while displaying professionalism, confidence, and decisiveness. Additionally, through the various elective opportunities, students can participate in non-patient centered activities related to pharmacy and apply skills necessary for successful practice in the diverse field of pharmacy.

Experiential education accounts for ~30% of the professional pharmacy curriculum. It begins during the fall semester in the first professional year (P-3) of the program with the visitation program and progresses throughout the four-year curriculum to graduation. The program consists of Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs).

Introductory Pharmacy Practice Experiences (IPPEs)

The IPPE Program consists of ~300 hours. Experiences are completed in years P3 (first professional year) through P5 (third professional year). In IPPEs, students are introduced to and are involved in the fundamentals of pharmacy practice in various practice settings and are expected to observe pharmacists' roles and then begin to take responsibility for providing direct patient care. The IPPEs are set up as follows:

- PHM 300 IPPE: Visitation occurs during the Fall semester of P3 year
- PHM 400 Community Pharmacy IPPE: 5 days/week x 4 weeks (160 hours) in the summer between P3 and P4 years (intern permit required)

- PHM 500 Institutional Practice IPPE: 5 days/week x 4 weeks (160 hours) in the summer between P4 and P5 years (intern permit required)

Occasionally, select winter session opportunities may be available for PHM400 and/or PHM500 on a limited basis.

In order to begin the PHM 400 and PHM 500 IPPEs, students must first obtain their Intern Permit. Students must complete and pass all didactic courses from the first professional year (P3) before they qualify for their Intern Permit.

Course descriptions may be found in the Pharmacy Bulletin, which is posted on the LIU Pharmacy website at <http://www.liu.edu/Pharmacy/Academics/Pharmacy-Bulletin>

Individual course syllabi may be found on RxPreceptor at www.RxPreceptor.com (login and password required to access the system).

Advanced Pharmacy Practice Experiences (APPES)

The APPE program consists of approximately 1450 hours. Students must complete and pass all didactic courses from the first three professional years (P3-P5) before beginning APPES.

APPES emphasize patient care services, working within a team of healthcare professionals, the development of clinical skills, problem solving, and critical thinking, by allowing students to integrate, apply, reinforce, and advance the knowledge, skills, attitudes, and values developed throughout the didactic curriculum and IPPEs. The goal of the APPE program is to prepare students to provide patient care as independent practitioners and as members of a health care team.

There are seven (7) full-time courses. In addition, there is a Senior Seminar course during the fall and spring semesters. The APPE curriculum consists of the following:

- Community Pharmacy – 40 hours/week (208 hours)
- Ambulatory Care – 40 hours/week (208 hours)
- Internal Medicine – 40 hours/week (208 hours)
- Institutional Practice – 40 hours/week (208 hours)
- Acute Care – 40 hours/week (208 hours)
- Two (2) elective APPES – Each course is 40 hours/week (208 hours)
- Senior seminar (Fall and Spring semester)

A complete list of course descriptions may be found in the Pharmacy Bulletin on the LIU Pharmacy website at <https://www.liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Bulletins>

Individual course syllabi may be found on RxPreceptor at www.rxpreceptor.com (login and password required to access the system).

For policies and procedures related to experiential education please see the Experiential Education Policy and Procedure Manual which can be accessed via RxPreceptor (the system utilized by the Office of Experiential Education) at www.RxPreceptor.com. Login and password is required to access the system and will be provided to each student enrolled in the program.

Academic Expectations, Policies, and Procedures

Technical Standards for Admission and Program Continuation

The mission of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences is to prepare students to enter the practice of pharmacy. The technical standards describe the non-academic qualifications required in addition to

academic performance that the College considers essential for admission to, and continuance in, the Doctor of Pharmacy (PharmD) program. A candidate for the PharmD degree must possess the skills and abilities of the types listed in the technical standards. The standards are in place to ensure your success in the program but also to protect the safety of the patients you will manage. Depending on the circumstances, reasonable accommodations for disabilities may be possible and made available, however candidates and continuing students are ultimately responsible for performing in a reasonably independent manner.

The technical standards described in below are those that allow an individual to perform at the minimal acceptable level in the identified activity. Applicants and students must be able to satisfy, with or without the use of appropriate auxiliary aids (including prosthetic devices), the following technical standards which relate to physical, cognitive, and behavioral abilities relevant to successful completion of the PharmD program.

- **Observational** – Through the use of visual, auditory, and somatic senses, students must be able to observe lectures, demonstrations, and experiments, read information from a computer screen, and observe a patient at a distance and close-at-hand to accurately assess a patient’s physical condition, obtain a patient history, and perform physical assessments.
- **Communications** – Students should be able to speak, hear, and observe patients in order to elicit information and perceive nonverbal communication such as facial expressions, affects, and body language. Communication skills include the appropriate use of spoken and written English.
- **Behavioral and Social Attributes** – Students should demonstrate maturity, integrity, compassion and respect for others. The student must possess the emotional and mental health required for full use of their intellectual abilities.
- **Motor** – The student must have sufficient motor skills necessary to prepare all routine forms of medication orders including compounding, administering, and dispensing; and be able to elicit patient information through the use of physical assessment techniques.
- **Intellectual, Conceptual, Integrative and Quantitative Ability** – Students must have effective and efficient learning skills to master an entry-level doctorate program. They must be able to learn through a variety of teaching methods (e.g. classroom instruction, small group activities, individual study, experiential activities, and self-learning). Students must be able to read, comprehend, analyze, and interpret data in order to respond to information related to medical situations in an organized manner.

Intellectual abilities must be sufficient enough to analyze and synthesize information from a large variety of sources. The College does not discriminate against qualified disabled individuals and works with the University’s campus-based Office of Student Support Services to support qualified students with documented disabilities in fully participating in all college programs and activities.

Methods toward achieving success and/or equal opportunities include academic adjustments, auxiliary aids and services, and other reasonable accommodations that may be provided to individuals to remove or lessen the effects of disability-related barriers.

The applicant should evaluate him/herself for compliance with these technical standards. Submission of an affidavit will serve as testimony the student has read and understands these standards and acknowledges compliance with them.

Criminal Background and Drug Testing

A criminal conviction and/or the use of illegal drugs may impede or bar your entry into your chosen field of study. Students seeking entrance into pharmacy, nursing, and other health and human services professions should be aware that the presence of a criminal record can result in the refusal of licensing/certification/registration agencies to issue the credential needed to practice in that field of study. Prospective students are urged to contact the pertinent state and/or federal licensing board to inquire whether a criminal record will have an impact on the eligibility to obtain licensure or certification.

Many of our clinical/field experience affiliates now require the completion of criminal background checks and/or drug testing for employees, volunteers and students affiliated with the site. Therefore, students who plan to participate in a clinical/field experience will be asked to undergo a criminal background check, and/or a drug screen. Students desiring entrance into the College of Pharmacy should be aware that our clinical/field affiliates could reject or remove a student from the site if a criminal record is discovered or if a drug test is positive. In the event that a student is rejected from a clinical/field site due to information contained in the criminal background check, or drug screen, a student may be unable to complete a required clinical/field experience. If you are unable to complete program requirements, you may be advised to withdraw from the program. Policies for the criminal background check and drug screen can be found on the website and in the college bulletin.

Academic Integrity

Students shall deal honestly with people, including colleagues, faculty, university representatives, patients, and health-care providers. Students are expected to demonstrate honesty and integrity throughout all aspects of their education.

For complete details regarding the LIU policy on academic integrity please review the Policies and Regulations Affecting Students section on the college bulletin or on the LIU Pharmacy website at <http://www.liu.edu/Pharmacy/Current-Students/Policies-and-Regulations/Academic-Ethics-and-Professional-Standards>

Class Attendance

Successful work in LIU Pharmacy requires regular class attendance. All students are expected to attend classes and to participate in classroom activities. Faculty members have the right to weigh attendance and class participation in determining grades. Consequently, excessive absences may impact negatively on the evaluation of a student's performance.

For students enrolled in years P3, P4, P5 and P6, faculty will inform students at the beginning of each semester of policies governing attendance as written in the course outline or syllabus.

Attendance is required of all students in years P3, P4, P5 and P6 in recitations, laboratories, and in Introductory and Advanced Pharmacy Practice Experiences.

Students in the experiential programs may be permitted to leave the sites from time to time when returning to the College for special events, upon the approval of the preceptors.

Tardiness

Students are expected to be present from the beginning of classes and laboratories until the instructor dismisses them. Students are expected to comply with the hours set by preceptors for experiential courses. If students arrive late, they may be denied admission or marked absent. Habitual tardiness and/or failure to attend hours set by preceptors for experiential courses may impact negatively on the evaluation of a student's performance. Additionally, disciplinary action may be undertaken for students with habitual inattentiveness to punctuality and attendance.

Remote Learning Policies

While LIU Pharmacy typically holds all classes in-person, circumstances may arise (including but not limited to weather emergencies or public health emergencies) that require a switch to remote learning. Completing a remote course presents unique opportunities and challenges. The following policies are provided in addition to the policies set forth in the LIU Pharmacy Bulletin and this Student Handbook. Non-adherence to this or any College or University policy may result in disciplinary action.

Select didactic courses may be offered entirely or partially remotely. The decision to offer a course remotely is made by the faculty in consultation with the College and University administration. The faculty, College, and University

administration reserve the right at any point prior to or during the course to require students to report to the campus in person.

Technology requirements

Students must maintain the required technology to use video conferencing programs with audio and video (Zoom, Skype, etc.). Any interruptions in connection or technical difficulties that affect a student's ability to fulfill course requirements must be reported to the course faculty immediately. Students must not wait until scheduled meeting, class, or assessment times to address these issues. Failure to notify the course faculty immediately may affect students' ability to pass the course.

Zoom System Requirements:

<https://support.zoom.us/hc/en-us/articles/201362023-System-requirements-for-Windows-macOS-and-Linux>

ECHO 360 System Requirements for Universal Capture App:

<https://admin.echo360.com/hc/en-us/articles/360035035332-Universal-Capture-Specifications>

For technical issues email: it@liu.edu OR fill the support form at: it.liu.edu webpage on the left.

For time-sensitive matters during business hours, call: 718-488-3300 | 516-299-3300 OR use the live-chat option found on the IT website.

Class Attendance

Attendance policy is set for each course and is outlined in the syllabus. For courses where attendance is required, students should be prepared to "attend" course either in person or remotely during regularly scheduled class time. Students should not schedule personal appointments or participate in any activity that would distract the student from participating in class activities during regularly scheduled class hours. All other interruptions (illness, professional leave, religious observances, etc.), anticipated or unanticipated, will be handled according to the attendance policies set forth in the respective course syllabus. Zoom recordings and/or Echo360 or similar programs may be used to record class sessions as appropriate, but technical difficulties do happen and the availability of recordings cannot be guaranteed.

Class Participation

Many classes require active participation. For such classes, students should be ready to turn on their audio and video/camera during class/meeting at the request of the faculty. If a student does not have access to a camera, they must inform course faculty immediately.

Work Environment

Students are expected to maintain an appropriate work environment. This environment should generally be free from outside distractions (other adults, children, pets, entertainment devices, etc.). Any challenges in maintaining a distraction-free environment must be addressed with the course faculty. This environment should also be an appropriate background (audio and visual) for video conferencing.

Dress Code

During class, students should dress as they would for in person class. Unless otherwise specified in a course syllabus, professional dress or white coats are not required, but clothing that would not be acceptable on campus (for example, pajamas or shirts with offensive images or text) is not acceptable for remote learning.

Video/Phone Conferences and Meetings

Interactions conducted via phone and videoconference should be treated the same as in person interactions. Student should maintain a professional environment and attitude during these interactions. Professionalism must be maintained in video/audio and chat communications. These interactions must not be recorded without faculty permission.

Students must log into zoom or other platforms using their LIU email credentials and must identify themselves using their full legal name. Nicknames or pseudonyms are not permitted and may result in a student being removed from an online course.

Course Handouts

Course handouts will be provided in digital form via the course management platform (e.g. Blackboard). Faculty are not required to provide paper handouts.

Privacy and Confidentiality

Many of our courses (both in person and online) are recorded using Echo360, Zoom, or other platforms. The image or audio recording of any student participating in these classes, either in person or remotely, may be captured. Students will sign a release form to allow recorded video and audio of conversations/questions/chats occurring during class to be available through the uploaded content on Echo360 or on Zoom recordings. These forms will be placed in student files in the Office of Student and Professional Affairs.

Assessments

Our goal is to have assessments in person as much as possible. But, if the situation arises where we need to switch to remote, the remote assessment policy is below.

- Assessments may be given remotely or in person as per the discretion of the course coordinator
- Assessment weight and format may need to deviate from that indicated in the syllabus
- Remote assessments will be synchronous and held at the scheduled time.
- ExamSoft and/or Blackboard may be used to administer assessments
- The integrity of assessments will be held by using tools such as SafeAssign, Respondus Lockdown Browser and Monitor (Blackboard), ExamID (ExamSoft), and remote proctoring via Zoom (when feasible).
- It is expected that all students abide by the Student Honor Code when taking closed-book exams/quizzes remotely. Students are to take such exams under exam-like conditions – no prohibited resources and no communication with anyone else. Suspected cheating will not be ignored.
- Students are expected to be aware of and utilize appropriate technical support resources for their iPad and ExamSoft (such as contacting IT or ExamSoft technical support)
- Students are to notify faculty at least 48 hours in advance if they are not able to comply with the technical requirements needed for an assessment
- Faculty will establish and communicate to students explicit procedures with respect to assessment availability, download, upload etc. and consequences for failing to abide by such procedures
- All policies regarding assessment administration are subject to change as circumstances change

Leave of Absence

A student may request or be required to take a leave of absence with the occurrence of a medical problem, substantial personal problem or as recommended by the Student Disciplinary Committee. Students requesting a leave of absence must make an office request to the Assistant Dean of Student and Academic Affairs. In the event of a medical problem, the request must be accompanied by a letter from the treating physician or a licensed professional describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. After consultation with the student, the Assistant Dean for Academic and Student Affairs will decide whether or not the leave will be granted and the conditions under which the student may return to school.

Please note that our lock-step curriculum design means that a leave of absence for a single semester is not typically feasible – a leave of absence must usually be a full academic year.

It is important to note that in regards to Federal Student Aid: A student is expected to return from an approved leave of absence within 180 days from the start date of the approved leave. When a student fails to return from a leave of absence within 180 days, the student's withdrawal date will be reported to the National Student Clearinghouse and NSLDS as the date the student began the leave of absence. Since the Leave of Absence from Pharmacy School will exceed the 180 day period permitted for Federal Aid, you will be reported as withdrawn to the National Student Clearinghouse.

Students must report to Enrollment Services to obtain a Leave of Absence Form and complete it before they are officially placed on an approved leave. In order to be approved for leave, students must be in good financial standing. If you have extenuating circumstances that prevent you from picking up the form in person, please contact your Pharmacy Advisor in the Office of Student and Professional Affairs. Students will not be able to drop their last class until the form has been processed. Students will be notified by mail when their leave of absence is processed but are also encouraged to check the status of their request via their MYLIU account.

Incomplete forms and/or completed forms not turned to Registrar may result in an administrative hold on records, administrative withdrawal and/or suspension from the college and/or university.

Leave of Absence Procedure

1. Obtain the Leave of Absence form available in Enrollment Services
***Note – Leaves of Absence are for future terms and are not granted for terms already in progress once the add/drop period for the current term has ended**
2. Obtain the signature of your Pharmacy Advisor on the form
3. Obtain the signature of the Assistant Dean of Academic and Student Affairs on the form
4. Visit the following departments and obtain clearance signatures:
 - a. Financial Aid - discuss any changes in financial aid status and receive clearance signature
 - b. Office of International Student Services (international students only) - discuss changes to immigration status and receive clearance signature
5. Turn in the completed form to Enrollment Services, or email it as an attachment from your LIU email account to Registrar@liu.edu

Before a student may be readmitted, a written request for readmission must be submitted by the student to the Assistant Dean of Student and Professional Affairs no later than 30 days prior to the start of classes.

In the case of a medical leave, a letter from the treating physician or a licensed professional must accompany the readmission request stating that the student has recovered from the disability for which the medical leave was granted and is able to participate in a full academic program.

Pharmacy Curriculum Outcomes Assessment (PCOA)

As of 2016, the Accreditation Council for Pharmacy Education (ACPE) requires all colleges of pharmacy to assess students nearing the completion of the didactic curriculum using the Pharmacy Curriculum Outcomes Assessment (PCOA).

Results of this assessment are used to gauge whether the curriculum is adequately preparing students to apply the foundational sciences to the provision of patient-centered care. The PCOA is a standardized examination that is designed to assess students' knowledge of four main content areas (basic biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and the clinical sciences) and 28 subtopic areas. The exam is developed by the National Association of Boards of Pharmacy (NABP) and is administered in a computer-based format in a similar fashion to NAPLEX.

Participation in the PCOA is mandatory. Students are typically required to take the PCOA twice during the professional phase of the PharmD program. The first administration usually occurs near or at the end of P4. Consider this a “practice” attempt that provides students the opportunity to identify areas of strength and weakness in the four content domains. The official administration occurs near or at the end of P5. The results of this assessment serve as a measure of whether students have attained the necessary foundational knowledge prior to entering the advanced pharmacy practice experiences (APPEs). These results are reported to ACPE.

Completion of the PCOA is a requirement prior to entering APPEs. Those students who fail to take the PCOA and who do not present a valid excuse to the Office of Student and Professional Affairs, must take the examination at the next scheduled administration; this may cause a delay from starting APPEs.

Students are required to register for the PCOA by a given deadline. Information will be shared by the College in advance of the deadline. Any student who fails to register by the deadline, or who registers but does not attend the examination will be required to pay the administrative fee that is charged by NABP. Further information regarding the PCOA can be found at: <https://nabp.pharmacy/programs/pcoa/>

Students who do not meet the minimum competency may have to remediate areas of weakness.

Professional Development Portfolio

The Learning Outcomes Committee in collaboration with the Co-Curriculum Committee created the professional development portfolio with the goal of providing a platform for students to document their longitudinal progress towards the achievement of the program learning outcomes. The portfolio serves as a resource to provide students with career guidance and assist with professional development. To meet these goals, students are required to complete several assignments per professional year.

In addition to setting/updating goals and maintaining a CV, students must self-rank their progress towards each of the learning outcomes. They are also required to upload evidence to support their ranking. Students will be guided through the process by an assigned faculty mentor. Student/mentor meetings are required once per semester during the P3, P4, and P5 years. The portfolio will be housed in CORE CompMS, a system that provides students the ability to document their growth with respect to the learning outcomes over time. Students who do not complete portfolio requirements may not be able to progress to the next professional year.

CompMS: <https://corehighered.com/core-student-competency-based-assessment-software.php>

Interprofessional Education (IPE)

What is IPE?

In 2010, World Health Organization (WHO) defined IPE as "Interprofessional education that occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes".

Goals

The goals of IPE are for students to learn how to function in an interprofessional (IP) team and carry learned knowledge, skills, and values into their future practice, to provide IP patient-centered care as part of a collaborative team, and to focus on improving patient outcomes.

Composition

An IP team is composed of members from different healthcare professions (including but not limited to pharmacists, physicians, nursing, nurse practitioners, dietitians, etc.) who have specialized knowledge, skills, abilities, and expertise.

Importance of IPE

An IP learning experience prepares health professions students to work together with a common goal of providing safer and better patient-centered care. The Accreditation Council for Pharmacy Education (ACPE) requires (as an accreditation standard for all colleges of pharmacy) that all PharmD students to participate in IPE programs. ACPE specifically states that “all students to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an IP team. In the aggregate, team exposure includes prescribers as well as other healthcare professionals.”

IPE Programs

The LIU College of Pharmacy has instituted several initiatives to ensure that all pharmacy students engage in IPE activities so that each and every graduate is provided with the knowledge and skills necessary to effectively collaborate with various healthcare professionals to provide optimum patient-centered care. A variety of IPE programs are offered to our PharmD students throughout the calendar year. These IPE activities range from small simulation exercises involving a few health profession students/healthcare practitioners to large scale programs.

Some examples of the IPE events at the LIU College of Pharmacy include:

- Small SIM Lab simulation activities which focus on long-term conditions involving a few students/healthcare professionals
- Large scale virtual game-based IPE simulations. These simulations consist of groups comprised of students/healthcare professionals comprising as many as ten different and discrete health professions

Time Commitment

Time commitment is approximately two (2) to four (4) hours per year.

Expectations

All students are asked to do preparatory assignments prior to the IPE activity to ready themselves as to be active participants in the IPE event. Assignments include reviewing the latest guidelines, watching videos and reading articles relevant to the IPE event, complete pre- and post-event surveys, etc.

Participation

All scheduled IPE events are mandatory to attend. All students are also required to actively participate. Participation in IPE events are required for graduation.

The only acceptable excuses for missing any IPE that you are assigned to:

- personal illness that require a visit to an emergency department or private physician's office,
- Death of an immediate family member, or
- Natural disaster (when declared by a governmental body or the university) that prohibits travel.

In the event that one of the above-mentioned excuses applies to an absence, the student must notify the IPE Office, as soon as possible, certainly before the IPE event is scheduled to commence. Appropriate written documentation must be provided to the IPE Office within 72-hours of the missed IPE event. An excused absence means that the student is eligible to make up the IPE event.

Pre-APPE Competencies

As part of the Accreditation Council for Pharmacy Education (ACPE) Standards, all colleges of pharmacy are required to provide evidence that students have achieved certain “must-have” abilities prior to entering APPEs. These abilities are centered around eleven core domains and are outlined in Appendix A of ACPE’s Guidance for Standards 2016. In

order to achieve this expectation, LIU Pharmacy has created the “Pre-APPE Competency Assessment Plan.” The plan calls for students to demonstrate competency in the eleven core domains through one or more specific assessment activities linked to a performance competency. The faculty selected the performance competencies and assessment activities after careful consideration of the curriculum. Some of the assessments are embedded within courses, but most will be held during the P5 year as part of Assessment Day. Specific details regarding the assessments and assessment days will be provided in advance.

Every student must demonstrate competency in each of the assessments prior to the start of APPEs. Students who do not successfully demonstrate competency on the first attempt may be provided with opportunities for remediation/additional attempt(s) during the designated assessment period. Students failing to pass all competencies before the date when APPE preferences are due, will prevent students from being issued an APPE schedule. Failure to pass all competencies by the last remediation date offered by the College will prevent students from starting APPEs.

Echo-360 – Policy and Usage Instruction

Background

Lecture capture technology is intended to help instructors capture and extend the classroom experience to improve student engagement before, during and after classes. These interactions may include taking notes, asking questions, reviewing lectures, or flagging confusing content. However, the usage of lecture capture technology is not intended to replace the in-class learning experience. Attendance in-class is still highly encouraged and students are responsible for all materials required by faculty.

Currently, Echo360 is used as the active learning platform that integrates classroom video capture, student engagement tools, and analytic tools to optimize student participation and engagement for campus-based courses.

Echo360 Support Team

For technical assistance with Echo360 (e.g., user access, course account), students can reach out to

Information Technology

IT@liu.edu

(718) 488-3326

General Usage

- Students are only permitted to use recorded lectures for their own personal study and are NOT permitted to reproduce or distribute the recording to any other party through any other medium, including social media or online posting / communication
- Recorded lectures may not reflect the most current information beyond the scheduled course. Refer all questions to respective faculty member(s)
- Students must comply with copyright and privacy warnings provided by the College in relation to the use of recorded lectures. Failure to comply will result in disciplinary action being taken against the student
- Access to recorded lectures will only be available to those students enrolled in the current course to which lectures are recorded
- Students are NOT permitted to use alternate means (e.g., photography, audio, video) to record in-class lectures without the written consent of the faculty member
- Students can access and view the lecture recordings through the University’s approved Learning Management System (Blackboard) only
- Students upon orientation to the College will sign a release form (on the next page) to allow recorded conversations/questions during class be available through the uploaded content on Echo360

Please contact the Office of Student & Professional Affairs for information about the management of release form, educational records, or concerns about the Family Educational Rights and Privacy Act (FERPA).



Enrollment Services

BROOKLYN CAMPUS • LONG ISLAND UNIVERSITY
1 UNIVERSITY PLAZA, BROOKLYN, NY 11201 • 718-488-1013

Instructions:

Option 1: Take this form and sign it in person at the Enrollment Services Office.

Option 2: Return the completed, signed and notarized authorization to the Enrollment Services Office (Post or Brooklyn); or to the Dean’s Office at Brentwood, Riverhead or the Westchester and Rockland Graduate Campus.

AUTHORIZATION TO DISCLOSE ACADEMIC INFORMATION TO THIRD PARTIES

In accordance with the Family Educational Rights & Privacy Act (FERPA), The University will disclose information from the education record of a student provided the University has on file written consent of the student. If you consent to the release of your education record, please sign below and return to Enrollment Services. This authorization remains in force until a letter requesting the cancellation of the authorization is received by Enrollment Services.

Student Name: _____ ID: _____
(please print)

I, request that my educational record(s) be released to the following individual(s). Please list the name(s), and the relationship to the student. For example, “parent”, “guardian”, “prospective employer”, “attorney” or list “other” and identify and describe the third-party relationship:

Name	Relationship to Student
(a) _____	_____
(b) _____	_____
(c) _____	_____
(d) _____	_____

(Note: this consent does not cover medical records held solely by University Health/Medical Services – contact that office for consent forms.)

STUDENT’S SIGNATURE: _____ DATE: _____

To be completed by the Office of Enrollment Services

Received by: _____

Signature Witnessed by: _____

Photo ID Presented: _____

Entered into PeopleSoft: _____
Date Signature of staff member

Student Guide to Echo 360

(Courtsey of the ECHO360 Student Support Task Force: Ms. Jessica Coccozza, M.Ed., Academic Advisor; Ms. Cheryl Louie, Pharm.D. '19, Phi Lambda Sigma President; Ms. Jessica Soffer, Pharm.D. '19, Rho Chi President)

What is ECHO360? (What is lecture capture?)

- Echo360 is lecture capture software that allows faculty to record class sessions and share the recordings in Blackboard.

Use it wisely...

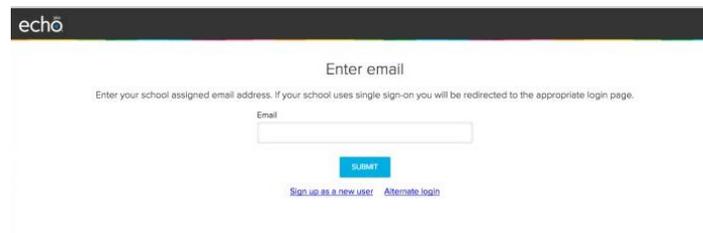
- Echo360 lets you review the lecture at home at your own pace
- Don't use the lecture capture as an excuse not to attend lectures or not to concentrate while there.
- Not all teaching interactions are clearly recorded so don't just rely on the recordings --- review all slides and handouts as well

Different ways to access Echo360

- Blackboard
- Echo360.org
- Mobile App (for iPad and mobile devices)

How to log into ECHO360 via Blackboard

- Echo360 content can be accessed directly through your LIU Blackboard account without the need for creating a separate ECHO360 account
- We recommend accessing the recordings with a PC or Mac using Chrome or Firefox as your web browser



ECHO360 – The Mobile View

Echo 360 Mobile App is on Android and iOS.

Because your ECHO360 account is linked to your Blackboard account, you must establish a direct Echo360 login in order to use the mobile app. Blackboard passes you through as a user but Echo does not log your password. Your Blackboard and Echo360 email address are (and must be) the same.

To create a direct Echo360 password

1. Enter Echo360 as you normally do, via a link to the Echo360 through your LIU Blackboard account
2. Click the Settings icon in the top right corner of the screen (it looks like a gear).
3. Select Account Settings. Be sure to use your LIU email address to enter into the app when logging in
4. Click CREATE PASSWORD
5. The password you create can be the same as or different from your Blackboard password, as long as it contains 8 characters. Your Echo360 password is used to access Echo360 directly, to use the Mobile App, Personal Capture, or the PowerPoint Ribbon add-on. Otherwise you will continue to access Echo360 the way you normally do, through your Blackboard account.

Tips for Using Echo360

Understanding the Class List Page Icons

Each class is shown with a series of icons, providing information and functionality as follows:

Content Icons – Click a content icon for a menu that will allow you to view or download that media.



A grey icon indicates that you have already viewed this material



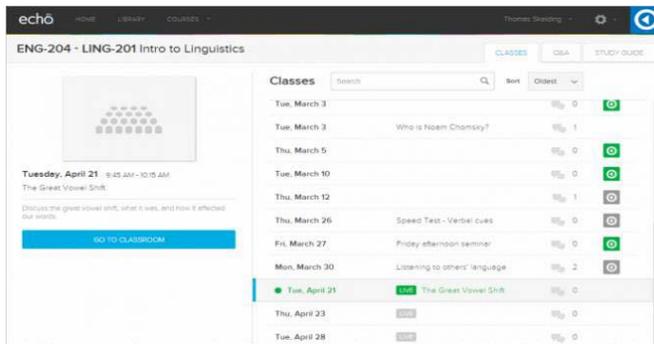
A green icon indicates that this content is new and you have not viewed it yet



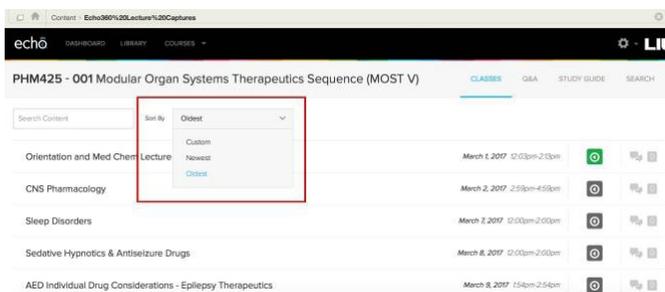
A Conversation Bubble

Viewing Classes in while in ECHO360

- From the ECHO360 HOME page, click ALL CLASSES for the section whose class you want to watch. The Class List appears, listing all classes by date, oldest to newest. The most recently completed class is selected automatically.

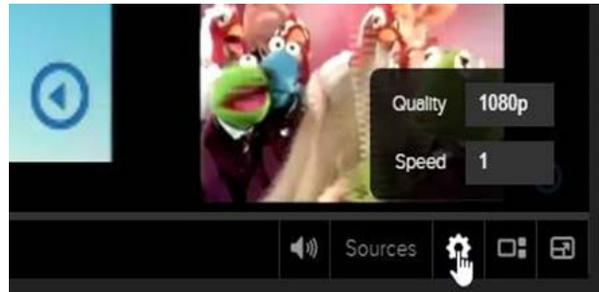


- If necessary, use the **Sort** drop-down list or **Search** box to find the class you want to view.
- Select the class from the list, then click **GO TO CLASSROOM** from the left panel.
- The classroom viewer opens with the video playing automatically.



How to Adjust the Speed and Quality of a Video

- Most video media is processed for both standard and high definition playback. If your network connection is a problem, you can switch to lower quality playback (or switch back to high definition if applicable).
- In addition, you can view the classroom at up to 2x speed or as low as .5 speed, at .25 intervals as needed.
- Click in each of the boxes to see the options available for Quality or Speed controls.

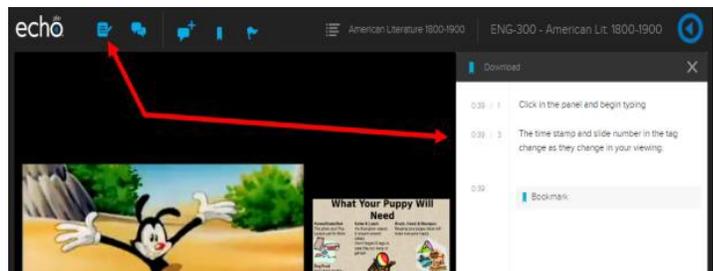


Participating in Q&A Discussions

- Conversation Bubble icon
- Click the conversation bubble icon located on the row for the class to open the Q&A tab View the questions and responses posted for that particular class.
- The number indicates the total number of questions posted for that class (responses are not counted).

Taking Notes

- You can take notes while viewing the presentation. The Notes panel appears to the right of the presentation pane, and should appear by default. If the Notes pane does not appear, click the Notes icon in the class toolbar, shown in the below figure. This is a toggle button which also closes the Notes panel when not needed.

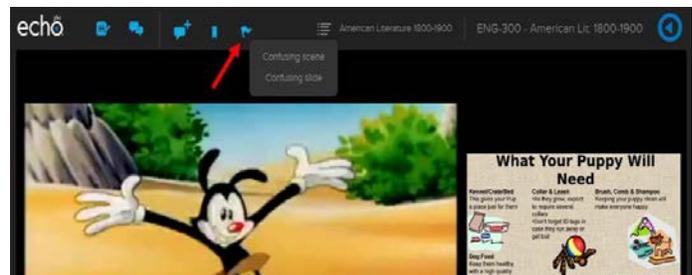


To take notes

1. Click the Notes icon in the toolbar to open the Notes panel.
2. Click in the Notes panel and start typing.
3. At the end of each note, press Enter. This allows for the entry and syncing of a new note. Location information (time or slide number) appears in the tag to the left of the note.

Setting Flags for confusing content

1. Flags let you mark locations and material that you find confusing or items you feel the instructor may need to explain further to you or the class.
2. Flagging content sends a notification to the instructor, letting them know that a student had some problem with the material.
3. The notification flag includes the location of the presentation at the time it was flagged.



ECHO360 HELP

- ECHO360 Online Help! - http://help.echo360.org/#t=Main_Help_Page.htm
- ECHO360 Student User Guide - http://help.echo360.org/StudentUserGuide_ALP.pdf
- LIU Information Technology website - <http://it.liu.edu/tutorials/faculty/echo360/>

Non-Echo 360 Recording of Lectures

Audio recording and transmission of classroom lectures by students is prohibited by the College unless permission from the class instructor has been obtained and that ALL people in the room (including students and guests) have been informed that audio recording may occur.

Recording of lectures or class presentations (including verbatim or summary notes of classroom lectures) is solely authorized for the purposes of individual or group study with other students enrolled in the same class. The recording may not be reproduced or uploaded to publicly accessible web environments (including class webpages). Students are not permitted to video record lectures.

Unauthorized recording, videotaping and/or posting of lecture material will subject the student to disciplinary action by the Assistant Dean for Academic and Student Affairs and/or the College's Committee on Professional Conduct, Discipline and Grievance.

ExamSoft Policy and Usage Instruction

Most exams at LIU Pharmacy are taken on the iPad using ExamSoft software.

Computer-based testing provides PharmD students with opportunities to gain experience and confidence taking computer-based examinations prior to the administration of high-stakes computer-based licensure/certification exams.

In order to take exams in the PharmD program, each student is required to have an iPad that meets the minimum system requirements noted in the following table. Please note, you may not use any other tablet or a laptop.

iPad Minimum System Requirements

iPad iOS 13 is supported on version 3.8 of Examplify for iPad

- Hardware Requirements = iPad 5+, iPad Air, iPad Mini 2+, iPad Pro
- Operating System = iOS 11, iOS 12, and iPadOS 13 (Only genuine versions of iOS are supported)
- 500 MB of free space required to commence an exam
- iPad must not be Jailbroken
- Internet connection for Download, Registration, Exam Download and Upload.
- In order to take an exam using an iPad, your institution must first enable iPad support.

The specific ExamSoft application that is used for exams is called Examplify for iPad (latest version 3.9.3). Updates to Examplify are periodically released by ExamSoft. It is each student's responsibility to maintain an updated version of the Examplify application throughout the academic year.

Instructors may also choose to use the ExamID feature of ExamSoft. This feature allows one to digitally verify the identity of each exam taker using an authentication process that is similar to "face-ID" used by many devices like smartphones. Students are responsible for ensuring his/her device is set-up for ExamID-enabled exams and knowing how to use this feature.

Please refer to the student guide for instructions on how to use ExamSoft and the Examplify application.

For questions regarding ExamSoft or Examplify:

- **Tina Zerilli, Director of Assessment**
Tina.Zerilli@liu.edu

Helpful Reminders about Being Prepared for an Assessment Using ExamSoft

1. **Download the exam prior to exam time**

You are required to use your own non-jailbroken iPad for all assessments. In most cases, your instructor will make assessments available for download at least 24 hours in advance. Exams must typically be downloaded by 8am the morning of the exam. If you forget to download the exam there is a 10% deduction from the maximum points that can be achieved on the quiz/exam.

For example, the maximum score on an exam is 100 points. A student forgets their iPad and is given the opportunity to take the exam on paper, receiving a score of 85%. Because the student came unprepared, 10% of the maximum points that can be achieved on the exam (in this case 10 points) would be deducted from the score. This student would earn a score of 75% on the exam.

2. **Do not forget your iPad**

The College does not provide you with an iPad if you forget yours. If you forget your iPad, there is a 10% deduction from the maximum number of points that can be achieved on the assessment. You will not be able to use someone else's device – the software is registered to individual users' iPads. Attempts to use non-registered devices may be subject to academic dishonesty policies.

The iPad you bring with you to the assessment must have Examplify installed, properly configured, and ready to go. This includes already having the assessment file downloaded! Your iPad should be fully charged and ready to use. You cannot charge your device while taking the exam

3. **Bring any materials that your professor instructed you to bring (if applicable)**

Most assessments will not involve you bringing any materials with you, but your professor may have different requirements; you will not be allowed to have anything at your desk other than the materials your professor may have asked you to bring or has given to you for the assessment. You will be required to have your LIU Student Identification card with you (usually at your desk).

Rules for Conduct During an Assessment

NOTE: Some assessment may have special instructions or notices (e.g. assigned seating, use of scrap paper) that will appear before you begin an assessment. At minimum, all instructors will rely on the rules of conduct that appear below. Before starting any exam, you attest to having read the exam rules and agree to abide by them.

1. Arrive on time

Depending on the assessment, late arrivals may not be allowed to start. If allowed to start, late arrivals will not be given extra time to complete the assessment.

2. No electronic devices other than your iPad are allowed at your desk

This includes (but is not limited to) mobile phones, ear buds, smart watches, fitbits, or any other device that can be used to communicate with the internet or another person. All personal belongings not needed for the exam should be kept in your locker.

3. You may not have any handouts, books, note cards, or other course-related material with you during the exam unless specifically permitted by the course coordinator.

4. iPads must remain flat on the desk in front of you at all times

No other student should be able to view your screen, and this means keeping your iPad flat on the desk directly in front of you. iPad covers must be removed while taking the exam.

5. Students may not use any apps other than ExamSoft or access the internet at any time once you enter the exam room.

Examplify will not let you access the internet or other apps on your iPad during the assessment: It detects this as an attempt to cheat, immediately shuts down your assessment, and generates a report.

6. If you need to use the restroom during an exam, please turn your iPad over and leave it upside down on your desk so no one else can see the screen.
7. If the faculty member has set a time limit for the assessment, the exam will automatically close when time has elapsed.
Should you arrive after the exam has begun you will not be given extra time and must exit the exam (and be prepared to show the green screen) when the faculty member/proctors request you to do so. Any student who continues with the exam will be considered to be cheating and be subject to academic dishonesty policies.

Academic Advising, Registration Policies & Procedures

Academic Advising: Advisor-Student Relationship

Advisor Responsibilities:

You can expect your Pharmacy Academic advisor to:

- Understand and effectively communicate the curriculum, graduation requirements, and University and College of Pharmacy policies and procedures
- Encourage and guide students as they define realistic academic goals
- Provide students with information about and strategies for utilizing the available resources and services on campus
- Monitor and accurately document discussions regarding the student's progress toward meeting their goals
- Maintain the level of confidentiality provided by the Buckley Amendment (FERPA) and promote a safe environment
- Promote and encourage students to develop productive working relationships with their professors
- Respond to students within 48 hours during the work week, Monday-Friday 9 am – 5 pm, by e-mail or phone

Student Responsibilities

As a student, you are expected to have clear responsibilities in order for the advising partnership to be successful.

Among those responsibilities are the following:

- Speak respectfully to faculty, administration, staff members and fellow students at the college of pharmacy. Failure to do so may result in disciplinary action
- Schedule appointments in advance with your assigned academic advisor
 - Please note that students are held accountable for their schedule appointment times
 - Students who fail to communicate lateness and arrive more than 10 minutes after the start of the scheduled meeting time may forfeit their appointment
- Come prepared to each advising appointment with questions or materials to discuss academic progress; personal, career goals; interests and concerns
- Use the student support services at LIU to enhance your educational experiences
- Ask questions when you do not understand an issue or have a specific concern
- Keep a personal record of your progress toward meeting your goals. Organize official documents (academic records, communication from professors and/or the Office of Student Professional Affairs, including emails and letters) in a way that enable you to access them when needed
- Become knowledgeable about the Long Island University (LIU) and College of Pharmacy program, policies and procedures
- Accept responsibility for your personal, academic and career decisions
- Respond to official notification from the Office of Student Professional Affairs Office and other LIU offices (letter, emails, phone contact, etc.) in a timely manner
- Use the University e-mail, which is the official means of communication for the University, on a regular basis

When to see an Advisor

- All new P3 students are required to meet with an academic advisor during their first semester
 - After their first semester, students in good academic standing only need to meet with an advisor as needed
- Registration issues
- If circumstances are impacting your academics or your ability to remain at the College
- Difficulty with classes
- Financial problems
- Health/Wellness issues
- Personal problems
- Academic Probation

Students who have been placed on academic probation or are struggling in their classes may be required to meet with an advisor more frequently. Anytime students are struggling academically they should reach out to their professors and advisor for help.

Tutoring

Free peer tutoring is available for P3, P4 and P5 students through the Rho Chi Honor Society. Please email: rhochisociety.liu@gmail.com

You may also request a peer tutor through your academic advisor. In addition, free tutoring is available for P3 students through the University's Academic Reinforcement Center at <http://liu.edu/Brooklyn/Academics/Centers/ARC>

Registration and Course Load

Registration procedures: Registration occurs during specific time periods as indicated in the academic calendar. Appointments are assigned by the Office of the Registrar and posted on students' MyLIU accounts. Students should routinely and closely monitor notifications while they are logged into MyLIU.edu regarding online appointment dates and times for self-service registration for upcoming academic terms.

New P3 students register with the aid of the Office of Student and Professional Affairs for their first semester. After this first semester, professional pharmacy students register themselves online via MyLIU. Pharmacy students having difficulty registering should make an appointment and meet with their advisor.

For more information about registration, visit the Office of the Registrar at <http://www.liu.edu/Brooklyn/About/Offices/Registrar>

Academic advisors are available during normal business hours to assist students with issues regarding class selection and scheduling.

Students must be full-time to qualify for federal financial aid. To be considered full time, a student must be registered for 12 or more credit hours in each fall or spring semester. Students in their APPE year who are registered for six or more credits in the summer are considered full-time for the summer session.

The maximum number of credit hours allowed during a single semester is 18 during Fall or Spring and 8 during Winter or Summer (with the exception of students in their APPE year). Students who wish to enroll in more than the maximum number of credits require a green registration card and permission from the Assistant Dean for Academic and Student Affairs.

Course Withdrawal

When students are registered for a course, they are considered to be in attendance until the date of their official withdrawal.

Students in good academic standing who wish to spend a period of time away from the college or students who are on academic probation and who want to withdraw from all classes must give a valid reason and (1) obtain, from Enrollment Services, an Application for Permission to Withdraw, complete it, and have it approved by the Assistant Dean for Academic and Student Affairs, and (2) clear their financial account.

Failure to formally withdraw from a course will result in a grade of "F". The grade of "W" will be assigned to students in compliance with official withdrawal procedures.

A student who wishes to wholly withdraw from the College of Pharmacy should notify the Office of Student and Professional Affairs in writing of this decision. No certificate or transcript of record will be granted until all financial and other debts are settled.

Students withdrawing to enter the Armed Services should note the following regulations:

1. Application for withdrawal in good standing must be made with the Office of the Registrar
 - The official date of withdrawal is the date on which the application is made.
2. Students may receive a proportionate refund
3. Specific policies may be obtained from the Office of the Registrar

Refunds

Following withdrawal, the University will refund tuition according to a schedule available from the office of Student Financial Services. Registration, graduation, and other university fees are not subject to proration and are not refundable. The date of completion of all Withdrawal Forms will serve as the official date of withdrawal.

A student may be dismissed at any time as a result of disciplinary action. In the event of a disciplinary dismissal, fees will not be refunded.

Grading System and Quality Points

Grading Scale

- Each course syllabus provides a course-specific grading scale
- Standard mathematical rules apply to rounding to the tenths place of the grade
- Grades of P (Pass), W (Withdrawal), UW (Unauthorized Withdrawal), INC (Incomplete) are recorded on a student's transcript, but not computed in student average

Below is a sample of a proposed grading scale for graded didactic courses offered at the College of Pharmacy with their corresponding numerical values:

A	4.00	89.5% - 100%
A-	3.67	86.5% - < 89.4%
B+	3.33	82.5% - < 86.4%
B	3.00	79.5% - < 82.4%
B-	2.67	76.5% - < 79.4%
C+	2.33	72.5% - < 76.4%
C	2.00	69.5% - < 72.4%
C-	1.67	66.5% - < 69.4%
D	1.00	59.5% - < 66.4%
F	0.00	< 59.4%

Early Intervention Program

- The early intervention program identifies students in academic difficulty through a close monitoring of midterm grades.
- Course coordinators and instructors are required to notify the Office of the Assistant Dean for Academic and Student Affairs of any student who has earned a grade of D or F on a midterm exam.
- A student who received a D or F on a midterm will be contacted by email as part of the early intervention program and must meet with a pharmacy academic advisor.

Academic Standards

The College reserves the right to dismiss, suspend, or probate, at any time, a student whose academic record is unsatisfactory. Prior notification or prior academic probation is not a necessary precursor to academic dismissal or suspension of students who have unsatisfactory academic records or progress. Any student who at any time fails to demonstrate satisfactory progress shall be subject to immediate academic dismissal or suspension upon determination or opinion of the college that the noncompliance with satisfactory progress is of such nature that a period of academic probation shall not be afforded to the student. To be in good standing, a student must make satisfactory progress toward fulfilling all requirements of the program in which they are enrolled. Failure to do so will be cause for academic dismissal.

Minimum GPA Requirements

The College has a responsibility to ensure its graduates are able to deliver patient-centered care and be competent in executing the duties of a pharmacist. Therefore, in order to graduate, students must complete the program in accordance with College's policy on academic standards. Collectively the standards include:

- Completing the 4 -year professional Doctor of Pharmacy program in the projected time frame
- Completing the necessary required and elective courses in the sequence as presented
- Maintaining an overall minimum semester and overall professional GPA of 2.0

Approval from the Assistant Dean for Academic and Student Affairs is required to graduate while deviating from these standards.

Minimum Grade Point Average (GPA)

- Calculation of the professional grade point average (prof GPA) will include all required professional courses and PHM electives completed while enrolled in the Doctor of Pharmacy Program.
- Calculation of the cumulative grade point average (cum GPA) will include all courses taken at Long Island University (including pre-pharmacy and non-PHM courses)
- Semester and professional GPA will be reviewed at the end of course completion for courses that complete within a semester and at the end of each semester, summer, and professional year.
- Students must achieve a semester, term, or session GPA of 2.00 (4.00 scale) or greater for each semester, term, or session attended during the College's Professional Program to remain in good/acceptable academic standing.
- Students must maintain an overall cumulative GPA of 2.00 (4.00 scale) or greater in all courses attempted during the College's Professional Program to remain in good/acceptable academic standing.

Academic Review

- Students who qualify for academic review but are not on probation will be required to meet with their advisor throughout the semester regarding their academic progression.
 - Students may be recommended to participate in specified study or help groups or academic recovery workshops

Remediation

Course Remediation Offering

- Course remediation is only offered for a course a student is officially registered for in the preceding semester
 - A student is only allowed to remediate one course during winter intersession for a course the student was officially registered for in the preceding Fall Semester
 - A student is allowed to remediate up to two courses during summer intersession for courses the student was officially registered for in the preceding Spring Semester
- If a student fails more courses than is allowed to remediate, then the student will be required to:
 - Meet with an academic advisor to decide which course(s) should be remediated
 - The student can register for and retake any course(s) not remediated at the next offering if eligible based on the College's progression policies

A student who is up for dismissal from the College's Professional Program based on the College's Academic Advancement Plan is not eligible for course remediation.

Qualifications for Course Remediation

- Course Remediation is **required** for any eligible student who earns a final course grade of "F" the first time the student is enrolled in the course
- Course Remediation is optional for any eligible student who earns a final course grade of "C-" or "D" the first time the student is enrolled in the course
 - Any student who is currently qualified to move onto Advanced Pharmacy Professional Experiences is not eligible for optional remediation
 - Note: The grade on the remediation exam replaces the original course grade, whether it goes up or down.
 - If a student starts with a D and scores a C on the remediation exam, the student now has a C in the course
 - If a student starts with a D and scores an F on remediation exam, that student now has an F in the course and will need to re-take it the next time it is offered

Successful in Passing Course Remediation

- A student who successfully passes Course Remediation will receive a post-remediation course grade based on performance in course remediation
 - For graded courses, a student must achieve a score of $\geq 59.5\%$ or a minimum grade of "D" on Course Remediation to pass remediation
 - For pass/fail courses, a student must successfully complete all requirements as outlined in the course syllabus to pass remediation
 - No grade higher than a final grade of "C" can be earned in the course with remediation.
- The grade earned in course remediation will replace the current grade ("C-, D, F") for the course in calculating the student's grade point average and on a student's transcript
 - Note: Only grades reported on a student's transcript are included in the Cumulative Grade Combinations based on the College's Academic Advancement Plan

Unsuccessful in Passing Course Remediation

- If a student is unsuccessful in passing Course Remediation and earned an initial final course grade of "F", only the course grade of "F" will be reported on a student's transcript and used to compute a student's GPA
 - Note: Only grades reported on a student's transcript are included in the Cumulative Grade Combinations based on the College's Academic Advancement Plan

- The student must register for and retake the entire course at the next offering if eligible based on the College's progression policies and as outlined in the LIU Pharmacy Professional Program and Graduate Bulletin

Date(s) for Course Remediation

- Date(s) for Course Remediation will be announced by the Office of Student & Professional Affairs (OSPA) at least 1 month before the end of the respective semester
 - All remediation will take on the stated date(s) provided; no exceptions or makeups will be provided
 - OSPA and Course Coordinators for their respective course will post an announcement announcing the official date(s) for Course Remediation

Eligibility to Participate in Remediation

- OSPA will notify students of eligibility for course remediation after all grades are in for the semester.
 - If a student fails more courses than is allowed to remediate, but is still eligible for remediation, then the student will be required to meet with an academic advisor to decide which course(s) should be remediated
 - The academic advisor will consult with the Assistance Dean for Academic and Student Affairs if needed
 - A student who qualifies for dismissal from the College's Professional Program based on the College's Academic Advancement Plan (outlined below) is not eligible for course remediation.

Academic Review, Probation, and Dismissal

If a student earns a single D or F, they will be on academic review the following semester. Students on academic review must meet with their academic advisor to discuss their status and formulate a plan for success.

If a student meets any of the following criteria in a single semester, they will be on academic probation the following semester:

- Term GPA < 2.00
- D, D
- F, D
- F, F
- D, D, D
- F, D, D
- F, F, D

Academic probation is not a punishment. Academic probation means a student has been identified as struggling and requiring additional support.

Probation includes:

- Meeting with your academic advisor
- Meeting with your faculty mentor
- Participating in probation workshops and activities as assigned by the Office of Student and Professional Affairs

Students on academic probation:

- May be members of student organizations and participate in co-curricular activities
- May not hold any office, chair, or committee seat in student clubs, organizations, or fraternities
- May not serve on any College or University standing committee or self-study committee
- May not travel on behalf of the College or University

If a student meets any of the following criteria, they qualify for academic dismissal from the College of Pharmacy:

- Qualifying for a third semester of academic probation
- F, F, F cumulative
- D, D, D, D cumulative
- D, D, D, F cumulative
- D, D, F, F cumulative

Appeal Process

A student may appeal an academic dismissal or progression in the professional phase of the Doctor of Pharmacy Program by petition to the Scholastic Committee of the College, in writing and no sooner than 14 days, but within 30 days of receipt of the action letter. The petition should include a thorough analysis by the student of the reasons for having failed to maintain satisfactory academic progress. The petition must also include a comprehensive plan for rectifying the student's deficiencies within a reasonable period of time.

The appeal is considered by the Scholastic Committee who makes a final recommendation to the Assistant Dean for Academic and Student Affairs. Students are advised that successful appeals of academic dismissals are rare and usually occur only in those circumstances where substantive underlying causes for unsatisfactory academic progress were previously unknown to the college. Generally, as noted above, in cases where substantive underlying causes exist for unsatisfactory progress, an extension of academic probation will have been granted to allow the student additional opportunity to remedy his/her noncompliance with satisfactory academic progress.

Decisions of the Scholastic Committee and/or the Assistant Dean for Academic and Student Affairs that a student believes may demonstrate arbitrary and capricious treatment or to be fundamentally unfair may be appealed, as a final step, to the Council of Deans. The student should provide a written petition within 14 days of receipt of the letter.

The Council of Deans may grant an appeal only if a student can demonstrate one of the following: • Further documentation (e.g. death certificate, proof of hospitalization) not available to the Committee at the time of initial decision

- Extenuating circumstances or alternative solutions to the decision
- Documented bias of one or more Committee members
- Procedural error

Academic Suspension

Academic suspension may occur in those cases when it is the determination of LIU Pharmacy that the particulars of a student's failure to achieve satisfactory progress are of such nature that a period of time away from the College would likely improve the prospects for remediation of unsatisfactory progress when the student is permitted to resume his/her studies.

By way of example, academic suspension might be prescribed when a student indicates that his/her failure to maintain satisfactory progress is due to some type of personal circumstance, such as infirmity, family problems or economic difficulties. In such cases, the College may require a period of academic suspension of from one-to-two semesters of study until such time that the extenuating causes that have been determined to be factors in the student's unsatisfactory progress have been reasonably ameliorated. Academic suspension may also be applied when the student's academic difficulties have created a situation where he/she may need to repeat courses in order to meet the prerequisite qualifications to move forward into the next term of study.

Grade Appeal Process

Generally, students who wish to appeal a course grade should first attempt to resolve the issue with their instructor. The student may also consult the chair of the academic department that offers the class. Failing a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined below:

1. Following receipt of the grade in dispute the student should make every effort to work with the instructor or division director to resolve the situation
 - a. Failing to obtain recourse at the prior levels, the student may appeal the grade in writing to the Assistant Dean of Academic and Student Affairs, within 5 working days of the receipt of the decision of the division director
2. The appeal should include the reason why the student is appealing the instructor's decision, and the student's comprehensive plan for academic success
3. The appeal is considered by the Assistant Dean for Academic and Student Affairs who reviews the case, consults with all parties involved, and may convene the Committee for Professional Behavior, Discipline, and Grievances
4. When appropriate, the committee advises the Assistant Dean for Academic and Student Affairs regarding the matter
5. The Office of Student and Professional Affairs will contact the student with the Assistant Dean of Academic and Student Affairs' decision on the grade appeal
6. If the student should seek further recourse, the student may appeal the decision to the Council of Deans of LIU Pharmacy. The student should provide a written petition within 5 working days of the receipt of the Assistant Dean's decision on the grade appeal
7. The Council of Deans may choose to consult with the Assistant Dean prior making a final decision. The Council of Deans may overturn the decision of the Committee for Professional Behavior, Discipline, and Grievances and the Assistant Dean for Academic and Student Affairs only if a student can demonstrate one of the following:
 - a. Further documentation (e.g. death certificate, proof of hospitalization) not available to the Committee at the time of initial decision
 - b. Extenuating circumstances or alternative solutions to the decision
 - c. Documented bias of one or more of the parties involved
 - d. Procedural error

Student Pharmacy Organizations and Professional Activities

Student Governance: Pharmacy Student Leadership Council (PSLC)

The Pharmacy Student Leadership Council (PSLC) is the student governing body of the College of Pharmacy that oversees the day-to-day activities of pharmacy students, professional organizations and clubs. PSLC is recognized by the administration as the official representation of its pharmacy students. The PSLC is governed by a constitution and is led by the PSLC President and Vice President. Other positions in the PSLC Cabinet that report to the President include the Executive and Corresponding Secretaries, Director of Communications, Treasurer and the President and Vice President of each class. Other positions not listed in the constitution are the Sponsorship Coordinator, Faculty Liaison and Events Secretary.

In addition to organizing and promoting professional and social activities, the PSLC serves as an important link between students and faculty. The PSLC encourages and models professionalism in our pharmacy students on and off campus. Students are expected to turn to the PSLC when there are questions of fair treatment with faculty and administration.

Constitution

The Constitution of the Student Body of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences at Long Island University was revised and ratified in April 2010.

Election Process

Composition of the PSLC

The Pharmacy Student Leadership Council (PSLC) is the governing body of the students in the Doctor of Pharmacy program in the College of Pharmacy.

The PSLC is composed of the elected positions:

- President
- Vice President
- Executive Secretary
- Event Co-secretary
- Treasurer/Sponsorship Coordinator
- Director of Communications
- Event Committee Co-coordinator
- SGA Senator

Other members of the PSLC Board include elected officers of each professional year:

- P- 6 President and Vice President
- P-5 President and Vice President
- P-4 President and Vice President
- P-3 President and Vice President

Each class also has an appointed Facebook Administrator in charge of a closed Class FB group.

Nomination Process

Students interested in running for a position in PSLC should contact the Director of Student & Professional Activities to discuss the responsibilities. All candidates must be in good academic standing. The current PSLC officers meet with their faculty adviser, the Director of Student & Professional Activities, when planning the spring semester activities and select dates in April for opening nominations for office, a deadline date, a day for a candidate forum and dates for class and PSLC elections. These dates should take into consideration and avoid religious holidays, exams and special events that would discourage voter turnout.

The PSLC Executives email all students in March of the upcoming PSLC elections in April and encourage interested students to fill out nomination form. The nomination form is sent along as an attachment. Additional nomination forms are available in the Student Advisement Office L-130 and in the office of the Director of Student & Professional Activities. Students must be in good academic standing and must get the signatures of 25 classmates to run for class officer. To run for PSLC office, candidates need 25 signatures from students in the PharmD program of any year.

After the deadline and after the nominations have been vetted by the Advisement Office, the Election Chair emails the candidates to meet and discuss the details of the next steps. Candidates are encouraged to introduce themselves to their classmates before major lecture classes and to campaign with posters, videos and email. A date and time is decided on for a Candidate Forum to allow all students to meet the candidates. This is usually scheduled during a Tuesday or Thursday Club Hour from 11 – 11:50 a.m. in one of the HS lecture rooms several days prior to the election.

PSLC and Class Elections

The details of the PSLC Elections are organized and coordinated by the PSLC Election Chair. The committee should include students representing P3, P4 and P5. The chair works with the Director of Student & Professional Activities to make announcements on the opening of nominations, collects the completed forms and prepares the ballots.

After the deadline and before the ballots are drawn up, the nominations are sent to the Advisement Office for academic review. Once approved, the ballots are made and printed. Ballot boxes are stores in the PSLC Office. The director provides two lists of class rosters for each class: one for the election of class officers and one for the election of PSLC executives for the following academic year.

The election chair asks the director to reserve 2-3 tables in the Health Sciences Lounge each with three chairs for the election committee to distribute and collect ballots. Students are instructed to provide ID before receiving ballots to vote. Returned ballots are folded and placed in ballot boxes.

Candidates are not permitted to solicit voters in the vicinity of the HS Lounge.

The Election Chair ends the voting promptly at the time posted. The ballots are brought to the office of the Director of Student & Professional Activities for safekeeping until the committee and the director are able to count the ballots. Once the ballots are counted, the Election Chair gives the results to the Assistant Dean of Students. The dean reviews the results and may announce the results to each class or ask the Election Chair to make the announcements personally and to post the results.

Forming a New PSLC Team

The new officers begin their new term following the end of the semester finals so that they can start planning their programming agenda over the summer break. The new officers email P3 and P4 students to invite them to apply for positions in the PSLC Cabinet. Included in the email is a description of each of the Cabinet positions and responsibilities. Once all the applications are received the executives may interview candidates for the positions. The executives are solely responsible for selecting their cabinet members.

Once the selections are made, the Advisement Office reviews the names to ensure all are in good academic standing. All members of the PSLC Executive Team and Cabinet should be familiar with the PSLC Constitution.

Election of P3 Class Officers

Beginning at P3 orientation, students in the incoming class will be encouraged to consider running for class office. The PSLC President will give them details of what the positions entail and a date for election of class president and vice president will be set before the end of September. The procedure as outlined above will be followed, including the responsibilities of the PSLC Election Chair and committee.

Professional Pharmacy Organizations with Local Chapters

African Pharmacy Student Association (APhSA) was created to foster the unity and progress of African and other students with varied continental backgrounds in the college of Pharmacy and the Health Sciences. Its main goal is to connect student pharmacists with the community and to enhance their outreach by creating more networking opportunities with alumni practicing in a variety of career paths.

American Association of Pharmaceutical Scientists (AAPS) is the professional organization to which many of the College's graduate students in the M.S. and Ph.D. programs as well as pharmaceutical sciences faculty belong. Website: <https://www.aaps.org/>

The American College of Clinical Pharmacy (ACCP) is a professional and scientific society that provides leadership, education, advocacy, and resources enabling clinical pharmacists to achieve excellence in practice and research. ACCP's membership is composed of practitioners, scientists, educators, administrators, students, residents, fellows, and others committed to excellence in clinical pharmacy and patient pharmacotherapy. ACCP StuNet is a network that provides student member's access to leaders in clinical pharmacy, as well as a chance to explore leadership roles within ACCP. StuNet helps you build a professional network that will last long after you complete your degree. The web link is: www.accp.com/stunet/

The Academy of Managed Care Pharmacy (AMCP) is a professional association of individual pharmacists who use the tools and techniques of managed care in the practice of pharmacy. At the heart of every member is commitment to a simple goal: Provision of the best available pharmaceutical care for patients. As an organization, it is AMCP's mission

is to empower its members to serve society by using sound medication management principles and strategies to improve health care for all. The LIU student chapter of AMCP plans to implement programs to provide pharmaceutical care to patients and to help reduce health care costs. Additionally, the chapter plans to show students a variety of different opportunities in the managed care setting for pharmacists to use their clinical and other educational skills.

Website: www.amcp.org

American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP) - The Academy of Student Pharmacists is the national professional society of pharmacy students in the United States and an official subdivision of the American Pharmacists Association (APhA). ASP membership is open to any student regularly enrolled in a pre-pharmacy or pharmacy program in an accredited school. At present, ASP has over 12,000 members distributed over 143 colleges of pharmacy in the United States and Puerto Rico. ASP chapters provide many professional, educational and social activities for members. Our chapter of APhA is the largest and one of the most active campus organizations on the Brooklyn Campus. Website: www.aphanet.org

American Society of Consultant Pharmacists (ASCP) - ASCP is the national professional association representing pharmacists who provide medication-distribution and consultant services to patient in long-term care facilities. Website: www.ascp.com/

The American Society of Health-System Pharmacists- Student Society of Health-System Pharmacists (ASHP- SSHP) - SSHP offers a broad array of services and products to health-system pharmacists and services as a national accrediting organization for pharmacy residency and technician training programs. Any student interested in institutional pharmacy practice should join; benefits include Studentline, a student newsletter, and special programs at ASHP national meetings. Website: www.ashp.org

Bangladeshi American Pharmacists Association (BAPA) - BAPA is a student chapter of the parent BAPA organization and an Ethnic Affiliate of PSSNY. The purpose of the organization is to foster cooperation and collaboration among Bangladeshi pharmacy students; to network with Bangladeshi pharmacy community and to support the profession of pharmacy in Bangladesh and in North America. Website <https://www.facebook.com/bapainfo>

The Drug Information Association (DIA) For more than 50 years the DIA has served as a global forum for all involved in health care product development and life cycle management to exchange knowledge and collaborate in a neutral setting. Our goal is to help students find the information they need to help build and sustain their career, while expanding their network with key professionals from industry, government, academic and patient organizations.

Web site: <http://www.diaglobal.org/>

Indo-American Pharmacists Society (IAPS) is a student chapter of the parent IAPS organization and an Ethnic Affiliate of PSSNY, formed by pharmacy students of Indian origin to promote social and professional networking opportunities and open to all pharmacy students. Website: www.iapsrx.org

The Industry Pharmacist Organization (IPhO) is a student organization that is now a chapter of a professional pharmacy organization dedicated exclusively to advancing the careers of industry-based pharmacists. IPhO was founded by industry pharmacists for industry pharmacists. Its mission is to give pharmacy students more information to better understand the career opportunities open to them in the pharmaceutical industry. The chapter invites industry professionals, many of whom are alumni, to talk about their career paths and how to be successful in their areas of practice. IPhO members also collect information on industry internships as well as the skills, education and experience that will help start a career in the pharmaceutical industry. In addition, the members work together to explore the different areas of pharmacy within industry where pharmacy students and pharmacists have opportunities for work.

Website: <http://www.industrypharmacist.org/>

The Jewish Pharmaceutical Society (JPS) was a club originally formed in the 1950s at the Brooklyn College of Pharmacy that was revived by students interested in promoting the profession among Jewish pharmacy students. Their events and guest speakers focus their attention on the intersection of their faith and their profession.

Middle Eastern Pharmacy Association (MePA) is a recently formed student organization affiliated with the nationally recognized pharmacy organization American Pharmacist Association (APhA). MePA's mission is to have student pharmacists communicate and collaborate with Middle Eastern communities in order to raise health awareness and improve patient care.

Muslim Student Pharmacists Association (MSPhA) The MSPhA is a new organization to unite Muslim pharmacy students with the other organizations on and off campus and aims to improve the reach of Muslim student pharmacists through collaboration. Our goal is to create networking opportunities with alumni practicing in a variety of career paths. MSPhA will make an impact through community service projects and fundraisers by working with non-profit organizations and encourage our members to become valuable partners of the healthcare team.

The National Community Pharmacists Association (NCPA) was founded in 1898 as the National Association of Retail Druggists (NARD); it represents the pharmacist owners, managers and employees of nearly 22,000 independent community pharmacies across the United States. Independent pharmacists – more than 60,000 nationwide – dispense the majority of the nation's retail prescription drugs. The College of Pharmacy opened a student chapter in 2004 to offer students a wide array of opportunities to broaden and enrich their educational experience and gain valuable, real-world skills.

Website: www.ncpanet.org/

National Hispanic Pharmacy Association (NHPA) was formed to increase access to care for Hispanic communities. NHPA's goal is to empower Hispanic pharmacists and other members of the health care community. The organization plans to lead efforts that will improve the health of Hispanic populations, which are currently underrepresented among health professionals.

New Jersey Pharmacists Association (NJPhA) was founded in 1870 to represent pharmacists in the State of New Jersey who practice in all areas of pharmacy. The student chapter was formed to promote networking opportunities for students who plan to practice in New Jersey. Website: <http://www.njpharmacist.org/>

Pakistani-American Pharmacists Association (PAPA) is a student chapter of the parent PAPA organization and an Ethnic Affiliate of PSSNY, formed by pharmacy students of Pakistani origin to promote social and professional networking opportunities and open to all pharmacy students. PAPA promotes the practice of pharmacy, education and research for the pharmacists of Pakistani origin and is open to all pharmacy students. Website: <http://papausa.com/>

Student National Pharmaceutical Association (SNPhA) is the student group of the National Pharmaceutical Association (NPhA) whose purpose is to plan, organize and coordinate programs geared toward the improvement of health education and the social environment of minority and underserved communities. Website: www.npha.net/snpha/

The Student Pharmacists Society of the State of New York (SPSSNY) is a student chapter of the state pharmacists' organization, PSSNY, whose focus is to promote the profession through legislative initiatives, networking opportunities and continuing education programs. The focus of this chapter is to keep students informed and mobilized regarding pending legislation that will affect the practice of their profession in New York. Website: www.pssny.org/

Other Professional Health-Related Organizations

ACE - The Health Practitioner's Society, is a social and professional society for members from all health professions, where creating a close-knit network for health professionals is the main focus. ACE collaborates with other health professional students on organizing health fairs and interprofessional experiences.

Website: <https://www.facebook.com/acehps/>

The Initiation of Giving Internationally through Volunteer Experiences, (iGIVE) was formed by pharmacy students but open to all students of Long Island University. Their goal is to provide opportunities for students interested in service abroad, particularly in underdeveloped countries, including the Caribbean, Bangladesh, Israel, Thailand, the Philippines and Korea, with plans to expand the program further. Students may use the service experience abroad to fulfill APPE requirements toward their Doctor of Pharmacy degree. The organization is dedicated to building sustainable projects in the communities they visit. The membership promotes education on campus of these health initiatives through Professional Development Programs, fundraising and other programs.

Students for Growing Interest for Transplantation (S4GIFT) is a chapter of a national organization interested in educating and training other of health professional students on organ and cell donation and transplantation.

Web site: <http://www.s4gift.org/>

Weil Cornell Community Clinic (WCCC) This is a student initiated program that partners with medical students from Weill Cornell Medicine to counsel clinic patients in an underserved Manhattan community under the supervision of a physician and clinical pharmacist. For P5 and P6 students.

Professional Fraternal Societies

Kappa Psi Pharmaceutical Fraternity (KY), Zeta Nu Chapter, is the oldest national pharmaceutical co-ed fraternity. Through the objectives of developing industry and fostering fellowship, sobriety, and high ideals, KY strives to advance the profession of pharmacy and service the community.

Website: www.kappapsi.org

Lambda Kappa Sigma (LKS), Alpha Eta Chapter, was reactivated on campus in 2005. LKS is the only international, professional fraternity for women enrolled in pharmacy. It seeks motivated women students to join its ranks, and encourages the development of its members both culturally and intellectually. LKS provides both professional and social functions throughout the academic year.

Website: www.lks.org

Phi Delta Chi Pharmacy Fraternity (PDC) develops leaders to advance the profession of pharmacy. Phi Delta Chi, A LIFELONG EXPERIENCE, promotes scholastic, professional, and social growth in its Brothers and is co-ed. We strive to provide quality services to our patients, thereby advancing public health and strengthening ourselves as health professionals.

Website: www.phideltachi.org

Pharmacy Honor Societies

Phi Lambda Sigma—Beta Kappa Chapter—is the national pharmacy leadership society which promotes the development of leadership qualities among pharmacy students. To be eligible for membership, the student must be of high moral and ethical character, must have completed 96 credits of scholastic work applicable for the pharmacy degree, and have a grade point average of at least 2.50. Prospective members are nominated on the basis of their demonstration of dedication, service, and leadership in the advancement of pharmacy. Members are selected by peer recognition.

Website: www.philambdasigma.org

The Rho Chi Society –Beta Theta Chapter– is the national pharmacy honor society which stimulates and recognizes superior scholarly achievement in pharmacy. Entry-level students in the upper 20% of their class who have a cumulative index of 3.5 or better are eligible for membership during their fourth year. Graduate students are eligible for membership if they have completed at least 24 credits with a B+ average in addition to other requirements. Eligible students will be automatically nominated for society membership. Members are available to tutor pharmacy students during posted hours at a designated location throughout the academic year.

Website: www.rhochi.org

Publications

The Pharmacy Newsletter (TPN)

The Pharmacy Newsletter (TPN) is the student publication in the Doctor of Pharmacy program that aspires to promote communication among students, faculty, administrators and the wider campus of LIU Brooklyn. In addition to covering events, activities and interviews for and about the College of Pharmacy, each issue has a particular focus within the profession and may include original research of a peer-review nature as well as articles on scientific subjects.

Pharmakon

Pharmakon is the yearbook of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences at Long Island University. It is developed annually by its graduating students.

Since the earliest years after it was founded in 1886, the Brooklyn College of Pharmacy’s graduating class published an annual yearbook called The Crimson and Gold. In 1924, it was renamed Pharmakon, an ambiguously interesting Greek word meaning that “which acts as both remedy and poison;” it also refers to the gift of writing. The editors of Pharmakon accept the ambiguity of our publication’s title seriously, since it accurately reflects our experience at this institution: that which hasn’t killed us has made us stronger. The title’s secondary meaning, the gift of writing, we take as a challenge, to improve upon that which has been passed down to us.

Campus Cultural Clubs (Predominantly Pharmacy)

Coptic Orthodox Christian Club is the campus organization for Egyptian Coptic Christian students who meet bi-weekly and invite religious leaders to offer spiritual advice and direction. The group also often hosts trips as well as retreats and social events open to all students. Many of its members are in the pharmacy program. <http://www.facebook.com/pages/Coptic-Orthodox-Christian-Club-LIU>

LIU Muslim Student Association (MSA) is a newly revitalized student organization for Muslim students. All students are welcome. Many of its members are in the pharmacy program.

Sangam is the Indian cultural club on campus composed mostly of pharmacy graduate students. Their main event of the year is a Navratri Celebration, the Indian Dance Festival held each fall that attracts over 400 attendees. <http://www.facebook.com/Sangam.liu>

Student Organization Adviser Selection Process

Beginning with the new academic year, faculty adviser positions will be one-year appointments. Each new executive board will decide on their choice of adviser or co-advisers for the next academic year. Advisers may be renewed by the new e-board. Students are free to select a new adviser or co-advisers of their choosing. Each new student organization president will email the Assistant Dean for Admissions and Professional Affairs their choice for adviser or co-advisers. The Assistant Dean will notify the new appointed adviser for the following academic year.

The goal is to give students the opportunity to work with different faculty and to make sure that their extracurricular experience is an enjoyable and productive one.

Procedure for selecting Adviser(s) for Student Organizations:

1. The new e-board will approach the faculty and or staff member for their interest to serve as an adviser for the organization.
2. The new board and the adviser should contact the Director of Student and Professional Activities to review the adviser's responsibilities.
3. If the faculty/staff member confirms interest in the position, the e-board will give the name (s) to the Assistant Dean for Admissions and Professional Affairs.
4. After confirmation, the Assistant Dean will contact the faculty/staff member on the appointment.
5. All faculty/staff positions are for one academic year.

Student Travel

The College of Pharmacy is proud to support student participation in professional meetings off campus. The travel policy (<http://www.liu.edu/About-LIU/Administrative-Departments/Business-and-Finance/Business-and-Travel-Expense-Reimbursement-Policy>) is designed to promote safe travel to events and activities that occur beyond the boundaries of the campus or University. The policy applies to individual and student organization travel.

All student organization travel must be pre-approved by the organization adviser as well as by The Director of Student Professional Activities. Individual pharmacy student travel must be pre-approved by the Assistant Dean for Student and Academic Affairs. Prior travel approval insures the approval of the activity, and specifies whether funds are available for allowable expenses.

Once approved, students have to submit all necessary forms prior travelling:

- Request for Travel Authorization
- Signed Behavioral Contract

These documents can be returned to the Office of Student and Professional Affairs Room L130. You may also contact the Director of Student Professional Activities (Room L 123A) for questions about College supported travel procedures.

Please review the General Requirements for Travel (also found in the Travel Policy) for details regarding reimbursement, behavior, liability (accident and medical insurance) as well as the timeline for submitting all travel requests.

College of Pharmacy Committees

The following listing details the College of Pharmacy standing committees in which students may participate:

- Curriculum Committee
- Admissions Committee
- Scholastic Committee
- Assessment Committee
- Committee on Professional Conduct, Discipline, and Grievances
- Co-Curriculum Committee

From 2019 through 2022 there are also select self-study committees that have student members.

Committee on Section I: Educational Outcomes (standards 1-4)

The purpose of this committee is to evaluate whether the College preparing students to meet the 15 learning outcomes (e.g., Learner, Caregiver, Problem-solver, Professional).

Committee on Section IIb: Educational Program for the PharmD Degree (standards 10-13)

The purpose of this committee is to evaluate the PharmD curriculum. Specifically how it is designed, delivered, and assessed and how it incorporates interprofessional education. This Committee will also evaluate the pre-APPE curriculums (didactic courses and IPPEs) and the APPEs.

Committee on Section IIC: Students (standards 14-17)

The purpose of this committee is to evaluate whether the College is meeting the standards with respect to student services, admissions, progression of students and the general academic environment (e.g., honor code, professionalism).

Committee on Section IId: Resources (standards 18-23)

The purpose of this committee is to evaluate whether the College is meeting the standards with respect to the number of faculty and staff, the qualifications of faculty and staff, preceptors, and the quality and quantity of physical facilities and educational resources. Students can contribute greatly to the latter.

Committee on Section III: Assessment of Standards and Key Elements

The purpose of this committee is to evaluate how the College is assessing the PharmD program overall. Specifically this committee will look at the Colleges' programmatic assessment plan, whether it is executed, and how the results of the assessments are used to drive continuous quality improvement.

Process for Selecting Students to Serve on Faculty and Self-Study Committees

1. The Pharmacy Student Leadership Council (PSLC) shall inform students of vacancies on the Committee.
2. All students in the professional program are invited to serve on faculty committees. An email is sent to all students on behalf of the PSLC President through the Director of Student & Professional Activities.
3. A description of the charge of each committee is included in the email.
4. Interested students are asked to submit a short statement regarding their interests to serve on the desired committee, by e-mailing the PSLC president and vice president at LIUpslc@gmail.com.
5. The PSLC shall interview interested students from selected years and classes and from the interviewed students they shall nominate the student members on the Committee.
6. The PSLC president shall send the list of all students who applied and the list of nominated students to the Office of the Assistant Dean for Academic & Student Affairs for review and approval.
7. The Assistant Dean for Academic and Student Affairs notifies the Chair of each faculty committee with the students approved to serve on the committee.
8. The Chair then invites the student via e-mail to attend committee meetings.
9. Student members on the Committee shall be in good academic standing at the time of their appointment and at all times thereafter while a member of the Committee. If, during the time of service, a student member is placed on academic probation or, as applicable, ceases for any reason to be a full-time student at the College, that student member shall be replaced immediately.
10. Student committee members may be replaced upon receipt of a written notice of resignation from the student to the Committee Chairperson or when the student has failed to perform his or her Committee duties and responsibilities including attendance of Committee meetings.

Committee Descriptions

Curriculum Committee

The Curriculum Committee develops, monitors and assesses, in concert with the Learning Outcomes Committee, the curriculum of the Doctor of Pharmacy and ensures that it provides appropriate and sufficient didactic and experiential opportunities for students to achieve program learning outcomes. The Committee considers and approves new elective courses and manages curricular improvement. The Committee shares responsibility with the Learning Outcomes Committee for assuring the College is compliant with ACPE Standards 1, 2 and 3 and is primarily responsible for assuring the College is compliant with ACPE Standards 10, 12, 13, 25.3, 25.7 and 25.8.

4 students (1 each from P3, P4, P5 & P6).

Admissions Committee

The Admissions Committee is responsible for selecting the applicants admitted to the Pharm.D. program. The Committee recommends to the faculty performance expectations for admission tests, evaluations and interviews used in selecting students. The Committee assures that required program description and quality indicators are made available to the public. The Committee regularly assesses the criteria, policies and procedures to ensure the selection of a qualified and diverse student body, members of which have the potential for academic success and the ability to practice in team-centered and culturally diverse environments. The Committee is primarily responsible for assuring the College is compliant with ACPE Standards 16 and 25.9.

2 students (1-P4, 1-P5).

Scholastic Committee

The Scholastic Committee in collaboration with the office of Academic and Student Affairs reviews academic records of students and advises the Assistant Dean for Academic and Student Affairs when administrative action is required. This is completed through thorough review of academic records and appeals of academic dismissal from the College whereby the Committee provides recommendations for approval for readmission or dismissal from the Doctor of Pharmacy program. The Committee reviews and recommends appropriate interventions that have the potential for successful resolution of the identified academic issues. In addition, the Committee reviews and recommends to the faculty regarding policies and procedures for academic progression, remediation, missed course work or credit, leaves of absence, academic appeal mechanisms and academic probation, dismissal, and readmission. The Committee reviews and recommends to the faculty the College's system of monitoring student performance and ensures the early detection of academic issues. The Committee provides advising services to students on probation or at risk for academic dismissal through a mentorship program run by the faculty in addition to separate advising services lead by the Coordinator of Pharmacy Academic Affairs. The Committee is primarily responsible for assuring the College is compliant with ACPE Standards 17 and 16.8.

3 students (1-P3, 1-P4, 1-P5).

Assessment Committee

The Assessment Committee is responsible for ensuring implementation of the College's comprehensive programmatic assessment plan, and supporting accreditation compliance and self-study efforts. The Committee analyzes assessment data, makes recommendations in response to assessment data, and presents findings to various stakeholders. In addition, the Committee serves in an advisory capacity to members of the College community in developing measures designed to assess college-wide performance in meeting goals and objectives. The Committee is primarily responsible for assuring the College is compliant with ACPE Standard 25.

2 students (1-P4, 1-P5).

Committee on Professional Conduct, Discipline and Grievances

The Committee on Professional Conduct, Discipline and Grievances reviews and makes recommendations on the College's policies and procedures related to academic dishonesty, standards of professional and ethical behavior, and code of conduct. It serves as the deliberative body of due process for alleged violations and infractions by students in

matters related to academic dishonesty, unprofessionalism and misconduct. The Committee also serves as the deliberative body of due process for student complaints with respect to faculty, staff and other students that have not been addressed to the student's satisfaction consistent with the overall policies and procedures of the College for due process and appeal the undergraduate, professional and graduate programs. The committee is primarily responsible for assuring the College is compliant with ACPE Standards 15.2 and 15.3.

4 regular student members and 4 alternate student members (1 regular and one alternate from each of P3, P4, P5 & P6).

Co-Curriculum Committee

The Co-Curriculum Committee ensures, in concert with the Learning Outcomes Committee, that co-curriculum activities and programs provide appropriate and sufficient opportunities for students to achieve program educational outcomes through co-curricular means by monitoring, assessing and evaluating structure, content, processes and delivery. The Committee shares responsibility with the Learning Outcomes Committee for assuring the College is compliant with ACPE Standard 4.

4 students (1-P3, 1-P4, 1-P5, 1-P6).

Student Events Calendar

The Office of Student and Professional Affairs supports a robust and vibrant calendar of educational and social events. Events include Graduation, White Coat Ceremony, Honor & Awards Ceremony, Cultural Celebrations, Educational Presentations, off-campus trips, and more. With multiple events taking place every week, there are many opportunities for students to get involved.

Students are notified of upcoming events via e-mails from the Office of Student and Professional Affairs. In addition, students can access the Student Event and Activity Google Calendar via <https://goo.gl/R9a5yk>, where student organization meetings, event and activities are updated daily.

Graduation and Post-Graduation Policies and Procedures

Graduation

Information regarding the College of Pharmacy and the LIU graduation and commencement exercises can be found here: <http://webmail.my.liu.edu/Brooklyn/Commencement/>

Detailed information regarding graduation and commencement is sent to students via e-mails from the Office of Student and Professional Affairs.

Graduation Honors & Awards

The College of Pharmacy has several awards that are based on scholastic achievements and/or service and professional activities. Each year, graduates are eligible to apply. To apply, a senior student must send a completed application including all supporting documents. Incomplete applications will be automatically disqualified.

Qualifications & Instructions

To be considered for Awards, a graduating student must comply with the following:

1. Be actively involved in advancing the profession of pharmacy.
2. Be in good academic standing.
3. Send all application materials as per the stated deadline.
4. Applicants will be contacted via e-mail if they are selected for the award.
5. Attend the College Honors and Award Ceremony.

For more Information regarding Graduation Requirements and List of Honors and Awards, please refer to the

Graduation Degree Requirements

Upon recommendation of the faculty and approval by the board of trustees, the Doctor of Pharmacy is conferred by LIU upon a candidate who has met the following requirements:

- Satisfactory completion of the full prescribed curriculum or two or more years in this college and the required equivalent courses in some other registered and accredited college of pharmacy, or departments of a university
- Maintenance of a professional GPA > 2.00 as per the academic standings policy.
- Satisfactory completion of all professional requirements including Co-curriculum, PCOA, Pre-APPEs, Portfolios, and IPE activities
- Satisfactory demonstration of computer competency
- Satisfactory completion of the minimum requirements of the Writing Across the Curriculum program or equivalent coursework as defined by the college
- Settlement of all accounts with the university. Qualified students will have their degree conferred regardless of financial holds, but they will not receive their diploma or be eligible to participate in Commencement unless their account has been paid in full
- Evidence of good ethical and professional character

Students have until the time of their graduation to have changes made on their academic records. Once a student has graduated, the academic record cannot be changed retroactively.

Post-Graduation

Licensing Requirements

Holders of the Doctor of Pharmacy degree who have fulfilled all scholastic requirements may sit for state board of pharmacy licensing examinations. Graduating students are advised to carefully consult with the boards of pharmacy in the states they are considering to obtain licensure to ensure they comply with regulations concerning internship and licensure requirements.

To become a licensed pharmacist, you need to apply to the Board of Pharmacy of interest (to complete the licensing application) and to register online with NABP (to take the exams). NABP is the organization responsible for developing and managing the exams.

The licensure application can be obtained from the Board of Pharmacy of the state in which you wish to become licensed (Access to contact info for all state boards are at <http://www.nabp.net> under the "Boards of Pharmacy" tab, at the top of the page)

To register with NABP, you have to apply online at www.nabp.net

Once the Board of Pharmacy determines that you meet the eligibility requirements, it will notify NABP. NABP will then notify Pearson Vue, the company that administers the test, to send you the Authorization To Test (ATT) letter. You need the ATT letter to schedule your exam. The letter provides instructions for scheduling your testing appointment, available dates, and other important information.

Most questions regarding licensing examinations can be addressed by reviewing the NAPLEX/MPJE Registration bulletin. The NAPLEX/MPJE Registration Bulletin is accessible from the NABP website (click on "Programs" tab and then "NAPLEX" tab, and the link to Registration Bulletin will appear in the middle of the page.

Generally speaking, questions related to licensure should be directed to the Board of Pharmacy in the State for which you are applying for licensure.

Residency and Fellowship Opportunities

A Pharmacy Residency is additional education and training that a licensed pharmacist can pursue most commonly immediately after graduation with a PharmD degree. Pharmacy residencies often have a clinical focus. Residents work as a licensed practitioner but receive training under the supervision of an experienced preceptor and/or a residency director.

There are two types of residency programs: Postgraduate year one (PGY-1) offers generalized training and exposes residents to a broad range of clinical scenarios. Postgraduate year two (PGY-2) emphasizes a specific area of interest and helps lead to specialization in that field. In order to complete a PGY-2 residency, a PGY-1 program must be completed.

During a residency program, the resident is able to develop skills and competence in providing pharmaceutical care to a variety of patients in various settings, thus fast tracking your opportunities for growth beyond entry-level introductory and advances pharmacy practice experiences. Always a benefit, residency training provides practitioners with a competitive advantage in the job market because many positions require residency training for positions within hospitals and health-systems. Completing a residency gives the pharmacist an opportunity to better define his/her career goals. By participating in a variety of practice areas, a better perspective can be gained on which area of care best fits his/her career development goals.

Pharmacy Fellowship Programs are designed to train PharmD or PhD graduates for careers in academia or the pharmaceutical industry. Fellowships may be researched focused, or focused on a particular area of industry such as medical communications, regulatory affairs, or product development and marketing. Under the close direction, instruction, and supervision of a qualified investigator-preceptor, the fellow receives a highly-individualized learning experience, using the fellow's research interests and knowledge needs as a focus for his/her education and training. Fellowships are typically offered through schools/colleges of pharmacy, academic health centers, the pharmaceutical industry, and/or specialized care institutions and many have shared sponsorship. Fellowships may be one or two years in length; those with a significant research focus are generally two years in length.

In preparation for post-graduate training, interested students may wish to contact Dr. DiGregorio, Associate Dean for Clinic Affairs at robert.digregorio@liu.edu or visit the American College of Clinical Pharmacy website at <https://www.accp.com/resandfel/guidelines.aspx> or the American Society of Health System Pharmacists at <https://www.ashp.org/Professional-Development/Residency-Information>.

Tips on Preparing for Residency or Fellowship

The earlier you begin your preparation for a residency or fellowship the better off you will be! Each semester there is at least one and often more than one Professional Development Program (PDP) dedicated to Residency and Fellowship opportunities including how to navigate the application process. Since several of our faculty members also serve as residency directors and preceptors, they are excellent sources of information. In addition, The Associate Dean for Clinical Affairs hosts workshops and seminars for those interested in residency and/or fellowship programs; students should arrange to meet with the Associate Dean early in their pharmacy curriculum to learn more and develop a strategy for successfully finding and matching with a program that suit their goals.

Below are some things they look for when selecting residents:

- A strong academic ability
- A clear, well-articulated letter of intent by the applicant outlining why the student wishes to apply to a particular residency/fellowship program AND why the student believes he/she is a good fit for the program
- Letters of recommendation from faculty or preceptors who know the applicant well (i.e. beyond stating the grade the applicant received in a didactic or experiential course)

- Evidence of leadership (what type and to what extent has the candidate has been involved on campus organizations or national organizations, what position(s) has/have been held)
- Active membership in student chapters of professional organizations at the local, state or national level
- Experience doing research or having published a research paper
- Presenting posters (summary of a research project) at national or regional meetings
- Participation in extracurricular activities that depict a well-rounded individual (e.g. volunteer work)
- Receiving any pharmacy-related awards
- Work related experience that aligns with the residency/fellowship program for which you are applying

College of Pharmacy Student Services

College of Pharmacy Scholarships

In addition to the financial aid and scholarships available through the University, there are a number of annual and endowed scholarships available specifically for pharmacy students. These scholarships have been funded through the generosity of alumni and friends of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences.

In order to receive a scholarship from the College, students must submit a pharmacy scholarship application. Application materials are sent to all students via email. While some scholarships may follow a different timeline, the common LIU Pharmacy Scholarship Application is typically opened over the summer for the following academic year.

Copying/Printing Resources

An LIU ID is needed to access the pharmacy student copying and printing rooms. Machines are located in the Niemann study lounge on the 1st floor of the Wet Lab building and the student study lounge on the 3rd floor of the Pharmacy building.

Non-Academic Policies

Students' Rights and Responsibilities

Students' Rights, Grievances, and Appeals

Student concerns may relate to academic or clinical experiences, and/or administrative policies and procedures within the department. The Department's goal is to be respectful, fair, and responsive to each student's concerns and to thoroughly review any issues that may arise. Students are assured that there will be no repercussions for initiating a complaint or grievance in the department. In any matter in which students feel that their rights have been violated, or in matters of serious dispute with faculty member, supervisor or administrator, students may avail themselves of the following complaint and/or formal grievance procedure:

Identification of Terms

A complaint is an informal verbal statement by a student that has perceived a problem with a faculty member, supervisor or administrator within the department. A grievance is a formal written statement by a student that addresses a perceived problem with a faculty member, supervisor or administrator within the department.

Complaint Process

Students who have a particular problem or issue are first encouraged to discuss the perceived problem with the appropriate individual (that is, faculty member, course coordinator, etc.). Often these misunderstandings may be resolved through direct face-to-face interaction and discussion between the two parties. If discussions with the individual do not resolve the problem, students should discuss the problem with the appropriate division director.

- Dr. Anna Nogid, Pharmacy Practice

- Anna.Nogid@liu.edu
- Dr. Rutesh Dave, Pharmaceutical Sciences
Rutesh.Dave@liu.edu

If discussions with the faculty member, course coordinator, or division director do not resolve the problem, the student may choose to file a formal grievance.

Grievance Process

The student will write a clear statement of the grievance. A written grievance should be submitted within a reasonable timeframe of the issue or problem arising. The faculty member, course coordinator, or administrator will provide a written response to the student's grievance within a reasonable timeframe. If the student is not satisfied with the response, the student may submit a written statement to the Assistant Dean for Academic and Student Affairs. The grievance will be reviewed to determine if it is eligible to go before the Committee on Professional Behavior, Discipline, and Grievances.

Student Confidentiality: The College will maintain the confidentiality of any complaint or grievance expressed by any student to the greatest extent consistent with our goal of conducting a thorough and complete investigation. Effort will be made to safeguard the privacy and rights of all persons involved.

The Role of the Committee on Professional Behavior, Discipline, and Grievances

The Committee on Professional Conduct, Discipline, and Grievances is primarily responsible for developing and amending the College's Honor Code (<http://www.liu.edu/Pharmacy/About/Policies/Standards>), and serves as a deliberative body of due process for alleged Honor Code violations and infractions by students in matters related to academic dishonesty, un-professionalism and misconduct. This committee also serves as the deliberative body of due process for student complaints with respect to faculty, staff and other students, that have not been addressed to the student's satisfaction by the individual or division director. The Committee is composed of a faculty chair, several faculty members, administrator(s), and student representatives. When a report of an Honor Code violation is brought to the committee, the Chair of the committee convenes a hearing. If a conflict of interest exists, the affected member of the Committee must recuse him/herself from that particular case.

Within a reasonable timeframe of receiving the report, the Committee chair contacts the student in writing and informs him/her that the matter was forwarded to the Committee and that a hearing is scheduled. Such notification is made at least several days before the scheduled hearing date. In addition to the hearing date, time, and place, the notification includes a description of the alleged violation, a description of supporting evidence to be used at the hearing, and an overview of the structure of the hearing.

As noted above, hearings are conducted in the presence of the Committee chair, faculty members and/or administrators, and student members of the Committee. In addition, when necessary, the person bringing the charge is invited to present the charge. Likewise, the accused student or faculty member is invited to present his/her response to the charge. These presentations take place during the scheduled hearing, but at separate times. Both the person bringing the charge and the accused are permitted to produce witnesses at the hearing; however, the intent to produce witnesses must be made known to the Committee Chair at least three (3) calendar days prior to the hearing date. The accused may also have an adviser present at the hearing for emotional support; however, this adviser is not permitted to speak during the hearing. The invitation of the adviser must be made known to the Chair prior to the hearing date. During the hearing, all members of the Committee may ask questions of the accuser and the accused. The hearing proceedings are recorded in writing by one of the Committee members present at the hearing.

After both parties are excused, Committee members consider all the evidence and deliberate on the case. In cases where further information is needed from either party, either party may be called back to provide the requested information. Once the deliberation is complete, the Committee members present at the hearing cast their votes via secret ballots. A

majority vote is required to establish a “guilty” verdict. In case of a tie, the Committee Chair casts their vote. When a student is found responsible for violating the Honor Code, the Committee deliberates again to establish the appropriate penalty and casts their votes via a secret ballot. The penalty is determined by the majority vote. If the penalty is dismissal from the College, a unanimous vote is required.

Penalties

Due to the wide range of seriousness of potential offenses, no specific penalties are suggested for first occurrences. Each case must be judged independently. The committee considers the seriousness of the offense, as well as aggravating and mitigating circumstances introduced at the hearing. The Committee will not override or negate penalties that are otherwise described and defined on any examination cover sheet or syllabus. While guilt of an alleged Code violation is carefully and distinctly evaluated and established by Committee members present at the hearing, general penalty guidelines are used by the Committee. Depending on the details of the case, severity of violation, and prior history of professional misconduct, potential consequences for violations of the Honor Code may include, but are not limited to, one or more of the following:

- Dismissal from the College (requires a unanimous decision by Committee members present at the hearing)*
- Academic suspension (for one or more semesters)*
- Grade reduction for the course (including assigning a grade of “F” for the course)
- Probation
- A requirement to participate in community service
- Loss of College privileges (holding an office, participating in extracurricular activities)
- A requirement to write a reflective essay
- Giving a presentation on professionalism or another relevant topic

*When a disciplinary hearing results in a penalty of dismissal or suspension for one or more terms, this is a university-wide penalty and the student will be barred from admission to any other unit of the university while the penalty is served.

Once the Committee comes to a decision on the appropriate verdict and sanction, a report of the Committee’s findings and recommendations for penalty are forwarded to the Assistant Dean for Academic and Student Affairs within a reasonable time frame. The Assistant Dean then contacts the student within a reasonable time frame of receiving the Committee’s recommendation and informs him/her of the final verdict.

Appeal Process

Decisions of the Committee on Professional Conduct, Discipline, and Grievances and/or the appropriate administrator that the student believes may demonstrate arbitrary and capricious treatment or to be fundamentally unfair may be appealed, as a final step, to the Dean of the College of Pharmacy.

Professional Behavior Code of Conduct

The LIU Pharmacy 2019-2020 Professional Program and Graduate Bulletin provides detailed information on the following important topics relating to the standards of professional and ethical behavior. The Bulletin is accessible at <https://www.liu.edu/Brooklyn/Enrollment-Services/Registration/Academic-Bulletins>

All students of Long Island University are required to adhere to the LIU Code of Conduct which can be found here: <http://liu.edu/Pharmacy/~link.aspx?id=2DE12C8E7A7D4C0A9E6AD08437E29362&z=z>

In addition, Pharmacy Students must adhere to the LIU Pharmacy Standards of Professional & Ethical Behavior. These standards are described below and can be found online here: <http://www.liu.edu/Pharmacy/About/Policies/Standards>

Standards of Professional & Ethical Behavior

Academic Ethics

Students are expected to conduct themselves in accordance with the highest academic standards of honesty and integrity. The acts of, or the intent to engage in the acts of, cheating, plagiarism, illegitimate possession and/or disposition of examinations, and similar acts, are grounds for suspension or dismissal from the University. Students are advised that plagiarism consists of any act involving the offering of the work of someone else as the student's own, including the use of work authored by a paid or volunteer person or organization contracted by the student. Students participating in experiential courses must adhere to all rules and regulations of the specific hospital, long-term care facility, industry site, etc.

LIU Pharmacy Honor Code

I. Statement of Philosophy

As students enrolled in a professional program, pharmacy students of LIU Pharmacy represent the University, the College, and the profession of pharmacy. As such, it is imperative that students conduct themselves in a professional manner, both academically and in any other situation where they are viewed as representatives of the University, the College, and/or the profession. It is imperative that pharmacy students shall be of good moral character and recognize a responsibility to participate in activities contributing to an improved community. Pharmacy students caring for patients must not be harmful, dangerous or negligent to the welfare of the patient. Therefore, standards of professional and ethical behavior have been developed as a guide for students to prepare them to meet the standards of the profession of pharmacy.

With all professions, it is the responsibility of the individual to be aware of all applicable standards (including academic, professional, ethical, and legal) and to follow them to the best of his/her ability at all times. Not knowing these standards is considered to be unprofessional, and does not provide defense in the case of errors in practice or unprofessional behavior. Therefore, each pharmacy student is required to become aware of and follow these standards, and adhere to the rules and regulations of the University, LIU Pharmacy, the experiential practice sites, and the profession of pharmacy.

The Ten Traits of a Professional (White Paper on Pharmacy Student Professionalism, APhA-ASP)

1. Knowledge and skills of a profession
 - a. Performs responsibilities in a manner consistent with the school's or college's educational outcomes statement, the CAPE outcomes, NABP and ACPE competencies, professional associations' competency statements, and other professionalism documents
 - b. Interacts effectively with faculty, staff, other students, patients and their families, pharmacy colleagues and other health professionals
2. Commitment to self-improvement of skills and knowledge
 - a. Reflects critically on their actions and seeks to improve proficiency in all facets of their responsibilities.
 - b. Accepts and responds to constructive feedback
 - c. Provides constructive feedback to others
 - d. Recognizes limitations and seeks help when necessary
 - e. Takes responsibility for learning; an active and self-directed learner
 - f. Does not participate in activities that compromise learning (disruptive behavior, cheating)
 - g. Maintains personal health and well-being
3. Service Orientation
 - a. Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of life
 - b. Recognizes and avoids conflicts of interest

- c. Provides service to the community and society-at-large
 - d. Offers to help others when they are busy or in need of assistance
 - e. Shares opportunities for recognition with others
 - f. Does not seek to profit unfairly from others
 - g. Puts patient needs above their own
4. Pride in the profession
 - a. Demonstrates dedication to their patients and the profession supported by a strong work ethic
 - b. Upholds the competent delivery of health care services; addresses lack of knowledge or skill in self and others
 - c. Conscientious; well-prepared for class and clinical rotations
 - d. Displays a consistent effort to exceed minimum requirements, demonstrates quality work
 5. Covenantal relationship with client
 - a. Empathetic and responsive to the needs of the patient, the patient's family and other members of the health care team
 - b. Respects a patient's autonomy, privacy, and dignity
 - c. Involves the patient as a partner in their health care decisions; honors the patient's values and belief systems
 - d. Respects and appreciates the diversity of their patients
 - e. Listens and communicates effectively
 - f. Maintains appropriate boundaries
 - g. Advocates for others
 - h. Non-judgemental; displays compassion and empathy
 - i. Skillful in establishing a rapport with patients and other health care team members
 - j. Contributes to team building
 - k. Maintains composure and adapts well to changing or stressful situations
 - l. Resolves conflicts fairly
 6. Creativity and innovation
 - a. Contributes to quality improvement in all professional endeavors
 - b. Applies creative and innovative approaches to challenges
 - c. Contributes to the development of new knowledge and practices that advance pharmaceutical care
 7. Conscience and trustworthiness
 - a. Demonstrates a high degree of integrity, truthfulness, and fairness
 - b. Uses time and resources appropriately
 - c. Truthful about facts or events
 - d. Does not hide errors
 8. Accountability for their work
 - a. Demonstrates initiative, reliability, and follow-through in fulfilling commitments
 - b. Promptly completes responsibilities in a timely manner (notifies appropriate individual of unexpected emergencies)
 - c. Responsible for, and accountable to others (e.e. patients, their families, to society, and the profession)
 - d. Accepts responsibility for one's errors and explores ways to prevent them in the future
 - e. Confronts individuals who demonstrate unprofessional behavior
 - f. Does not participate in activities that impair judgement or compromise patient care responsibilities
 - g. Accountable for their academic and professional performance
 9. Ethically sound decision making
 - a. Demonstrates an awareness of professional norms, laws, and behavior; knowledge of theories and principles underlying ethical conduct
 - b. Adheres to high ethical and moral standards
 - c. Able to cope with a high degree of complexity and uncertainty
 - d. Controls emotions appropriate even under stressful conditions maintains personal boundaries
 - e. Priorities responsibilities properly

10. Leadership

- a. Contributes to the profession; actively involved in professional organizations or other venues
- b. Proactive in solving social and professional challenges
- c. Helps promote a culture of professionalism
- d. Embraces and advocates for change that improves patient care
- e. Encourages current and future pharmacists in their professional development

https://www.aacp.org/sites/default/files/version_2_0_pharmacy_professionalism_toolkit_for_students_and_faculty.pdf

The elements of the professional commitment required of pharmacy students are outlined in the Pledge of Professionalism taken by pharmacy students, which reads as follows:

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.

PLEDGE OF PROFESSIONALISM

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.

The standards of academic conduct, outlined in the sections that follow, apply not only to students enrolled in the professional program, but also to students enrolled in any of LIU Pharmacy's graduate programs. As such, violations of the Honor Code by students enrolled in these programs are handled in a manner similar to that of students enrolled in the professional program.

II. Academic Integrity

Students shall deal honestly with people, including colleagues, faculty, University representatives, patients, and health-care providers. Students are expected to demonstrate honesty and integrity throughout all aspects of their education. Specifically, students are responsible for:

- Understanding the types of conduct that are deemed unacceptable and, therefore, are prohibited by this policy
- Refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, professional misconduct, or similar activities
- Maintaining a "duty to report" every instance in which students may have knowledge that academic misconduct has occurred; the student must report any infraction of the Code to a faculty member or other appropriate authority (i.e., course coordinator, preceptor, etc.)

Examples of academic dishonesty include, but are not limited to, the following:

Cheating

- Use of unauthorized assistance during recitation sessions, quizzes, examinations, or pharmacy practice experiences
- Dependence upon the aid of unauthorized sources in writing papers, solving problems or completing other assignments
- Acquisition or possession, without permission, of examinations or other academic material belonging to a member of the University faculty or staff
- Multiple submission of work by a student that has been used in an identical or similar form to fulfill any academic requirement at the University or any other practice site
- Provision of assistance to others who are participating in the behaviors or activities mentioned above

Plagiarism/Copyright Infringement

- Paraphrasing without properly crediting the author(s) with footnotes, citations, or bibliographical reference or direct quotation of the work of others without applying quotation marks, and fully and properly crediting the author(s) with footnotes, citations, or bibliographical reference
- Use of materials prepared in collaboration with others without release in writing from the collaborators
- Reproduction of copyright material (e.g., textbooks, handouts, examinations) without obtaining written permission from the copyright owner
- Web-casting/taping or e-mailing lectures without permission of the faculty member or instructor
- For further information about what constitutes plagiarism, the student is referred to:
 - http://owl.english.purdue.edu/handouts/research/r_plagiar.html

Other

- Falsification of signatures, transcripts, grade reports, attendance records or other official documents
- Provision of false information regarding a missed examination or assignment
- Providing a false statement to any instructor in an attempt to gain an advantage or exceptions
- Reusing, possessing, photocopying, selling, stealing, or soliciting, in its entirety or in part, of instructor-prepared examinations, lecture materials or assignments unauthorized for release to all students

Academic Dishonesty Related to Clinical Practice

- Falsification of a patient's medical records or providing fabricated information regarding a patient's medical status or treatment presented either verbally or in writing
- Multiple submission of assignments from various practice sites

Abuse of Academic Materials

- Destroying or making inaccessible academic resource materials. Examples include, but are not limited to the following:
- Destroying, hiding, or otherwise making unavailable for common use library, computer, personal digital assistants (PDAs), or other academic reference materials
- Destroying, hiding, or otherwise making unavailable, another's notes, experiments, computer programs, or other academic work

Representation

- A pharmacy student shall accurately represent himself/herself to others, including, but not limited to, colleagues, faculty and staff of the University, patients, preceptors, and other health-care providers

III. Professional Integrity

A student must not be harmful, dangerous, or negligent to the mental or physical health of patients, colleagues, faculty, or the public. Students must be familiar with and abide by the rules and regulations of their assigned experiential practice sites, as well as federal, state, and local laws pertaining to the practice of pharmacy.

Demeanor

- The student is expected to be thoughtful and professional when interacting with faculty, patients and their families, physicians, preceptors, other students, and other members of the health-care team. Likewise, students must be respectful of and adhere to LIU Pharmacy's rules and regulations.
- Inappropriate behavior includes, but is not limited to:
- Absence from, or lateness to, required College professional activities
- Use of offensive language or gestures
- Intimidation or coercion of fellow students, faculty, staff, and patients
- Posting of offensive and/or unauthorized material on websites where the students are identified as being from LIU Pharmacy (Arnold & Marie Schwartz College Pharmacy and Health Sciences)
- Defacing University property

Members of LIU Pharmacy are expected to comply with the College policies regarding food and drink in the classroom or clinical setting.

Smoking is not permitted in any part of the LIU Pharmacy indoor facilities.

Appearance

Students shall maintain a neat, clean appearance, and dress in attire that is appropriate for the setting. While in practice experiences and during official College professional events, students must be dressed in professional attire. For men, this includes a dress shirt, tie, and dress slacks or neat-appearing khaki pants. Women should be similarly appropriately and conservatively attired such as in a blouse with skirt or dress pants, or in a dress. Sneakers, open-toe shoes of any kind, work boots or shoes that look like work boots, T-shirts, shorts, and jeans of any color are examples of what is not permitted. In the classroom, students should be dressed in clothes that are clean and neat and are not considered offensive or embarrassing to the faculty or students. Additional/specific dress code requirements may be outlined in individual course syllabi.

Impairment

- **The student will not use alcohol or drugs in ways that impair his/her ability to perform required work or result in compromised patient care.** When a student uses a medication that may impair his/her ability to care for patients, it is his/her responsibility to discuss this with his/her adviser, faculty member, or preceptor at the College or experiential practice site. Students should protect the public from an impaired colleague and assist an impaired colleague in receiving appropriate help with his/her drug or alcohol problem. Students must also refer to the Alcohol Policy and Regulations, detailed in the LIU Brooklyn Student Handbook.
- In addition to the Honor Code, students are expected to follow the policies and procedures for criminal background check and drug screening policies for LIU Pharmacy and, when applicable, the affiliated experiential practice site.

IV. Pledge of Honor

All students are expected to sign the following Pledge of Honor upon matriculation to LIU Pharmacy:

"As a student of the Arnold & Marie Schwartz College of Pharmacy and Health Sciences of Long Island University, I will actively pursue behaviors that are consistent with professional conduct, as outlined in the College's Honor Code. I will maintain a professional relationship with faculty, colleagues, other health care providers, and patients, and will maintain academic integrity, as outlined in the Code. I fully recognize that violation of any of the standards of the Code may result in disciplinary actions, including possible dismissal from the College."

Students are reminded that failure to sign this document does not relieve them from the professional and academic responsibilities set forth in the LIU Pharmacy Honor Code and/or other documents delineating student conduct and behavior.

Use of Cell Phones and Other Electronic Devices

Cell phones and pagers should be set to a non-audible mode (vibrate or flashing light) during class (classroom or laboratory) and all meetings.

Calls should not be answered until the class or meeting is over, except in extenuating circumstances.

Electronic devices, other than calculators and iPad, without communication capabilities, should not be used during examinations or classroom instruction. Cell phones and pagers should be set to a non-audible mode during business hours while a student is on experiential education rotations.

Calls should not be allowed to disrupt any activity at the site, other than in extenuating circumstances. The preceptor has the final decision regarding cell phone and pager use while at the site.

Please be advised that beyond the aforementioned policies, faculty members, at their discretion, may also have strict individual policies related to cell phones, pagers, and other personal electronic devices outlined in their syllabi in order to provide and maintain a classroom environment that is conducive to learning and the respect of others.

Social Media Guidelines

Websites and social media

Students are reminded that, while not official LIU websites, class social media pages or websites still tell a story about who we are and what we do to anyone who searches the web. Class or club websites and social media pages are expected to maintain a professional tone and content. It is the responsibility of the class webmaster or club secretary to ensure compliance with this guiding principle.

Email

Regardless of the format, correspondence with faculty and staff should have a formal as opposed to casual tone. Please use the person's last name along with proper honorifics such as Prof., Dr., Dean, Ms., or Mr. when addressing emails. Please use proper grammar and spellcheck. ("Hey Prof, R U able to meet 2day?" is not appropriate.)

Cyberbullying

According to stopbullying.gov, cyberbullying is bullying that takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets as well as communication tools including social media sites, text messages, chat, and websites. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles. Cyberbullying of any kind will not be tolerated. Students, faculty, or staff may report cases of cyberbullying to the Office of Student and Professional Affairs.

Locker Rules and Regulations

Lockers are intended primarily as a convenience for the user for the temporary storage of textbooks, references, articles of outer clothing such as coats and laboratory jackets, personal laboratory equipment and other such items as may be necessary in the normal day-to-day conduct of the responsibilities of a student. Locker access is available only during the normal operational hours of the building in which it is housed. Special arrangements cannot be made to access lockers at times the building is closed (such as nights, weekends, and holidays). Full time students enrolled in the P3 – P5 year are eligible for a locker.

The Office of Student and Professional Affairs determines all locker assignments. All students receiving a locker assignment must agree to and sign a locker agreement. Students are responsible for understanding and abiding by the terms of the agreement.

Assignments are typically made from the beginning of the fall semester and continue through until the day immediately following the last final examination in the spring semester for students enrolled throughout the academic year.

Locker spaces for summer sessions are only provided to students enrolled in summer courses. Application for summer locker space must be made no later than May 15th of each year. Students assigned summer locker spaces are not guaranteed that they will retain the same locker space for summer as was held during the fall and spring semesters.

At the conclusion of the locker assignments period all locks must be removed and all materials cleared from the lockers. Students who withdraw from studies or whose studies are terminated must remove locks and clear their lockers within three (3) days of the withdrawal or termination.

Lockers are supplied as-is. Students are responsible for any damages to the lockers. Please report any locker damage to the Office of Student and Professional Affairs immediately. Students must supply their own padlock for your locker.

The College of Pharmacy and Long Island University assume no liability for thief, loss and/or damage to property or injury to persons that results from the use of lockers. Individuals must take full responsibility for the items stored in lockers. Students are advised not to store valuable and irreplaceable property in lockers. Any loss or damage should be reported to the Office of Student and Professional Affairs immediately.

Food and Beverages Policy

Members of LIU Pharmacy are expected to comply with the policies (posted, contained in the course syllabus, or at the request of the faculty member) regarding food and drink in the classroom or clinical setting.

Student Contact Information

All professional students must ensure their current address or telephone number is on My LIU or report changes in address or telephone number to Enrollment Services, the LIU Pharmacy Office of Student and Professional Affairs, and the Office of Experiential Education.

Class Cancellations/Severe Weather Policy

In the event of snow storms, inclement weather, power outages and other emergencies at the Brooklyn Campus, please call (718) 488-1000 or (718) 488-1078 for information on class and event cancellations. Students may also register for the MYLIU alert system to get text notifications of school closings and delays.

Make-up classes will be at the discretion of the faculty and administration of the College of Pharmacy.

LIU Alert

<http://www.liu.edu/Brooklyn/Public-safety/Emergency-management/Emergency-Notification-System>

The Brooklyn Campus Emergency Alert System can instantly and simultaneously contact Brooklyn Campus students, faculty and staff in the event of an emergency. Should an emergency occur, members of the campus community will receive notifications to their official Long Island University email account.

For students, your official email account address is: FIRSTNAME.LASTNAME@my.liu.edu (register at <http://my.liu.edu>).

If you prefer to receive emergency messages through your personal email account (i.e. Yahoo, AOL, Hotmail) or PDA (i.e. Blackberry, iPhone, Sidekick) please adjust your settings in your My LIU email account by logging onto my.liu.edu, clicking on My Email in the upper right corner. Go to Filters, then click Forward.

Emergency messages also can be sent to your cell phone for text messaging. If you have already activated your My LIU account and need to change your cell phone number you can visit the Information Technology Department located at the Library Learning Center 2nd floor.

Brooklyn Campus students should log in regularly to the My LIU web portal as it is the University's primary method for delivering emergency information to students. Access to My LIU is available at <http://my.liu.edu> or on the Brooklyn Campus home page (upper right corner).

Technical Assistance

If you require assistance with the My LIU student information system, visit the Information Technology Department located at the Library Learning Center 2nd floor Information Desk. The IT Department is open Monday through Thursday from 9 a.m. to 7 p.m. and Friday from 9 a.m. to 5 p.m. For information call 718- 488-1082.

Emergency Management Guidelines Summary

Information regarding emergency management guidelines for the College of Pharmacy and the LIU Brooklyn campus may be found at: <http://www.liu.edu/Brooklyn/About/Offices/Public-Safety/Emergency>

The Brooklyn Campus, Department of Public Safety offers comprehensive services in emergency response and management to ensure the safety of our students, faculty and staff. Through several initiatives, the Campus is prepared for a wide array of emergency situations, ensuring prompt notification and protection of the Campus community whether the event is commonplace or extraordinary. In the event of emergency, the Brooklyn Campus Emergency Notification System is enabled to instantly and simultaneously contact Brooklyn Campus students, faculty and staff via Long Island University e-mail, Web site notifications and text messaging to those who register their cell phones with the University. Emergency Building Managers assist Public Safety in disseminating information in their designated building and have been trained in “Evacuation” and “Shelter-in-Place” procedures. Brooklyn Campus employs the use of an outdoor siren warning system.

An efficient Snow and Emergency School Closings system is in place to ensure our students are informed of closings immediately via the Brooklyn homepage, our emergency closings hotline (718) 488-1000 or (718) 488-1078, or the LIU Alert system.

Religious Observances

Religious Diversity and the Academic Calendar

Religious diversity has formed a part of LIU Pharmacy’s curricular and extracurricular programs since it’s founding. In order to advance religious diversity the College makes reasonable accommodations for students whose religious holy days coincide with their work schedules and classroom assignments. The College neither promotes any particular form of religion nor discriminates against students on the basis of their religious viewpoints.

College holidays are not religious holy days, although a religious holy day may from time-to-time coincide with a College holiday. The College attempts to make reasonable accommodations in its work assignments, test schedules, and classroom attendance in ways that do not unfairly burden students.

Students who notify the faculty of a religious holy day conflict in a timely manner shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Where attendance is mandatory, students compelled by their religious convictions to refrain from attending class on specific days must notify their instructors no later than the third week or one week before the absence if a conflict occurs before that time.

Students who notify their instructors of a religious holy day conflict in a timely manner shall be permitted a reasonable amount of time to make up the material or activities covered in their absence, including examinations. Students who receive an exemption on religious grounds cannot be penalized for failing to attend class on the days exempted. The instructor may, however, appropriately respond if the student fails to satisfactorily complete any alternative assignment or examination.

In those cases where a request for an excused absence based upon a religious holy day conflict is denied by the instructor, a student may pursue a grievance under “LIU Pharmacy Grievance and Disciplinary Procedures” (posted above in Policies & Regulations affecting Students). Where a timely request is made but denied by the instructor, the grievance

process shall be expedited as much as reasonably possible to ensure that a student pursuing a religious holy day accommodation is not unduly disadvantaged by the passage of time.

Students with attendance conflicts may be required to notify an instructor in writing. An instructor who requires written notice must inform the class of this expectation in the class syllabus. An instructor may deny a student's request for an excused absence on the ground that the request was not made within a reasonable time period, that is, no later than the third week of class or one week before the absence if a conflict occurs before that time.

The above policy is also available on the website at <http://www.liu.edu/Pharmacy/About-LIU-Pharmacy/Pharmacy-Policies-and-Regulations/Religious-Diversity>

In addition, the New York State Law on religious observances is also available on the LIU Brooklyn website at <http://liu.edu/Brooklyn/About/Offices/Registrar/Calendar>, and is stated below:

Notification of Student Rights Under Section 224-a of New York State Education Law – Absence Due to Religious Observation

Under § 224-a of the NYS Education Law: "Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity."

LIU Brooklyn Campus Student Services

Office of Enrollment Services (Registrar, Bursar, Financial Aid Offices)	Student Union Building, 3rd Floor (S310)	718-488-1037
http://liu.edu/brooklyn/enrollment-services		
Testing Center	Library Learning Center (LLC) 4 th Floor	718-488-1392
www.liu.edu/Brooklyn/TestingCenter		
Academic Counseling and Psychological Services	Pratt Building, Room 510	718-488-1266
http://www.liu.edu/Brooklyn/Psychological-Services		
Library Resources	Library Learning Center – Floors 3-5	718-488-1303
http://www2.brooklyn.liu.edu/library/		
Writing Center	Humanities Building, Room 218	718-488-1095
www.liu.edu/Brooklyn/writingc		
Center for Student Information- CSI (MY LIU)	Library Learning Center (LLC) 3 rd Floor	718-488-3313
csi.liu.edu		
LIU Brooklyn Campus Ministry	Sloan Building S-302	718-488-3359
www.liu.edu/Brooklyn/Ministry		
Student Life and Leadership Development	Sloan Building S-304	718-488-1216
www.liu.edu/Brooklyn/StudentLife		
Wellness, Recreation and Athletic Center	WRAC Center, WRAC 1 st FL	718-780-4072
www.liu.edu/Brooklyn/WRAC		
University Identification (LIU ID) Card	Metcalfe Building Room M413	718-488-1428
www.liu.edu/Brooklyn/IDCard		
Information Technology Services	Library Learning Center (LLC), Rm 201	718-488-1082
www.liu.edu/InfoTech		
Residential Life (Housing)	Conolly Hall Lobby	718-488-1046
www.liu.edu/Brooklyn/ResLife		
University Book Store	(Near Humanities Building)	718-488-1017

www.liu.edu/Brooklyn/Bookstore		
Brooklyn Campus Dining Services (Aramark)	Humanities, H309	718-488-6466
www.liu.edu/Brooklyn/DiningServices		

Brooklyn Campus General Information

University Non-Discriminatory Statement

Long Island University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Ronald Edwards

Title IX Coordinator Long Island University 700 Northern Boulevard
Brookville, New York 11548 Phone: (516) 299-4236

For further information on notice of nondiscrimination, visit

<https://wdcrobcolpo1.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481

University Drug and Alcohol Policy

The Campus recognizes that students are adults and expects them to obey the law and Campus regulations. All students must take personal responsibility for their own actions and behavior.

Only those of legal drinking age (21 years of age or older), may be permitted to possess or drink alcoholic beverages on campus. The University has established other guidelines regarding the consumption of alcohol

The Campus supports federal, state and local laws regarding illegal drugs, narcotics and other controlled substances. Possession or sale of such drugs is a violation of applicable laws and Campus policy.

<http://www.liu.edu/Brooklyn/About/Offices/Public-Safety/Alcohol-Drugs>

Brooklyn Campus Smoke-Free Environment

LIU Brooklyn Smoke Free Policy

Effective January 1, 2016 the University become a smoke-free campus. Smoking or inhaling any tobacco or other substance, by any method, including, but not limited to cigarettes, cigars, pipes, e-cigarettes, and hookahs is prohibited in the following areas:

- University owned or managed academic, athletic, recreational, and administrative facilities
- University owned or managed residential facilities, including residence halls
- University owned and leased vehicles
- University parking garages and loading docks of university facilities
- In any university owned outdoor space including, but not limited to, University athletic fields
- In public space that abuts buildings around campus that are used by the university for academic, athletic, recreational, residential, and administrative purposes
- Within a minimum of 20 feet of buildings used by the university for academic, athletic, recreational, residential, or administrative purposes

University Immunization Requirements

New York State regulation requires two doses of MMR if born after January 1957 and taking six credits or more. Students must comply with the New York State Public Health Law #2165. Proof can consist of an official immunization record, a

blood test showing immunity to these diseases, or a physician's verified history of measles and mumps only. All students are required to submit a completed MMR/ Meningitis form.

Meningitis Information: New York State Public Health Law #2167 requires that all college and university students enrolled for at least six (6) semester hours or the equivalent per semester, or at least four (4) semester hours per quarter, be vaccinated for meningitis or sign a waiver form to decline the vaccine. Waiver forms can be downloaded (<http://www.liu.edu/Brooklyn/StudentLife/UHMS/Forms-Brochures/Immunization-Forms>) or picked up at the University Health & Medical Services office.

Anti-Harassment Policy

Long Island University is committed to creating and maintaining an educational environment free from all forms of sexual misconduct. The broad term "sexual misconduct" includes, but is not limited to, acts of sexual harassment, domestic violence, dating violence, sexual assault, and stalking. Such behaviors are illegal, against University policy, and strictly prohibited. This policy is incorporated into the Student Code of Conduct.

This policy covers all members of the University community – students, faculty and staff – as well as those who interact with members of the University community such as vendors or visitors. The University encourages everyone to report all incidents of discrimination or harassment, regardless of who the offender may be.

Students may download the full sexual violence and harassment policy at: <http://www.liu.edu/About-LIU/University-Policies/Sexual-Respect>

Code of Ethics for Pharmacists

Adopted by the membership of the American Pharmaceutical Association, October 27, 1994.

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 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 wellbeing 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 interests 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.

Academic Calendar

PharmD students are expected to be cognizant of the Academic Calendars of the College of Pharmacy and Long Island University to ensure knowledge of important deadlines such as those pertaining to late registration, withdrawal from courses, and applying for graduation.

Please note: The Academic calendar is subject to change. Please visit the website for more updates.

The Academic Calendar and Exam Schedules can be found here: <https://www.liu.edu/brooklyn/Enrollment-Services/Registration/Academic-Calendar>