LIU Pharmacy

2017 - 2018
Professional Program & Graduate Bulletin

75 DeKalb Avenue, Brooklyn, N.Y. 11201-5497

LIU Pharmacy General Information: 718-488-1234

www.liu.edu/pharmacy

Admissions: 718-488-1011

Pharm.D. email: bkln-pharmd@liu.edu | Graduate email: bkln-pharmacy-graduate-program@liu.edu

Notice to Students: The information in this publication is accurate as of September 1, 2017. However, circumstances may require that a given course be withdrawn or alternate offerings be made. Therefore, LIU reserves the right to amend the courses described herein and cannot guarantee enrollment into any specific course section. All applicants are reminded that the University is subject to policies promulgated by its Board of Trustees, as well as New York State and federal regulation. The University therefore reserves the right to effect changes in the curriculum, administration, tuition and fees, academic schedule, program offerings and other phases of school activity, at any time, without prior notice.

The University assumes no liability for interruption of classes or other instructional activities due to fire, flood, strike, war or other force majeure. The University expects each student to be knowledgeable about the information presented in this bulletin and other official publications pertaining to his/her course of study and campus life. For additional information or specific degree requirements, prospective students should call the campus Admissions Office. Registered students should speak with their advisors.
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Accreditation and Program Registration

Long Island University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000; website: www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and by the Council for Higher Education Accreditation. The degree and certificate programs are approved and registered by the New York State Department of Education.
ABOUT LIU PHARMACY

Arnold & Marie Schwartz College of Pharmacy and Health Sciences

Over 125 Years of Tradition

The Arnold & Marie Schwartz College of Pharmacy and Health Sciences (LIU Pharmacy) was established in 1886 as the “Brooklyn College of Pharmacy” by the Kings County Pharmaceutical Society. The society’s goals in establishing the college were “…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.”

In 1929, the Brooklyn College of Pharmacy affiliated with Long Island University, one of the largest independent universities in the United States, and moved onto the LIU Brooklyn campus in 1976. LIU Pharmacy attracts students who strive to grow personally, intellectually and professionally in pharmacy and related fields.

The college serves as an urban leader in pharmacy education through its pursuit of excellence and innovation in teaching, scholarship and service. Forging alliances and partnerships with health-care providers and the pharmaceutical industry, the college has created a rich mosaic of programs that elevate student aspirations and are responsive to the health-care needs of society.

As an advocate for an expanded scope of pharmacy practice, the college creates new paradigms for collaborative practice models that will shape the future of the profession of pharmacy. Three newly constructed state-of-the-art research facilities in the Wet Lab building enable meaningful collaboration with industry and further innovation in pharmacy education.

The college has completed more than 125 years of service to the state and the nation in the education of entry-level professional students and graduate students, graduating a number of alumni attained prominence in pharmacy and the other health professions.

Mission, Vision and Values

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:

• Embrace, educate, and empower individuals who seek to become pharmacists and pharmaceutical scientists;
• Lead and advance the profession of pharmacy and the pharmaceutical sciences through innovative practice, research, and teaching and learning;
• Serve the greater community by utilizing our academic disciplines as avenues for dialogue and creation with the world outside.

Our vision is advanced through our dedication to:

• Create a supportive and nurturing environment that allows each student to succeed and flourish professionally;
• Develop analytically strong and empathetic new pharmacists that practice evidence-based pharmacy utilizing an interprofessional approach to patient care and improved public health;
• Prepare graduate students for teaching, research, and other careers in academia, the pharmaceutical industry, and regulatory agencies;
• Provide academic, professional, and co-curricular opportunities to empower students as intellectually vigorous life-long learners;
• Develop professionals and scientists with inquisitive minds who seek to advance the relevant body of knowledge through research and other scholarly pursuits;
• Foster 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 health care professionals across the disciplines;
• Provide 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, and other stakeholders and the rich mosaic of communities we serve.

Professional, Undergraduate and Graduate Degrees

LIU Pharmacy offers the entry-level Doctor of Pharmacy (Pharm.D.) program, the dual Pharm.D. / M.B.A. program, the Bachelor of Professional Studies (B.P.S.) in Pharmaceutical Studies, and the following graduate programs: Doctor of Philosophy in Pharmaceutics (Ph.D.), and the Master of Science (M.S.) degree in Pharmaceutics with specializations in Industrial Pharmacy and Cosmetic Science, Drug Regulatory Affairs, and Pharmacology/Toxicology.

Membership

LIU Pharmacy is an institutional member of the American Association of Colleges of Pharmacy (www.aacp.org), the national organization representing pharmacy education in the United States. The mission of the association is to both represent and be an advocate for all segments of the academic community in the profession of pharmacy.

Accreditation

LIU's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603-4810, 312/664-3575; FAX 312/664-4652; Website: www.acpe-accredit.org.

LIU Pharmacy Publications

In addition to LIU Brooklyn's and LIU’s diversified publications, LIU Pharmacy offers:

The Pharmakon, or Senior Yearbook, a graduation memento published by the Senior Class;

The Bulletin, for Professional and Graduate Pharmacy Programs, listing admission requirements, curricula, course descriptions and other information;

LIU Pharmacy also publishes a series of brochures on such matters as continuing education programs and lectures by visiting scientists.

Pharmacy Student Organizations

Students of LIU Pharmacy have the opportunity to participate in a wide variety of pharmacy professional organizations. Several of these organizations have student chapters affiliated with LIU Pharmacy. Additionally, students may elect to participate in professional fraternal societies and/or social clubs and organizations. The LIU Brooklyn campus also offers over 50 clubs and organizations for students.

Pharmacy Student Leadership Council

All full-time students in LIU Pharmacy professional program are represented by the Pharmacy Student Leadership Council. The Council consists of elected representatives from each class as well as all professional organizations and serves to promote the general welfare of the pharmacy student body. All full-time students are permitted to vote in the Pharmacy Student Leadership Council elections and are invited to participate in all activities sponsored by the Council.

Professional Organizations with Local Chapters

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. ASP chapters provide many professional, educational and social activities for members (www.aphanet.org) or (www.pharmacist.com).

American Association of Pharmaceutical Sciences (AAPS)
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 (www.aaps.org).

American College of Clinical Pharmacy (ACCP)
ACCP is a professional and scientific society that provides leadership, education, advocacy and resources to enable 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 members access to leaders in clinical pharmacy, as well as a chance to explore leadership roles within ACCP (www.accp.com/stunet).

Academy of Managed Care Pharmacy (AMCP)
AMCP is the national professional association of pharmacists who use the tools and techniques of managed care in the practice of pharmacy. Its goal is to provide the best available pharmaceutical care for patients and to empower its members to serve society by using sound medication management principles and strategies to improve health care for all and to help reduce health-care costs (www.amcp.org).

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

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 serves as a national accrediting organization for pharmacy residency and technician training programs. Any student interested in institutional pharmacy practice should join; benefits include Student Line, a student newsletter, and special programs at ASHP national meetings (www.ashp.org).

Indo-American Pharmacists Society (IAPS)
IAPS was formed by pharmacy students of Indian origin to promote social and professional networking opportunities and is open to all pharmacy students (www.iaprx.org).

Industry Pharmacist Organization (IPhO)
IPhO, formally the Pharmaceutical Industry Student Association (PISA) is a newly renamed student organization that is 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 related internships as well as the skills, education and experience that will be helpful in starting a career in the pharmaceutical industry. In addition, members work together to explore the different areas of pharmacy within industry where pharmacy students and pharmacists have opportunities for work (http://www.industrypharmacist.org).

Jewish Pharmaceutical Society (JPS)
JPS was an organization originally formed in the 1950s at the Brooklyn College of Pharmacy that has been recently 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.

National Community Pharmacists Association (NCPA)
NCPA was founded in 1898 as the National Association of Retail Druggists (NARD); it represents the pharmacist owners, managers and employees of nearly 25,000 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. The student chapter offers students a wide array of opportunities to broaden and enrich their educational experience and gain valuable, real-world skills (www.ncpanet.org).

New Jersey Pharmacists Association (NJPha)
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 (www.njpharmacist.org).

Student National Pharmaceutical Association (SNPhA)
SNPhA (the student group of the National Pharmaceutical Association) is an organization of pharmacy students whose purpose is to plan, organize and coordinate programs geared toward the improvement of health education and the social environment of minority communities (http://nationalpharmaceuticalassociation.org).

Student Pharmacists Society of the State of New York (SPSSNY)
SPSSNY is a student chapter of the state pharmacists’ organization 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 (www.pssny.org).

The Drug Information Association (DIA)
DIA is a new student organization at the College. 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. The focus of this chapter is to help students find the information they need to 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/Pakistan-American Pharmacists Association (PAPA)
PAPA is the newest pharmacy organization to be recognized by SGA at LIU. It’s a professional organization involved in promoting the practice of pharmacy, education and research for the pharmacists of Pakistani origin and is open to all pharmacy students. It is an affiliate of PSSNY. Website: http://papausa.com/

Other Professional Health-related Organizations
Initiation of Giving Internationally through Volunteer Experiences (iGIVE)
iGIVE is a new organization 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, such as Sierra Leone, Haiti, Honduras and Costa Rica. Students may use the service experience abroad to fulfill 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)
S4GIFT is a chapter of a national organization interested in educating and training other of health professional students on organ and cell donation.
Weill Cornell Community Clinic (WCCC)

Program
WCCC 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

ACE - The Health Practitioner’s Society
ACE is 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/

Professional Fraternal Societies

Kappa Psi Pharmaceutical Fraternity (KY)—Zeta Nu Chapter
Kappa Psi, while new to the campus, is the oldest national pharmaceutical 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. (www.kappapsi.org).

Lambda Kappa Sigma (LKS)—Alpha Eta Chapter
Lambda Kappa Sigma is the only international, professional fraternity for women enrolled in pharmacy. It seeks motivated female 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 (www.lks.org).

Phi Delta Chi (PDC)—Beta Theta Chapter
The objective of Phi Delta Chi is to advance the science of pharmacy and its allied interests and to foster and promote a fraternal spirit among its members. A lifelong experience, PDC promotes scholastic, professional, and social growth in its Brothers. They strive to provide quality services to patients, thereby advancing public health and strengthening themselves as health professionals (www.phideltachi.org).

Honorary Societies

Rho Chi Society—Beta Theta Chapter
Rho Chi is the national pharmacy honor society that stimulates and recognizes superior scholarly achievement in pharmacy. Entry-level students in the upper 20% of their class who have a cumulative index of 3.500 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 3.500 GPA 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 (www.rhocchi.org).

Phi Lambda Sigma—Beta Kappa Chapter
Phi Lambda Sigma is the national pharmacy leadership society that 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 2.500. 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 (www.philambdasigma.org).

Student Publications

Pharmakon
Pharmakon is the yearbook of LIU Pharmacy. 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 originally 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 Pharmacy Newsletter (TPN)
TPN is a publication by students 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, 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.
LIU PHARMACY FACILITIES

Computer Laboratory

The LIU Pharmacy Computer Laboratory is located on the third floor of the pharmacy building. The lab may be reserved for classes, workshops and other academic matters, in addition to being available for use by individual students during unreserved times.

LIU Pharmacy (Main Building)

The three-story main building of LIU Pharmacy houses the offices of the deans and administrative staff. Adjacent to these offices is the dean’s conference room. In addition, the first floor of the building houses the Office of Student and Professional Affairs and Office of Student and Professional Activities. Faculty office suites for the Divisions of Pharmaceutical Sciences and Pharmacy Practice are located in the basement of this building. The suites consists of offices for divisional faculty members and support staff as well as a conference room. The second floor of the building contains a student lounge, a faculty lounge, an office for student professional organizations, a lecture room, and the Office of Continuing Professional Education. The third floor of the main building houses additional faculty office suites for the Division of Pharmacy Practice and a quiet study room for pharmacy students.

Pharmacy Wet Lab Building

The three-story Wet Lab Building contains a mix of faculty offices, research facilities and teaching laboratories. The first floor of the building houses a Physical Assessment Laboratory that utilizes computer technology and other equipment to provide students with "hands-on" training and practice in physical assessment as well as a student study space that facilitates group work. The second floor houses research laboratories for the Division of Pharmaceutical Sciences, the Pharmacy Dispensing Laboratory and the Duane Reade Integrated Pharmaceutical Care Laboratory. The third floor of the building houses three newly constructed state-of-the-art research facilities: the Natoli Institute for Industrial Pharmacy Research and Development; Joan and Samuel J. Williamson Institute for Pharmacometrics; and the Leon Lachman Institute for Pharmaceutical Analysis. The third floor also houses the college's Animal Care Facility.

William Zeckendorf Health Sciences Center

This six-story facility houses offices, classrooms, laboratories and student study spaces for LIU Pharmacy as well as the Harriet Rothkopf Heilbrunn School of Nursing and School of Health Professions. The Division of Pharmaceutical Sciences occupies the sixth floor of the building. In addition to division and faculty offices the sixth floor contains numerous research laboratories, a seminar room, a conference room and a study room for students.
Academic and personal advisement is provided by a professional staff knowledgeable of the pharmacy curricula and empathetic to the needs and concerns of professional students. Additionally, the staff assists students with course selection and registration; coordinates open houses for prospective students; facilitates student workshops on study habits and time management; prepares scholarship letters; assists in the review of applicants and coordinates the interview schedule of applicants; and assists in matters of progression and scholastic review of students.

**Student and Professional Affairs**

**Dr. Kenza E. Benzeroual, Associate Dean for Academic & Student Affairs**

**Patrick J. Campbell, Director**

718-488-1241

The Office of Student and Professional Affairs is responsible for coordinating the activities of pharmacy student organizations in association with the Office of the Associate Dean for Academic and Student Affairs. The office arranges and coordinates informational activities for pharmacy students including Professional Development Hours, alumni mentor days, pharmacy residency, fellowship and graduate programs showcases, résumé and interview workshops and career fairs as well as coordinating on-campus recruitment of pharmacy students with LIU Brooklyn’s Office of Career Services. In addition, the office oversees the LIU Pharmacy Student Leadership Council and yearbook staffs.

**Division of Pharmaceutical Sciences**

**Dr. Rutesh Dave, Division Director & Director, Natoli Institute for Industrial Pharmacy**

Research & Development

**Dr. David R. Taft, Ph.D. Program Director (Pharmaceutics), M.S. Program Director (Industrial Pharmacy, Cosmetic Science)**

**Dr. Vikas Sehdev, M.S. Program Director (Pharmacology and Toxicology)**

**John Pappan, M.S. Program Director (Drug Regulatory Affairs)**

**Dr. Kenneth R. Morris, Director of the Lachman Institute for Pharmaceutical Analysis**

**Qing Cai, Technical Associate, Lachman Institute for Pharmaceutical Analysis**

**Eun Jung Park, Research Scientist**

**Allison Krech, Graduate Programs Coordinator**

718-488-1101

The Division of Pharmaceutical Sciences provides students with requisite instruction and skill development for engaging in the profession of pharmacy in ways that optimize health outcomes from pharmaceutical and other related treatments and interventions, ensure the effective and safe use of pharmaceuticals and maximize the benefits to both patients and society at large from the use of medications. This is accomplished through both didactic course offerings in areas such as pharmacoepidemiology, physical assessment, drug information and literature evaluation, public health and medication safety, as well as introductory and advanced pharmacy practice experiences offered throughout the professional phase of the Doctor of Pharmacy program.

**Continuing Professional Education**

**Joseph J. Bova, Director**

718-488-1065

LIU Pharmacy’s Department of Continuing Professional Education serves pharmacists and pharmacy technicians in advancing their continuing professional development (CPD) by providing live and web-based continuing professional education (CPE) activities.

The department affirms the mission of LIU Pharmacy and articulates its own primary mission of providing sufficient, affordable, convenient and high-quality knowledge-based CPE activities to maintain, advance and enhance the competencies.
and ongoing professional development of pharmacists and pharmacy technicians.

An average of 20 continuing professional education activities are provided each year. Target audiences vary by activity but in most cases activities are structured for pharmacists and/or pharmacy technicians practicing in community-, ambulatory- and/or institutional-based settings that deliver patient-centered care. Many of the activities focus on pharmacotherapy for various disease states and/or special populations such as geriatric or pediatric patients. These activities are designed to advance and enhance the evidence-based practice of participants. Also regularly offered are activities that focus on general practice areas such as pharmacy laws and regulations, patient education and communications, and practice management.

Since 2008, the department has trained over 2000 pharmacists and students to be certified immunizers and has recently added the APhA Medication Therapy Management (MTM) certificate program to its offerings.

The department strives to provide a minimum of 3 contact hours of activities on medication errors and patient safety each year for those pharmacists needing to satisfy New York State requirements for continuing professional education.

In-person live CPE activities are available at convenient locations in the New York City metropolitan area. Participation in these live offerings affords valuable networking occasions in addition to advancing CPD. On-demand web-based CPE activities are also available. Featuring a wide range of topics these activities are designed for completion at the learner's own convenience and pacing. Visit the Continuing Professional Education website at http://liu.edu/Pharmacy/Academics-Programs/CPE or call 718-488-1065 for the latest information.

### The International Drug Information Center

**Dr. Joseph Nathan, Director**

**Dr. Sara Grossman, Drug Information Specialist**

[718-488-1064]

bkln-idic@liu.edu

The International Drug Information Center (IDIC) of LIU Pharmacy is well recognized for its long-standing history of providing evidence-based, up-to-date, accurate, and unbiased drug information. Since its inception in 1973, the IDIC has provided information about pharmaceuticals and dietary supplements to a varied client base including pharmacists, physicians, nurses, other healthcare professionals, pharmaceutical companies, attorneys, law enforcement agencies, pharmacy benefit managers, poison control centers, and other institutional and organizational clientele. The IDIC also serves as a resource for the drug information needs of select consumer groups. The center is staffed by drug information specialists who are experienced in retrieving and evaluating medical and pharmacy literature and who hold faculty appointments at LIU Pharmacy.

The IDIC’s comprehensive library of resources includes numerous medical and pharmacy journals, specialized texts, commercial electronic databases, and its own in-house database. These resources, coupled with the expertise and experience of the specialists, allow the center to fulfill varied requests for drug information.

Comprehensive literature searches, medication therapy management (MTM), drug evaluations, and other related projects are available as a special service upon request and through consultation with the IDIC staff.

The IDIC serves as a training site for senior pharmacy students enrolled in advanced pharmacy practice experiences as part of LIU’s Doctor of Pharmacy program. Under the supervision and guidance of the IDIC faculty and staff, students participate in researching and responding to questions received by the center. Verbal and/or written responses (including references, if appropriate) are supplied promptly. A quality assurance program is in place to ensure that answers to questions are of the highest quality.

Inquiries regarding subscriptions to the IDIC should be directed to the center. As a courtesy, the IDIC responds to drug information inquiries received from the LIU community, as well as LIU Pharmacy’s affiliated practice sites.

### Alumni Association

The Alumni Association of LIU Pharmacy is comprised of individuals who have been granted entry-level and/or graduate degrees from LIU Pharmacy or the former Brooklyn College of Pharmacy. The purpose of the Alumni Association is to foster meaningful social and professional relationships among all members of the college family, to further the profession of pharmacy and to develop and advance the interests of LIU Pharmacy.

Alumni Association benefits include the following:

- Assistance with job placement and career development through the Office of Career Services, including access to distance counseling, job listings, interview and résumé workshops, and networking programs.
- Membership at the Steinberg Wellness Center for a nominal fee
- Access to campus facilities, including the library and computer labs with alumni ID card
- Invitations to LIU Pharmacy special events
- Local and online discounts

The Alumni Association encourages all alumni of LIU Pharmacy to support the Annual Fund, which provides assistance to LIU students in need through vital financial aid programs.
ABOUT LIU BROOKLYN

Mission Statement

The mission of LIU since 1926 has been to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of the educated life and to serve the public good. Its mission is to awaken, enlighten and expand the minds of its students.

Overview

Located in the heart of Downtown Brooklyn’s thriving Tech Triangle, LIU Brooklyn provides students with experiential learning opportunities reflecting the entrepreneurial community it serves. Distinctive programs encompass the health professions, pharmacy, the health sciences, business, arts and media, natural sciences, social policy, and education.

LIU Brooklyn was founded in 1926 and is the original unit of Long Island University. Its beautifully landscaped, 11-acre campus is a self-contained urban oasis, steps away from world-class arts and entertainment venues like Brooklyn Academy of Music and the Barclays Center, as well as the restaurants and cafes of Fort Greene and the Fulton Mall shopping district. Just a 10-minute subway ride from the professional and cultural opportunities of Manhattan, the vibrant campus includes residence halls for more than 1,100 students.

LIU Brooklyn has a deeply rooted tradition of athletic excellence. The basketball teams of the 1930s captured two national championships, and the campus’ success in sports has continued over the decades with numerous Northeast Conference championships. Over the last 10 years, the Blackbirds have won 33 NEC titles, including 10 in the last three seasons. The campus currently fields 18 NCAA Division I teams.

The $45-million Steinberg Wellness Center, which features an NCAA regulation swimming pool, a 2,500-seat arena, state-of-the-art workout facilities and a rooftop track, serves the campus and the surrounding community, and the Kumble Theatre provides an entertainment venue for student and professional performances. The historic Paramount Theater, which is an integral part of the campus, is being restored to its original grandeur and will provide a wealth of engaged learning opportunities for LIU students along with a dynamic performance space for the Brooklyn community.

Dining facilities and food service areas are available in several locations. Blackbird Café, located in Connolly Residence Hall, offers an all-you-care-to-eat dining menu, including cutting-edge American entrees, international specialties, vegetarian selections and much more. Lunch

Commons, located in Metcalfe Hall, is a food court, including Habanero Mexican Kitchen, the All Tossed Up salad bar, Grille Works, and the Express Station. The glass-enclosed Cyber Café is home to Hale and Hearty Soups, Red Mango, and Subway. Two student-run enterprises, Healthy Choices and the Brooklyn Healthy Zone, are located on the third floor of the Library Learning Center, Peet’s Coffee is located on the third floor of the Arnold and Marie Schwartz Hall of the Arts and Humanities, and the Smoothie Bar is located in the Steinberg Wellness Center.

Generation after generation, much like Brooklyn itself, the LIU Brooklyn student body has been made up of people from a wide variety of cultures and nationalities. Like their predecessors, many of today’s students are new to America and/or the English language or are the first in their families to seek a university education. At LIU Brooklyn, all students find an academic community where cultural, ethnic, religious, racial, sexual, and individual differences are respected and where commonalities are affirmed. This diversity creates an open and welcoming environment on campus, even as the University maintains respect for intellectual, cultural, and academic traditions.

Nationally recruited, the faculty has a strong commitment to teaching, to personal advisement of students, to the fullest range of scholarship, and to faculty development and service.

LIU Brooklyn recognizes both the faculty’s training and experience and the character of its diverse student body as two of its greatest strengths. No matter what their background, students come to LIU Brooklyn to build the educational and intellectual foundations for successful personal lives and careers. The campus faculty and administration believe that a liberal education, along with careful preparation for a fulfilling career, is the best way to achieve this end.

To carry out its mission, LIU Brooklyn offers comprehensive undergraduate curricula, supported by graduate programs and advanced courses for specialized knowledge. In addition, the campus has designed programs to permit students to acquire essential literacies, intellectual curiosity, analytic and reasoning skills, and effective communication skills. In this way, the campus serves as a conservator of knowledge, a source and promulgator of new knowledge, and a resource for the community it serves.

LIU Brooklyn offers nearly 160 associate, undergraduate, graduate, doctoral, and certificate programs, including Ph.D. programs in clinical psychology and pharmaceutics, the D.P.T. in physical therapy, and the Pharm.D. in pharmacy. Academic units include the LIU Brooklyn Honors College, the Richard L. Conolly College of Liberal Arts and Sciences; the School of Business, Public Administration and Information Sciences; the School of Education; the Harriet Rothkopf Heilbrunn School of Nursing; the School of Health professions; LIU Global, LIU Pharmacy (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences); and the School of Continuing Studies. The campus is known for its nationally recognized Honors College, which was the first of its kind in the country and emphasizes a holistic, liberal arts background.

LIU Brooklyn offers early action decisions for undergraduate students who apply by December 1 for the following fall semester. Additional information can be obtained by contacting the offices below:

LIU Brooklyn Admissions Office
1 University Plaza
Brooklyn, NY 11201
718-488-1011
bkln-admissions@liu.edu
www.liu.edu/Brooklyn/admissions

LIU Brooklyn Enrollment Services Office
718-488-3320
brooklyn-enrollmentservices@liu.edu
www.liu.edu/Brooklyn/enrollment-services

Undergraduate and Graduate Offerings

Richard L. Conolly College offers liberal arts and sciences programs leading to the degrees of Associate in Arts, Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Master of Arts, Master of Fine Arts, Master of Science, and Doctor of Philosophy (in Clinical Psychology). It also offers a B.S./M.S. in Communication Sciences and Disorders/Speech-Language Pathology, and a United Nations Graduate Certificate Program.

The School of Business, Public Administration and Information Sciences offers the degrees of Associate in Applied Science in Business Administration; Bachelor of Science in Accounting, Computer Science, Entrepreneurship, Finance, Healthcare Management, Management (available with a concentration in Human Resource Management), Marketing, and Technology Management; Bachelor of Science/Master of Science in Accounting; Master of Business Administration (M.B.A.) in Accounting; Master of Business Administration (M.B.A.) with concentrations in Entrepreneurship, Finance, International Business, Human Resource Management, Management, Management Information Systems, and Marketing (the MBA is also available as a cohorted accelerated One-Year MBA for all concentrations); Master of Science in Accounting, Computer Science, Human Resource Management, and Taxation; Master of Public Administration (M.P.A.) with specializations in Health Administration and Public Administration; Advanced Certificates in Gerontology, Human Resource Management and Non-profit Management; and a collaborative program leading to the United Nations Advanced Certificate and Master of Public Administration.
The School of Education offers, on the undergraduate level, the Bachelor of Arts, the Bachelor of Science and the Bachelor of Fine Arts degrees in various disciplines in urban education. On the graduate level, the school offers the Master of Science in Education degree in the areas of Childhood Urban Education, Early Childhood Urban Education, Adolescence Urban Education, Teaching Urban Children with Disabilities, Teaching Urban Adolescents with Disabilities, Teaching English to Speakers of Other Languages (TESOL), School Counseling, Bilingual School Counseling and School Psychology; the Master of Science degree in Mental Health Counseling and Marriage and Family Therapy; and Advanced Certificates in Bilingual Education, Educational Leadership, Early Childhood Urban Education, School Counseling, Bilingual School Counseling, Mental Health Counseling, Marriage and Family Therapy and Applied Behavioral Analysis.

The School of Health Professions offers the Bachelor of Science degrees in Health Science, Diagnostic Medical Sonography, Respiratory Care, Sports Sciences, Sport Management, and the Bachelor of Arts degree in Social Work. It also offers combined B.S./M.S. degrees in Athletic Training and in Occupational Therapy and the B.S./M.P.H. in Health Science / Master of Public Health. It offers the M.S. degrees in Exercise Science, and in Physician Assistant Studies as well as the Master of Social Work and the Master of Public Health. The Division of Physical Therapy offers a Doctor of Physical Therapy (D.P.T.) program that is a three-year post-baccalaureate graduate degree.

The Harriet Rothkopf Heilbrunn School of Nursing offers the Bachelor of Science with a major in Nursing for generic, R.N.-B.S. and 2nd degree students as well as the Master of Science in Adult Nurse Practitioner, Family Nurse Practitioner, and Nurse Educator. The School of Nursing also offers an accelerated R.N.-B.S./M.S. Adult Nurse Practitioner dual degree program and Advanced Certificates for Adult Nurse Practitioner, Family Nurse Practitioner and Education for Nurses.

LIU Pharmacy (The Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers an entry-level, six-year Doctor of Pharmacy (Pharm.D.) degree, the Bachelor of Professional Studies (BPS) in Pharmaceutical Studies and the Master of Science degree in Pharmaceutics (with concentrations in Industrial Pharmacy and Cosmetic Science), Drug Regulatory Affairs and Pharmacology/Toxicology. It also offers the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree.

LIU Global is designed for students who desire a hands-on learning approach in a variety of international locations. The college offers a Bachelor of Arts in Global Studies and minors in Social Entrepreneurship, International Relations, and Arts & Communications.

LIU Brooklyn Honors College is open to undergraduate students in all majors who meet the Honors College admissions requirements. Courses offered satisfy the humanities and social science core curriculum requirements for each major; nine credits of advanced Honors College electives (12 for transfer students) are required to complete the program. Students may design a contract major for majors not offered by the university. A 3.0 cumulative GPA is required to graduate with the Honors College designation on the diploma. Students who present at the annual Honors Symposium earn distinction in honors.

University Policies

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 non-discrimination, visit https://wdcrrobcolp01.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.
DIRECTORY

LIU PHARMACY GENERAL INFORMATION:
718-488-1234

LIU PHARMACY ADMINISTRATION
DEAN—
  John M. Pezzuto, A.B., Ph.D.
  Rm. L108; 718-488-1004
ASSOCIATE DEAN FOR RESEARCH AND GRADUATE STUDIES—
  Anait S. Levenson, M.D., Ph.D.
  Rm. HS605; 718-246-6323
ASSOCIATE DEAN FOR ACADEMIC AND STUDENT AFFAIRS—
  Kenza E. Benzeroual, B.S., M.S., M.S., Ph.D.
  Rm. L130E; 718-488-1234
DIRECTOR, DIVISION OF PHARMACY PRACTICE—
  Anna Nogid, B.S., Pharm.D.
  Rm. LB04; 718-488-1270
DIRECTOR, DIVISION OF PHARMACEUTICAL SCIENCES—
  Rutesh Dave, B.S., Ph.D.
  Rm. HS603; 718-488-1101
DIRECTOR OF ASSESSMENT—
  Tina Zerilli, Pharm.D.
  Rm. L208; 718-780-6077
DIRECTOR, CONTINUING PROFESSIONAL EDUCATION—
  Joseph J. Bova, B.S., M.S.
  Rm. L207; 718-488-1065
DIRECTOR, CENTER OF TEACHING AND LEARNING
  Cheryl Evans, B.S., M.S., Ed.D.
  Rm. L208B; 718-780-6077
DIRECTOR OF PHARMACY ACADEMIC SERVICES—
  Rheba J. Jules, B.A., M.S., M.S.Ed.
  Rm. L130D; 718-488-3368
DIRECTOR, STUDENT AND PROFESSIONAL ACTIVITIES—
  Patrick J. Campbell, B.A., M.A.
  Rm. L123; 718-488-1241
DIRECTOR, PROGRAM SUPPORT SERVICES—
  Aruna Kissoon, B.A., M.S.
  Rm. HS614A; 718-780-4560
COORDINATOR, PHARMACY ACADEMIC ADVISING—
  Sandy Nelson, B.A., M.A.
  Rm. L130B; 718-488-1235
PHARMACY ACADEMIC ADVISORS—
  Kelly Kritz, B.S., M.S.Ed.
  Rm. L130C; 718-488-1693
  Thea Ogunusi, B.A., M.A.
  Rm. L130A; 718-780-6078
  Jessica Cocozza, M.S.
  Rm. L130B; 718-246-6112
PRE-PHARMACY ACADEMIC ADVISOR
  Joyce Lau, B.A., M.S.
  Rm. L124; 718-488-1238
DIRECTOR, EXPERIENTIAL EDUCATION—
  Jane Shtaynberg, Pharm.D.
  Rm. HS114E; 718-488-3469
FIELD COORDINATORS, EXPERIENTIAL EDUCATION—
  Peter Goldstein, B.S.
  Rm. HS114B; 718-780-6037
  Fernando Gonzalez, B.S., M.S.
  Rm. L207; 718-488-1636
  Tina Verveniotis
  Rm. HS114B; 718-780-6037
COORDINATORS OF EXPERIENTIAL EDUCATION—
  Shana Young, B.S.
  Rm. HS114C; 718-488-1232
DIRECTOR OF THE PHARMACEUTICAL CARE LABORATORY—
  Brian Yeung, Pharm.D.
  Rm. WL213; 718-488-3371
GRADUATE PROGRAMS COORDINATOR—
  Allison Kreech, B.A., M.A.
  Rm. HS613; 718-488-1062

LIU BROOKLYN GENERAL INFORMATION:
718-488-1000

ADMISSIONS
  Sloan 101; 718-488-1011
CAMPUS LIFE & CAREER SERVICES
  Pratt, 1st Floor; 718-488-1042
LIBRARY
  718-488-1680
PUBLIC SAFETY
  Rear, Metcalfe Building; 718-488-1078
DEVELOPMENT AND ALUMNI RELATIONS
  Rm. M101; 718-780-6562
ENROLLMENT SERVICES (Bursar, Financial Aid, Registrar)
  Sloan 310; 718-488-1037
LIU PROMISE
  Sloan 102; 718-488-1039
INFORMATION TECHNOLOGY
  Rm. LLC227; 718-488-3300
INTERNATIONAL STUDENT SERVICES
  Rm. M311; 718-488-1389
STUDENT SUPPORT SERVICES
  Rm. P410; 718-488-1044
<table>
<thead>
<tr>
<th>Fall 2017</th>
<th>Spring 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4 Labor Day-holiday</td>
<td>January 22 Weekday classes begin</td>
</tr>
<tr>
<td>September 5 Convocation Day</td>
<td>January 22 - February 4 Registration and program changes</td>
</tr>
<tr>
<td>September 6 Weekday classes begin</td>
<td>January 19 Awarding of January degrees</td>
</tr>
<tr>
<td>September 6 - 19 Registration and program changes</td>
<td>January 27-28 Semester classes meeting Saturday-Sunday begin</td>
</tr>
<tr>
<td>September 9-10 First weekend session classes begin</td>
<td>January 27-28 First weekend session classes begin</td>
</tr>
<tr>
<td>September 15 Awarding of September degrees</td>
<td>February 4 Registration and program changes end</td>
</tr>
<tr>
<td>September 19 Registration and program changes end</td>
<td>February 9 Last day to apply for May degree</td>
</tr>
<tr>
<td>October 6 Last day to apply for comprehensive examination</td>
<td>February 19 President's Day-no classes</td>
</tr>
<tr>
<td>October 9 Registration Begins for Spring 2018 (tentative date)</td>
<td>March 10-11 First weekend session final examinations</td>
</tr>
<tr>
<td>October 20 Last day to apply for January degree</td>
<td>March 12 Spring recess begins</td>
</tr>
<tr>
<td>October 21-22 First weekend session final examinations/last class meeting</td>
<td>March 19 Classes resume</td>
</tr>
<tr>
<td>October 28-29 Second weekend session classes begin</td>
<td>March 17-18 Second weekend session classes begin</td>
</tr>
<tr>
<td>November 7 Election Day-classes in session</td>
<td>April 6 Last day to withdraw from full-semester course(s)</td>
</tr>
<tr>
<td>November 10 Last day to withdraw from full-semester course(s)</td>
<td>May 4 Last day to submit thesis and complete degree requirements</td>
</tr>
<tr>
<td>November 22 Wednesday follows a Friday schedule</td>
<td>May 5 -6 Second weekend session final examinations</td>
</tr>
<tr>
<td>November 23 - November 26 Thanksgiving holiday</td>
<td>May 5 -6 Semester classes meeting Saturday-Sunday end</td>
</tr>
<tr>
<td>November 27 Classes resume</td>
<td>May 7 Semester classes meeting Monday through Friday end</td>
</tr>
<tr>
<td>December 16-17 Second weekend session final examinations/last class meeting</td>
<td>May 8-14 Final examinations-undergraduate and graduate</td>
</tr>
<tr>
<td>December 14 Semester classes meeting Monday through Friday end</td>
<td>May 15 (tentative) Commencement Ceremony (tentative)</td>
</tr>
<tr>
<td>December 15 Last day to submit thesis</td>
<td>May 18 Conferral of May degrees</td>
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<tr>
<td>December 15-21 Final examinations-undergraduate and graduate</td>
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<tr>
<td>December 22 Winter recess begins</td>
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<td>Summer I 2018</td>
<td>Summer II 2018</td>
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<tr>
<td>May 19-20</td>
<td>July 4</td>
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<tr>
<td>Weekend session classes begin</td>
<td>Independence Day - holiday</td>
</tr>
<tr>
<td>May 20</td>
<td>July 6</td>
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<tr>
<td>Last day to add Weekend Session Class</td>
<td>Last day to apply for September degree</td>
</tr>
<tr>
<td>May 21</td>
<td>July 6</td>
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<tr>
<td>Weekday classes begin</td>
<td>Last day to apply for comprehensive examination</td>
</tr>
<tr>
<td>May 23</td>
<td>July 7-8</td>
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<tr>
<td>Registration and program changes end</td>
<td>Weekend session classes begin</td>
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<tr>
<td>for weekday classes</td>
<td>July 8</td>
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<tr>
<td>May 26-28</td>
<td>Last day to add Weekend Session Class</td>
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<tr>
<td>Memorial Day-holiday</td>
<td>July 9</td>
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<tr>
<td>June 5</td>
<td>Weekday classes begin</td>
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<tr>
<td>Last day to withdraw from course(s)</td>
<td>July 10</td>
</tr>
<tr>
<td>July 2</td>
<td>Registration and program changes end for weekday classes</td>
</tr>
<tr>
<td>Last day of class</td>
<td>August 1</td>
</tr>
<tr>
<td>Last Class Meeting</td>
<td>Last day to withdraw from courses</td>
</tr>
<tr>
<td>Final examinations</td>
<td>August 16</td>
</tr>
<tr>
<td>June 30-July 1</td>
<td>Last day to submit thesis and complete degree requirements</td>
</tr>
<tr>
<td>Weekend session final examinations</td>
<td>August 17</td>
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<tr>
<td></td>
<td>Last weekday class</td>
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<td></td>
<td>Last Class Meeting</td>
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<td>Final examinations</td>
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<td>August 18-19</td>
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<tr>
<td></td>
<td>Weekend session final examinations</td>
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</tbody>
</table>
The LIU Brooklyn Honors College is a nationally recognized liberal arts program for undergraduate students in all disciplines at LIU Brooklyn. It is designed to assist students to become critical and independent thinkers. That goal is accomplished through an enriched core curriculum in small, seminar-style liberal arts classes that stress student participation and independent learning. The Honors College also gives students freedom to design their own majors (see contract major). Within the university, the Honors College mission is to develop an active community of learners, providing opportunities for intellectual support, social interaction, and leadership development.

The Honors College is active in national organizations representing honors students and undergraduate research. Honors College students are encouraged to shape their own education in a variety of ways. They may do so by taking a broad range of courses outside their areas of concentration, by attending national and regional conferences involving undergraduate research, and by participating in national and international Honors Semesters sponsored by the National Collegiate Honors Council (NCHC).

Admission to the Honors College requires an additional application process. Once admitted to LIU Brooklyn, students should apply directly to the Honors College.

For information, please contact the director's office at 718-780-4023, fax 718-780-4061 or email bkln-honors-staff@liu.edu.

James P. Clarke, Ph.D.,
Director

Melissa Antinori,
Associate Director
CAMPUS LIFE AT LIU BROOKLYN

Athletics

LIU Brooklyn Athletics is a member of the Northeast Conference in NCAA Division I, and currently supports 19 varsity sport programs that compete at the highest collegiate level in the country. The Blackbirds have won 12 league championships over the last four seasons, including three straight NEC titles in men’s track & field from 2014-16. LIU Brooklyn’s women’s volleyball team has won nine championships in the last 12 years and the softball program has won a league-high 13 titles in its history.

Campus Ministry

Roland Robinson
Division of Campus Life
Pratt 122
718-488-1042; bkln-campuslife@liu.edu

Campus Ministry at LIU Brooklyn dares to foster a community that takes its faith traditions very seriously. We challenge our members to be credible witnesses of their traditions of faith and to employ the best elements of the same in the services of our community.

As a diversified, multi-religious and ethnic community par excellence, we seek to enrich one another and our community with the values of our different traditions, and to collaborate ecumenically as advocates for justice, peace and reverence for life.

The sacred writings of the different religions serve as our guide for action. And our mode of operation is from campus to social outreach, from place of theory to place of reality, from feelings of concern to actions against poverty, hunger, disease and social injustice.

Our goal is to help our community develop the full potentials of their humanity, become better citizens and responsible inhabitants of our planet, and to die with a better hope.

Cultural Programs and Exhibitions

With three galleries, LIU Brooklyn presents monthly exhibitions of paintings, sculpture, photographs, prints, and other art forms by emerging and established artists. This thriving and diverse exhibition program, sponsored by the Department of Visual Arts, reflects LIU Brooklyn’s strong commitment to making an array of visual art accessible to both students and the community.

Gallery spaces include the Silena of visual art accessible to both students and the Department of Visual Arts, reflects LIU Brooklyn’s diverse exhibition program, sponsored by the emerging and established artists. This thriving and diverse exhibition program, sponsored by the Department of Visual Arts, reflects LIU Brooklyn’s mission.

Gallery showcases unique presentations of projects and installations, many of which could not be displayed anywhere else.

Living on Campus

Division of Campus Life
Pratt 122
718-488-1042; bkln-campuslife@liu.edu

Residence Life provides a safe, caring and respectful community where experiential interactions inspire learning, citizenship, leadership and holistic reflection aligned with the Long Island University mission.

Residents reside in one of three residential halls. Richard L. Connolly Hall is a 16-story building of standard, suite, and apartment spaces for freshmen, sophomore, and junior class residents. Seniors live in the 1 Hoyt Street which is comprised of suites and apartment spaces.

Graduate students reside in 490 Fulton a three-floor all-apartment residence.

All residential students are required to participate in one of the University Meal Plan options. All residences offer free wireless internet, cable, study lounges, recreation rooms, TV lounges, laundry rooms, 24 hours/day security officers, and dedicated professional and paraprofessional staff.

Typical residential spaces include an extra-long twin sized bed, desk, desk chair, dresser, MicroFrige, wardrobe unit/closet, AC, and personal digital safe.

Public Safety

Emergencies: 718-488-1078
Non-Emergencies: 718-488-1078

The Department of Public Safety at LIU Brooklyn is located in the rear of Metcalfe building, opposite the Pharmacy building. The department has a full-time staff that consists of a director, three tour commanders, three lieutenants, three desk sergeants, 45 public safety officers, and an administrative assistant.

Public safety officers are licensed by the State of New York and are trained, certified and registered pursuant to the New York State Security Guard Act of 1992. The department serves the campus 24 hours a day, 7 days a week year-round and may be reached by dialing 1078 on campus telephones (add prefix 488 when using outside lines).

The Department of Public Safety is concerned with the welfare and safety of all members of the campus community and their guests. The activities of the Department of Public Safety are enhanced by its close relationship with the 84th and 88th Precinct, who shares the responsibility of maintaining law and order on the campus.

This agency often notifies the department of any off-campus arrest involving members of our campus community if there is a perceived threat to the welfare of the other members.

Public safety officers are not police officers, but they do handle criminal acts and crime scenes until the police department arrives. Suspects are identified and detained for action by the arriving police personnel.

Annual Campus Security Report

In accordance with the provisions of the Jeanne Clery Act, LIU Brooklyn’s annual security report includes statistics for their previous three calendar years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by LIU Brooklyn; and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security issues, such as those concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assaults, hate crimes, and other relevant matter.

Emergency Management

LIU Brooklyn’s 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, LIU Brooklyn’s Emergency Notification System is enabled to instantly and simultaneously contact LIU Brooklyn students, faculty and staff via Long Island University email, Web site notifications and text messaging to those who register their cell phones with the university.

Emergency Management Managers assist Public Safety in disseminating information in their designated building and have been trained in “Evacuation” and “Shelter-in-Place” procedures. LIU Brooklyn 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 LIU Brooklyn homepage, our emergency closings hotline (718-488-1000 or 718-488-1078), as well as local radio and television stations.

Student Life

Division of Campus Life
Pratt 122, 718-488-1042
bkln-campuslife@liu.edu

LIU Brooklyn’s Office of Student Life facilitates the development of students, and hones their personal and organizational leadership skills by providing opportunities for participation in co-curricular, cultural, social, civic, community and wellness programs. The core values of student life are leadership, integrity, service, community, diversity, learning, and school spirit, and we carry out our mission primarily through our oversight of clubs and organizations, leadership training programs, evening programs, civic and community programs.
All students in good standing are encouraged to take part in co-curricular activities. Programs offered through the Office of Student Life are funded by student activity fees. The distribution of the student activity fee promotes a progressive and student-centered program.

**Student Organizations**

We guide and assist over 80 student organizations in planning, organizing and implementing of each group’s goals and events. Our student organizations include social, academic, cultural, religious groups and honor societies. In addition, we oversee the student media coalition which is comprised of: WLIU Radio, a state-of-the-art radio station, WLIU DJ Mobile Unit, Seawanahaka Newspaper, Sound Yearbook, and LIU Television.

**Leadership Training**

Student life provides annual leadership training for all students involved in student organizations at leadership retreats. We also offer trainings and workshops throughout the year.

**Avena Lounge**

The Avena Lounge is a student area complete with opportunities for building business management and event planning skills. The lounge has a game room, kitchen for special events and general programming space. Student employment is also available in Avena Lounge.

**Evening Recreation Program**

Our dynamic evening recreation program is multi-faceted ranging from basketball, tennis and African/Caribbean Dance to board games, table tennis and X-Box game tournaments. Students in the program compete in national and local tournaments. The program also sponsors trips to professional sporting events, including The New York Rangers and Islander’s hockey, New York Knicks and Brooklyn Nets basketball, New York Mets and Yankees baseball, and New York Jets and Giants football.

**Civic and Community Program**

Student Life encourages students to be knowledgeable and engaged citizens. The office registers over 400 students per year in our various voter registration drives.

Additionally, the office sponsors “LIU Gives Back Month” in the month of March, and other service opportunities. Past initiatives, throughout the year, have included fundraising for various benefits such as Relay for Life, Hurricane Sandy relief, breast cancer research etc., an alternative spring break trip, several blood drives throughout the year, clothing and book drives, holiday celebrations for children in the community and several others. All students and members of student organization in particular are encouraged to participate in community service each year.

**Student Government Association**

All enrolled students are members of the Student Government Association (SGA). The executive officers of the SGA, along with the elected representatives from each class, constitute the SGA Council. Some of the Student Council’s many duties include allocating of funds to all campus organizations; approving the formation of new organizations; and sponsoring extracurricular programs of intellectual, cultural and social appeal for the student body. In addition to its administrative functions, the SGA Council acts as a liaison between the student body and the faculty and administration. In addition, each student organization has representation on the SGA senate.
With the opening of the Wellness, Recreation and Athletic Center - now the Steinberg Wellness Center - in 2006, the Paramount Gym has become a multipurpose venue used by the university for events, shows, dinners, classes and intramural sports. Because of its unique history, majestic ceiling and hand carved wall fixture, the gym as become a site that outside businesses and the Brooklyn Community love to use for events.

Downtown Brooklyn Speech-Language Hearing Clinic

The Downtown Brooklyn Speech-Language-Hearing Clinic, located in the Fort Greene/Downtown Brooklyn community, is a vital part LIU-Brooklyn’s graduate program in Communication Sciences and Disorders. Our state-of-the-art center employs speech-language pathologists who serve as clinical faculty and supervisors to our graduate interns. Clinical staff are licensed by the NY State Office of the Professions, and certified by the American Speech-Language-Hearing Association (ASHA) and the New York State Department of Education. The graduate program is accredited by the Council on Academic Accreditation of ASHA.

If you believe that you, or someone you know, has a speech-language, swallowing or hearing problem, call us at 718-488-3480. Our fees for services are affordable. We also have a reduced fee schedule, if needed.

Kumble Theater for the Performing Arts

Kumble Theater for the Performing Arts at LIU Brooklyn is a dynamic, state-of-the-art performance venue serving one of the most diverse campuses and communities in the country. It is designed to nourish artistic exploration and development by students and other emerging artists while providing the entire community greater access to an exciting range of quality classical and cutting-edge professional performances from around the world.

Impeccably crafted for the dramatic and technical demands of dance, music and theatrical productions, this elegant, 320-seat theater provides finely tuned acoustics and top-tier lighting, projection and other electronic capabilities. With a stage featuring a “spring” floor extending to the seating area, the theater fosters an intimacy between performers and their audiences.

This extraordinary theater was made possible through the generosity of LIU Trustee Steven J. Kumble. It is part of an ambitious campus renovation that created an extensive performing arts complex also featuring a black box theater, dance studios and a glass-enclosed art gallery. Among other major supporters of the performing arts complex are the EAB/Citigroup Foundation, through former LIU Board of Trustees Chair Edward Travaglianti, LIU trustee emeritus Donald H. Elliott, former LIU trustee Bruce C. Ratner, the City of New York and the Independence Community Foundation.

LIU Pharmacy

FACILITIES AT LIU BROOKLYN

After School Program - FUN (Family UNiversity)

Guin Ellsworth, FUN After School Director, 718-246-6488
Charlotte Marchant, School of Education, 718-246-6496

The Family University (FUN) Program has been designed to serve financially eligible LIU Brooklyn students and their children by offering after school and evening programming for students with school-age children on a sliding fee scale. FUN is located within the Learning Center for Educators & Families (LCEF), a vital site for inquiry and learning and part of LIU’s School of Education at 9 Hanover Place. With support from LIU Brooklyn and the School of Education, we are able to provide a safe space for children to engage in community-building, explore their creativity through arts and literacy based activities, receive help with their schoolwork and eat a healthy dinner - leaving parents free to pursue their own education. FUN is open Monday-Thursday, 3:30 pm - 8:30 pm, Fall & Spring semesters. Fees range from $25-$100 per LIU student, per semester. Registration is ongoing. FUN is funded through the Child Care Access Means Parents In Schools (CCAMPIS) program of the US Department of Education, accredited by the Council On Accreditation (COA) and licensed by the New York State Office of Children and Family Services (OCFS).

Arnold & Marie Schwartz Gym

The Brooklyn Paramount Theater opened on November 23, 1928. At the time of its opening it was the second largest theater in New York with 4,500 seats. Once considered the most beautiful motion picture theater in the world, it was the first designed theater for movies with sound. Dubbing as a concert hall, many famous musicians such as Ella Fitzgerald, Miles Davis, Duke Ellington, Chuck Berry and Buddy Holly all graced the theater with their musical presence.

In 1962, a transformation began to turn the historic Paramount Theater into the Arnold and Marie Schwartz Athletic Center. Though modified into an athletic center, all the original decorative detail on the walls and ceiling were preserved. In addition to the preservation of the structure, the world famous Wurlitzer organ is housed and still operational underneath the basketball court. The Arnold and Marie Schwartz Athletic Center became home to the LIU basketball and volleyball squads. Officially opening in 1963, it was the Blackbird’s home until the opening of the Wellness, Recreation and Athletic center in 2006.

Kumble Theatre for the Performing Arts

The Kumble Theatre for the Performing Arts is LIU Brooklyn's state-of-the-art performing arts venue. It is a dynamic, multipurpose space that serves a variety of needs, from lectures to musical events.

LIU Pharmacy Bulletin 2017 - 2018

The Psychological Services Center

Seymour Pardo, Director
718-488-1266

At our Psychological Services Center, free and confidential personal counseling is offered to students by supervised doctoral candidates in Clinical Psychology. Students experiencing stress in relation to academic, social or family situations or students who simply feel they are not living up to their full potential for various reasons may benefit from speaking to someone at the center. Whether stress is interfering with a student’s ability to do his/her best at school or is affecting the student’s family or social life, talking can help.

The Psychological Services Center is located on the fifth floor of the Pratt Building, room 510, and is open on Mondays and Thursdays from 9 a.m. to 4 p.m., Tuesdays 11 a.m. to 4 p.m., and Fridays from 10 a.m. to 3 p.m. Students can call to make an appointment or just stop by.
which includes an elevating floor to allow for easy access and varied water levels, an underwater treadmill with speeds up to 8.5 mph, underwater video camera and viewing monitors, body weight-support harness system, adjustable temperature control, and jets that propel water and can be used to resist movement and to challenge a person’s balance.

The Center for Physical Rehabilitation is a state-of-the-art facility that offers a wide range of physical therapy services to the LIU Brooklyn community as well as to residents of the surrounding community. The Center provides a “hands-on” approach for a broad array of physical issues and offers a customized treatment plan that is tailored to your specific health needs. We pride ourselves on delivering individualized care by licensed physical therapists who are experts in treating a diverse client population.

The Harriet Rothkopf Heilbrunn Academic Nursing Center is also located in the cellar level of the Steinberg Wellness Center. The HRH Academic Nursing Center’s mission is to reduce health disparities among high-risk populations by providing accessible and affordable, primary, secondary and tertiary prevention activities focusing on risk assessment, education, counseling, and referral for vulnerable, underserved populations in downtown Brooklyn including the students and employees of LIU Brooklyn. The center provides free health screenings, programs to monitor existing health conditions, mammogram and HIV testing and counseling and support programs.

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**Student-Run Businesses**

LIU students learn what it takes to run a business by running a business. Students are involved in every facet of operations, from product selection and marketing to sales management and bookkeeping. Profits from LIU’s student-run businesses support student scholarships, along with new business initiatives to create real-world business experiences for more students.

**Browse**

Browse offers a selection of popular technology brands and products, and is an authorized Apple products retailer. Students will find all the tools they need to power their LIU Brooklyn experience, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories. Students will benefit from the IT help desk, which they can use as a resource for technological needs and questions. In addition, students working in the store will gain expertise as they work alongside certified Apple service help desk technicians.

Browse is a Dell university campus store and special discounts are available for LIU Community members.

**Healthy Zone**

Healthy Zone is LIU Brooklyn’s newest student-run business, located on the third floor of the Library Learning Center. The shop offers wholesome food, including many kosher-friendly items, and is managed by students under the direction of the Center for Entrepreneurship.
LIU offers a variety of support services to aid students in achieving their personal and professional goals and make the most of their educational experience. This includes programs designed to serve a diverse variety of students at various stages of their development and address a broad range of individual needs and challenges.

LIU Promise primarily works with first-year students as well as some transfer students and continues to provide guidance and support through graduation. Graduate students and some upper-class students are served through the Office of Enrollment Services as well as advisors within their home departments. Working in concert, LIU Promise, Enrollment Services and Campus Life strive to accommodate the entire LIU student body and promote student retention.

Using the My LIU portal at https://my.liu.edu, you can view your financial aid status and account activity, make online payments, schedule appointments with LIU Promise Success Coaches or Enrollment Services Coaches, and view "to do" items and "holds" that need to be resolved to continue the enrollment process. Additionally, LIU Promise Success Coaches and Enrollment Services Coaches will provide both you and your family continuous support and service throughout your time as an LIU student.

### Alumni Community

**Alumni Community**

**Office of Development and Alumni Relations**

718-780-6562

The Office of Alumni Relations and Development is dedicated to advancing LIU’s mission of Access and Excellence. Guided by the university’s strategic priorities, the office nurtures lifelong relationships with alumni, parents, friends, and organizations that result in volunteer engagement and philanthropic support. All students of LIU Brooklyn are members of the alumni community upon graduation.

**Alumni Benefits**

The Alumni community of LIU receives access to a lifetime of benefits designed to keep alumni connected to one another:

#### Furthering Your Education

**Graduate Alumni Award:** Graduates who want to pursue their first master’s degree are eligible for a $1,000 scholarship each year. Students must enroll in six credits per semester.

**Summer Camp discount:** Enjoy a one-time 15% discount at LIU Post Youth Camps and the Children’s Academy at LIU Brooklyn.

#### Visiting Campus

**Enjoy the performing arts:** alumni receive a 10% discount at the Tillett Center for the Performing Arts at LIU Post and receive discounted tickets at the student price at Kumble Theater for the Performing Arts at LIU Brooklyn.

**Stay healthy:** alumni receive a discounted membership fee to join the Pratt Recreation Center at LIU Post and the Wellness Recreation and Athletic Center (WRAC) at LIU Brooklyn.

**Library resources:** alumni receive access to LIU’s large and diverse university libraries and computer labs, including a 10% discount at the campus bookstores.

**Retail Discounts**

**GEICO:** alumni receive discounted insurance through GEICO, visit www.geico.com/alum/liu

All LIU Brooklyn alumni are encouraged to support the Fund for LIU, which provides assistance to LIU students in need through vital financial aid programs. To obtain an alumni identification card, update your contact information, or to learn more about benefits and volunteer opportunities, please contact the Office of Development and Alumni Relations at 718-780-6562 or email Bklnalumni@liu.edu. The office is located in the Metcalfe building, room M101.

### We Have Everything You Need to Succeed

**School Supplies**

**Pentel, Bic Papermate Pens/Pencils, Oxford Index Cards, Five Star Notebooks, Etc.**

**Technology & Electronics**

**HP, Texas Instrument, Case Logic, Etc.**

**LIU Brooklyn Apparel & Gifts**

**Under Armour, Champion, Jansport, Alta Gracia, Etc.**

**Snacks & More**

**Energy Bars, Candy Bars, Beverages, Burts Bees, Etc.**

### Join Our Team

**Fun Environment**

**Earn Competitive Wages in a Professional Working Environment; Apply Online:**

www.bncollegejobs.com

**Employee Discount**

**Discount on Textbooks and Other Bookstore Merchandise**

**We're Flexible**

**We'll Partner with you to Create a Work Schedule that Works with Your Classes**

**Location - We're Right on Campus, Near Everywhere Else You Need to be**

Join our students loyalty program and save 25% on one LIU apparel Item.

LIU Blue Thursday- Wear blue on Thursdays to receive a special 10% discount on one Apparel Item In Store only

To sign up, visit: www.welcometoclassof.com

### Center for Learning and Academic Success

Dr. William Burgos, Director

718-488-1094

Location: LLC, 4th Fl.

Hours: Monday – Thursday, 10 a.m. - 7 p.m.
Friday, 10 a.m. - 5 p.m.

Online Tutoring Available, various hours 7 days a week, through Blackboard.

The Center for Learning and Academic Success (CLAS), located in the Library Learning Center, on the 4th Floor, offers quality one-on-one and small-group tutoring across the disciplines to undergraduates of LIU Brooklyn. We provide...
assistance in mathematics, business, languages, and the humanities, as well as the social, physical and health sciences. Tutoring sessions are designed to supplement in-class work and focus on providing opportunities for active learning, self-reflection, and collaborative study. Tutors, acting as educational mentors rather than instructors, focus not on teaching content and completing homework assignments, but on posing problems and putting course subjects into practice through critical thinking and re-examination. We want to help you become a better learner. We offer weekly one-on-one or small-group sessions, walk-in tutoring sessions, online tutoring, targeted group workshops, study skills support, mid-term & final exam review sessions, and assistance with forming study groups.

**English Language Institute**

Noga La'or, Director  
Phone: 718-488-1323; 718-780-4361  
E-mail: bkln-esl@liu.edu  
Location: LLC, 4th Floor  
Hours: Monday – Thursday, 9 a.m. – 6 p.m.  
Friday, 9 a.m. – 5 p.m.

The English Language Institute offers both intensive and non-intensive English language programs for international students, immigrants, and refugees who wish to improve their language skills. Classes include conversation and listening, reading and vocabulary, Grammar, and writing. Full- and part-time preparation courses for the TOEFL (Test of English as a Foreign Language) are also offered, as well as elective classes focusing on accent reduction, increasing oral fluency, writing research papers, preparation for the TOEFL (Test of English as a Foreign Language) and IELTS (International English Language Testing System) exams. Classes are taught mornings, afternoons, and evenings, Monday-Thursday, throughout the year; F-1 (student) visas and financial aid are available for qualified students. The English Language Institute is located in the Library Learning Center, 4th Floor.

**Enrollment Services**

Incoming LIU students who are not assigned a Student Success Coach are assigned an Enrollment Services Coach. Enrollment Services Coaches guide and assist transfer undergraduate students as well as graduate students from their first semester at LIU to graduation. This includes keeping up with academic progress and degree requirements, as well as managing financial aid issues.  

Students are responsible for registering for classes through the My LIU student portal. As such, they should stay in close contact with their Enrollment or Success Coach to plan for their enrollment date.  

Students with questions regarding the academic counseling program should contact their academic advisor.

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**First Year Seminar (FYS 1)**

1 credit course

The First Year Seminar is designed to help first-time freshmen and transfer students’ transition into successful members of the LIU community. This includes developing critical thinking, reading and reflective writing skills through the incorporation of the common read and the creation of a digital portfolio. The course is also meant to refine students’ approach to college learning and instill a respect and appreciation for the value of a liberal arts and science education.  

The First Year Seminar is taught by instructors from various LIU departments, including faculty members, success coaches and administrators, who work in cooperation with their students’ respective coaches to ensure a successful transition to life at LIU.

**Information Technology**

George Baroudi, Vice President for Information Technology & CIO

Information Technology’s (IT) role has transformed from being two divisions of academic computing and administrative computing services into a single unit that facilitates and fosters technology innovations across the institution – moving the university ahead of the technology curve to build a competitive edge in higher education and to offer modern tools to our students, faculty, staff members and administrators.  

The Office of Information Technology is responsible for managing all aspects of the university’s information technology operations, including academic and administrative systems and computing, databases, dashboards, networking, audiovisual, video and telecommunications infrastructure, academic computer labs and smart classroom spaces. IT maintains 30,000 internet-capable devices and 826 analog/digital telephones and 859 Cisco IP phones. That includes fiber optic and copper infrastructure throughout the buildings, firewall and security access, and wireless internet access. IT provides off-site facilities support to Hanover, Hoyt and Fulton Street residence halls, Steinberg Wellness Center, the Steiner Studios at the Navy Yard (screen writers program), Westchester and Rockland campuses. IT also maintains the campus’ security camera systems, electronic door locks to all dorms and most classrooms, cafeteria and retail space cash registers, Kronos Timekeeper for the facilities staff, campus videconferencing and campus plasma displays, electronic and web signage.  

Information Technology also provides oversight for university-wide information systems, compliance and security in accordance with policies set forth by University Counsel.

Information Technology collaborates with Academic Affairs to implement a unified, comprehensive learning management system and online education initiatives. Information Technology also manages business process improvement initiatives across the university. As a further extension of the university’s commitment to providing students with unique, real-world learning opportunities, LIU Information Technology recently opened the doors to Browse, LIU’s on-campus technology store, an authorized technology products retailer that offers popular technology brands and products, from tablets and notebooks to all-in-one desktop computers and gaming consoles, as well as accessories, at discounted rates for LIU faculty, students, and staff with a valid LIU ID. Students who are hired in Browse as store associates play an important role in the Browse’s day-to-day operations and gain professional skills as they work alongside certified service help desk technicians. Students have the opportunity to learn about retail, customer service, business management, entrepreneurship, small business operations, supply chain management, e-commerce, as well as networking and technology troubleshooting, work experience that helps students to build a professional résumé prior to graduation. Students are encouraged to come to Browse for helpdesk support issues.

Faculty members have a specialized resource: the Faculty Technology Resource Center. The FTRC locations at each campus facilitate utilization of the Blackboard learning management system along with other teaching and learning tools. The FTRC provides consulting, design, and programming for custom multimedia applications, digitization of educational resources, and provide and maintain public work spaces created specifically for faculty curricular development and staff technology training use. The FTRC staff is available for individual consultation, and also offers workshops and presentations in the latest uses of technology in the classroom.

**My LIU**

My LIU portal provides students with convenient access to information about their records. By logging onto https://my.liu.edu, students may view their schedule of classes, register for courses, obtain their grades, request transcripts, and apply for graduation. They may also view financial aid awards, billing information, make online payments, accept and decline federal loans and Federal College Work Study, and make an appointment to see counselors. For more information, please visit or contact Browse.

**Student Helpdesk**

Browse’s helpdesk, run by student store associates, offers students with technology purchasing support and IT helpdesk services.

**Student Email**

Each student is assigned a university email
address to use for corresponding with university faculty and staff. Students can check their email by logging into https://my.liu.edu. If you have any trouble accessing your My LIU account, please check with the helpdesk at Browse at LIU Brooklyn on Dekalb Avenue.

IT Website: http://it.liu.edu
IT Email: IT@LIU.edu
Phone: 718-488-3300

International Student Services

Steve A. Chin, Director
Phone: 718-488-1389
Fax: 718-780-6110
E-mail: steve.chin@liu.edu

The Office of International Student Services provides special services to students from abroad and responds to their unique needs and problems. It gives information and sees to it that the resources available on campus are being used. It also guides and helps students with immigration and personal matters. All international students are required to contact the Office of International Student Services as soon as possible after registration. Special orientation programs are given during the fall and spring semesters. The office is a source of reference for international students on F-1, M-1 and J-1 visas.

LIU Promise

You'll Succeed. We Promise.

The LIU Promise is our commitment to ensuring you have the right tools, guidance and support to achieve your goals. When you apply to LIU, you will be assigned an LIU Promise Success Coach who will be there for you through graduation. Your coach will be the point of contact for everything you need—from academic and career counseling to campus activities to financial aid. It’s our promise to help you chart your success!

Your LIU Promise Success Coach will work with you one-on-one to:
• Fast-track the enrollment process
• Help you select the right major
• Find the right scholarships for you
• Construct a financial plan to fund your education
• Introduce you to our vibrant campus life
• Identify internships and study-abroad opportunities
• Create an e-portfolio to showcase your work
• Launch your career, connecting you with employers before graduation

LIU Promise Career Success provides a comprehensive array of career services and programs to help LIU Brooklyn students navigate the career planning process and prepare for their professional careers. Students should meet with a coach often during your college years to successfully navigate the career planning process and utilize LIU Career Connect, our online internship/job database and career management system.

Contact LIU Promise
Sloan 102, 1 University Plaza
718-488-1039
bkln-promise@liu.edu

Mathematics Center

Dung Duong, Assistant Director
718-246-6317
Hours: Monday – Thursday: 10 a.m. – 7 p.m.
Friday: 10 a.m. – 5 p.m.
Saturday: 10 a.m. – 3 p.m.

The Mathematics Center, located in room M1105, offers students the opportunity to develop basic mathematics skills required for mathematics problem solving, as well as logical and analytical thinking by offering the non-credit courses DSM-01 and DSM-09. Tutors are available as well as opportunities to learn how to use software in personal computers. The Mathematics Center is a place where all students will be able to enhance their knowledge and understanding of mathematics. All students are able to visit the Mathematics Center to obtain free tutoring. The Mathematics Center provides help and tutoring for all students taking freshman level mathematics for academic credit. The Mathematics Center is not only a place for students with mathematics related problems on specific subjects, it is also a challenging work site for advanced students in all areas of studies where mathematics involved. The Mathematics Center always welcomes walk-in students. In addition, individual tutors are available to assist with the use of software applicable to other areas of study—biology, chemistry, physics, pharmacy—offering useful tools for a better analysis and understanding of those disciplines. All students are eligible to participate, either voluntarily or upon instructor referral.

Multimedia Language Laboratory

Peter Kravsky, Associate Director
718-780-4568
Location: L.L.C-021
Hours: Monday, Tuesday, Thursday, 8 a.m. – 6 p.m.
Wednesday, 8 a.m. - 8 p.m.
Friday, 9 a.m. – 5 p.m.

The Multimedia Language Laboratory enables students of foreign languages as well as English as a Second Language (ESL) to improve their language skills at their own pace, either individually or collaboratively, using a full range of interactive language learning software. The Multimedia Language Laboratory provides a learning environment where students can:
• test their comprehension on any items covered in class,
• check their understanding of grammar and spelling,
• read a variety of material and check their comprehension through viewing and hearing material in the target language.

Student Support Services

Joanne Hyppolite, Ph.D, Director
718-488-1044

Student Support Services is a federally funded TRIO program which aims to encourage and assist students who are traditionally under-represented (first generation, low income) in postsecondary education, as well as provide qualified students with disabilities with appropriate academic accommodations and support needed to ensure equal access, in the preparation for, entry to, and completion of a post secondary degree.

The Office of Student Support Services provides opportunities for academic development with the aim of increasing the retention and graduation rates of its students. This is done by:
• Pairing all registered students with an Education Specialist who will work individually with students to provide personal and academic counseling, devise and implement interventions, and serve as a liaison between students, and on-campus resources.
• Providing classroom and Exam accommodations for qualified students with a disability.
• Providing technology & Textbook Loaner program for students.
• Social Skills & Advocacy Groups, Technology Workshops, and Career Counseling.
• Academic Support- ensuring the students receive mandatory tutoring and participate in Math/English workshops.

Student Support Services currently provides reasonable accommodations for a myriad of disabilities. These include but are not limited to: Psychiatric/Psychological, Neurological Physical disabilities/Mobility Impairments, Sensory Impairments, Chronic Medical and Learning Disabilities.

Students who wish to receive accommodations must self-identify to the Office of Student Support Services.

In order to receive accommodations under the Americans with Disabilities Act a current or incoming student must:
• have a physical or mental impairment which substantially limits any major life activity
• have a record of such an impairment
• be regarded as having such an impairment

Students who wish to receive accommodations must self-identify to the Office of Student Support Services.

For additional information please contact our office at the number above or visit our website www.liu.edu/Brooklyn/StudentLife/SSS.
Testing Center

Andres Marulanda, Director
718-488-1392
Location: Pratt, Suite 110
Hours: Monday – Thursday, 9 a.m. - 6 p.m.
      Friday, 9 a.m. - 5 p.m.

The Testing Center is committed to provide a nurturing, informative environment for students taking the LIU Brooklyn Placement Examination or other examinations deemed necessary by the university community. The placement examination is administered on campus or electronically through the Online Writing Assessment. Our Testing Center supports student success by ensuring that entering students are placed in appropriate English and mathematics courses. Other examinations administered by the center include retests and exemption exams such as the Math 10 and language exams, Ability-to-Benefit exams required for some students for financial aid and exams to fulfill the core curriculum computer literacy graduation requirement. Support and appropriate arrangements are available for out-of-state students or applicants with qualifying disabilities.

The Testing Center works collaboratively with the campus community and supports academic departments by providing testing and proctoring services. The office administers the Teaching and Learning Assessment, the HESI A2 Nursing exam, diagnostic tests including the ASSET and Accuplacer exams, and other professional and certification examinations including the CST, CPT, and CSCS, among others.

Veteran Services

LIU Brooklyn has a proud and distinguished history of serving its nation’s military veterans and active duty service members. Our supportive community of staff and faculty is dedicated to seeing you succeed in your education, your career and your life. To accomplish this mission, LIU Brooklyn provides the resources needed to pursue your education while balancing the demands of life both inside and outside the classroom.

For additional information, our Veterans School Certifying Official can be reached at 718-488-1587; email: bkln-milvets@liu.edu.

Writing Center

Donald McCrary, Director
Lynn Hassan, Associate Director
718-488-1095
Hours: Monday-Thursday: 9 a.m.-8 p.m.
      Friday: 9 a.m.-5 p.m.
      Saturday: 10 a.m.-4 p.m.

The Writing Center, located in Room H-218, offers one-on-one and small group tutoring to all LIU Brooklyn students. Its mission is to help students become better writers over time. Tutors work with students at all stages of the writing process: understanding an assignment, drafting an essay, learning more effective reading strategies, developing and supporting arguments, and learning how to proofread and edit papers. Students may register for ongoing weekly 50-minute sessions, one-time appointments, or distance tutoring. The Writing Center also serves as an on-campus resource and reference center for writing instruction and, through its Student Writing Group Project, works closely with the Writing Across the Curriculum (WAC) program, offering in-class writing workshops across the disciplines. Students registered at the Writing Center are welcome to use the dual-platform computer lab.
POLICIES AND REGULATIONS AFFECTING STUDENTS

This section is provided for informational purposes. It should not be construed to be a comprehensive presentation of all policies and regulations that affect students of LIU Pharmacy but rather as a distillation of those policies and regulations of which every student should be aware.

Standards of Professional and 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 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.

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.

INTEGRATE 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 Honor 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 emailing lectures without permission of the faculty member or instructor

For further information about what constitutes plagiarism, the student is referred to: https://owl.english.purdue.edu/owl/section/3/33.
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 https://o
• 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
• 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 advisor, 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 Alcoholic 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.

LIU Pharmacy Violations of Standards of Professional and Ethical Behavior and Academic Integrity

Students accused of violating the college’s standards of professional and ethical behavior and academic integrity are subject, upon admission of the same, to disciplinary action. Disciplinary actions may include suspension or dismissal from LIU Pharmacy or specific forms of remediation, such as completion of a course on ethics, service requirements to the college or other not-for-profit or charitable organizations or agencies as the college may specify. In cases where the student denies the accusations a Disciplinary Committee consisting of members of the faculty and student representation will be convened to hear the accusations and hear defense on the part of the student. All parties involved may request the presence of other individuals with knowledge pertinent to the case to present evidence. The Disciplinary Committee will present its finding of fact and recommendations as to the disposition of the case to the associate dean for academic and student affairs (or the associate dean for research and graduate studies for students enrolled in the college’s graduate programs). Students are advised that they may request the presence of counsel for said hearings only for purposes of observation and advice. Counsel is not afforded the opportunity to question those appearing before the committee or to advocate on behalf of the student. Decisions of the Disciplinary Committee and/or the associate dean for academic and student affairs (or the associate dean for research and graduate studies for students enrolled in the college’s graduate programs) 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 LIU Pharmacy.

LIU Pharmacy Grievance and Disciplinary Procedure

Students at LIU Pharmacy may expect a scrupulous regard for their rights as students and individuals and should expect to be treated fairly and with courtesy by all members of the academic community. In any matter in which students feel that their rights have been violated, or in matters of
serious dispute with members of the administration or faculty, students may avail themselves of the following formal grievance procedure:

1. The student will write out a clear statement of the grievance.
2. The student may submit this statement to the staff member involved. The student will be given a written response within a reasonable time.
3. If the student is not satisfied with the response, or initially, if preferred, the student may submit a statement to the appropriate division director or department head. The director will review the matter and provide the student with a written response within a reasonable period of time.
4. After a student receives a response from the division director, a disciplinary committee may be convened upon the request of the student, the faculty member or the administration. This committee advises either the associate dean for academic and student affairs (Doctor of Pharmacy students) or the associate dean for research and graduate studies (graduate students) regarding the matter; the respective dean’s decision is then communicated to the concerned parties. The appropriate dean may initiate disciplinary proceedings upon request of a faculty member or division director.
5. If still not satisfied, the student may institute a formal complaint with the dean of the college in which he or she is enrolled. The dean will review the matter, hear the student and staff member where appropriate, and see that the proper action is taken.

This procedure shall be a formal grievance procedure for the resolution of all student grievances and disciplinary matters, including those alleging actions prohibited by legislation.

Policy for Student Complaints Relating to Accreditation Council for Pharmacy Education (ACPE) Standards, Policies and Procedures

ACPE is required to demonstrate to the U.S. Secretary of Education its expectations regarding a program’s recording and handling of student complaints. In addition, ACPE must demonstrate a link between its review of complaints and its evaluation of a program in the accreditation process. Therefore, ACPE has adopted the following policy: “The colleges and schools of pharmacy have an obligation to respond to any written complaints by students lodged against the college or school of pharmacy, or the pharmacy program that are related to the standards and the policies and procedures of ACPE. The college or school of pharmacy shall establish, implement and maintain a student complaint procedure that affords the complainant fundamental procedural due process. The college or school of pharmacy should communicate the complaint policy to students. The college or school of pharmacy, or the pharmacy program, shall maintain a file that contains the written complaint, a written record of each step of the complaint procedure and the outcome, except as otherwise prohibited by state or federal law. The files shall be made available for inspection to ACPE at on-site evaluations, or otherwise at ACPE’s written request. The findings of this inspection, and the resulting implication(s) to the accreditation of the professional program, shall be noted in the Evaluation Team Report.” In order to comply with the ACPE policy regarding student complaints relating to ACPE standards, policies and procedures, the policy of LIU Pharmacy is to provide:

1. Student access to ACPE standards, policies and procedures
2. Communication of complaint policy to students
3. Procedure for student complaints

Student Access, Posting and Communication of Policy

A copy of ACPE standards, policies and procedures and a copy of the LIU Pharmacy policy relating to this issue are available in the Office of the Dean. It is available for review by any student enrolled in LIU Pharmacy, but may not be removed from the Office of the Dean.

A copy of ACPE standards, policies and procedures is also available on the ACPE website, www.acpe-accredit.org. The following shall serve as the notification to students of the complaint policy and the procedure for student complaints:

Complaint Policy and Procedure for Student Complaints

The grievance procedure for students shall require a formal written complaint describing the specific violation of ACPE standards, policies or procedures. The written complaint should include a description of the ACPE standard, policy or procedure in question; grounds for appeal; a summary of the argument; and supporting evidence. This shall be delivered to the Office of the Dean of LIU Pharmacy. Upon receipt of a written complaint, an ACPE Grievance Committee, composed of the division directors, chairs of the Curriculum and Scholastic Committees, the associate dean for Academic and Student Affairs and a student representative, shall be convened to review the complaint. A formal, written reply to the student(s) from the Grievance Committee shall include an evaluation of the complaint, a description of any violations, and a proposal for any necessary corrective action. This process shall usually take no longer than 90 days. Decisions of the Grievance Committee that demonstrate arbitrary and capricious treatment or are fundamentally unfair may be appealed, as a final step, to the dean of LIU Pharmacy. This process is the sole avenue for student complaints regarding ACPE standards, policies and procedures.

A record containing student complaints and written records of the complaint procedure and outcomes shall be maintained in the Office of the Dean of LIU Pharmacy, and shall be available for review by ACPE or its representatives upon written request or in the process of an on-site evaluation visit.

LIU Pharmacy Official Correspondence

Every student is required to report his or her correct residential address to the LIU Brooklyn Office of Enrollment Services. This address must be the student’s actual residing address while in attendance at LIU Pharmacy. Reporting the parent’s address is not acceptable unless the student is currently in residence with the parent. Address changes should be submitted to the Office of Enrollment Services within three days of a change of residence.

Official correspondence from LIU Pharmacy that is intended for delivery by the United States Postal System by first class, third class or other classes of mail will be mailed to the address the student lists with the Office of Enrollment Services.

Official correspondence from the college is also regularly sent to students by electronic mail. Every student of LIU Pharmacy is considered to be on notice of the information contained in email messages sent by the college to the student’s official email address. All students of LIU Pharmacy are assigned an official LIU email alias (firstname.lastname.@my.liu.edu) that serves as the official LIU email address. Official email correspondence from LIU Pharmacy is sent to that address.

LIU Pharmacy Picture Student Identification

All students of LIU Pharmacy are expected to obtain and retain an official LIU Brooklyn student identification card that bears their individual photograph. In addition to other uses on campus, students in the college are expected to present this form of identification at the start of most examinations administered by the college.
TUITION AND FEES

Students are billed for tuition and fees at the time of registration. Room and board charges are reflected at the time of room assignment. Students must make satisfactory payment arrangements prior to the start of each term or before moving into residence halls to remain in good financial standing.

Acceptable payment arrangements include:
- Payment in full using check or credit card;
- Approved financial aid covering all charges;
- Signed and approved University Payment Plan; and/or
- Participation in an approved third-party payment agreement.

A student who complies with any combination of the above shall be considered in good financial standing, so long as all conditions are met throughout the term. All payment arrangements must be completely satisfied or late payment fees and/or penalties will be applied to your account. Students who fail to make satisfactory payment arrangements on delinquent past due balances may be referred to an outside collection agency or attorney, where additional fees and penalties may be charged to their account (up to 30 percent of unpaid charges), including reasonable attorney’s fees, as permitted by applicable law. Accounts referred to outside collection agencies may also be reported to one or more of the national credit bureaus. All policies can be found online at [www.liu.edu/enrollment-services](http://www.liu.edu/enrollment-services).

**Rate Schedule**

<table>
<thead>
<tr>
<th>Rate</th>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td>Tuition Deposit (non-refundable)</td>
<td></td>
<td>500</td>
</tr>
<tr>
<td>Pharm.D.:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Years 1-2, per term</td>
<td></td>
<td>17,519</td>
</tr>
<tr>
<td>Years 1-2, per credit (less than 12 credits)</td>
<td></td>
<td>1,093</td>
</tr>
<tr>
<td>Years 3-5, per term</td>
<td></td>
<td>20,715</td>
</tr>
<tr>
<td>Years 3-5, per credit (less than 12 credits)</td>
<td></td>
<td>1,295</td>
</tr>
<tr>
<td>Year 6, per credit (37.5 credits total)</td>
<td></td>
<td>1,164</td>
</tr>
<tr>
<td>Community IPPE (PH 312), per term</td>
<td></td>
<td>2,040</td>
</tr>
<tr>
<td>Community IPPE (PHM 400), per term</td>
<td></td>
<td>1,632</td>
</tr>
<tr>
<td>Institutional Practice IPPE (PHM 500), per term</td>
<td></td>
<td>1,632</td>
</tr>
<tr>
<td>Master's Degree and Graduate Studies, per credit</td>
<td></td>
<td>1,391</td>
</tr>
<tr>
<td>Pharmacy, Ph.D., per credit</td>
<td></td>
<td>1,418</td>
</tr>
<tr>
<td>Professional Fee, per term</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Malpractice Insurance Fee, per term (years 3-6)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Dining Dollars, 9+ credits, per term</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>University Fee:</td>
<td>12+ credits, per term</td>
<td>920</td>
</tr>
<tr>
<td></td>
<td>Less than 12 credits, per term</td>
<td>460</td>
</tr>
<tr>
<td></td>
<td>Other Fees:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintenance of Matriculation Fee</td>
<td>250</td>
</tr>
<tr>
<td></td>
<td>First and Second Late Payment Fee</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Third Late Payment Fee</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>Late Graduation Application Fee</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Returned Check/Credit Card Chargeback Fee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma Replacement Fee</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Replacement Student ID Card</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Official Transcript, on demand, per request</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Official Transcript, online, per request</td>
<td></td>
</tr>
</tbody>
</table>

**Residence Life Rates**

<table>
<thead>
<tr>
<th>Accomodations (per term)</th>
<th>Housing Deposit (non-refundable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conolly Hall:</td>
<td>$300</td>
</tr>
<tr>
<td>Single</td>
<td>7,985</td>
</tr>
<tr>
<td>Standard Double</td>
<td>4,266</td>
</tr>
<tr>
<td>Standard Triple</td>
<td>3,029</td>
</tr>
<tr>
<td>Suite Double</td>
<td>4,773</td>
</tr>
<tr>
<td>Suite Triple</td>
<td>4,364</td>
</tr>
<tr>
<td>Suite Quad</td>
<td>4,552</td>
</tr>
<tr>
<td>Apartment Double</td>
<td>5,833</td>
</tr>
<tr>
<td>Apartment Triple</td>
<td>5,314</td>
</tr>
<tr>
<td>Apartment Quad</td>
<td>5,998</td>
</tr>
<tr>
<td>Hoyt Hall:</td>
<td></td>
</tr>
<tr>
<td>Suite Double</td>
<td>5,922</td>
</tr>
<tr>
<td>Suite Triple</td>
<td>5,612</td>
</tr>
<tr>
<td>Suite Quad</td>
<td>5,800</td>
</tr>
<tr>
<td>Suite Quintuple</td>
<td>6,230</td>
</tr>
<tr>
<td>Apartment</td>
<td>7,489</td>
</tr>
<tr>
<td>Intersession Rate:</td>
<td></td>
</tr>
<tr>
<td>Per Week</td>
<td>290</td>
</tr>
<tr>
<td>490 Fulton Street (Graduate Students Only):</td>
<td></td>
</tr>
<tr>
<td>Studio</td>
<td>10,200</td>
</tr>
<tr>
<td>Double Studio</td>
<td>8,303</td>
</tr>
<tr>
<td>1 Bedroom Double</td>
<td>8,621</td>
</tr>
<tr>
<td>1 Bedroom Apartment</td>
<td>11,147</td>
</tr>
<tr>
<td>2 Bedroom Apartment</td>
<td>10,638</td>
</tr>
<tr>
<td>3-4 Bedroom Apartment</td>
<td>10,213</td>
</tr>
<tr>
<td>5-6 Bedroom Apartment</td>
<td>6,817</td>
</tr>
</tbody>
</table>

**Meal Plans (per term)**

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential Meal Plan 1 (unlimited meals plus $300 dining dollars)</td>
<td>2,594</td>
</tr>
<tr>
<td>Residential Meal Plan 2 (14 meals per week plus $300 dining dollars)</td>
<td>2,373</td>
</tr>
<tr>
<td>Residential Meal Plan 3 (10 meals per week plus $300 dining dollars)</td>
<td>2,153</td>
</tr>
<tr>
<td>Residential Dining Dollars</td>
<td>300</td>
</tr>
<tr>
<td>Dining Dollars+ Plan ($200 additional dining dollars)</td>
<td>200</td>
</tr>
<tr>
<td>Commuter Meal Plan 1 (25 meals plus $50 dining dollars)</td>
<td>228</td>
</tr>
<tr>
<td>Commuter Meal Plan 2 (50 meals plus $50 dining dollars)</td>
<td>367</td>
</tr>
</tbody>
</table>

All resident students are required to participate in a meal plan. The Residential Dining Dollars plan is only available to residents in apartments.
Financial Policies

Payment Due Dates

<table>
<thead>
<tr>
<th>Term</th>
<th>Bill Available</th>
<th>Bill Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>June 15</td>
<td>August 1</td>
</tr>
<tr>
<td>Winter</td>
<td>November 1</td>
<td>December 1</td>
</tr>
<tr>
<td>Spring</td>
<td>December 1</td>
<td>January 1</td>
</tr>
<tr>
<td>Summer</td>
<td>May 1</td>
<td>June 1</td>
</tr>
</tbody>
</table>

Please note that your invoice is subject to change. Charges are subject to change based on changes made to courses, credit loads, housing and meal selections. Charges may also change to reflect fees and fines. Anticipated aid and financial aid credits are not guaranteed. Students must meet and maintain all program eligibility requirements, complete all required procedures, and submit all requested documents. Financial aid is traditionally based on full-time status and is therefore subject to proration and/or termination if you are not enrolled full-time.

Your MyLIU portal makes it easy to manage your college finances and to pay your bills online, 24/7, so that you can concentrate on your studies and make the most of your education.

• To view your bill, log in to your MyLIU account. Your My LIU Student Center page will be displayed. Click on the “Account Inquiry” link from within the “Finances” section, and your balance will appear.

• To pay your bill online by using a credit card or check, click on the “Make a Payment” link from the Student Center home page, or from within the “Account Inquiry” section to access the My LIU Payment Gateway. The LIU Payment gateway a secure online terminal that allows you to make a deposit, pay your bill, or set up an online payment plan.

Late Payment Assessment

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15</td>
<td>$150</td>
</tr>
<tr>
<td>September 15</td>
<td>150</td>
</tr>
<tr>
<td>October 15</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Day of Classes</td>
<td>$150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>$150</td>
</tr>
<tr>
<td>February 15</td>
<td>150</td>
</tr>
<tr>
<td>March 15</td>
<td>200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 15</td>
<td>$150</td>
</tr>
</tbody>
</table>

Liability Calendar

Students are responsible for knowing that they are registered for classes, that they are expected to pay for these classes in a timely manner, and must understand and follow the correct procedures to withdraw from classes. Non-attendance and/or non-payment do not constitute official withdrawal from the University.

The calculation of your tuition and fee liability, if any, is based on the date of your official withdrawal or drop in accordance with University policy:

Traditional Fall/Spring Terms

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>0%</td>
</tr>
<tr>
<td>Week 2</td>
<td>0%</td>
</tr>
<tr>
<td>Week 3</td>
<td>50%</td>
</tr>
<tr>
<td>Week 4</td>
<td>75%</td>
</tr>
<tr>
<td>Week 5+</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summer and Other Sessions Seven Weeks or Greater

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1-2</td>
<td>0%</td>
</tr>
<tr>
<td>Day 3-5</td>
<td>50%</td>
</tr>
<tr>
<td>Day 6+</td>
<td>100%</td>
</tr>
</tbody>
</table>

Summer and Other Sessions Three to Seven Weeks

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>0%</td>
</tr>
<tr>
<td>Day 2</td>
<td>50%</td>
</tr>
<tr>
<td>Day 3+</td>
<td>100%</td>
</tr>
</tbody>
</table>

Winter and Other Sessions Two Weeks or Less

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Liability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>0%</td>
</tr>
<tr>
<td>Day 2</td>
<td>50%</td>
</tr>
<tr>
<td>Day 3+</td>
<td>100%</td>
</tr>
</tbody>
</table>

Room and board charges must be cancelled through the Residence Life Office. Liability for these charges will be pro-rated based on occupancy dates and assessed at the time of cancellation. Students requesting a review of their tuition and fee liability must complete the University's Appeals Form for Student Withdrawals in accordance with University policy and submit all required supporting documentation.
Payment Plans

The University offers students and families the ability to pay your tuition bill in installments using our new online payment plan system. These plans can help families budget the cost of tuition and fees by spreading out the cost over a number of payments each term. Enrolling in a payment plan is easy - simply log into the LIU Payment Gateway, pick a plan that meets your needs, and enroll. You can pay online using a credit card or e-check, knowing your information is secured by industry-leading security features. The payment plan system will automatically notify you if your installments increase or decrease due to changes in your student account.

The University offers the following payment plans each semester:

<table>
<thead>
<tr>
<th></th>
<th>Fall Payment Plan</th>
<th>Spring Payment Plan</th>
<th>Summer Payment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment Fee</td>
<td>$35</td>
<td>$35</td>
<td>$35</td>
</tr>
<tr>
<td>Enrollment Dates</td>
<td>Jun 15 - Oct 15</td>
<td>Nov 1 - Feb 28</td>
<td>May 1 - Jun 30</td>
</tr>
<tr>
<td>Balance Calculation</td>
<td>All applicable charges, less any approved financial aid. Your plan will automatically recalculate if changes are made to your student account or financial aid during the payment plan term.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Payment</td>
<td>20% plus fee upon enrollment</td>
<td>20% plus fee upon enrollment</td>
<td>33% plus fee upon enrollment</td>
</tr>
<tr>
<td>Remaining Payments</td>
<td>Four equal installments due 30, 60, 90 and 120 days from your enrollment date</td>
<td>Four equal installments due 30, 60, 90 and 120 days from your enrollment date</td>
<td>Two equal monthly installments</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$25 if payment is not received within 5 days of the scheduled due date.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payment Methods</td>
<td>Mastercard, Visa, American Express, Discover, or ACH/Checking Account; auto deduction options are also available.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Enroll</td>
<td>Log into your MyLIU account and select &quot;Make a Payment.&quot; Then log into the LIU Payment Gateway and select &quot;Payment Plans.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authorized User Access</td>
<td>Yes. You must first set up an authorized user.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Health Insurance

Long Island University has partnered with Gallagher Student Health & Special Risk to develop a cost-effective Student Health Insurance Plan that provides our students and families with robust medical coverage at school, back home, and while traveling or studying abroad. The plan is fully compliant with Federal Health Care Reform and offers students access to a network of doctors, hospitals, and pharmacies throughout the country. All international students, clinical students, residential students, LIU Global students, and intercollegiate athletes are automatically enrolled in the Plan but can waive participation online at www.gallagherstudent.com/liu if they have comparable coverage under a family plan or other policy. Students who enter during the spring and summer terms can also participate in the plan with shorter coverage periods and rates. Beginning on July 1st, students can go to their MyLIU account and click on the “Student Health Insurance” link from the Student Center Home Page to enroll in the Plan, print ID cards, check claims, or waive coverage. Coverage begins on August 15, which represents the start of the plan year, and extends through August 14. Remember that if you have been automatically enrolled in the plan and wish to waive coverage, you must go online and receive confirmation by the waiver deadlines listed below. If you require additional assistance, please call the Office of Student Financial Services at 516-299-2553.

Enrollment Waiver Periods

- Annual Plan: July 1 - September 30
- Spring Plan: January 1 - February 15
- Summer Plan: May 15 – July 15

Annual Rate

- Mandatory and Compulsory/Hard Waiver Students - $2,488

NOTES:

- New students who enter during the spring or summer terms will participate in the Plan with prorated coverage periods and rates.
- Please note that the rates listed above are subject to change based on claims paid in the current year.
FINANCIAL AID

Long Island University awards financial aid in an effort to help students meet the difference between their own resources and the cost of education. All awards are subject to availability of funds and the student’s demonstrated need. Renewal of assistance depends on annual reevaluation of a student’s need, the availability of funds, the successful completion of the previous year, and satisfactory progress toward completion of degree requirements. In addition, students must meet the published filing deadlines. Detailed information on financial aid is forwarded with the admission application and is also available on the Enrollment Services Office website at www.liu.edu/enrollment-services.

Many awards are granted on the basis of scholastic merit. Others are based on financial need. However, it is also possible to receive a combination of awards based on both. Thus, University scholarships or fellowships may be granted by themselves or in conjunction with student loans or Federal Work-Study employment. In order to receive the maximum amount of aid, students must apply for financial aid by the appropriate deadline.

It is the student’s responsibility to supply correct, accurate, and complete information to the Enrollment Services Office and to notify them immediately of any changes or corrections in his or her financial situation, enrollment status, or housing status, including tuition remission benefits, outside scholarships and grants, and state-sponsored prepaid college savings plans.

A student who has received a financial aid award must inform the Enrollment Services Office if he or she subsequently decides to decline all or part of that award. Failure to do so may prevent use of the award by another student. If a student has not secured his or her award by the close of the drop/add period, the award may be canceled, and the student may become ineligible to receive scholarship or fellowship aid in future years. Determination of financial need is also based on the student’s enrollment status—a change in registration therefore may result in an adjustment to his or her financial aid.

Application Process

Students must submit the Free Application for Federal Student Aid (FAFSA), and New York State residents must also complete the New York State Tuition Assistance Program (TAP) application. The TAP application is available on the web when a student completes the FAFSA online. The FAFSA (available online at www.fafsa.ed.gov) is the basic form for all student aid programs. Be sure to complete all sections. Students should give permission on the FAFSA for application data to be sent directly to Long Island University (the LIU federal school code number is 002751 and our New York State code is 0403 for undergraduates and 5403 for graduate students). Entering freshmen should submit the application by February 15 for the fall term or by November 1 for the spring term. Returning students should apply no later than March 1. Students requiring summer financial aid must make an appointment with an Enrollment Services counselor in addition to completing the FAFSA and TAP application.

To be considered for financial aid, students must be classified either as US citizens or as eligible noncitizens, be officially admitted to LIU or matriculated in a degree program and making satisfactory academic progress toward degree requirements. Students in certain certificate or diploma programs may also be eligible for consideration. Generally, University-administered aid is awarded to full-time students. Part-time students (fewer than 12 but at least 6 credits per semester) may be eligible for Federal loans but must also maintain satisfactory academic progress. Part-time undergraduate students may also be eligible for Aid for Part-Time Study (APTS) (New York State residents only—separate application is necessary) or for Pell Grants.

RENEWAL ELIGIBILITY

Financial aid awards are not automatically renewed each year. Continuing students must submit a FAFSA each year by the LIU deadline, continue to demonstrate financial need, make satisfactory progress toward degree requirements, and be in good academic standing. For institutional scholarships, students must generally maintain full-time enrollment and a cumulative GPA of 3.0 to have their awards renewed. Any break in enrollment without an approved deferment on file with the Enrollment Services office will result in a loss of your scholarship. Please visit our renewal policy on the web at www.liu.edu/enrollment-services.

WITHDRAWAL

Those receiving federal aid who withdraw completely may be billed for remaining balances resulting from the mandatory return of funds to the U.S. government. The amount of federal aid “earned” up to that point is determined by the withdrawal date and a calculation based on the federally prescribed formula. Generally, federal assistance is earned on a pro-rata basis.

Awards

UNIVERSITY-SPONSORED AND ADMINISTERED PROGRAMS

Through the generosity of its alumni and other concerned donors, as well as from funds supplied by the federal government, the University is able to provide an extensive financial aid program for its students. Awards are competitive and based on academic achievement, test scores, and, in most cases, financial need.

SCHOLARSHIPS AND GRANTS

Long Island University maintains an extensive program of scholarships and grants-in-aid based on academic merit and demonstrated financial need. Awards are made during the admissions process. Institutional scholarships may be combined with government supported grants and loans into a single financial aid package. Scholarships and grants are normally applied to tuition and fees; they can range from $500 to full tuition and fees and do not require repayment. Need-based scholarships do not automatically renew for the same amount in subsequent years.

Long Island University’s scholarship programs are designed to reward students who demonstrate outstanding academic achievement. We are committed to providing you with an affordable, high-quality education. Awards are given to students who demonstrate academic achievement, athletic talent, or strong leadership as well as performers and artists. Aid is also awarded based on financial need.

LOAN PROGRAMS

Federal Perkins Loan Program

The University administers the Federal Perkins Loan Program, supported by the federal government. The University determines eligibility for a Perkins Loan based on a student’s financial need and availability of funds; students are considered for this loan when they apply for financial aid. Long Island University generally awards Perkins Loans to the neediest full-time students only. Perkins Loans are made possible through a combination of resources: an allocation from the U.S. Department of Education, a contribution from Long Island University, and repayments by previous borrowers. The annual interest rate is currently 5%, and interest does not accrue while the student remains enrolled at least half time. Perkins loans are no longer available for new borrowers.

Health Professions Student Loan Program

The University administers the Health Professions Student Loan Program, supported by the federal government. Health Professions loans are available to Pharm.D. students who provide parental information on their FAFSA application. Health Professions Loans are made possible through a combination of resources: an allocation from the U.S. Department of Health and Human Services, a contribution from Long Island University, and repayments by previous borrowers. The loan carries a fixed interest rate of 5% and is usually $5,000 per year, depending on need and availability of funds. Repayment of a Health Professions loan begins one year after graduation, termination of at least part-time studies or immediately for students who change their major from pharmacy.

PART-TIME EMPLOYMENT

LIU Career Connect

Most financial aid award packages include work-study. This means that students are eligible to participate in the Federal Work-Study Program and may earn up to the amount recommended in their award package. Work-study wages are paid directly to the student on a biweekly basis and are
normally used for books, transportation, and personal expenses. Jobs are available through the LIU Career Connect website at http://career.liu.edu. It is not necessary to be awarded work-study earnings in order to use LIU Career Connect. All students may use the site as soon as they have registered for the term and may also wish to use the site as a resource for summer employment. Extensive listings of both on-campus and off-campus jobs are available, as well as internships.

**Resident Assistantships**
Resident assistants reside in the residence halls and are responsible for organizing, implementing, and evaluating social and educational activities. Compensation may include room and/or board. Applications and further information may be obtained from the Residence Life Office on campus.

**Graduate Assistantships**
A limited number of Graduate Assistantships and University Fellowships are granted to various academic departments within each school and college of the University. Graduate Assistantships are also available in administrative departments. Students interested in applying for an Assistantship or Fellowship must complete and submit an application to the appropriate department for review.

**ALL OTHER SOURCES OF AID**

### STATE GRANTS

New York State and other states offer a variety of grants and scholarships to residents. Although application is made directly to the state and grants are awarded by the state, the amount each student is expected to receive is estimated and taken into account by the University when assembling the student’s financial aid package. LIU’s New York State school code is 0403 for undergraduate students and 5403 for graduates. For complete information, contact the New York Higher Education Services Corporation (HESC) at 888-697-4372, or visit their website at www.hesc.ny.gov.

**New York State Tuition Assistance Program (TAP)**
Legal residents of the state of New York who are enrolled in a full-time undergraduate degree program of at least 12 credits per term, or the equivalent, may be eligible for awards under this program. The award varies, depending on income and tuition cost. Students applying for TAP must do so via FAFSA (see earlier “How to Apply” section). Submit the completed application as instructed. For more information about TAP, visit www.hesc.ny.gov/pay-for-college/apply-for-financial-aid/nys-tap.html.

**New York State Enhanced Tuition Awards (ETA)**
Enhanced Tuition Awards of up to $6,000 are available for resident students enrolled in a private college in New York State. Awards will be phased in over three years, beginning for New Yorkers making up to $100,000 annually in the Fall of 2017, increasing to $110,000 in 2018, and reaching $125,000 in 2019. ETA recipients can receive up to $6,000 through a combination of their TAP award, ETA award and a match from their private college. Students are eligible to get an award for up to two years when pursuing an associate’s degree and up to four years when pursuing a bachelor’s degree. Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Award recipients need to earn a passing grade to maintain their Enhanced Tuition Awards, provided they earn a total of 30 credits over the course of a year. Students with disabilities under the ADA are allowed to attend on a part-time basis and their award will be prorated.

**Aid for Part-Time Study (APTS)**
A financial aid program to help New York State residents pursuing part-time undergraduate degree study offers awards in amounts of up to $2,000 per academic year. The amount of an award is determined by Long Island University. To be eligible, the student must have filed a FAFSA and demonstrated financial need, must not have exhausted his or her TAP eligibility, must be otherwise eligible for financial aid, and must be enrolled for 3 to 11 credits per term. Applications and deadlines are available at the Enrollment Services office.

**Arthur O. Eve Higher Education Opportunity Program (HEOP)**
The Higher Education Opportunity Program provides assistance to NYS residents who are academically and financially disadvantaged, according to state guidelines. Learn more by visiting the HEOP Office on campus.

**Additional State Programs**

- **Flight 3407 Memorial Scholarship** - Provides financial aid to children, spouses and financial dependents of individuals killed as a direct result of the crash of Continental Airlines Flight 3407 on February 12, 2009.
- **Military Enhanced Recognition Incentive and Tribute - MERIT Scholarship**, also known as Military Service Recognition Scholarship (MSRS) - Provides financial aid to children, spouses and financial dependents of members of the armed forces of the United States or of a state organized militia who, at any time on or after Aug. 2, 1990, while a New York State resident, died or became severely and permanently disabled while engaged in hostilities or training for hostilities.
- **NYS Math and Science Teaching Incentive Scholarship** - Provides grants to eligible full-time undergraduate or graduate students in approved programs that lead to math or science teaching careers in secondary education.
- **NYS Memorial Scholarship for Families of Deceased Firefighters, Volunteer Firefighters, Police Officers, Peace Officers, and Emergency Medical Service Workers** - Provides financial aid to children, spouses and financial dependents of deceased firefighters, volunteer firefighters, police officers, peace officers, and emergency medical service workers who have died as the result of injuries sustained in the line of duty in service to the State of New York.
- **NYS Scholarships for Academic Excellence** - Awarded to outstanding graduates from registered New York State high schools. Awards are based on student grades in certain Regents exams. For up to five years of undergraduate study.
- **NYS World Trade Center Memorial Scholarship** - Provides access to a college education for the families and financial dependents of the victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.
- **Senator Patricia K. McGee Nursing Faculty Scholarship** - The Senator Patricia K. McGee Nursing Faculty Scholarship program seeks to increase the number of educators and adjunct clinical faculty teaching nursing education in New York State.
- **New York State Achievement and Investment in Merit Scholarship (NY-AIMS)** - The New York State Achievement and Investment in Merit Scholarship provides high school graduates who excel academically with $500 in merit-based scholarships to support their cost of attendance.
- **NYS Aid to Native Americans** - Provides aid to enrolled members of tribes listed on the official roll of New York State tribes or to the child of an enrolled member of a New York State tribe.
- **NYS Regents Awards for Children of Deceased and Disabled Veterans** - Provides aid to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.
- **Segal AmeriCorps Education Award** - Provided to New York State residents interested in high quality opportunities in community service.
- **Veterans Tuition Awards** - Provided to students whose parent(s) have served in the U.S. Armed Forces during specified periods of war or national emergency.
- **States Other Than New York**

Some students from outside New York State may qualify for funds from their own state scholarship programs that can be used at Long Island University. Contact your state financial aid agency (call the Federal Student Aid Center at 1-800-433-3243 for the address and telephone number) for program requirements and application procedures. When you receive an eligibility notice from your state program, you should submit it to the Enrollment Services office in advance of registration.

**FEDERAL GRANTS AND BENEFITS**
Direct Unsubsidized Loan terms and conditions

Federal Direct Subsidized Loan is paid by the US government and unsubsidized Direct loans. The interest on theorigination fee will be deducted from the loan and the student, and funds are applied first to any undergraduate loans and 6% for graduate loans. That year. Interest rates are fixed at 4.45% for the cost of education minus the total family amount borrowed in any year may not exceed the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 in unsubsidized loan proceeds for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

For details about additional unsubsidized amounts available and the maximum aggregate limits for all Direct loans combined, visit the US Department of Education website at www.studentaid.ed.gov/sa/types/loans.

Federal Direct PLUS Loan Program

The PLUS loan enables qualifying parents of dependent undergraduate students and graduate students to borrow up to the full amount of an LIU education less other aid. There is no aggregate loan limit, and individual lenders will evaluate point history. The interest rate is fixed at 7%. An origination fee will be deducted from the loan proceeds. PLUS loan disbursements are made payable to LIU and either the parent or graduate student, and funds are applied first to the current term’s outstanding balance on the student’s account. To apply for a PLUS loan, log into www.studentloans.gov and select Apply for a PLUS Loan in either the parent or graduate/professional student section.

PRIVATE LOANS

A private (non-federal) loan may be a financing option for students who are not eligible for federal aid or who need additional funding beyond the maximum amounts offered by federal loans. These loans are not guaranteed by the federal government. LIU urges all students and parents to research any lender they are considering for this type of funding and to specifically ask a number of key questions, including: current interest rates; co-signer requirements; repayment options, both in school and out; and whether or not the loan may be sold to another provider.

The university does not have a preferred lender for private loans; each student has the right to select the educational loan provider of his or her choice. To see your choice of lenders, log onto www.elmselect.com and select Long Island University.

If you have considered applying for a private loan, you may be required to complete the Free Application for Federal Student Aid (FAFSA) (see above for application instructions) in order for the University to certify your loan eligibility. Private loans that are used to cover prior semesters may require additional information for approval, such as letters certifying indebtedness, attendance verification, official transcripts, etc. As such, when requesting funding for prior terms, be sure to reference the correct academic year on your application.

The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

EMPLOYEE EDUCATION PLANS

Many companies pay all or part of the tuition of their employees under tuition refund plans. Employed students attending the University should ask their personnel officers or training directors about the existence of a company tuition plan. Students who receive tuition reimbursement and LIU employees who receive tuition remission must notify the Enrollment Services Office if they receive this benefit.

Pell Grant Program

The Federal Pell Grant Program provides assistance to undergraduate students who demonstrate financial need according to economic criteria and program requirements established by the federal government. To be eligible, you must enroll in a degree or approved certificate/diploma program and be matriculated for your first bachelor’s degree. (You are not eligible if you have already completed a bachelor’s degree.) By submitting the Free Application for Federal Student Aid (FAFSA), you also apply for a Federal Pell Grant.

Federal Supplemental Educational Opportunity Grants (SEOG)

These federally funded grants are awarded to undergraduates whose financial need is substantial. All FAFSA filers who meet our published deadlines and qualify are automatically considered for this grant. However, funds for this program are very limited.

Veterans Benefits

Various programs provide educational benefits for spouses, sons, and daughters of deceased or permanently disabled veterans as well as for veterans and in-service personnel who served on active duty in the United States Armed Forces after January 1, 1955. In these programs, the amount of benefits varies. Applications and further information may be obtained from the student’s regional office of the Department of Veterans Affairs. The University is also an annual participant in the Yellow Ribbon Program. Additional guidance may be obtained from the Enrollment Services office or at the US Department of Veterans Affairs website at www.benefits.va.gov/GIBILL/index.asp.

SCHOLARSHIPS AND GRANTS FROM OTHER ORGANIZATIONS

In addition to the sources of gift aid described above, students may also be eligible for a private scholarship or grant from an outside agency or organizations. Some sources to explore are employers, unions, professional organizations, and community and special interest groups.

FEDERAL LOANS

Federal Direct Student Loan Program

The Federal Direct Student Loan is obtained from the U.S. Department of Education. The total amount borrowed in any year may not exceed the cost of education minus the total family contribution and all other financial aid received that year. Interest rates are fixed at 4.45% for undergraduate loans and 6% for graduate loans.

Direct loan payments are co-payable to LIU and the student, and funds are applied first to any outstanding balance on the student’s account. An origination fee will be deducted from the loan funds. Students may qualify for both subsidized and unsubsidized Direct loans. The interest on the Federal Direct Subsidized Loan is paid by the US government while the student is in school and remains enrolled at least half-time. The Federal Direct Unsubsidized Loan terms and conditions are essentially the same as the subsidized loan except the federal government does not pay the interest while the student is in school. Instead, the interest is accrued and added to the principal of the loan. Subsidized Direct loans are based strictly on financial need. During the first year of study, a student may borrow up to a total of $5,500 (combined subsidized and unsubsidized), with no more than $3,500 as the subsidized amount. In subsequent years, the total is increased to $6,500 for sophomores (with no more than $4,500 as the subsidized amount), $7,500 for juniors and seniors (with no more than $5,500 as the subsidized amount), and $20,500 in unsubsidized loan proceeds for graduate students. For independent undergraduate students and some dependent undergraduate students whose parents do not qualify for a PLUS loan, the Federal Direct Unsubsidized Stafford Loan Program offers yet more borrowing eligibility.

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PRIVATE LOANS

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The basic process involved with securing private loans is the electronic filing of an application, institutional certification, and approval information. Generally speaking, electronic filing processing requires at least 72 hours before a lender will respond. The University will assist you in this process and will determine for you the maximum loan amount you will be allowed to borrow based on your estimated cost of attendance and pre-existing financial aid awards. The complete process normally takes 7-14 business days.

EMPLOYEE EDUCATION PLANS

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Stands for Satisfactory Academic Progress (SAP)

Federal Financial Aid Programs

Federal regulations require students to make satisfactory academic progress (SAP) toward the completion of a degree or certificate program in order to receive Title IV financial aid, which includes the Federal Pell Grant, Federal SEOG, Federal Work Study, Federal Perkins Loan and the Federal Direct Loan Programs. Satisfactory academic progress is measured quantitatively and qualitatively by two components: a student’s cumulative GPA and the amount of credits they have earned relative to their year in school and enrollment status.

Satisfactory academic progress is measured annually, at the end of the spring semester, after all grades have been submitted. Students failing to meet the criteria stated below are eligible to appeal this decision if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to the university and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a...
doctor or attorney. If an appeal is granted, the student will either be placed on probationary status for one semester during which the student must meet SAP guidelines, or must successfully adhere to an individualized academic plan that was developed for them by their academic advisor as part of their appeal. Failure to meet these criteria will result in loss of eligibility for Title IV funds.

Students wishing to receive Title IV financial aid for summer semesters may have these awards evaluated and offered prior to a determination of SAP. All students receiving summer aid will have their SAP evaluated after all spring grades have been submitted. Students not making progress will have their summer aid cancelled, and the student will be liable for all tuition and fee charges incurred unless an appeal is filed and granted as outlined above.

The criterion below outlines the progress that is required for a full time undergraduate student to be considered in good standing:

**SAP Completion Requirements**

<table>
<thead>
<tr>
<th># Credits</th>
<th># of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>50%</td>
</tr>
<tr>
<td>30-208</td>
<td>67%</td>
</tr>
<tr>
<td>209 and above</td>
<td>80%</td>
</tr>
</tbody>
</table>

**SAP GPA Requirements**

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>Cumulative GPA Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-29</td>
<td>1.8</td>
</tr>
<tr>
<td>30-60</td>
<td>1.9</td>
</tr>
<tr>
<td>60-138</td>
<td>2.0</td>
</tr>
<tr>
<td>139 and above</td>
<td>2.33</td>
</tr>
</tbody>
</table>

The criteria below outline the progress that is required for a full time graduate student to be considered in good standing:

- Completion Rate Requirements: All students must earn at least 67% of their attempted hours. The maximum time frame to complete each degree varies by department and is outlined herein under the specific degree program.
- GPA Requirements: Students who have earned fewer than 13 credits must maintain a 2.5 GPA; students who have earned 13 credits or more must maintain a 3.0 GPA.

**Notes:**

- Progress standards for part-time students are prorated based upon the criteria above
- Qualifying transfer credits are counted as both attempted and earned credits but have no effect on the GPA
- Grades of W (withdrawal), UW (unofficial withdrawal), and INC (incomplete) are counted as credits attempted but not completed, and do not affect the GPA
- Repeated classes will count only once towards credits completed. A student may receive aid for a repeated class that has been successfully completed once.
- Students may not receive federal aid for coursework that exceeds 150% of their degree requirements.
- Any departmental requirements that exceed these standards must be adhered to for the purposes of evaluating SAP.

**New York State Awards**

**Tuition Assistance Program (TAP)**

To receive financial aid awards from New York State, including Tuition Assistance Program (TAP) funding, students must meet the academic standing requirements established by the New York State Education Department. These requirements are different than those set forth by the federal government, and apply only to New York State awards.

The basic measures for good academic standing for New York State awards include the following:

- Pursuit of Program: A student must receive a passing or failing grade (A-F) in a certain percentage of courses each term.
- Satisfactory Academic Progress: A student must accumulate a specified number of credits and achieve a specified cumulative grade point average (GPA).

The requirements for meeting these standards increase as the student progresses, and are based upon the number of state awards that the student has already received. Students failing to meet the established criteria are eligible to request a one-time waiver of the academic and/or “C” average requirement(s) if extenuating circumstances played a factor in their academic performance. Examples of such circumstances could include an illness, accident, separation or divorce, or the death of a relative. An appeal must be made in writing to LIU and include an explanation of the circumstance(s) that may have adversely affected the student’s ability to meet the academic requirements, and the plan or changes that have occurred which will allow them to make SAP in the future. All appeals must be accompanied by supporting documentation, such as a letter from a doctor or attorney. If a waiver is granted, the student will be eligible for the state award for the semester for which they were granted the waiver. The student must continue to meet the academic progress and pursuit of program requirements to receive further awards.

The charts below outline the progress that is required for an undergraduate student to be considered in good standing:

**Standard Semester-Based Chart**

Before being certified for payment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum Credits Accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3rd</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>4th</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>5th</td>
<td>39</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Remedial Semester Based Chart**

Before being certified for payment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum Credits Accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>3rd</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>4th</td>
<td>21</td>
<td>1.3</td>
</tr>
<tr>
<td>5th</td>
<td>33</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>45</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>60</td>
<td>2.0</td>
</tr>
<tr>
<td>8th</td>
<td>75</td>
<td>2.0</td>
</tr>
<tr>
<td>9th</td>
<td>90</td>
<td>2.0</td>
</tr>
<tr>
<td>10th</td>
<td>105</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Notes:**

- All students must be registered for a minimum of 12 credits per semester.
- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e., the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- The standards that a student must meet are dependent upon when a student first received an award from New York State, as well as their remedial status.
- A student is placed on the chart above based upon their total TAP points received, including any award(s) received at a previous institution(s).
- To continue to receive TAP funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a TAP payment. This average increases as the student progresses in payment points.
- All students must have a cumulative GPA of 2.0 (a “C” average) or better after accumulating 24 or more payment points (e.g., 4 full time semesters).
- A student who is not making progress, and/or is not meeting the “C” average requirement may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.

**Enhanced Tuition Awards (ETA)**

Award recipients must meet the following criteria to remain eligible for ETA awards. Failure to meet these requirements will also result in the conversion of the state portion of your grant into a
loan.

- Must meet annual income requirements
  ($100,000 or below for Fall 2017, $110,000 or below for 2018, and $125,000 or below for 2019).
- Must earn a passing grade in your coursework.
- Must be registered full time and earn at least 30 credits over the course of the year.
- Must continue to meet New York State residency requirements.
- Students in an undergraduate program of study normally requiring five years (HEOP) are eligible to receive the award for five years. Students with disabilities under the ADA are allowed to attend on a part-time basis and their awards will be prorated.

**Graduate Semester Based Chart**

Before being certified for payment:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Minimum credits accrued</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>3rd</td>
<td>12</td>
<td>2.5</td>
</tr>
<tr>
<td>4th</td>
<td>21</td>
<td>2.75</td>
</tr>
<tr>
<td>5th</td>
<td>30</td>
<td>3.0</td>
</tr>
<tr>
<td>6th</td>
<td>45</td>
<td>3.0</td>
</tr>
<tr>
<td>7th</td>
<td>60</td>
<td>3.0</td>
</tr>
<tr>
<td>8th</td>
<td>75</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Notes:**

- A student may not receive a New York State award for repeating a class that they have already successfully completed (i.e., the credits for a repeated class for which the student has already received a satisfactory grade will not count towards the full-time requirement).
- A student is placed on the chart above based upon their total state aid received, including any award(s) received at a previous institution(s).
- To continue to receive New York State funding, a minimum number of credits must be completed each term, as well as on a cumulative basis.
- A student must maintain a minimum grade point average (GPA) prior to being certified for a New York State award payment. This average increases as the student progresses in payment points.
- A student who is not making progress may request a one-time waiver if extenuating circumstances affected their academic performance. A student may only receive this waiver once for New York State awards.
The LIU Libraries system serves a combined total of over 20,000 students and more than 500 full-time faculty members across residential and regional campuses. The university’s libraries share many online resources that can be accessed from anywhere at any time via remote access including subscriptions to more than 300,000 online journals; 240 online databases; 180,000 electronic books; and 150,000 files of streaming media. These resources may be accessed via the LIU Brooklyn Library homepage at www.liu.edu/brooklyn-library.

Collectively, the libraries house approximately 649,000 print books and more than 15,000 non-print media items. The collections of all LIU libraries are listed in LIUCAT, the library catalog. Books, journal articles and other library materials owned by LIU’s libraries not available at a particular campus can be requested through LIUCAT and supplied via the intralibrary loan service of the LIU libraries. Items not available at LIU libraries can also be requested through interlibrary loan and brought to campus or delivered electronically. In addition, the LIU Libraries system administers the Digital Commons @ LIU, an open access online repository that preserves, promotes, and disseminates the academic work of LIU students and faculty.

The LIU Brooklyn Library houses a rich collection of books, periodicals, microforms, audio and videotapes, CDs and DVDs, pamphlets, and other materials in support of the campus’ educational programs.

The reference collection, reference desk, paralegal collection and technical services departments are situated on the third floor of the Salena Library Learning Center. An information commons, consisting of clusters of computers, provides access to the databases, library catalog, and the Internet, all within a few steps of the reference librarians. These computers, as well as all other computers in the library, are also equipped with productivity software such as word processing, spreadsheet, and presentation programs.

The periodicals department, with a collection of both print and microform titles, is located on the fourth floor, where digital microform readers and printers are available. The InterLibrary loan, special collections, rare book room, and the electronic services department are also located on the fourth floor.

The circulation desk, reserve collection, and the main book stacks are located on the fifth floor. The media center, housing the multimedia collection, media equipment and a group viewing room, is also on the fifth floor, as is the Library’s cyber lab. The cyber lab is equipped with computers that provide access to databases, library catalog, and Internet as well as up-to-date word processing, spreadsheet, presentation and database programs. In addition, the Library’s “smart classrooms” are located on the fifth floor. Photocopying machines are available on all three floors of the Library.

The Library is a member of several consortia, which grant both reading and borrowing privileges to LIU students. The Library offers information literacy classes and curriculum-integrated instruction. Library faculty and staff are available to help faculty and students with reference questions and research strategies.
LIU Pharmacy — (the Arnold & Marie Schwartz College of Pharmacy and Health Sciences) offers a six-year Doctor of Pharmacy (Pharm.D.) degree program to prepare students for entry-level pharmacy practice. The program consists of two years of preprofessional studies (offered through LIU Brooklyn's Richard L. Conolly College of Liberal Arts and Sciences) and four years of professional studies.
### PROFESSIONAL PROGRAM

**FOR THE SIX-YEAR DOCTOR OF PHARMACY**

(Program Code: 21294)

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### Introduction

LIU Pharmacy offers a six-year curriculum leading to the entry-level degree of Doctor of Pharmacy (Pharm.D.). Students may enter the professional phase of the program in the Fall semester only.

The Doctor of Pharmacy is classified as a "doctor's degree-professional practice" by the U.S. Department of Education. It consists of at least six full-time years of academic study and includes two years of preprofessional and four years of professional preparation.

### Degree Requirements

**(For students entering the professional-phase (third-year) of the program beginning in Fall 2015 or after)**

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 217-218 academic credits (depending upon admission status). Matriculants must maintain a cumulative and a professional phase grade-point average of at least 2.33 to remain in good academic 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, in addition to English 16 and Core Seminar 50, 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.

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### The Profession of Pharmacy

Dramatic changes taking place in the health-care system are creating many new and exciting roles for pharmacists. The pharmacist is now not only responsible for the safe and effective distribution of prescription and nonprescription medication, but is also assuming the role of pharmaceutical therapy advisor and manager, having increasingly more patient-care responsibilities.

The entry-level pharmacist is expected to participate fully in the team-based management of the patient, including the rendering of independent clinical judgments. The pharmacist must be proficient in the search for and retrieval of information from the scientific literature, utilization of complex pharmacokinetic models to determine appropriate doses, development of individualized pharmaceutical care plans, communication with patients and health professionals, documentation of pharmaceutical interventions taking into account patients' knowledge, beliefs, and behavior, pharmacoeconomic analysis of alternative pharmaceutical interventions, and justification of services billed to managed health-care organizations and other payers.

### Learning Outcomes

The Arnold & Marie Schwartz College of Pharmacy and Health Sciences has been a leader in pharmacy education since its founding in 1886. The college attracts a diverse student population and provides quality pharmacy education through its pursuit of excellence and innovation in teaching, scholarship, and service. The campus environment encourages and promotes creativity, innovation, and collegiality.

Consistent with the mission of Long Island University, the college maintains a strong commitment to access and excellence. 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.

In July 2013, at the annual meeting of the American Association of Colleges of Pharmacy, members of the Center for the Advancement of Pharmacy Education (CAPE) presented the fourth iteration of the Educational Outcomes, titled as CAPE Educational Outcomes 2013 (prior iterations are CAPE Educational Outcomes 1992, 1998, and 2004). These Educational Outcomes are intended to be the target toward which the evolving pharmacy curricula are to be aimed at by colleges/schools of pharmacy and are part of the 2016 standards of the Accreditation Council for Pharmacy Education. Immediately after the publishing of the CAPE Educational Outcomes 2013, the college's Curriculum Committee engaged in a process of reviewing the CAPE Educational Outcomes 2013 and utilized it for developing new learning outcomes for the college. In a significant departure from prior years where the focus was solely on curricular endpoints, it was realized that the new learning outcomes will not only have to be “curriculum” based but also will need to include outcomes that can be achieved through co-curricular and extracurricular activities. During committee deliberations, it was identified that a detailed glossary of terms would be needed to assist stakeholders in defining specific terminologies. The glossary follows the learning outcomes.

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

1.1. Learner (Learner): Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, health, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

**Learning Outcomes**

1.1.1. Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, health, and clinical sciences.

1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine and pharmacy; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.

1.1.3. Integrate knowledge from foundational sciences to explain the way specific drugs or drug classes work and evaluate their potential value in individuals and populations.

1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care and population-based care.

1.1.5. Critically analyze and assimilate evidence from scientific literature related to drugs and disease to enhance clinical decision-making.

1.1.6. Identify, critically analyze, and assimilate emerging theories, information, and technologies that may impact patient-centered and population-based care.

#### Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver): Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations,
2.2.11. Demonstrate knowledge of and an ability to manage pharmacy personnel.

2.2.10. Apply the principles of human resource management within a medication use system.

2.2.9. Apply legal, ethical, and professional extemporaneous and commercially available possible, implement solutions.

2.2.8. Demonstrate the ability to compound and participate in identifying system errors and, when necessary, implement solutions.

2.2.7. Utilize continuous quality improvement techniques in the medication use process and adjusting interventions to improve health.

2.2.5. Manage medication needs of patients and physical resources to optimize the medication use system.

2.2.4. Identify and utilize human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

Learning Outcomes

2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.

2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

2.2.3. Utilize technology that is a component to or of the medication use system.

2.2.4. Identify and utilize human, financial, and physical resources to optimize the medication use system.

2.2.5. Manage medication needs of patients during transitions of care.

2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.

2.2.7. Utilize continuous quality improvement techniques in the medication use process and participate in identifying system errors and, when possible, implement solutions.

2.2.8. Demonstrate the ability to compound extemporaneous and commercially available dosage forms, dispense, and administer medications in a variety of healthcare settings.

2.2.9. Apply legal, ethical, and professional standards within a medication use system.

2.2.10. Apply the principles of human resource management to manage pharmacy personnel.

2.2.11. Demonstrate knowledge of and an ability to use medical informatics.

2.2.12. Demonstrate the ability to apply a systems approach to improve patient (medication) safety.

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

Learning Outcomes

2.3.1. Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.

2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.

2.3.3. Participate with interprofessional healthcare team members in the management of and health promotion for patients.

2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.


Learning Outcomes

2.4.1. Assess the health status and needs of a targeted patient population.

2.4.2. Develop and provide an evidence-based approach to care that considers the cost, care, access, and satisfaction needs of a targeted patient population.

2.4.3. Participate in actual or simulated population health management by evaluating and adjusting interventions to improve health.

Domain 3 --- Approach to Practice and Care

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

Learning Outcomes

3.1.1. Identify and define all relevant problems.

3.1.2. Select between the primary as well as secondary problems.

3.1.3. Define goals and alternative goals.

3.1.4. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.

3.1.5. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.

3.1.6. Recommend and/or implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.

3.1.7. Reflect on the solution implemented and its effects to improve future performance.

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

Learning Outcomes

3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).

3.2.2. Develop learning objectives.

3.2.3. Select the most effective techniques/strategies to achieve learning objectives.

3.2.4. Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.

3.2.5. Ensure instructional content contains the most current information relevant for the intended audience.

3.2.6. Demonstrate the ability to deliver educational messages via various techniques such as one-on-one discussions, oral presentations, and written materials.

3.2.7. Assess audience comprehension of the educational session.

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

Learning Objectives

3.3.1. Empower patients to take responsibility for, and control of, their health.

3.3.2. Assist patients in navigating through the healthcare system.

3.3.3. Assist patients in obtaining the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).

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

Learning Outcomes

3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.

3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.
3.5 Cultural Sensitivity (Includer): Recognize social determinants of health to diminish disparities and inequities in access to quality care.

Learning Outcomes
3.5.1. Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
3.5.2. Demonstrate an attitude that is respectful of different cultures.
3.5.3. Assess a patient’s health literacy and modify communication strategies to meet the patient’s needs.
3.5.4. Safely and appropriately incorporate patients’ cultural beliefs and practices into health and wellness care plans.

3.6. Communication (Communicator): Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Learning Outcomes
3.6.1. Interview and/or counsel patients/care givers using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.
3.6.3. Use available technology and other media to assist with communication as appropriate.
3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.
3.6.5. Communicate assertively, persuasively, confidently, and clearly.
3.6.6. Demonstrate empathy when interacting with others.
3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.
3.6.8. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).
3.6.9. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology, standardized qualitative and quantitative methods, and/or uniform coding systems.
3.6.10. Participate in the examination of a practice site’s commitment, capacity, and efforts to meet the communication needs of the populations served by the practice environment.

Domain 4 – Personal and Professional Development

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

Learning Outcomes
4.1.1. Use metacognition to regulate one’s own thinking and learning.
4.1.2. Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.
4.1.3. Identify, create, implement, evaluate, and modify plans for personal and professional development for the purpose of individual growth.
4.1.4. Approach tasks with a desire to learn.
4.1.5. Demonstrate persistence and flexibility in various situations; engaging in help seeking behavior when appropriate.
4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
4.1.7. Use constructive coping strategies to manage stress.
4.1.8. Seek personal, professional, or academic support to address personal limitations.
4.1.9. Display positive self-esteem and confidence when working with others.
4.1.10. Demonstrate the ability to be a self-directed lifelong learner.

4.2. Leadership (Leader): Demonstrate responsibility for creating and achieving shared goals, regardless of position.

Learning Outcomes
4.2.1. Identify, compare, and contrast the characteristics that reflect leadership versus management.
4.2.2. Identify the history (e.g., successes and challenges) of a team before implementing changes.
4.2.3. Develop relationships, value diverse opinions, and utilize individuals’ strengths and weaknesses to promote teamwork.
4.2.4. Persuasively communicate goals to the team to help build consensus.
4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

4.3. Innovation and Entrepreneurship (Innovator): Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

Learning Outcomes
4.3.1. Demonstrate initiative when confronted with challenges.
4.3.2. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
4.3.3. Demonstrate creative decision-making when confronted with problems or challenges.
4.3.4. Assess personal strengths and weaknesses in entrepreneurial skills.
4.3.5. Apply entrepreneurial skills within a real or simulated entrepreneurial activity.
4.3.6. Conduct a risk—benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.

4.4. Professionalism (Professional): Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Learning Outcomes
4.4.1. Demonstrate altruism, integrity, trustworthiness, diligence, flexibility, patience, humility, and respect in all interactions.
4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.
4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate and free of conflict of interest.
4.4.4. Demonstrate an awareness that one’s professionalism is constantly evaluated by others.
4.4.5. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.
4.4.6. Display respect for patient privacy, confidentiality, and autonomy.

LEARNING OUTCOMES GLOSSARY
• Advocacy—The act of or process of supporting a cause, idea, policy, or person(s).
• Clinical Sciences—The areas of the professional pharmacy curriculum focused on the integration and application of the foundational sciences (e.g. pharmaceutical and social, administrative, and behavioral sciences) to improve the human condition through the safe and efficacious use medications.
• Competency—A complex set of behaviors built through the integration of knowledge, skills, and attitudes. A competency is observable, measurable, important, and necessary for the practice of pharmacy.
• Constructive Coping Strategies—Consciously working to solve personal and interpersonal problems and minimize or tolerate stress.
• Culture—Sharing a collective identity, common history and experience, and shared beliefs, values, and norms.
• Entrepreneurial Skills—Skills that entrepreneurs effectively exhibit such as: decision—making, strategic thinking, risk taking, confidence building, communicating ideas, motivating team members, tolerance of ambiguity, taking responsibility for actions.
• Habits of Mind—The dispositions that are intentionally used by characteristically successful people when confronted with problems that have no immediately apparent solutions. These dispositions include:
    • Persisting
    • Managing impulsivity
    • Listening with understanding and empathy
    • Thinking flexibly
    • Thinking about your thinking, emotions, and
LIU Pharmacy

pharmaceutical sciences build on principles of patient-centered care approach where practitioners assess the health needs of a specific population, implement and evaluate interventions to improve the health of that population, and provide care for individual patients in the context of the culture, health status, and health needs of the populations of which that patient is a member.

Population Health Management—A set of interventions designed to maintain and improve people’s health across the full continuum of care—from low-risk, healthy individuals to high-risk individuals with one or more chronic conditions.

Social, Behavioral, and Administrative Sciences—The disciplines and concepts of public health, epidemiology, economics, financial management, health behavior, outcomes, biostatistics and research methods, law and ethics, healthcare administration, management, and operations, marketing, communications, medication distribution systems taught within the professional pharmacy curriculum.

Social Determinants of Health—Circumstances in which people are born, grow up, live, work and age, and the systems put in place to deal with illness. Examples include age, race/ethnicity, gender, socioeconomic status, health literacy, religious beliefs, disability status, diagnosis, LGBT (i.e., lesbian, gay, bisexual, transgender) status, and geography.

Transitions of Care—The movement of a patient from one setting of care (e.g., hospital, ambulatory primary care clinic, ambulatory specialty care clinic, long-term care facility, home health, rehabilitation facility) to another.

As reflected in these learning outcomes, LIU Pharmacy has defined the general educational and professional outcomes and abilities expected of today's graduates. The curriculum was designed to prepare students for an entry-level position in any aspect of the 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. The development of higher-level thinking, active learning, and life-long learning skills are liberally sprinkled throughout the curriculum. Students are afforded the opportunity to register for elective didactic as well as elective experiential (selective) courses in order to help them pursue personal career paths.

The curriculum begins with a minimum of two years of studies in the liberal arts and sciences. Studies in the physical and biological sciences and mathematics in the preprofessional years prepare the student for studies in the pharmaceutical and biomedical sciences in the professional phase of the curriculum. Studies in the humanities and social sciences provide that common and universally accepted body of knowledge all educated men and women are expected to acquire, irrespective of vocational or professional objectives. Thus, the curriculum offers students the opportunity to develop an understanding of the relationships among the arts and sciences and to apply that understanding to human concerns in their professional and personal lives.

The professional phase of the curriculum consists of studies in the pharmaceutical and biomedical sciences that are of such depth, scope, timeliness, quality, sequence and emphasis as to provide the foundation for and support of the intellectual and clinical objectives of the professional program. Most of the courses in the biomedical and pharmaceutical sciences are part of a sequence and, as such, are coordinated within a lock-step approach, i.e., students master a given topic after which additional material is presented to bring the student to a higher level. Within each discipline, the courses are vertically and horizontally integrated and coordinated to ensure that the curricular endpoints and specific course objectives are met. Studies in the behavioral, social, and administrative pharmacy sciences provide the basis for understanding and influencing human behavior in health and disease, in the management process of pharmacy, and in pharmacy’s interrelationships with health-care systems. Courses in these sciences provide the knowledge, skills, abilities, attitudes, and values necessary for the efficient and effective management of patient-centered practice.

Studies in pharmacy practice develop the understanding of important disease states and rational therapeutics of these conditions. The coursework is designed to develop the abilities of students to utilize pathophysiologic, pharmacotherapeutic and pharmacoeconomic principles to formulate pharmaceutical care plans for patient management. Development of pharmaceutical care plans includes problem identification, data collection and evaluation, implementation of appropriate therapy, and monitoring patient outcomes based upon the patient’s biopsychosocial needs. Additionally, studies in pharmacy practice prepare the student to effectively utilize pharmaceutical information sources and data bases that are necessary, in the course of pharmacy practice, to physically assess patients who are about to receive or are receiving medications, and to administer medications via various routes such as injection and inhalation.

The experiential education components of the professional program are of such intensity, breadth and duration as to support the achievement of the curricular endpoints. Experiential education begins virtually the first day the student enters the professional program and continues until graduation. Introductory pharmacy practice experiences are offered during the early...
sequencing of the curriculum for purposes of providing transitional experiential activities and active learning. The introductory practice experiences begin with a visitation program in the students’ first professional semester that provides an orientation to the practice of pharmacy and the provision of pharmaceutical care in a number of environments. Additional introductory pharmacy practice experiences offer students the opportunity to develop pharmaceutical care plans for patients, counsel patients about prescription and nonprescription items, interact with health-care professionals, and assist in the dispensing of prescriptions. The advanced pharmacy practice experiences in the final year of the professional curriculum provide students with active participation and in-depth experiences to acquire practice skills and judgment to develop the level of confidence and responsibility needed for independent and collaborative pharmacy practice.

These experiences serve as a capstone and require students to utilize all knowledge, skills, attitudes, and behaviors previously learned. A wide range of advanced practice experiences is offered. The core experiences ensure that students have developed the competency to participate in the drug use decision making process, to select the correct medication and dosage for a given situation, to interact with health-care professionals and peers, to communicate with patients and/or care-givers, to solve issues related to the rational use of medications and document them, to utilize drug information skills to respond to queries, to assist pharmacists in dispensing commercially available as well as extemporaneously prepared medications, and to develop in-depth pharmaceutical care plans. The elective advanced practice experiences continue this process, yet allow students to fulfill individual professional needs.

Preprofessional Phase Course of Study

The preprofessional phase of the program, offered through Richard L. Conolly College, consists of a minimum of four semesters of coursework in the liberal arts and sciences. Successful completion of two years of preprofessional study (P-1 and P-2) provides the foundation for admission to the professional pharmacy curriculum. The course sequence for the preprofessional phase is listed below. For course descriptions, please refer to the LIU Brooklyn undergraduate bulletin.

Credentials of students attending other colleges for the preprofessional phase of the program will be evaluated on an individual course basis, and transfer credit will be granted for those courses meeting the requirements of LIU Pharmacy. Only those preprofessional students who meet the progression requirements, as outlined under the heading of Admission, will be admitted to the first professional year of study in LIU Pharmacy.

While the preprofessional phase of the program is designed to be completed in two academic years, students requiring proficiency and skills courses may have a lengthened course of study.

The preprofessional pharmacy curriculum consists of the following course of study:

**Preprofessional Studies**

**(Four Semesters)**

**First Semester**

- General and Inorganic Chemistry (CHM 3) 4
- General Biology (BIO 1) 4
- English Composition (ENG 16*) 3
- Introduction to Psychology (PSY 3) 3
- First Year Seminar (FYS 1) 1

**Second Semester**

- General and Inorganic Chemistry (CHM 4) 4
- General Biology (BIO 2) 4
- Idea of the Human (Core Seminar) (COS 50) 3
- Calculus I (MTH 40*) 4
- Economics (ECO 1 or 2) 3

**Third Semester**

- Organic Chemistry (CHM 121) 4
- Physics for Pharmacy (PHY 27) 4
- English Literature (ENG 61, 62, 63 or 64**) 3
- Philosophy or History (PHI 61 or HIS 1****) 3
- Physiology/Anatomy I (BIO 137) 4
- Pharmacy Orientation Seminar (PHM 1) 0

**Fourth Semester**

- Organic Chemistry (CHM 122) 4
- Physiology/Anatomy II (BIO 138) 4
- English Literature (ENG 61, 62, 63 or 64**) 3
- Philosophy or History (PHI 62 or HIS 2****) 3
- Microbiology (BIO 101) 4

*Entering first-year students may be required to take the LIU Brooklyn placement examination in English and/or in mathematics before registering. Entry into or exemption from English and mathematics courses depends on the results of such placement examinations or SAT/ACT scores. Transfer students will be placed in such courses either on the basis of the LIU Brooklyn placement examinations, appropriate transfer credit, or SAT/ACT scores. All students who do not have SAT/ACT scores, or whose SAT/ACT scores fall below a certain level, will be required to take placement examinations.

**All Pharmacy students must successfully complete two courses from the English 61, 62, 63, 64 sequence.

***All Pharmacy students must successfully complete both Philosophy 61 and 62 or History 1 and 2. Students may not select one course from the Philosophy sequence and one course from the History Sequence. LIU Pharmacy strongly encourages Pharmacy students to complete the Philosophy 61 and 62 sequence.

**Professional Phase Course of Study**

The professional segment of the Doctor of Pharmacy program consists of six semesters of didactic and early experiential coursework and an extramural sixth year of 40 weeks of advanced pharmacy practice experiences, which students complete in hospital, community and other pharmacy practice settings. The professional program provides the specialized education necessary to develop expertise in the 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.

All students enrolled in pharmacy courses with an experiential component are required to have satisfactory yearly physical examination reports. A completed health form must be submitted to the Office of Experiential Education by the deadline dates established for each academic term. It is the responsibility of each student to visit a physician and to obtain a physical examination, specific laboratory tests and immunizations at the student’s own expense. Students must show proof of quantitative positive titers for rubella, rubella, mumps, varicella and hepatitis B; proof of vaccination and/or qualitative reports are not acceptable to practice sites for these tests. Additionally, students must show proof of a baseline hepatitis C titer which can be qualitative, laboratory report of baseline urinalysis, CBC(complete blood count), and basic metabolic panel as well as proof of having received appropriate booster doses of diphtheria and tetanus (or Tdap). Students need to obtain a test for exposure to tuberculosis – e.g., a PPD (or Mantoux tuberculin test) or a Quantiferon – immediately before and then every year during experiential education. If a PPD is performed, a 2-step test is required annually; other assessments during the year may be with a 1-step procedure if performed...
within one year of a previous test. A positive Mantoux (PPD) test will require that the student
get a chest x-ray and be assessed for the presence of tuberculosis. The decision to treat the student
needs to be discussed with the individual
physician. In addition, all students are to be tested
for syphilis before commencing an experiential
course. Students are also required to obtain an
influenza vaccine each year (usually due in
October).

The College reserves the right to require
additional medical tests or documentation it
determines are necessary for protecting the health
of the student, other health-care providers and
patients. Individual sites affiliated with the
pharmacy program may require additional medical
information from students, and may require that
students submit various forms directly to the
experiential site prior to beginning an experiential
course.

It is the student’s responsibility to fulfill these
requirements in order to participate in experiential
courses. Failure to submit required reports within
the specified time period automatically results in a
monetary fine and may deny admittance of
students to pharmacy courses with experiential
components. Students must prove that they are
knowledgeable of the Health Insurance Portability
and Accountability Act (HIPAA) as it relates to
pharmacy and complete appropriate OSHA
training. As such, students will complete College-
approved HIPAA and OSHA training programs
and might need to complete additional training at
individual practice sites.

Prior to beginning introductory and advanced
pharmacy practice experiences, each student needs to
submit proof of being a U.S. citizen or non-
citizen national, is a lawfully admitted immigrant
for permanent residence, or is a temporary visitor
lawfully admitted for educational study. In
addition, students are required to complete an
annual criminal background check, and undergo a
toxicology screen to identify drug use. Many sites
reserve the right to repeat background checks and
drug screens prior to or during an experiential
course.

In compliance with the U.S. Public Health
Service requirements, it is recommended that
pregnant students not enroll in Human Anatomy,
Physical Assessment and Drug Administration, or
other courses in which students may come into
contact with tissue and/or pathogens, or to engage
in experiential courses where there are
patients/clients with infectious diseases, unless
first receiving written permission from their
physicians.

Doctor of Pharmacy Degree
Requirements
[Program Code: 21294]
217-218 Minimum Total Credits Required
(depending on admission status; see notes for
courses FYS 1 and PHM 1) for the Doctor of

<table>
<thead>
<tr>
<th>Pharmacy Degree</th>
<th>PSY 3</th>
<th>General Psychology</th>
<th>3.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy Preprofessional Studies</td>
<td>Orientation Seminar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Preprofessional Science Course Requirements | This is required of all incoming students entering the
university with fewer than 24 credits. |
| All courses [39 credits] from the following table are required. | FYS 1 | First Year Seminar | 1.00 |
| BIO 1 | General Biology | 4.00 |
| BIO 2 | General Biology | 4.00 |
| BIO 101 | Microbiology | 4.00 |
| BIO 137 | Anatomy and Physiology I | 4.00 |
| BIO 138 | Anatomy and Physiology II | 4.00 |
| CHM 3 | General and Inorganic Chemistry | 4.00 |
| CHM 4 | General and Inorganic Chemistry | 4.00 |
| CHM 121 | Organic Chemistry | 4.00 |
| CHM 122 | Organic Chemistry | 4.00 |
| PHY 27 | Physics for Pharmacy | 4.00 |
| Preprofessional Mathematics Course Requirements | PHM 1 | Pharmacy Orientation Seminar | 0.00 |
| One course [4 credits] from the following table is required. | |
| MTH 40 | Calculus I | 4.00 |
| Preprofessional English Composition Course Requirements | |
| Both courses [6 credits] from the following table are required. | |
| COS 50 | Idea Of The Human | 3.00 |
| ENG 16 | English Composition | 3.00 |
| Preprofessional English Literature Course Requirements | |
| Two courses [6 credits] from the following table are required. | |
| ENG 61 | European Literatures I | 3.00 |
| ENG 62 | European Literatures II | 3.00 |
| ENG 63 | American Literatures | 3.00 |
| ENG 64 | Non-Western Literatures | 3.00 |
| Preprofessional Philosophy OR History Course Requirements | |
| Two courses [6 credits] are required. Both courses must be in the same discipline. | |
| Philosophy | |
| PHI 61 | Philosophical Explorations I | 3.00 |
| PHI 62 | Philosophical Explorations II | 3.00 |
| History | |
| HIS 1 | History of Civilizations to 1500 | 3.00 |
| HIS 2 | History of Civilizations Since 1500 | 3.00 |
| Preprofessional Economics Course Requirement | |
| One course [3 credits] from the following table is required. | |
| ECO 1 | Introduction to Economics | 3.00 |
| ECO 2 | Introduction to Economics | 3.00 |
| Preprofessional Psychology Course Requirement | |

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Additional Requirement
Completion of the LIU Brooklyn computer literacy requirement.

Credit and GPA Requirements
Minimum Total Credits: 217-218*
Minimum Liberal Arts and Sciences Credits: 60
Minimum Major GPA: 2.33
Minimum Overall GPA: 2.00
*depending on admission status; see notes for courses FYS 1 and PHM 1) for the Doctor of Pharmacy Degree

Bachelor of Professional Studies (BPS) in Pharmaceutics

The Bachelor of Professional Studies (B.P.S.) 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 B.P.S. in Pharmaceutical Studies is not intended for students wishing to become pharmacists and does not lead to license eligibility in the pharmacy profession. Students interested in becoming pharmacists should consider the LIU Pharmacy Doctor of Pharmacy (PharmD) program. LIU Pharmacy PharmD students, however, are eligible to apply to be awarded the B.P.S. in Pharmaceutical Studies en route toward the PharmD.

Bachelor of Professional Studies (BPS) in Pharmaceutical Studies
(Program Code: 38335)

Liberal Arts and Science Courses (68 credits)

Science Course Requirements
BIO 1 General Biology 4.00
BIO 2 General Biology 4.00
BIO 101 Microbiology 4.00
BIO 137 Anatomy and Physiology I 4.00
BIO 138 Anatomy and Physiology II 4.00

Chemistry Course Requirements
CHM 3 General and Inorganic Chemistry 4.00
CHM 4 General and Inorganic Chemistry 4.00

Mathematics Course Requirements
MTH 40 Calculus I 4.00

English Composition Course Requirements
Both courses [6 credits] from the following table are required.
COS 50 Idea Of The Human 3.00
ENG 16 English Composition 3.00

English Literature Course Requirements
Two courses [6 credits] from the following table are required.
ENG 61 European Literatures I 3.00
ENG 62 European Literatures II 3.00
ENG 63 American Literatures 3.00
ENG 64 Non-Western Literatures 3.00

Philosophy OR History Course Requirements
| PHM 310 | Pathophysiology/Immunology 3.00  |
| PHM 311 | Pharmacutics I 2.00             |
| PHM 312 | Pharmacutics II 2.00            |
| PHM 313 | Biochemistry 3.00               |
| PHM 314 | Pharmacy Profession and the Health Care System 3.00 |
| PHM 315 | Pharmacy and Society 2.00      |
| PHM 320 | Molecular Biology 2.00         |
| PHM 322 | Principles of Pharmacology/Medical Chemistry/Toxicology 2.50 |
| PHM 324 | Biostatistics 2.00             |
| PHM 325 | Introduction to Pharmacy Practice 3.00 |
| PHM 326 | Principles of Physical Assessment and Medication Administration 2.00 |
| PHM 410 | Human Genetics 2.00            |
| PHM 411 | Modular Organ Systems 3.00     |
| PHM 412 | Modular Organ Systems II 3.00  |
| PHM 413 | Modular Organ Systems III 2.50 |
| PHM 414 | Drug Information and Literature Evaluation 3.00 |
| PHM 420 | Principles of Health Behavior and Patient-provider Communication 3.00 |
| PHM 424 | Modular Organ Systems IV 2.50  |
| PHM 425 | Modular Organ Systems V 3.50   |

**Electives**

Two courses (6 credits) of didactic elective courses are required.

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**Additional Requirement:**

Completion of the LIU Brooklyn computer literacy requirement.

**Credits and GPA Requirements**

- Minimum Total Credits: 127
- Minimum Major GPA: 2.00
- Minimum Overall GPA: 2.00

**Pharm.D. / M.B.A. Program, Dual Degree**

LIU Pharmacy offers a Pharm.D./M.B.A. in Business Administration program in conjunction with the School of Business, Public Administration and Information Sciences (SBPAIS). Students receiving the dual degree will be well-positioned for broader career opportunities in the fields of pharmacy practice, pharmacy administration and management, health care administration, careers in various sectors of the pharmaceutical industry, in research, advance business studies or in academia.

Students entering the first professional year (P3) of the Pharm.D. program would have the option of enrolling in a predetermined sequence of MBA coursework. Pharm.D. students must be in good academic standing prior to enrolling in the dual degree program, if accepted, must meet the academic standards of both the College of Pharmacy and the SBPAIS (refer to the graduate bulletin for the academic standards of the M.B.A. program).

Upon successful completion of all Pharm.D. and M.B.A. requirements students will be awarded both degrees. Students enrolled in the dual degree program will complete both degrees by the end of the final pharmacy professional year (P6).

**Pharm.D. Pharmacy / M.B.A. in Business Administration**

Program Code: 38796

239 Minimum Total Credits Required (depending on admission status; see notes for courses FYS 1 and PHM 1) for the Doctor of Pharmacy degree

**Pharmacy Preprofessional Studies Preprofessional Science Course Requirements**

All courses (39 credits) from the following table are required.

| BIO 1 | General Biology 4.00 |
| BIO 2 | General Biology 4.00 |
| BIO 101 | Microbiology 4.00 |
| BIO 137 | Anatomy and Physiology I 4.00 |
| BIO 138 | Anatomy and Physiology II 4.00 |
| CHM 3 | General and Inorganic Chemistry 4.00 |
| CHM 4 | General and Inorganic Chemistry 4.00 |
| CHM 121 | Organic Chemistry 4.00 |

**Preprofessional Mathematics Course Requirements**

One course [4 credits] from the following table is required.

| MTH 40 | Calculus I 4.00 |

**Preprofessional English Composition Course Requirements**

Both courses [6 credits] from the following table are required.

| COS 50 | Idea Of The Human 3.00 |
| ENG 16 | English Composition 3.00 |

**Preprofessional English Literature Course Requirements**

Two courses [6 credits] from the following table are required.

| ENG 61 | European Literatures I 3.00 |
| ENG 62 | European Literatures II 3.00 |
| ENG 63 | American Literatures 3.00 |
| ENG 64 | Non-Western Literatures 3.00 |

**Preprofessional Philosophy OR History Course Requirements**

Two courses [6 credits] are required. Both courses must be in the same discipline.

**Philosophy**

| PHI 61 | Philosophical Explorations I 3.00 |
| PHI 62 | Philosophical Explorations II 3.00 |

**History**

| HIS 1 | History of Civilizations to 1500 3.00 |
| HIS 2 | History of Civilizations Since 1500 3.00 |

**Preprofessional Economics Course Requirement**

One course [3 credits] from the following table is required.

| ECO 1 Introduction to Economics 3.00 |
| ECO 2 Introduction to Economics 3.00 |

**Preprofessional Psychology Course Requirement**

| PSY 3 General Psychology 3.00 |

**Preprofessional Science Course Requirements**

All courses [39 credits] from the following table are required.

| CHM 122 Organic Chemistry 4.00 |
| PHY 27 Physics for Pharmacy 4.00 |

**Preprofessional Pharmacy Orientation Course Requirement**

This course is not required for students transferring into the first professional year of the Doctor of Pharmacy degree program.

| PHM 1 Pharmacy Orientation Seminar 0.00 |

**Orientation Seminar**

This is required of all incoming students entering the university with fewer than 24 credits.

| FYS 1 First Year Seminar 1.00 |

**Preprofessional Pharmacy Orientation Course Requirement**

This course is not required for students transferring into the first professional year of the Doctor of Pharmacy degree program.

| PHM 1 Pharmacy Orientation Seminar 0.00 |

**Pharmacy Professional Pharm.D. and Business Administration M.B.A. Required Courses**

3rd Year Professional Phase
All courses in the following table are required.

### 4th Year Professional Phase

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM 310</td>
<td>Pathophysiology/Immunology</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 311</td>
<td>Pharmaceutics I</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 312</td>
<td>Pharmaceutics II</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 313</td>
<td>Biochemistry</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 314</td>
<td>Pharmacy Profession and the Health Care System</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 315</td>
<td>Pharmacy and Society</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 320</td>
<td>Molecular Biology</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 321</td>
<td>Principles of Pharmacology/Medicinal Chemistry/Toxicology</td>
<td>2.50</td>
</tr>
<tr>
<td>PHM 322</td>
<td>Introduction to Pharmacy Law and the Integrated Pharmaceutical Care Lab</td>
<td>1.00</td>
</tr>
<tr>
<td>PHM 323</td>
<td>Pharmaceutics III</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 324</td>
<td>Biostatistics</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 325</td>
<td>Introduction to Pharmacy Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 326</td>
<td>Principles of Physical Assessment and Medication Administration</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 300</td>
<td>P-3 Introductory Pharmacy 0.50 Practice Experience</td>
<td>0.50</td>
</tr>
</tbody>
</table>

### 5th Year Professional Phase

All courses in the following table are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM 410</td>
<td>Human Genetics</td>
<td>2.00</td>
</tr>
<tr>
<td>PHM 411</td>
<td>Modular Organ Systems Therapeutics I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 412</td>
<td>Modular Organ Systems Therapeutics II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 413</td>
<td>Modular Organ Systems Therapeutics III</td>
<td>2.50</td>
</tr>
<tr>
<td>PHM 414</td>
<td>Drug Information and Literature Evaluation</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 420</td>
<td>Principles of Health Behavior and Patient-provider Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 421</td>
<td>Pharmaceutics IV</td>
<td>3.00</td>
</tr>
<tr>
<td>PHM 422</td>
<td>Compounding Laboratory I1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>PHM 423</td>
<td>Pharmacy Practice Laboratory I</td>
<td>1.00</td>
</tr>
<tr>
<td>PHM 424</td>
<td>Modular Organ Systems Therapeutics IV</td>
<td>2.50</td>
</tr>
<tr>
<td>PHM 425</td>
<td>Modular Organ Systems Therapeutics V</td>
<td>3.50</td>
</tr>
<tr>
<td>PHM 400</td>
<td>Community Practice Introductory Pharmacy Practice Experience</td>
<td>4.00</td>
</tr>
<tr>
<td>GBA 510</td>
<td>Financial Accounting for Managers</td>
<td>3.00</td>
</tr>
<tr>
<td>GBA 511</td>
<td>Corporate Financial Management</td>
<td>3.00</td>
</tr>
<tr>
<td>GBA 513</td>
<td>Marketing Management</td>
<td>3.00</td>
</tr>
<tr>
<td>MBA 634</td>
<td>Service and Operations Management</td>
<td>1.50</td>
</tr>
<tr>
<td>MBA 635</td>
<td>Entrepreneurship</td>
<td>1.50</td>
</tr>
<tr>
<td>MBA 630</td>
<td>Marketing Strategy</td>
<td>1.50</td>
</tr>
</tbody>
</table>

### 6th Year Professional Phase (Required Advanced Pharmacy Practice Experiences)

All courses in the following table are required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHM 610</td>
<td>Acute Care Advanced Pharmacy Practice Experience</td>
<td>5.00</td>
</tr>
<tr>
<td>PHM 611</td>
<td>Ambulatory Care Advanced Pharmacy Practice Experience</td>
<td>5.00</td>
</tr>
<tr>
<td>PHM 612</td>
<td>Community Practice Advanced Pharmacy Practice Experience</td>
<td>5.00</td>
</tr>
<tr>
<td>PHM 613</td>
<td>Institutional Practice Advanced Pharmacy Practice Experience</td>
<td>5.00</td>
</tr>
<tr>
<td>PHM 614</td>
<td>Internal Medicine Advanced Pharmacy Practice Experience</td>
<td>5.00</td>
</tr>
</tbody>
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**5th Year Professional Phase**

**6th Year Professional Phase (Required Advanced Pharmacy Practice Experiences)**

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**Credit and GPA Requirements**

- Minimum Total Credits: 239*
- Minimum Liberal Arts and Sciences Credits: 60
- Minimum GPA PharmD Professional: 2.33
- Minimum GPA MBA: 3.00

* depending on admission status; see notes for courses FYS 1 and PHM 1 for the Doctor of Pharmacy degree.
PROFESSIONAL COURSE DESCRIPTIONS

PHM 300 P-3 Introductory Pharmacy Practice Experience
The student pharmacist will be expected to “visit” a variety of offcampus locations to observe the practice of pharmacy. More specifically, the student will be assigned to spend one 4-hour afternoon period at each of the following locations: a community pharmacy, a hospital, a longterm care facility, and at a service learning exercise organized by a community pharmacist. Additional sites may be assigned as well. The student also will observe the manner in which complementary and alternative therapies are sold in locations without a pharmacist being available to assist patients. Following the site visits, each student will need to complete an assignment (which in many cases includes a reflective essay) and participate in a reflective session on campus with a facilitator. Course open to students with 3rd Year Standing in Pharm.D. Program Credits: 0.50 Every Fall

PHM 310 Pathophysiology/Immunology
This course covers the fundamental mechanisms, etiology, pathogenesis, and manifestations of common diseases seen in today's world. Students will become familiar with the predisposing factors and pathological processes that lead to disease at the molecular, cellular, organ, and whole body levels. Topics include an introduction to the immune system in health and disease, concepts of microbial pathogenesis and the responses of the host to infection; allergy and hypersensitivity; tissue graft rejection, clinical immunosuppression, the immune system vs. cancer, autoimmune diseases, and congenital and acquired immuno-deficiencies. Students are also exposed to the basic morphologic and functional changes of major disease processes in cardiovascular, respiratory, renal, digestive and endocrine, neurologic, and musculoskeletal systems. Throughout the course, students will be developing critical thinking, problem solving, and lifelong learning skills needed in pharmacy practice. At the end of this course, students will be able to describe and explain the pathophysiological mechanisms of major human diseases, and apply this knowledge when learning about the pharmacotherapy of major disease states. Course open to students with 3rd Year Standing in Pharm.D. Program Credits: 3 Every Fall

PHM 311 Pharmaceutics I: Pharmaceutical Calculations
This course is designed to enable students to perform calculations requisite for the study and practice of pharmacy. The course also provides a basic understanding of statistics necessary for the student's understanding of pharmaceutical and medical literature. After completing the course students will be able to interpret prescription orders and perform all calculations necessary for the preparation of stock solutions and extemporaneous products. The course format consists of lecture and recitation. The students are also provided with problem sheets and text assignments that they must work through on their own. It is believed that diligent and persistent practice is the best way to achieve proficiency and mastery in problem solving. Recitation sessions provide the students with an opportunity to meet in small groups in order to solve more practice problems and understand the material in depth. The recitation periods allow the students to enhance their skills working with other student to solve problems while still allowing ample opportunity for individual work and development. Following completion of this course, students will be able to interpret prescription orders, and perform all calculations necessary for the compounding of prescriptions. Course open to students with 3rd Year Standing in Pharm.D. Program Credits: 2 Every Fall

PHM 312 Pharmaceutics II: Basic Theories in Pharmaceutics
This course is designed to provide the students with the basic principles and application of physical chemistry in pharmacy. It provides the bases for understanding the chemical and physical phenomenon that govern the in vivo and in vitro actions of pharmaceutical products. This course serves as the foundation for the later study of pharmaceutical manufacturing, dispensing, and biopharmaceutics and pharmacokinetics. Following completion of this course, students will be able to discuss the principles of physical chemistry such as solution theory, diffusion and dissolution, rheology, and kinetics as applied to pharmaceutical systems. Course open to students with 3rd Year Standing in Pharm.D. Program Credits: 2 Every Fall

PHM 313 Biochemistry
This course provides the biochemical foundation necessary for students to understand the basis of pharmacotherapeutics. Topics include the structure and function of macromolecules, membrane structure and receptor signaling, biomolecular interactions, and the mechanisms of enzyme action. This is followed by the metabolism of carbohydrates, lipids, amino acids, nutrition, nucleotides, and the control of metabolic processes. Clinical correlations are provided throughout the course, and each student will be developing critical thinking, problem solving, and lifelong learning skills needed in pharmacy practice due to the use of various active learning techniques. After completing this course, the student will be able to apply the biochemical principles that are requisite to the understanding of immunology, medicinal chemistry, and pharmacotherapy. Course open to students with 3rd Year Standing in Pharm.D. Program Credits: 3 Every Fall

PHM 314 Pharmacy Profession and Health Care System
Over the past few decades, pharmacy as a profession has evolved dramatically. This evolution of the pharmacist’s role in healthcare has been in sync with several other changes in the health care system. This 3 credit course introduces the student to the dynamic and complex changes that have occurred in the U.S. health care system with an emphasis on the evolution of pharmacists’ roles in the provision of health care products and services and pharmacy’s relationships with other healthcare providers in the health care system. It will detail the role of the other healthcare professionals and various healthcare settings in which pharmacists provide care currently and may be positioned to provide in the future. Each class session will require students to think critically and communicate in small as well as large group settings to discuss the evolving nature of the pharmacist’s role and the way in which future pharmacists can make a contribution to improving a patient's quality of life and safety. Following completion of this course, students will be able to critically evaluate and discuss orally and in writing the historical development of the pharmacy profession and how it currently fits in the healthcare system and plays an important role in improving patient safety and patients’ quality of life. Students will be able to advocate the professional contributions that pharmacists make in reducing healthcare costs, improving patients’ quality of life and patient safety. Course open to students with 3rd Year Standing in Pharm.D. Program Credits: 3 Every Fall

PHM 315 Pharmacy and Society
Today's pharmacists practice in an increasingly competitive social, political and economic environment, with a vast array of issues affecting their ability to develop, manage, market and get reimbursed for services provided to improve patients’ quality of life and patient safety. This course adopts principles from the disciplines of marketing, economics, management, sociology and pharmaceutical policy to provide students with an understanding of the societal and market context in which pharmacists services are provided. An emphasis is placed on the most common programs that pay for pharmacist-provided patient care services. Throughout the course, students will be developing their critical thinking and problem-solving skills so that they are well prepared for developing, managing, marketing and getting
reimbursed for their services. In-class active learning strategies and homework assignments will be utilized to stimulate student critical thinking, decision-making and managerial capabilities.

Following completion of this course, students will be able to describe the pharmacists provided programs and services that are economically viable and recognized by payers in the healthcare system. Students will be able to identify the societal, political and financial challenges associated with providing quality care to patients and will be able to provide recommendations and solutions to overcome these challenges.

**Course open to students with 3rd Year Standing in Pharm.D. Program**

**Credits: 2**

**Every Fall**

**PHM320 Molecular Biology**

The biological sciences play a growing role in our understanding of disease and the manner in which they should be treated to ensure optimal outcomes for the patient. The goal of this course is to ensure that students have a broad understanding of the basic principles of gene expression, gene replication, and molecular interactions important to biological processes. Topics include mechanisms of DNA/RNA/protein synthesis and function, gene transcription and translation, gene expression and regulation, cell cycle regulation, and molecular biology of bacteria and viruses. Students are also introduced to genetic recombination, DNA biotechnology, and diagnostic molecular biology techniques utilized in the clinical laboratory.

Throughout the course, students will be developing critical thinking, problem solving, and lifelong learning skills needed in pharmacy practice. Upon completion of this course, students will be able to explain the principles behind DNA, RNA, and proteins synthesis and regulation. Students also will be able to identify the patient care implications of their newfound knowledge. Student will be able to educate other health care professionals and patients about the importance of DNA sequencing and profiling in improving patient outcomes.

**Pre-requisite of PHM 313 is required**

**Credits: 2**

**Every Spring**

**PHM321 Principles of Pharmacology, Medicinal Chemistry and Toxicology**

This course introduces students to many of the basic principles surrounding biological science disciplines such as pharmacology, medicinal chemistry, and toxicology. Students will, for example, begin to develop competencies in such areas as pharmacokinetics, pharmacodynamics, the theory of structure activity relationships, and toxicology. The overall course goal is to have the students develop an understanding of the scientific concepts needed to understand and ultimately provide rational drug therapy for individual patients.

**Topics include basic pharmacokinetic parameters and concepts, drug metabolism and drug-drug interactions; dose-response relations; toxicity of chemical and pharmacological agents. Students are also introduced to the physiologic and pathophysiologic factors involved in drug absorption, distribution, metabolism and elimination, determinants of variability in drug responses, inter- and intra-patient variability in pharmacokinetics/ pharmacodynamics, and drug interactions. By the end of the course, students will be able to use basic pharmacokinetic parameters to begin to determine appropriate doses and dosages, and develop/assess dose-response curves to determine relative efficacies and potencies. Student will also be able to explain the rationale for the development of adverse events seen in patients based on an understanding of toxic metabolites and drug-drug interactions. Throughout the course, students will be developing critical thinking, problem solving, and lifelong learning skills needed in pharmacy practice by the use of case studies, response to questions posed by faculty members, and other active learning techniques.**

**Pre-requisites of PHM 310 and PHM 313 are required.**

**Credits: 2.50**

**Every Spring**

**PHM322 Introduction to Pharmacy Law and the Integrated Pharmaceutical Care Laboratory**

Designed to prepare students for their introductory pharmacy practice experiences, this course provides students with an introduction to the principles of and skills required for contemporary pharmacy practice. Specifically, it reviews the various components of the prescription dispensing process, including the initial patient encounter, the patient profile review, preparing and checking the dispensed medication, and counseling the patient.

An emphasis will be placed on the laws and regulations that govern this process (e.g., elements required on the prescription and pharmacy label, electronic prescribing, controlled substance laws, patient counseling requirements). Small group teaching methods are employed to inform and prepare students for the simulated pharmacy practice scenarios to be held in the Integrated Pharmaceutical Care Laboratory. Laboratory sessions will allow students to develop a structured operational approach to the technical and legal aspects of pharmacy practice by accurately accepting, processing, and checking prescriptions to meet a patient’s needs, gathering pertinent patient information, and providing information to a patient about prescription medications or products available over-the-counter.

**A prerequisite of PHM 311 is required**

**Credits: 1**

**Every Spring**

**PHM323 Pharmaceutics Ill: Biopharmaceutics and Pharmacokinetics**

A number of chemical biological and physical processes govern the in vivo fate of an administered medication. In order for a medication to be therapeutically useful it must enter the circulation (generally through an absorption process), distribute to the appropriate site of action and finally be eliminated by a chemical or physical process. This course is intended to provide the student with an understanding of the factors involved in these processes and to characterize drug disposition mathematically. In doing so, this course serves to supply the student with a fundamental background in pharmacokinetic principles.

Following completion of this course, students will be able to determine the optimal dosage form for a specific situation, determine an appropriate dosage regimen, counsel patients more appropriately and monitor patients as well. The tools and principles gained from this course will be used in the practice of pharmaceutical care.

**Prerequisites: PHM 311 and PHM 312**

**Credits: 3**

**Every Spring**

**PHM324 Biostatistics**

Statistics plays a vital role in almost all branches of sciences, including pharmaceutical science and clinical science. Statistical methods are commonly used for analyzing clinical results, testing their significance. In clinical research, researchers and practitioners need to compare the release time of different dosage forms, the pharmacological effects of two chemical or biological entities, the clinical performance of a new drug with a gold standard treatment, the risk of adverse effects between different racial groups, the odds of receiving generic medications between private-insured patients and Medicaid patients, etc. Statistics help researchers and decision makers to identify real effects and differences by chance. With sound knowledge of statistics, pharmacists can carry out simple statistical test and interpret clinical studies correctly. Making decisions based upon evidence requires that students can understand, explain and apply descriptive and inferential statistics used in scientific research.

After completing the course students will be able to select the appropriate statistical procedure to answer research questions and explain why they made that decision based upon the scale of their outcomes variables and research questions. They will be able to use a computer statistical package, SPSS, Statistical Package for the Social Sciences, in solving problems and interpreting output. They will be able to explain what the results of the statistical tests mean and explain their decisions.

**Course open to students with 3rd Year Standing in Pharm.D. Program**

**Credits: 2**

**Every Spring**

**PHM325 Introduction to Pharmacy Practice**

This course is designed to introduce the entry-level student to the concepts and skills that serve as the foundation for delivering patient-centered
pharmacy care. As such, this course will prepare students for higher-level courses (such as the Modular Organ Systems Therapeutics Sequence and Drug Information and Literature Evaluation). The course begins with an overview of evidence-based medicine and information resources available to the practicing pharmacist. It continues with an in-depth review of laboratory tests commonly used when monitoring a patient. Students are later introduced to various diagnostic procedures and devices that may be seen in practice, components of a medical record, principles of adverse drug reactions and drug interactions, and the concepts of therapeutic drug monitoring, medication reconciliation, and documentation used in the provision of direct patient care services. The course concludes with a discussion of principles related to self-care and complementary and alternative medicine, including assessment of a patient seeking nonprescription medications. Recitation sessions provide the students with an opportunity to meet in small groups as well as individually in order to use various active learning techniques to apply concepts discussed during lecture.

Following completion of this course students will be able to select the appropriate drug information reference to answer a specific question, extract pertinent information within a medical record and interpret the findings (e.g., laboratory test results), describe the principles of drug interactions and adverse drug reactions, prepare rudimentary pharmaceutical care plans and FARM notes, and assess whether a patient is an appropriate self-care candidate.

**Course open to students with 3rd Year Standing in Pharm.D. Program**

Credits: 3

Every Spring

**PHM316 Principles of Physical Assessment and Medication Administration**

This course covers topics fundamental to patient care including the provision of collaborative drug therapy management, pharmacists as immunizers, and other expanded patient-care roles that pharmacists play in today’s health care system. An emphasis is placed on the skills required to engage in medication therapy management services. These skills include the collection of objective data such as physical examination. Students will also become familiar with administering intramuscular and subcutaneous injections and counseling patients on the correct technique for administration of ophthalmological and otic preparations, inhaler devices, and devices for nebulization.

**Course open to students with 3rd Year Standing in Pharm.D. Program**

Credits: 2

Every Spring

**PHM400 Community Practice Introductory Pharmacy Practice Experience**

This introductory experience course will expose the student to the patient care, administrative, distributive, and overall practice of a contemporary community pharmacy. The student pharmacist will observe and participate with pharmacists, perhaps other pharmacy students, and other health care professionals in providing direct patient care. The student will become familiar with key elements involved with dispensing prescriptions (such as interpreting a patient profile, taking an oral prescription, preparing a product label, and counseling a patient, in order to assist the pharmacist in dispensing prescriptions. The student pharmacist also will observe/participate in assisting patients to select nonprescription agents, monitoring devices, and durable medical equipment. Finally, the student will gain experience in developing care plans for ambulatory patients.

**Prerequisites: PHM 300, 310, 311, 312, 313, 314, 315, 321, 322, 323, 324, 325 and 326**

Credits: 4

Every Summer

**PHM410 Human Genetics**

The goal of this course is to ensure that students acquire the fundamental knowledge and, to a limited extent, the skills that will be used in higher-level courses (such as the MOST series) to provide individualized pharmacotherapy for patients. Students will be able to apply various genetic and genomic tools in their patient practice. The course covers the historical developments that led to the era of genetics and genomics, and the fundamental principles of inheritance (DNA, genes, and chromosomes). Topics include the following: the human genome, mutations and polymorphisms, and mitochondrial genetics; gene interactions, multiple-factor inheritance and chromosomal inheritance; concepts and methodologies in genetic analysis. The roles of mutation, selection, and migration are investigated to determine the genetic composition of different populations, as well as discussions of simple vs. complex traits, cloning, DNA sequencing, and genetic and physical mapping. Throughout the course, students will be developing critical thinking, problem solving, and lifelong learning skills needed in pharmacy practice through the use of various active learning strategies such as concept maps.

Upon completion of this course, students will be able to describe the principles of inheritance and the role of polymorphisms in human diseases, and will be able to apply the concept of genetically determined populations to most aspects of pharmacotherapeutics in order to provide patient-specific care.

**Pre-Requisites of PHM 320 is required**

Credits: 2

Every Fall

**PHM411 Modular Organ Systems Therapeutics Sequence (MOST I)**

This is the first of a 9-course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmaco therapy in order to provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and student pharmacists are exposed to when providing patient care. In general, the students learn pharmacologic principles first and then learn rational pharmaco therapeutics. Throughout the sequence, students will be developing their critical thinking and problem-solving skills so that they are well prepared for experiential education and, eventually, pharmacy practice.

Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development.

Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and pharmacotherapeutic principles in order to formulate patient care plans and provide patient-focused care.

The first course in the sequence includes discussion of common anemias, fluid and electrolyte abnormalities, renal failure, and acid base disorders.

**Prerequisites: PHM 321 and PHM 325**

Credits: 3

Every Fall

**PHM412 Modular Organ Systems Therapeutics Sequence (MOST II)**

This is the second of a 9-course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmaco therapy in order to...
provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and student pharmacists are exposed to when providing patient care. In general, the students learn pharmacologic principles first and then learn rational pharmacotherapeutics. Throughout the sequence, students will be developing their critical thinking and problem-solving skills so that they are well prepared for experiential education and, eventually, pharmacy practice.

Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development.

Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and pharmacotherapeutic principles in order to formulate patient care plans and provide patient-focused care.

This course focuses on cardiovascular disorders and their rational treatment.

Prerequisites: PHM 321 and PHM 325
Credits: 3
Every Fall

PHM414 Drug Information and Literature Evaluation

This course is designed to introduce students to the concepts involved in responding to drug information requests including, analysis of the question, conducting a systematic search, and formulating and communicating a response. A significant portion of the course will focus on ways to evaluate the biomedical literature with respect to trial design, methodology, statistical analysis of results, and clinical relevance of findings. The course concludes with clinical applications of drug information skills that require students to judge the merit of various types of biomedical literature so as to arrive at an evidence-based pharmacotherapy decision. The critical thinking and problem solving skills of students will be developed as they are challenged with various active learning strategies in lecture and recitation/small-group learning sessions that focus on the application of drug information and literature evaluation skills in the delivery of patient-focused care.

After completing this course students will be able to retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information and counseling to patients, their families or care givers, as well as other health care providers.

A prerequisite of PHM 324 is required
Credits: 3
Every Fall

PHM421 Pharmaceutics IV: Dosage Forms and Principles of Extemporaneous Compounding

An important component of drug therapy is the selection of the dosage form. Some of the factors considered in the selection process include patient factors, e.g., age, weight, gender), the route of administration, design of the dosage form, socio-economic factors, concurrent drug administration, and disease state. This course deals with the basic and applied scientific principles used in the design, preparation, storage, packaging, stability, incompatibilities, dispensing and use of polyphasic systems, including suspensions, and emulsions, of sterile parenteral, oral and nasal products and of total parenteral nutrition are necessary considerations of dosage form selection. The laboratory component emphasizes the interpretation and dispensing of prescriptions and medication orders, and extemporaneous compounding of liquid dosage forms. Special emphasis is given to sterile product preparations including IV and TPN.

Following completion of this course, students will be able to interpret prescription orders, perform all pharmacists need to understand patient behaviors and communicate with patients and other members of the health care professionals through different modalities, e.g., verbal, written, graphic, and electronic. In order to conform to OBRA '90 (federal regulation that has implications for pharmacists), and more recent regulations regarding pharmacy practice, requiring consultation with patients in a variety of specific situations, pharmacists must also possess the ability to address (both in writing and verbally) patients, community, senior, educational and religious groups who desire medication and health information, as well as share information, ideas and solutions with other pharmacists and health professionals. This course is designed to help students achieve competencies in the areas of understanding, influencing and modifying patient behaviors, effective verbal and written communication and engaging in professional behaviors that help improve patient quality of life and patient safety. This course is also the designated Writing Intensive (WI) course and involves students writing and presenting papers on topics related to effect of patient-provider communication on patient health outcomes.

Recitation sessions provide the students with an opportunity to counsel patients while utilizing sound principles of communicating with patients in a variety of context. The recitation periods allow the students to enhance their communication and patient management skills by conducting one-on-one counseling sessions and get feedback from peers.

Following completion of this course, students will be able to effectively communicate (written and oral) and create patient care plans for improving compliance and healthy behaviors.

Credits: 3
Every Spring
calculations necessary for the compounding of prescriptions, and compounding the prescription. Prerequisites: PHM 311 and PHM 312
Credits: 3
Every Spring

PHM422 Compounding Laboratory I
This is the first of a two-course sequence consisting of two to three hour laboratories of hands-on practice in compounding prescriptions of products not commercially available. Students will gain expertise in compounding extemporaneous dosage forms such as syrups, elixirs, emulsions, suspensions, lotions ophthalmic and nasal solutions, intravenous preparations and TPN preparations. The course also introduces the students to the concepts of home infusion therapy and gives them an opportunity to practice preparing total parenteral nutrition admixtures. The objective of the course is to provide pharmacy students with a unique opportunity to become competent in preparing extemporaneous products and to practice their chosen time-honored profession. As compounding pharmacy continues to grow, it will provide additional pharmacists with the opportunity to use their innovative skills to solve patient problems. Laboratory hours will ensure that students properly interpret prescriptions, and employ actives and excipients that are appropriate for any given dosage form. The course will allow students to become cognizant of the quality of drugs, excipients and other additives in terms of their stability, compatibility and, when necessary, sterility. Students will be fully exposed and competent in the compounding techniques, which are commensurate to the complexities of 21st century compounding.
A co-requisite of PHM 421 is required.
Credits: 1
Every Spring

PHM423 Pharmacy Practice Laboratory I
This is the first of a two-part laboratory sequence that will provide students with the opportunity to apply information and skills learned in prior coursework in a simulated patient-oriented pharmacy practice setting. Students will gain ample practice in the prescription dispensing process, such as accepting a prescription, reviewing it along with the patient profile for potential medication errors, processing the prescription, preparing/compounding the medication, checking the final product, and ultimately counseling the patient. Additionally, students will practice other activities that occur on a day-to-day basis in a typical pharmacy, such as communicating with healthcare professionals to resolve issues, performing basic patient assessment, counseling patients on over-the-counter products and durable medical equipment, and managing inventory and staff.
Prerequisites: PHM 322 and PHM 326
Credits: 1
Every Spring

PHM424 Modular Organ Systems Therapeutics Sequence (MOST IV)
This is the fourth of a 9-course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmaceutical in order to provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and student pharmacists are exposed to when providing patient care. In general, the students learn pharmacologic principles first and then learn rational pharmacotherapeutics. Throughout the sequence, students will be developing their critical thinking and problem-solving skills so that they are well prepared for experiential education and, eventually, pharmacy practice. Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development. Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and pharmacotherapeutic principles in order to formulate patient care plans and provide patient-focused care.
This course focuses on sleeping disorders, seizure disorders, alcohol and drug abuse, psychiatric disorders, Alzheimer’s disease, and Parkinson’s Disease.
Prerequisites: PHM 321 and PHM 325
Credits: 3.50
Every Spring

PHM 470 Pharmaceutical Biotechnology
This course is designed to introduce students to the use of biotechnology and biotechnology-related techniques in the development of pharmaceutical 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 pharmaceutical 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.
The prerequisite of PHM 313, PHM 321, PHM...
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 under the course outline below. 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 in practicing 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.
Credits: 3
On Occasion

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 apothecaries, 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.
Credits: 3
On Occasion

PHM 473 Introduction to the Pharmaceutical Industry Insights and Opportunities for Pharmacists
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’s awareness of the role of the pharmacist in the pharmaceutical industry. A pre/co-requisite of PHM 4## level courses is required.
Credits: 3
On Occasion

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), corrective and preventable actions (CAPA) and recall activities.
Prerequisites: PHM 313 and PHM 321
Credits: 3
On Occasion

PHM 477 Cannabis Pharmacology, Therapy, and Controversy
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 and conditions such as Alzheimer’s disease, multiple sclerosis, epilepsy, glaucoma, and chemotheraphy-related nausea. Students will also explore the historical and political issues that resulted in the classification of cannabis as a Schedule I controlled substance. The classroom sessions will include interactive learning exercises and case studies.
Credits: 4
Every Summer

PHM510 Health Care Informatics
Informatics is commonly defined as the use of computers to manage data and information. Medical informatics, also known as health informatics, is a more specific application of these tools and techniques toward endeavors related to the infrastructure, development and delivery of optimal healthcare. Pharmacy informatics is the nexus between improving the medication use process through informatics, and this topic has taken on unprecedented importance in today’s contemporary pharmacy practice. Taken together, we come up with the term health care informatics. Thus it is important that pharmacy students possess and conceptualize within the framework of the medication use process the knowledge and skills of healthcare informatics.
This course will provide a primer on the use of automation systems (e.g., electronic health records, robotics) that support the medication use process. Students will gain an understanding of how biomedical data are acquired, stored and used, as well as the ethical considerations that accompany this process. An emphasis will be placed on the role of informatics in assisting clinicians in ensuring,
through decision support technologies, optimal medication use and quality. Students will develop their critical thinking and problem-solving skills as they engage in active learning exercises designed to prepare them for developing, evaluating, using, and maintaining health care information systems.

Credits: 2
Every Fall

PHM 511 Pharmacutics VI: Dosage Forms and Principles of Extemporaneous Compounding
An important component of drug therapy is the selection of the dosage form. Some of the factors considered in the selection process include patient factors, (e.g., age, weight, gender), the route of administration, the design of the dosage form, socioeconomic factors, concurrent drug administration, and the disease state. The course deals with the basic and applied scientific principles used in the design, preparation, storage, packaging, stability, incompatibilities, dispensing, and use of polyphasic systems, including dermal and transdermal products, powders and granules, capsules, tablets, suppositories, metered dose aerosols, dry powder inhalers, nebulizers, rate-controlled and targeted drug delivery systems, and biotechnology and new drug delivery systems.

The laboratory component emphasizes the interpretation and dispensing of prescriptions and medication orders, and extemporaneous compounding of semi solid and solid dosage forms. Special emphasis is given to sterile product preparations including IV and TPN. Following completion of this course, students will be able to interpret prescription orders, perform all calculations necessary for the compounding of prescriptions, and compounding the preparation.

Prerequisites: PHM 311 and PHM 312
Credits: 3
Every Fall

PHM 512 Compounding Laboratory II
This is the second of a two-course sequence consisting of two to three hour laboratories of hands-on practice in compounding prescriptions of products not commercially available. Students will gain expertise in compounding extemporaneous dosage forms such as syrups, elixirs, emulsions, suspensions, lotions ophthalmic and nasal solutions, intravenous preparations and TPN preparations. The course also introduces the students to the concepts of home infusion therapy and gives them an opportunity to practice preparing total parenteral nutrition admixtures. The objective of the course is to provide pharmacy students with a unique opportunity to become competent in preparing extemporaneous products and to practice their chosen time-honored profession. As compounding pharmacy continues to grow, it will provide additional pharmacists with the opportunity to use their innovative skills to solve patient problems. Laboratory hours will ensure that students properly interpret prescriptions, and employ actives and excipients that are appropriate for any given dosage form.

The course will allow students to become cognizant of the quality of drugs, excipients and other additives in terms of their stability, compatibility and, when necessary, sterility. Students will be fully exposed and competent in the compounding techniques commensurate to the complexities of 21st century compounding.

A prerequisite of PHM 511 is required.
Credits: 1
Every Fall

PHM 513 Pharmacy Practice Laboratory II
This two-part laboratory sequence will provide students with the opportunity to apply information and skills learned in prior coursework in a simulated patient-oriented pharmacy practice setting. Students will gain ample practice in the prescription dispensing process, such as accepting a prescription, reviewing it along with the patient profile for potential medication errors, processing the prescription, preparing/compounding the medication, checking the final product, and ultimately counseling the patient.

A prerequisite of PHM 423 is required.
Credits: 1
Every Fall

PHM 514 Practical Applications of the Biological Sciences
The biological sciences recitation combines the disciplines of pathophysiology, biochemistry, molecular biology, genetics, and the principles of medicinal chemistry/pharmacology/tokology to provide students with an integrated approach to understanding the physiological, biochemical, and molecular mechanisms of disease and inheritance, as well as the therapeutic and toxic effects of medications on the human body. By working in teams and individually, students will utilize a variety of active learning strategies such as evaluating case studies, developing concept maps, and debating a variety of issues to solve complex problems, hone their skills and enhance their critical thinking, problem solving, and life-long learning skills. Following completion of these recitations, students will be able to apply knowledge acquired in the basic sciences to direct patient care.

A prerequisite of PHM 410 is required.
Credits: 1
Every Fall

PHM 515 Pharmacoeconomics and Pharmacoepidemiology
In the past decade, pharmacists have come to be known as the medication experts of the health care system. Pharmacoepidemiology and pharmacoeconomics are research fields that address the effects of medication use in populations. Naturally, it is expected that pharmacists have the requisite knowledge of the principles of pharmacoepidemiology and pharmacoeconomics.

This course is designed to teach students about the different study designs and ratios used in different pharmacoepidemiology studies, confounders and biases affecting these studies and their results and how to conduct high-quality epidemiologic research that directly addresses both methodological and substantive questions. Students will also gain an understanding and expertise in utilizing various pharmacoeconomic formulas and ratios to make decisions about which drugs to be included in the formlurgy. Active learning strategies will be utilized. Following completion of this course, students will be able to critically evaluate pharmacoepidemiological and pharmacoeconomic studies and make decisions about adapting the results of these studies in their practice. Students will be able to calculate ratios utilized in pharmacoepidemiological and pharmacoeconomic studies and provide recommendations related to medication use in populations.

A prerequisite of PHM 324 is required.
Credits: 2
Every Fall

PHM 516 Modular Organ Systems Therapeutics Sequence (MOST VII)
This is the sixth of a 9course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmacotherapy in order to provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and the rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and patient pharmacists are exposed to when providing patient care. In general, the students learn pharmacologic principles first and then learn rational pharmacotherapeutics. Throughout the sequence, students will be developing their critical thinking and problem-solving skills so that they are well prepared for experiential education and, eventually, pharmacy practice.

Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development.

Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and...
pharmacotherapeutic principles in order to formulate patient care plans and provide patient-focused care.

This course focuses on infectious diseases.
Prerequisites: PHM 321 and PHM 325
Credits: 2.50
Every Fall

PHM 517 Modular Organ Systems Therapeutics Sequence (MOST VII)

This is the seventh of a 9-course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmacochemistry in order to provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and student pharmacists are exposed to when providing patient care. Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development. Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and pharmacochemical principles in order to formulate patient care plans and provide patient-focused care.
Prerequisites: PHM 321 and PHM 325
Credits: 2.50
Every Fall

PHM521 Practice Management

The healthcare system in the United States is changing rapidly. Pharmacists and their role in the healthcare system are at the epicenter of this change. Thus, it is imperative that future pharmacists learn how to handle the change in this rapidly evolving healthcare system. This course will help students acquire knowledge and skills required to excel in the areas of entrepreneurship, resource management, and business operations pertaining to pharmacy practice and change management. Principles from the managerial sciences such as business management, human resource management etc., will be applied to pharmacy business operations and patient care services. Emphasis is placed on the use of active learning strategies rather than passive listening and will require students to write mission and vision statements, create business plans, conduct SWOT analysis, develop staffing plans and tools and analyze financial reports.

At the end of the course, students will be able to develop plans for financially sound patient care services, identify staffing requirements and apply human resource management tools to resolve issues, and conduct an in-depth analysis of the financial viability of a pharmacy business.

PHM 522 Public Health and Patient Safety

Increasingly, members of the health professions, health policymakers and the American public appreciate the importance of disease prevention and improvement of population health. The release of the document, Healthy People 2010 and national events such as the September 11 attack and the hurricane Katrina disaster have brought to public attention the need for a network of different health care professionals who can effectively respond to public health threats and improve population health. Pharmacists are one of the most accessible health care professionals to the public and therefore, can significantly affect population health. Therefore, in addition to their conventional role of delivering optimal pharmacotherapy to individual patients, it is important for pharmacists to develop skills to become effective public health providers and improve population health.

The role of the pharmacist in public health is to be able to assess the health needs of populations and to promote health improvement, wellness, and disease prevention in cooperation with patients, communities, at-risk populations and other members of an interprofessional team of health care providers. At the completion of this course, students will be able to design and evaluate initiatives to promote public health such as: (1) improve access to health care and reduce health disparities, (2) increase the quality of community based programs, (3) use communication strategies to improve health, (4) ensure the safe and effective use of medical products, (5) promote health and reduce chronic disease associated with diet and weight, (6) improve health, fitness and quality of life through promoting daily physical activity, (7) reduce substance abuse, and (8) reduce illness, disability and death related to tobacco use and exposure to secondhand smoke. Additionally, students will be trained in improving patient safety using a systems perspective. Students will be introduced to error reporting systems and techniques to identify, categorize and reduce medication errors.

The course includes lectures as well as recitation sessions. During the recitation, students will work on designing, implementing and evaluating a community based public health program.

Credits: 3
Every Semester

PHM523 Pharmacogenomics

This course exposes students to the genetic basis of diseases as related to mechanisms of action/toxicities, and inter-individual differences in response to medications and drugs. The focus is on personalized medicine and is based on molecular markers of diseases, medication effectiveness, and adverse events. An emphasis is placed on the most important genetic and genomic technologies involved in genotyping drug metabolizing enzymes, transporters, and other targets. Students are given opportunities to review and discuss current case studies of pharmacogenomics and individual variations in response to medications and drugs. The course ends with a discussion of ethical issues involving genetic testing, patient stratification and clinical trials, and the role of the FDA in pharmacogenomics and personalized medicine. The course consists of lectures and student-led case discussions. Throughout the course, students will be developing critical thinking, problem solving, and life-long learning skills needed in pharmacy practice.

Upon completion of this course, students will be able to describe the major genetic determinants involved in human diseases and their relation to variations in response to medications/drugs. Students also will be able to apply the concept of genetically determined populations to most aspects of pharmacotherapeutics, and will have the knowledge to educate other health care professionals and patients about the availability and importance of genetic testing in order to provide personalized patient care.

A prerequisite of PHM 410 is required

Credits: 2
Every Spring

PHM524 Clinical Pharmacokinetics

Clinical pharmacokinetics is the process of using drug concentrations, pharmacokinetic principles, and pharmacodynamics criteria to personalize drug therapy. Class time includes traditional lectures coupled with active learning exercises (e.g. case studies).

Following the completion of this course, students will be able to describe the way in which the pharmacokinetics of certain medications may be altered in specific patient populations (e.g., geriatrics, patients with renal or hepatic impairment). Students will also be able to describe the pharmacokinetics of specific medications (e.g., antiepileptics) their usual therapeutic concentration range, the relationships between concentration and pharmacodynamics effects, and factors affecting these relationships. Using knowledge regarding the pharmacokinetic characteristics of each medication, students will be able to individualize therapy for a given patient.

A prerequisite of PHM 323 is required

Credits: 2
Every Spring
PHM525 Pharmacy Law and Ethics

Like all professionals, pharmacists can be held legally accountable for the consequences of their personal conduct while providing care to their patients. This course is designed to provide students with an insight into the legal aspects of their practice. Students will be introduced to federal and state laws, statutes and professional ethics chartered by pharmacy professional associations. The course will cover both federal and state laws that impact and regulate the practice of pharmacy. Topics including the federal regulation of medications, regulation of controlled substances, and federal and state regulation of pharmacy practice will be discussed using case studies. Detailed evaluation of the New York State laws and the relevant federal regulations pertaining to pharmacy may help the students in preparing for their Multistate Pharmacy Jurisprudence Exam (MPJE), and in understanding the diverse legal issues impacting future professional practice. Using an active learning strategy, students will be asked to critically think and provide rational and moral arguments on issues that pose legal, ethical and moral challenges.

Following completion of this course, students will be able to distinguish between moral, ethical and legal behaviors, construct arguments on issues pertaining to legal and ethical conduct in pharmacy practice, and demonstrate a working knowledge of laws under which pharmacists and pharmacies operate.

Credits: 3
Every Spring

PHM 528 Modular Organ Systems Therapeutics Sequence (MOST VIII)

This is the eighth of a 9-course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmacotherapy in order to provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and student pharmacists are exposed to when providing patient care. In general, the students learn pharmacologic principles first and then learn rational pharmacotherapeutics. Throughout the sequence, students will be developing their critical thinking and problem-solving skills so that they are well prepared for experiential education and, eventually, pharmacy practice.

Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development.

Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and pharmacotherapeutic principles in order to formulate patient care plans and provide patient-focused care.

Prerequisites: PHM 321 and PHM 325
Credits: 3.50
Every Spring

PHM529 Modular Organ Systems Therapeutics Sequence (MOST IX)

This is the ninth of a 9-course sequence combines the disciplines of pharmacology, medicinal chemistry, and pharmacotherapy in order to provide the student with an integrated approach to understanding the molecular mechanisms of drug action, the effects of medications on the body, and rational therapeutic approaches to important disease states. An emphasis is placed on the most common conditions for which pharmacists and student pharmacists are exposed to when providing patient care. In general, the students learn pharmacologic principles first and then learn rational pharmacotherapeutics. Throughout the sequence, students will be developing their critical thinking and problem-solving skills so that they are well prepared for experiential education and, eventually, pharmacy practice.

Recitation sessions provide the students with an opportunity to meet in small groups in order to use various active learning techniques such as evaluating case studies, developing concept maps, and debating a variety of issues. The recitation periods allow the students to enhance their skills working with other student health care professionals to solve complex problems while still allowing ample opportunity for individual work and development.

Following completion of these courses, students will be able to describe the chemical basis of drug metabolism, structure activity relationships, and the reasons that medications may cause adverse events in patients. Students will be able to identify the appropriate prescription or nonprescription medication to use in a specific situation, and will be able to make recommendations to other health care professionals as well as patients about these therapies. Overall, students will be able to utilize pharmacologic, pathophysiologic, and pharmacotherapeutic principles in order to formulate patient care plans and provide patient-focused care.

The final course in the MOST series, a potpourri of topics are covered such as glaucoma, an introduction to geriatrics, veterinary medicine, enteral and parenteral nutrition, and managing the patient with hypovolemic and septic shock.

Prerequisites: PHM 321 and PHM 325
Credits: 3
Every Spring

PHM 610 Acute Care Advanced Pharmacy Practice Experience

This Advanced Pharmacy Practice Experience may take place on any service in a hospital or medical center – including internal medicine, emergency medicine, pediatrics, infectious diseases, and critical care. Students participate in interdisciplinary team rounds and are responsible for developing patient-specific care plans, meeting the drug information needs of the other members of the team, and interacting with patients.

Course open to students with 6th Year Standing in Pharm.D. Program
Credits: 5
Every Fall, Spring and Summer

PHM 611 Ambulatory Care Advanced Pharmacy Practice Experience

Students practice alongside prescribers and other health care professionals to provide direct patient care in an ambulatory environment – usually a hospital clinic. Students participate in the decision-making process at the point that a medication is selected and are then charged with implementing practices that will enhance adherence to the agreed-upon regimen. Communicating with patients is emphasized in this experience.

Course open to students with 6th Year Standing in Pharm.D. Program
Credits: 5
Every Fall, Spring and Summer

PHM 612 Community Practice Advanced Pharmacy Practice Experience

Students are asked to provide direct patient care in a community pharmacy setting. Students are expected to dispense medications under the supervision of a pharmacist and to intervene with prescribers when the situation arises. Students also become competent in recommending nonprescription and alternative therapies, and spend considerable time counseling patients. Students are involved with key administrative duties such as maintaining records and interacting with pharmacists and support personnel.

Course open to students with 6th Year Standing in Pharm.D. Program
Credits: 5
Every Fall, Spring and Summer

PHM 613 Institutional Practice Advanced Pharmacy Practice Experience

Students are exposed to all elements of a modern hospital medication distribution system, and the policies, procedures, and committee structure required in an institutional setting. Students are expected to be involved with various institutional committees and participate in administrative assignments. Students provide patient-specific interventions and hone their skills in communicating with other health care professionals including nurses and physicians.

Course open to students with 6th Year Standing in Pharm.D. Program
Acceptance to the professional phase of the PharmD program through two pathways: early assurance admission guarantees admission based on the strength of the applicant's academic performance, and regular admission based on Pell Grant Program.

For further information, write:
Kamel Boukerrou, Director
The Arthur O. Eve Higher Education Opportunity Program
Room P-410
LIU Brooklyn
1 University Plaza
Brooklyn, NY 11201-5372

Application Process and Deadlines for the Professional Phase (P-3) of the Program

Admission into the professional phase of the program is highly competitive. While objective measures of academic achievement and potential GPA; score on Pharmacy College Admissions Test (PCAT); course load, selection and successful completion rate are heavily considered factors for, they are not the sole criteria. In addition to academic competence other factors are among the selection criteria that may be considered by the college such as:

• written and verbal communication skills
• community service and extracurricular activities
• demonstration of leadership
• understanding of the profession of pharmacy and motivation for entering the profession
• work experience
• letters of recommendation particularly those from alumni of the college and other individuals known to the college
• factors of diversity including, but not limited to, academic and professional background, geography, educational or economical disadvantage, culture and multilingual ability

To receive first consideration, applicants must be currently enrolled in the preprofessional phase of the Doctor of Pharmacy program, have achieved a minimum GPA of 3.00 in all attempted college work; a minimum GPA of 3.00 in all attempted and required science courses (specifically Biology 1, 2, 101, 137 and 138, Physics 27, Chemistry 3, 4, 121 and 122) and a minimum GPA of 3.00 in all attempted and required math courses. Preference is also given to...
those applicants who satisfactorily complete all P-1 and P-2 course requirements by the end of the spring semester for the following fall. An application for admission into the professional phase of the program must be submitted to the college through PharmCAS by the specified deadline date. Students should consult the PharmCAS website to determine the appropriate deadline date. The Pharmacy College Admissions Test (PCAT) is required for admission. An official PCAT score report should be submitted to PharmCAS. A personal interview is required. Not all applicants will be afforded the opportunity for a personal interview. Applicants selected for an interview will be from among those in the application pool demonstrating the highest academic achievement and potential. Additional requirements for admission into the professional phase include ability to meet the technical standards, a criminal background check, and a drug screen.

Students who are accepted and enroll as first-year student pharmacy majors in the preprofessional phase of the program receive a preference for consideration of admission into the professional phase of the program provided they complete the prescribed pre-professional program by the conclusion of the spring semester of their second year of study. A varying percentage of available seats in each professional class are set aside for such students depending upon the overall number and overall level of demonstrated academic performance of eligible students with institutional preference in any given year. The remaining number of seats is open to all applicants for the professional phase. Acceptance into the professional phase of the program is not guaranteed for students receiving institutional preference since the ultimate selection is determined through the application of the criteria discussed in the preceding paragraphs. Due to the highly competitive nature of the program not all students meeting the basic academic requirements of the program will be selected for acceptance into the professional phase.

Students for the professional phase of the program (P-3) may enter only in the fall semester. Application to the professional phase for external transfer as well as current LIU students is done through the Pharmacy College Admission Service (PharmCAS). The deadline for application to the program is also posted on the college’s School Page on the PharmCAS website: (www.pharmcas.org).

Pharmacy (year 3) PharmCAS deadline: March 1, 2018

Note: Deadline dates are subject to change based on administrative calendar changes. Please consult the admissions website at: www.liu.edu/brooklyn/admissions for more information related to the term of intended application.

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 following technical standards describe the non-academic qualifications, required in addition to academic performance, that the college considers essential for admission to, and continuation in, the Doctor of Pharmacy (Pharm.D.) program. A candidate for the Pharm.D. degree must possess the skills and abilities of the types listed below. 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 college has established these technical standards in the context of the following interests: 1) the rights of applicants and students; 2) the safety of students and patients; and 3) the significant experiential education requirements of the curriculum. These interests and the nature of the educational activities in the Pharm.D. program may prevent some prospective students with disabilities from qualifying for admission and continuing students with disabilities from continuation in the program.

The technical standards described in this document 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 Pharm.D. 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. Examples of auxiliary aids and services include providing sign language interpreters or other assistive technology.

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.

Transfer from Other Colleges of Pharmacy

Students seeking transfer from colleges of pharmacy accredited by the Accreditation Council for Pharmacy Education (ACPE) must provide, in addition to official transcripts of all academic work, a statement of their reasons for seeking transfer and a letter of evaluation from the dean of their present college of pharmacy.

Students Presenting Foreign Credentials

International applicants must submit all academic credentials, including a record of secondary school grades for the final three years, and results of any examination rendering a student eligible for university matriculation in his or her own country. Students are expected to have
demonstrated adequate preparation in mathematics and English. All documents submitted must be translated into English and notarized.

All applicants are required to present their results on the Scholastic Aptitude Test (SAT). The Test of English as a Foreign Language (TOEFL) is required of all students for whom English is not the native language.

International students seeking transfer credit for coursework completed at a non-U.S. college or university must present official transcripts from each institution attended and an official syllabus (written in or translated into English) showing duration and content of each course for which transfer credit is sought.

Health insurance coverage is compulsory for all international students including their dependents. Information pertaining to the health insurance coverage may be obtained from the Office of International Student Services, which assists students on campus.

Students holding F-1 (student) visas are required by law to be fully matriculated and be registered for at least 12 credit hours per semester.

Proficiency in the English language is required, and a student who needs additional study in English may be required to take English courses for international students at LIU.

Applications from international students must be accompanied by a nonrefundable application fee and received no later than May 1 for the fall semester and November 1 for the spring semester. When credentials are complete and found to be satisfactory, the applicant will be required to submit a $500 deposit and a certified statement of financial support. The deposit will be applied to tuition and is not refundable should the student decide not to attend the university. An I-20AB or IAP-66 form will be issued upon receipt of the deposit and statement of financial support. Students should not make plans to come to the United States until they have received the immigration form.

Students should be aware of the high cost of living in New York City and the tuition rates and come prepared to finance their education. A limited number of scholarships are available to students on non-immigrant visas and are awarded primarily to students who have been in attendance at least one year.

Veterans

The rules for admission and advanced credit for veterans under federal and state laws are the same as those for other students.

Visiting Students

The college accepts visiting students who wish to audit or enroll for credit in pharmacy courses on a non-matriculated basis, depending on space availability. Such applicants must submit a Visiting Student Application (available from the Office of Admissions) indicating the specific courses for which they wish to enroll. Applicants who have completed all stated prerequisites will be allowed to enroll, with the approval of the course instructor(s).

Readmission

If a student has been in good academic standing, has withdrawn from all courses and desires to return to LIU Pharmacy within one year of his/her withdrawal, he/she may be considered for readmission by completing an application for readmission, available from the Admissions Office, subject to approval of the associate dean for Academic and Student Affairs. Students are advised that readmission is not guaranteed except in such cases where a leave of absence has been granted by the associate dean for Academic and Student Affairs and then only within the time frame established for the leave of absence. Students who have been withdrawn from the college for more than one year are generally not granted readmission. Such time limits do not apply to students who have been fulfilling service requirements in the Armed Forces of the United States.

If a student has been suspended or dismissed for disciplinary reasons and desires to return to LIU Pharmacy, his/her application for readmission is referred to the associate dean for Academic and Student Affairs. The Associate Dean’s office will advise the student of the following procedure which may be required for readmission: the student may be granted a hearing by the appropriate faculty committee for consideration of action on his/her readmission application. The student is required to submit a written petition stating the nature of his/her problems and a workable solution to those problems. The application for readmission and the petition are then considered by the appropriate faculty committee. The student may be requested to appear before this committee to substantiate his/her position and answer questions. The committee then makes its recommendations and/or recommends performance conditions on the readmission application to the associate dean for Academic and Student Affairs. The college is not obligated to reconsider an application for readmission.

If a student has been on academic probation, has withdrawn from all classes and desires to return to LIU Pharmacy, his/her application for readmission is referred to the associate dean for Academic and Student Affairs. The associate dean’s office will advise the student of the procedure described above, which may be required for his/her readmission. If the associate dean approves the recommendations of the committee for readmission, such student will be readmitted and is on probation.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All students attending the university, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. In addition, New York State requires that LIU Brooklyn maintain a record of each student’s response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For information on student procedures for complying with this law, please contact the Campus Life at 718-488-1042.
PHARM. D. PROGRAM QUALITY INDICATORS

In compliance with accreditation guidelines LIU Pharmacy regularly makes available various quality indicators for the Doctor of Pharmacy program. These are presented below.

On-time Graduation Rates

On-time graduation rates for recent class cohorts:

<table>
<thead>
<tr>
<th>Class Year</th>
<th>On-time Graduation Rate</th>
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| 2016       | • 193 students were admitted in 2012 as the class of 2016  
            | • 167 graduated on time  
            | • 4 students were academically dismissed; 8 students voluntarily withdrew; 14 students will have a delayed graduation  
            | • The on-time graduation rate is 86.5% (167/193)  
| 2015       | • 209 students were admitted in 2011 as the class of 2015  
            | • 182 graduated on time  
            | • 6 students were academically dismissed; 8 students voluntarily withdrew; 13 students will have a delayed graduation  
            | • The on-time graduation rate is 87.1% (182/209)  
| 2014       | • 205 students were admitted in 2010 as the class of 2014  
            | • 180 graduated on time  
            | • 8 students were academically dismissed; 2 students voluntarily withdrew; 15 students will have a delayed graduation  
            | • The on-time graduation rate is 87.8% (180/205)  

Pharmacist Licensing Examinations

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.

North American Pharmacist Licensure Examination (NAPLEX) Pass rates:

Class of 2016 first-time takers (176 candidates); Pass rate: 75.00%

Other Quality Indicators

Class of 2016 Academic Honors

26.94% (45/167) graduating on-time students received Latin honors (GPA of 3.50 or greater)  
7.78% (13/167) graduated summa cum laude (GPA of 3.80 or greater)  
4.19% (7/167) graduated magna cum laude (GPA of 3.70 or greater)  
14.97% (25/167) graduated cum laude (GPA of 3.50 or greater)

Post-graduation Placements

Class of 2016 Placement*

• 55.8% (101/181) employed in community pharmacy (Includes 2 (2/181) in post-graduate residencies)  
• 15.5% (28/181) employed in hospital pharmacy (Includes 14 (14/181) in post-graduate residencies)  
• 3.3% (6/181) employed in pharmaceutical-related industry (Includes 4 (4/181) in post-graduate fellowships)  
• 2.0% (2/181) other pharmacy-related employment  
• 6.6% (12/181) unemployment or actively seeking placement

*Includes information on students who graduated on time or delayed. Employment determined through survey, direct contact with graduates, through employer and/or other methodology through May 2017. Unable to identify status of 33 graduates.
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ACADEMIC POLICY

Academic Responsibility

Candidates for a professional degree from LIU Pharmacy are expected to know the graduation requirements set forth in this publication. It is the responsibility of the student to know and comply with the academic regulations and regulations of the college as well as those of LIU. All students must seek the counsel of an academic advisor. Students must also meet basic standards of performance established for each class with respect to attendance, promptness in completing assignments, correct English usage, accuracy in calculations, neatness and general quality of workmanship. Fulfillment of these fundamental responsibilities must be recognized by the student as an essential prerequisite to achieving satisfactory academic standing and to being recommended by the faculty for a degree.

Full-Time Students

A full-time student is one who is carrying 12 or more credit hours in each semester. Sixth-year students registered for six or more credits in the summer are considered full-time for the summer session.

Academic Status

Third-Year Student: A student who has completed the prepharmacy requirements with a minimum GPA of 3.000.

Fourth-Year Student: A student who has finished all third-year courses with a minimum GPA of 2.330.

Fifth-Year Student: A student who has completed all fourth-year courses with a minimum GPA of 2.330.

Sixth-Year Student: A student who has completed all fifth-year courses with a minimum GPA of 2.330.

Summer Session(s)

A maximum of eight credit hours of coursework is allowed during any one summer session except for students in the dual PharmD/MBA program and the sixth-year student’s advanced practice experiences or by special permission from the associate dean for Academic and Student Affairs.

Residency / Policy for Taking Courses at Another Institution

All courses for the professional phase of the Doctor of Pharmacy program (years 3-6) must be taken in residence at LIU Pharmacy. Preprofessional matriculated students at LIU Brooklyn may only take courses at another institution as a visiting student under the following conditions:

1. Students must file an “Application to Take Courses at Another Institution” with their respective dean’s office. Students must provide evidence of course equivalency to the corresponding LIU Brooklyn course. Note: Permission must be granted by the dean, not the student’s academic advisor.

2. The other institution must be a four-year accredited institution (two-year community colleges are unacceptable).

3. Students may not take a course at another institution within the New York City metropolitan area (within a 50-mile radius of LIU Brooklyn) if the course is being offered at LIU Brooklyn.

4. If a course required for graduation is not being offered at LIU Brooklyn in a given semester, or the student lives outside the New York City metropolitan area, then permission can be considered.

5. Students must be in good academic standing; students on academic probation cannot be granted permission to attend other institutions.

6. The visiting student authorization becomes automatically invalid if, by the conclusion of the term during which it is granted, the student is placed on academic probation.

7. Only letter grades of C or above are acceptable for transfer credit. Grades of D or P are not transferable. Grades earned at another institution are not used in the computation of either the student’s major or cumulative average; they do not remove F grades earned at LIU Brooklyn, nor do they count toward fulfillment of residence requirements or the requirements for graduation with honors.

8. Visiting student authorizations are granted for a maximum of 9 credits.

Grades and Symbols

The following grades are used: A, A-, B+, B, B-, C+, C-, C, D, F, P.

The following symbols are used:

U: The symbol U is assigned in certain proficiency courses when a student has completed all work in a fashion unacceptable to warrant a passing grade. The student must repeat the course in the semester immediately following. The symbol U is not computed in the student’s average. A student may receive only one U symbol in any course. On the second enrollment, the student must either satisfactorily complete the course or receive an F.

INC: The symbol INC (Incomplete) may be assigned if, for reasons acceptable to the instructor, a student has failed to complete a part of the required coursework. An INC is given only at the discretion of the faculty member. It is the student’s responsibility to make specific arrangements with the instructor to complete the coursework and to have the grade submitted to Enrollment Services before the end of the next semester. If the course is completed within the next semester, both the INC and the final grade will appear on the student’s permanent record. Satisfactory completion of the course does not eliminate the original “Incomplete” designation. An INC grade that is not made up during the next semester becomes a F.

W: The symbol W (Withdraw) is assigned when a student officially withdraws from a course in which the student was doing satisfactory work. Students must obtain a Withdrawal Form from Enrollment Services and have this form signed by the instructor of the course(s) concerned. (See also under WITHDRAWAL.)

UW (Unauthorized Withdrawal): The symbol UW is assigned when a student unofficially withdraws from a course. The UW is not computed in the student’s average.

PASS-FAIL OPTION: In elective courses, the student has the option of choosing his or her course grade on a P-F basis or on the regular letter-grade basis. This choice must be made and indicated to the instructor no later than the official withdrawal date for the course. Certain required courses must be taken on a Pass-Fail basis. Grades in Special Projects courses and certain experiential courses are P and F.

Quality Points

The quality point value 4.000 has been assigned to the grade of A, 3.667 to the grade of A-, 3.333 to B+, 3.000 to B, 2.667 to B-, 2.333 to C+, 2.000 to C, 1.667 to C-, 1.000 to D, and 0.000 to F. The quality points to which a student is entitled are computed by the formula X = N x Y, where X is the number of quality points, N the quality point value assigned to the grade, and Y the number of credits.

The GPA is obtained by dividing the sum of the quality points received in all courses by the total number of credits, including unrepeated F’s. A credit is equivalent to 1 lecture or recitation hour and/or 2-3 laboratory hours per semester.

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed GPA of 2.994 will be rounded down to 2.990. A computed GPA of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding.

To graduate, a student must have a GPA of no less than 2.330 in all work and 2.330 in the...
 Absence from any test or examination, including a final examination, the instructor may afford or deny him or her an opportunity to make up the work that was missed. In such cases, the instructor is the sole judge of the validity of the student’s excuse.

**Absence from a Final Examination**

Any student who for any reason is absent from a final examination and who wishes to take a deferred final examination is required to apply, in writing, within five days to the associate dean for Academic and Student Affairs to ask for permission to take a deferred final examination, giving the reason for the absence from the examination. The student also may need permission from the course instructor, as noted in individual syllabi.

If the absence was caused by sickness or injury, the letter must be accompanied by a medical certificate stating when the illness began or the injury was sustained, and the number of days of confinement recommended by the physician. If the absence was caused by death in the immediate family, the student must indicate the date of death and the relationship to the deceased.

**Graduation 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:

1. 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.
2. Maintenance of a 2.330 or “C+” cumulative GPA in all preprofessional coursework completed and, separately, in the professional courses offered in the years P-3 through P-6.
3. Satisfactory demonstration of computer competency.
4. Satisfactory completion of the minimum requirements of the Writing Across the Curriculum program or equivalent coursework as defined by the college.
5. Settlement of all accounts with the university, including the graduation fee.
6. 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.

**Degrees with Distinction**

Students who have completed at least 60 percent of their credits in residence at the college and have achieved a grade point average of 3.500, 3.700, or 3.800 may receive a Doctor of Pharmacy degree *cum laude*, *magna cum laude*, or *summa cum laude*, respectively.
the armed forces. Students may file a request for an extension of the maximum allowable time with the associate dean for academic and student affairs. Students should include in their request an explanation of the circumstances under which they require an extension to complete their degree requirements. The associate dean for Academic and Student Affairs will consider the request and may consult with the college’s Scholastic Committee regarding the request. The student will be duly notified as to whether or not his or her request for an extension has been granted. Any courses outside the time limit will not count as credits toward the degree unless approved in writing by the associate dean for Academic and Student Affairs.

Failure to satisfy any of the above-listed indicators of satisfactory progress is cause for academic dismissal, suspension or probation and any one or more of the three (dismissal, suspension, or probation) will be applied immediately upon failure to maintain satisfactory progress. If dismissal or suspension are not applied, then probation will apply.

Academic probation is most typically the initial official action for a student failing to make satisfactory progress. Every attempt is made by LIU Pharmacy to duly notify students that they have been placed on probation. Students in LIU Pharmacy, as students enrolled in a professional program, are expected to be fully aware of the requirements for satisfactory progress and are expected to be fully capable of determining whether their own academic progress is in compliance with the requirements for satisfactory progress. As such, all students are further expected to understand that if academic dismissal or suspension is not immediately applied in their case that their status is probationary, whether or not they receive notification from LIU Pharmacy in that regard. All students failing to make satisfactory progress are expected to take initiative towards remediation of unsatisfactory progress.

**Academic Probation**

Conditions of a student’s academic probation are as follows:

1. Typically, the maximum number of semesters, terms or sessions exclusive of summer sessions, of academic probation permitted is two during the preprofessional phase (P-1 & P-2) of study and two during the professional phase (P-3, P-4, P-5 and P-6) of study. The two semesters may be either consecutive or separate. Any student who is on or qualifies for probation for a third semester in either the preprofessional phase or professional phase of study will, with great probability, be academically dismissed from the college. On rare occasions, upon review by the associate dean for Academic and Student Affairs and/or the college’s Scholastic Committee, additional semesters, terms or sessions of academic probation may be afforded the student in order for the student to remedy his or her noncompliance with the standards of satisfactory academic progress. When such extension of academic probation is granted, it shall not be construed that further extensions will be granted or that the possibility of academic dismissal or suspension is lessened should noncompliance with the standards of academic progress continue to exist at the conclusion of the probationary period extension. Students on extensions of academic probation are typically required to conform to a written agreement regarding their academic progress. Failure to achieve the levels of academic performance as specified in the agreement is cause for academic dismissal from the college.

2. Students who are not in compliance with the standards of academic progression for any reason are not permitted under any circumstances to enroll and/or participate in any courses with experiential components. Students who come into noncompliance with the standards of academic progression at any time that they may be enrolled or participating in any courses with experiential components will immediately be required to withdraw from those courses and will not be permitted to re-enroll or participate in such courses until their noncompliance with the standards of academic progression are remedied.

3. A student who has been placed on academic probation is limited in participation in extracurricular activities. A probationary student may hold membership in clubs, organizations and fraternal societies. A probationary student is barred from holding any office, chair or committee seat in such clubs, organizations and fraternal societies. A probationary student may attend lectures and other events sponsored by such clubs, organizations and fraternal societies and/or by the college that are deemed to be of an educational nature.

4. A student on academic probation is/may be required to participate in academic counseling and/or enroll in a remedial program of study.

**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 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.

**Academic Dismissal**

The college reserves the right, as previously noted, to academically dismiss a student at any time if a determination is made, after a thorough review by the associate dean for Academic and Student Affairs and/or the Scholastic Committee of the college, that the student’s academic record is unsatisfactory or otherwise does not comply for any reason with the standards of satisfactory academic progress. Typically, academic dismissal occurs whenever a determination has been made by LIU Pharmacy that a student’s failure to maintain satisfactory progress is of such severity or length of time, as defined by the following guidelines, that the student should be permanently withdrawn from the college. When applying a standard of length of time to an academic dismissal, except in those rare instances, as noted above, where an extension of academic probation may be granted, dismissal will be applied whenever the student has maintained, for two semesters, an overall cumulative GPA of less than 2.330 in all courses attempted, two semesters of maintaining a cumulative GPA of less than 2.330 in all professional pharmacy courses attempted that are herein prescribed for the third, fourth, fifth and sixth year of study, or two semesters, terms or sessions accumulating two instances of a GPA of less than 2.330 for a semester, term or session attended. When applying a standard of severity to an academic dismissal, a dismissal may be applied at any time that a student has acquired an overall GPA of 1.750 or less in all courses attempted or a GPA of 1.750 or less for a semester, term or session attended. For students in the professional phase of the program (3rd, 4th, 5th or 6th year) academic dismissal may be applied if the cumulative GPA in all professional courses attempted that are herein prescribed for the third, fourth, fifth and sixth year of study is 1.750 or less after one semester of study in the professional phase, 1.950 or less after two semesters of study in the professional phase, or 2.200 or less after three or more semesters of study.

A student may appeal an academic dismissal once by petition to the Scholastic Committee of the college. The petition should present a thorough analysis by the student of the reasons for having failed to maintain satisfactory academic progress and a comprehensive plan for rectifying his/her deficiencies within a reasonable period of time, preferably after one semester of study but not
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exceeding two semesters of study, and that conforms with all other academic regulations of the college. The petition is considered by the Scholastic Committee which may request that the student appear before this committee to substantiate his/her position and answer questions. The committee then makes its recommendations on the petition to the associate 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 associate 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 dean of LIU Pharmacy.

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 many fields of study including counseling, education, and health and human services professions should be aware that 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 agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many 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 may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates may 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, the student may be unable to complete a required clinical/field experience. In such an event, the student may be advised to withdraw from the program.

Policy/Procedure on Criminal Background Checks for Doctor of Pharmacy Students

Process/Procedures

LIU Pharmacy requires each student in the professional program to obtain an annual criminal background check report. The Office of Experiential Education uses Validity Screening Solutions to perform background checks. Contact information for Validity Screening Solutions is as follows:

- Technical questions: 913.322.5995
- Toll-free: 866.920.5995
- Email (for students): students@validityscreening.com
- http://www.validityscreening.com/

The Office of Experiential Education initiates the background check process by emailing the students a reminder of this requirement and provides a deadline for completion. Instructions for completing the criminal background checks are found on RxPreceptor by going to “Communications/Support” then “Document Library”. The document is titled, “Instructions for Completing a Criminal Background Check”. Students are required to follow all instructions provided by Validity Screening Solutions and complete the process within the allotted time frame. Failure to complete the screening within the allotted time frame may result in inability to participate in experiential education, including withdrawal from assigned course/site, and possible disciplinary action. Students are responsible for all fees associated with the screening.

Results of the background checks are available to students by the vendor (Validity Screening Solutions) within a few days after completion. It is the student’s responsibility to obtain copies of his/her reports to share with experiential sites upon request. Instruction for obtaining copies of reports may be found on RxPreceptor by going to “Communications/Support” then “Document Library”. The document is titled, “Instructions for obtaining a copy of Criminal Background Check Report”. Completed reports are also emailed to the Office of Experiential Education by the vendor. Results from a company other than Validity Screening Solutions will not be accepted by the college.

Practice sites may request that students complete additional background checks. It is the responsibility of the student to comply with site policies for background checks and/or provide practice sites with a copy of the results (if requested). Practice sites reserve the right to require screening by any vendor acceptable to them.

Any questionable findings from the criminal background check will be flagged by Validity Screening Solutions and will be reviewed on an individual basis by the members of the Office of Experiential Education and may be shared with the Criminal Background Check and Drug Screening Review Committee, associate dean for Academic and Student Affairs, legal counsel, or other designated individuals. Questionable findings obtained from criminal background checks may delay or prevent students from completing introductory and/or advanced pharmacy practice experiences (IPPEs and/or APPEs), continuing in the program, and/or graduating.

Review of Background Check Results

Students have the right to review the information reported by the designated vendor for accuracy and completeness and to request that they verify that the criminal background information provided is correct. All disputes pertaining to the criminal background check findings must be communicated in writing directly to the contracted company that conducted the check (Email (for students): students@validityscreening.com). In addition, the student must inform the Office of Experiential Education by emailing a copy of the complaint statement to Bkln-OEE@liu.edu and include “Dispute of Criminal Background Check Results” in the subject line. Re-verification will be made if the company determines that reasonable grounds exist. If parts of the report are deleted or changed because of re-verification, the Office of Experiential Education and the student will receive a corrected report.

Results from the criminal background check will be reviewed as follows:

- The report submitted to the college by the vendor will be reviewed by members of the Office of Experiential Education.
- If the report shows a questionable finding, a representative from the Office of Experiential Education may request that the student submit additional information relating to the finding(s) on the report, such as a written explanation, court documents and/or police reports.
- Prior to making a final determination that will adversely affect the student, the Office of Experiential Education will inform the student of his or her rights and the procedures regarding how to challenge the accuracy of the criminal background check report.
- If deemed necessary, the director of Experiential Education will submit the report and any additional information provided by the student for review by other designated individuals, such as but not limited to, The Criminal Background Check and Drug Screening Review Committee. The director of Experiential Education will forward this information as soon as possible after the disclosure or discovery of the questionable finding(s).
- If convened, the Criminal Background Check and Drug Screening Review Committee will review all information provided and provide a formal, written recommendation to the associate dean for Academic and Student Affairs. Recommendations from the Criminal Background Check and Drug Screening Review Committee may include:
  - Allow the student to proceed in the academic program without restriction
  - Allow the student to proceed in the...
academic program with specified terms and conditions
• Suspend the student or arrange for a leave of absence to address the issue(s) identified
• Dismiss the student
• The associate dean for Academic and Student Affairs will review the committee’s recommendation and make a final decision, which will be communicated to the student and the Office of Experiential Education in writing.
• The associate dean for Academic and Student Affairs, with or without involvement of other designated individuals, may dismiss the student, suspend the student, or require the student to comply with specific terms and conditions for any duration of participation in the program. Notification from the university/college that a student is dismissed, suspended, or otherwise required to comply with set conditions will be communicated to the Office of Student and Professional Affairs. A student may appeal that decision in accordance with the university’s grievance procedure found in the LIU Pharmacy Bulletin and on the LIU website at http://www.liu.edu/Brooklyn/Academics/Bulletins/Pharmacy-Bulletin.

College Disclaimer
The LIU Pharmacy Criminal Background Check process does not guarantee the safety of students, patients, faculty, or staff. In addition, an acceptable criminal background check, as defined by the college, state, or experiential site; does not guarantee the student will be eligible to complete the program or obtain a license to practice pharmacy upon graduation.

Fair Credit Reporting Act
If an employer hires an outside individual or firm to conduct a criminal background check, the employer is subject to the Fair Credit Reporting Act (FCRA). Although FCRA does not explicitly include educational institutions, the applicability to colleges and schools of pharmacy may depend on legal interpretation and circumstances. A link to an individual’s rights under the federal Fair Credit Report Act (FCRA) 15 U.S.C. § 1681 et seq. A copy of the FCRA is available online at http://www.ftc.gov/bcp/conline/pubs/credit(fcrausummmary.pdf

Policy/Procedure Drug Screening for Doctor of Pharmacy Students

Process/Procedures
LIU Pharmacy requires each student in the professional program to obtain an annual random drug screen. The Office of Experiential Education uses Validity Screening Solutions to perform drug screening. Contact information for Validity Screening Solutions is as follows:
• Technical questions: 913.322.5995
• Toll-free: 866.920.5995

• Email (for students): students@validityscreening.com
• http://www.validityscreening.com/

Students are made aware of the requirement during initial orientation at the beginning of the P-3 year but since screening is random, they are not provided the time frames in advance. The Office of Experiential Education initiates the drug screen process by emailing the students a reminder of this requirement and instructs each student to go to certain commercial laboratories to have the drug screen performed. Many affiliated laboratories have early morning, late evening, and/or weekend hours. The screening is required at a minimum once per year but additional, more frequent screenings may be required by individual sites. The time frame for completion of the drug screen is provided to students in the email and is usually within 72 hours from the time of notification. Instructions for completing the drug screen are found on RxPreceptor by going to “Communications/Support” then “Document Library”. The document is titled, “Instructions for Completing a Drug Screen”. Students are required to follow the instructions provided by Validity Screening Solutions and complete the process within the allotted time frame. Failure to complete the screening within the allotted time frame may result in inability to participate in experiential education, including withdrawal from assigned course/site, and possible disciplinary action. Students are responsible for all fees associated with the screening.

Results of the drug screening are available to students by the vendor (Validity Screening Solutions) within a few days after completion. It is the student’s responsibility to obtain copies of his/her reports to share with experiential sites upon request. Instruction for obtaining copies of reports may be found on RxPreceptor by going to “Communications/Support” then “Document Library”. The document is titled, “Instructions for obtaining a copy of Drug Screening report”.

Completed reports are also emailed to the Office of Experiential Education by the vendor. Results from a company other than Validity Screening Solutions will not be accepted by the college.

Practice sites may request that students complete additional and/or more frequent drug screening. It is the responsibility of the student to comply with site policies for drug screening and/or provide practice sites with a copy of the results (if requested). Practice sites reserve the right to require screening by any vendor acceptable to them.

Any undesirable findings from the drug screen will be flagged by Validity Screening Solutions and will be reviewed on an individual basis by the members of the Office of Experiential Education and may be shared with the Criminal Background Check and Drug Screening Review Committee, associate dean for Academic and Student Affairs, legal counsel, or other designated individuals. Undesirable findings obtained from drug screening may delay or prevent students from completing introductory and/or advanced pharmacy practice experiences (IPPEs and/or APPEs), continuing in the program, and/or graduating.

Review of Drug Screen Results
Students have the right to review the information reported by the designated vendor for accuracy and completeness and to request that they verify that the drug screening information provided is correct. All disputes pertaining to the drug screen findings must be communicated in writing directly to the contracted company that conducted the check (Email for students): students@validityscreening.com. In addition, the student must inform the Office of Experiential Education by emailing a copy of the complaint statement to Bkln-OEE@liu.edu and include “Dispute of Drug Screening Results” in the subject line. Re-verification will be made if the company determines that reasonable grounds exist. If parts of the report are deleted or changed because of re-verification, the Office of Experiential Education and the student will receive a corrected report. Results from the drug screen will be reviewed as follows:
• The report submitted to the college by the vendor will be reviewed by members of the Office of Experiential Education.
• If the report shows undesirable finding(s), a representative from the Office of Experiential Education may request that the student submit additional information relating to the findings on the report, such as a written explanation, prescription(s) from a licensed physician, etc.
• Prior to making a final determination that will adversely affect the student, the Office of Experiential Education will inform the student of his or her rights and the procedures regarding how to challenge the accuracy of the drug screening report.
• If deemed necessary, The director of Experiential Education or designee will submit the report and any additional information provided by the student for review by other designated individuals, such as but not limited to, The Criminal Background Check and Drug Screening Review Committee. The director of Experiential Education or designee will forward this information as soon as possible after the disclosure or discovery of the undesirable finding(s).
• If convened, the Criminal Background Check and Drug Screening Review Committee will review all information provided and provide a formal, written recommendation to the associate dean for Academic and Student Affairs. Recommendations from the Criminal Background Check and Drug Screening Review Committee may include:
  • Allow the student to proceed in the academic program without restriction
  • Allow the student to proceed in the academic program with specified terms and
conditions

- Suspend the student or arrange for a leave of absence to address the issue(s) identified
- Disclose the student
- The associate dean for Academic and Student Affairs will review the committee’s recommendation and make a final decision, which will be communicated to the student and the Office of Experiential Education in writing.
- The associate dean for Academic and Student Affairs, with or without involvement of other designated individuals, may dismiss the student, suspend the student, or require the student to comply with specific terms and conditions for any duration of participation in the program. Notification from the university/college that a student is dismissed, suspended, or otherwise required to comply with set conditions will be done via letter from the Office of Student and Professional Affairs. A student may appeal that decision in accordance with the university’s grievance procedure found in the LIU Pharmacy Bulletin and on the LIU website at http://www.liu.edu/Brooklyn/Academics/Bulletins/Pharmacy-Bulletin

College Disclaimer

The LIU Pharmacy Drug Screening process does not guarantee the safety of students, patients, faculty, or staff. In addition, an acceptable drug screen, as defined by the college, state, or experiential site; does not guarantee the student will be eligible to complete the program or obtain a license to practice pharmacy upon graduation.

Fair Credit Reporting Act

If an employer hires an outside individual or firm to conduct a drug screen, the employer is subject to the Fair Credit Reporting Act (FCRA). Although FCRA does not explicitly include educational institutions, the applicability to colleges and schools of pharmacy may depend on legal interpretation and circumstances.

Related Curricular Matters

Minors and Double Majors

In addition to having the professional program in pharmacy as a student’s major, students may wish to have a minor. A minor may consist of at least 12 credits in courses numbered over 100 in a department or discipline other than LIU Pharmacy. A student must have permission of the associate dean for Academic and Student Affairs to complete a minor. Once a student successfully completes 12 or more credits in courses numbered over 100 for a minor, the associate dean for Academic and Student Affairs will notify Enrollment Services to enter the minor on the student’s transcript. Due to the course requirement of the Doctor of Pharmacy program plan, in the vast majority of courses electing to pursue a minor will necessitate additional credits for the completion of the degree.

Students pursuing the Doctor of Pharmacy program are not permitted to pursue a double major.

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 associate dean of Academic and Professional 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.

Repeating Courses

Students may repeat any course to improve the grade, no matter what the previous grade was. To repeat a course more than once, they must have permission of the associate dean for Academic and Student Affairs.

All “F”-graded professional course work must be successfully repeated as soon as the course is offered again (exclusive of summer sessions).

A course in which a student received a grade of “C” may be repeated only if all courses in which an “F”, “D”, or “C-” grade previously earned have been successfully repeated with a “C” or better. A required course in the professional curriculum may not be repeated more than twice. Failing a required professional course three times is cause for dismissal. Credit will be earned only once, and the second grade, whether higher or lower, will be computed in the student’s GPA. After the second time a student takes a course, all grades except the first will be computed in the student’s GPA.

The college is not obligated to offer courses that the student has failed in the academic term immediately following the failure.

Prerequisites

Students are not permitted to register for any professional course unless all science and math and 24 Liberal Arts prerequisites have been successfully completed. Students are responsible for knowing the prerequisites for courses as stated in this bulletin. Students found to be enrolled in a course for which they have not met the prerequisites will be withdrawn from the course regardless of the point in that course where the discovery is made. Students are advised that the lack or the failure of a prerequisite course may significantly impede their academic progress by preventing their enrollment in one or more subsequent courses. Many courses are offered only once a year; hence failure of a course may result in a delay of a year until such course is repeated and the student is authorized to enroll in subsequent courses.

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides that a school may provide what they deem ‘directory information,” without the student’s consent or as provided by the law. Directory information at Long Island University includes the following: the student’s name, enrollment status, class, major field of study, dates of attendance, degrees and awards received, past and present participation in officially recognized sports and non-curricular activities, physical factors (height, weight) of athletes and the most previous educational agency or institution attended. Students who wish to have their directory information withheld can make this election by filing the appropriate form at Enrollment Services.
ACADEMIC AWARDS

College Gold Medal
This award is given to the student having the highest general standing in the third, fourth, fifth, and sixth year’s work.

College Silver Medal
This award is given to the student having the second highest general standing in the third, fourth, fifth, and sixth year’s work.

College Bronze Medal
This award is given to the student having the third highest general standing in the third, fourth, fifth, and sixth year’s work.

Arnold & Marie Schwartz College of Pharmacy and Health Sciences Professionalism Award
This award is given to a graduating senior who exhibits the ideals of professionalism by exceptional service and commitment to the profession of pharmacy through involvement in professional organizations or other extracurricular opportunities; has assumed a leadership role; and maintained good academic standing. The award consists of a certificate and a monetary award of $250.

Anderson Award
This prize, consisting of a medal and a $400 check, is given to the student having the highest standing in Pharmaceutics III and IV.

APhA-ASP Senior Recognition Certificate
The American Pharmacists Association honors a graduating student member who has made the greatest contribution to his or her APhA-ASP chapter with a Senior Recognition Certificate.

Pola and John Bradman Award in Leadership and Service
This award is given to a graduating student who has excelled in service and leadership by playing an active role on behalf of the student body and who has maintained an index of 2.75 or better.

Wolters Kluwer Clinical Drug Information Award of Excellence in Clinical Communication
This award, sponsored by Wolters Kluwer Health, recognizes high academic achievement and outstanding clinical communication skills. The recipient must be in the top 25% of his/her class academically and shall have demonstrated superior verbal and written communication skills. The recipient receives the following: an electronic award certificate, a 1-year subscription to Facts & Comparisons eAnswers (online), and a 1-year subscription to Lexi-COMPLETE.

Irwin and Lenore Gerson Award
This award is given to a graduating student for qualities of leadership and excellence in pharmacist/patient communication.

Seymour Katz Memorial Award
Sponsored by The Royal Counties Society of Health-System Pharmacists, this award was established in memory of Seymour Katz, FASHP, M.S. ’74. The award includes a prize of $500, a framed certificate, and a one-year membership to the New York State Council of Health-System Pharmacists. This annual honor is awarded to a graduating senior, who is a member of the New York State Council of Health-System Pharmacists and demonstrates a high level of scholarly activity to commemorate the passion of scholarship and research manifested by Seymour Katz. The applicant must submit an exhibition of research and/ or scholarship in the form of a published article or poster presentation. The application must also submit a brief personal statement describing the role of involvement in the project and how the experience has affected the applicant’s future as a pharmacist.

Professor Shirley Kraus Research Award
A certificate is awarded to an entry-level Doctor of Pharmacy degree candidate who has conducted a research project under the supervision of a faculty member in the Division of Pharmaceutical Sciences.

Lilly Achievement Award
A recent edition of a reference book provided by Lilly is given to a student who has demonstrated superior scholastic and professional achievement, and qualities of leadership.

New Jersey Pharmacists Association (NJPhA) Award
The New Jersey Pharmacists Association presents a certificate of appreciation to a student who is an active member in the city chapter with plans for staying involved after graduation. Additionally, one free full-year pharmacist membership to NJPha is provided to the recipient upon graduation.

Membership in the Pharmacists Society of the State of New York
Membership for five years is awarded to a student who is an active member of student PSSNY, has demonstrated an active interest in the profession, has displayed capacity for leadership in the profession, and has a record for public service.

Merck Awards
The Merck Awards are presented to outstanding students in pharmacy studies. The award consists of an acrylic representation of the Merck Manual. The first award goes to the student who has attained the highest scholastic standing in Medical Physiology and Pathophysiology; the second award to the student who has attained the highest scholastic standing in Biochemical Foundations of Therapeutics; the third award to the student who has attained the highest scholastic standing in Medical Microbiology/Immunology; the fourth award to the student who has attained the highest scholastic standing in Pharmacology and Medicinal Chemistry; and the fifth award to the student who has attained the highest scholastic standing in Iatrogenic Diseases.

Mylan Pharmaceuticals Excellence in Pharmacy Award
This award is presented to a student in the top 25 percent of his/her class academically, who has demonstrated high professional motivation and the intent to enter practice upon graduation. The honoree will receive a certificate acknowledging the award, a custom-framed lithograph entitled “Pharmacy: A Tradition of Healing” and a $250 grant to be used towards educational materials.

Natural Medicines Comprehensive Database Recognition Award
Presented to a graduating student who has exhibited an interest in the use of natural medicines, and whose academic and/or extracurricular activities demonstrate that the student exhibits outstanding promise in the assessment, evaluation, or delivery of patient care related to the use of natural medicines.

Steven Strauss Pharmacy Law Award
This award is presented to a graduating student who has demonstrated superior academic achievement in pharmacy law courses, who exemplifies the highest principles of moral and ethical conduct, and who has played a leadership role among students.

TEVA Pharmaceuticals USA Student Award
This award is given to a graduating student who excels in the study of pharmacy.

The United States Public Health Service Excellence In Public Health Pharmacy Practice Award
This award is presented to a student who has shown excellence in educational and community-based programs to advance the goals stated in “Healthy People 2010.”

Demonstrating Excellence in Extemporaneous Pharmaceutical Compounding Award
This award is given to a graduating student who excels in compounding skills and has achieved the best scores in laboratory. The award is sponsored by Dr. Anthony Cutie and consists of a certificate and a $400 check.

Stephen M. Gross Faculty Council Award
A certificate and $250 are given to a graduating student based on academic performance and professional motivation.

Arnold & Marie Schwartz College of Pharmacy and Health Sciences Pharmacy Excellence
Awards

Candidates for this award must display a commitment to patient-centered care, show superior academic achievement and the ability to translate clinical knowledge into practical patient care. Special consideration will be given to a student interested in pursuing postgraduate training/education. The award consists of a certificate and a monetary award of $250.

Arnold & Marie Schwartz College of Pharmacy and Health Sciences Excellence in Pharmacotherapy Award

This award recognizes a graduating senior with high academic achievement in the Pharmacotherapeutics course series and who demonstrated outstanding promise in the delivery of patient-centered care. The award consists of a certificate and a monetary award of $250.

Amatucci Award for Academic and Athletic Excellence

A $400 monetary award and plaque will be given to a graduating Pharm.D. student that has earned a minimum of a 3.0 overall GPA and has been a member of a Division I Long Island University Department of Athletics team for a minimum of three years in his/her designated sport.

Alumni Association Board of Directors Professional Excellence Award

This award is given to a graduating sixth year student who has a GPA of 3.0 or higher and exhibits a commitment to volunteerism through a record of service to the college, colleagues, community and profession.
REGISTRATION

Registration and Advisement

Students may register either online or in-person. 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. Students desiring to register in-person should make appointments with academic advisors in the college’s Office of Student and Professional Affairs during the registration periods specified in the published academic calendars.

Academic advisors are available at all times during normal business hours to assist students with issues regarding class selection and scheduling as well as academic progress. Advisors also provide guidance to students in matters regarding academic probation.

Withdrawal

Withdrawal from All Courses

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 (a) obtain, from Enrollment Services, an Application for Permission to Withdraw, complete it, as indicated, and have it approved by the associate dean for Academic and Student Affairs, and (b) clear their financial account.

Withdrawal from One or Several Courses

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

Auditing of Courses

Auditing of courses (without credit) is allowed only with the permission of the associate dean for Academic and Student Affairs. The audit fee is set at one-half the regular tuition fee, plus the full application fee for new students. On behalf of special programs of instruction, the associate dean for Academic and Student Affairs may authorize exceptions to the rules for auditing.

Administrative Matters

Cancellation of Courses

LIU Pharmacy reserves the right to cancel undersubscribed courses. When it does so, there is no program change fee.

Change of Address or Telephone Number

All professional students must report changes of address, telephone number, and/or email address to LIU Brooklyn Enrollment Services and to the LIU Pharmacy Office of Student and Professional Affairs.

Professional Affairs

Academic Records

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

Failure to Fulfill Nonacademic Requirements

Students failing to fulfill all nonacademic requirements (tuition, fees, library obligations, etc.) will be denied subsequent services, including, but not limited to, withholding of diplomas, transcripts, letters of recommendation or licensure eligibility until those requirements are met.
LIU Pharmacy offers graduate curricula leading to the Doctor of Philosophy in Pharmaceutics (Ph.D.) degree, and the Master of Science (M.S.) degree in the following fields, as registered with the New York State Education Department: Pharmaceutics (with specializations in Industrial Pharmacy and Cosmetic Science), Pharmacology/Toxicology, and Drug Regulatory Affairs.
Program Goals and Objectives

1. Demonstrate technical skills involving computer, laboratory, and other measurements necessary to be a productive scientist.

2. Analyze experimental data and compare results to theoretical predictions.

3. Effectively disseminate and defend one’s research both orally and in writing.

Goal 2: Apply analytical and critical thinking in reviewing scientific literature and evaluating research findings.

1. Read, accurately interpret, and critically analyze procedures (including error identification), results and conclusions from discipline-specific published research.

2. Identify potential errors in and limitations of key research studies related to one’s research focus, including studies conducted by the student.

Requirements for the Pharmaceutics Ph.D. Degree

Students must complete a minimum of 69 credits of coursework including a minimum of four semesters of PHS 998 Ph.D. Research and Thesis, submit a satisfactory dissertation proposal, submit a satisfactory written dissertation and successfully defend (orally) their dissertation. A written comprehensive examination is required after completing the nine courses below indicated with an asterisk. Students must successfully pass this examination to qualify for continuation in the Ph.D. program.

Program Description

Students develop an ability to do independent research and are much sought after in industry and academia. Graduates with a Ph.D., depending on their specialization, might go into industry or accept a position as a post-doc in various institutions across the country. Student may pursue work in the following:

- Formulation and Analytical Scientist
- Pharmaceutics
- Contract Manufacturing
- Post-Doc and Academics

Program Mission

The doctoral program in Pharmaceutics at LIU is designed to prepare students to meet the challenges and the current needs of scientists engaged in the pharmaceutical sciences and drug development process. This program offers a blend of didactic and elective courses in the basic material sciences and mathematics, drug delivery, biopharmaceutics/pharmacokinetics, and other areas related to academic and industrial research. After completing a broad-based core of fundamental courses, all students are required to perform original research in a specialized area, culminating in a dissertation. The program is designed so Ph.D. students have considerable flexibility in selecting areas of research for the Ph.D. project.

Program Goals and Objectives

Goal 1: Design, conduct and defend original research in one’s field of expertise.

1. Integrate advanced knowledge and concepts in pharmaceutical sciences to identify a research problem, and to develop an appropriate hypothesis and design experiments to study the problem.
LIU Pharmacy

Program Goals and Objectives

Goal 1: Demonstrate acquisition of knowledge of fundamental concepts in pharmaceutics/industrial pharmacy.

Goal 2: Integrate advanced knowledge and concepts in pharmaceutical sciences.

Goal 3: Effectively communicate scientific information both orally and in writing.

Goal 4: Develop group dynamic and teamwork abilities.

Specialization in Cosmetic Science

Program Mission

The mission of the Master of Science in Pharmaceutics with specialization in Cosmetic Science is to uniquely prepare students for entry into the cosmetics industry. Graduates of the program will be highly sought after by the global cosmetics industry to support research, development and manufacturing operations. Alumni should become positioned to assume leadership positions within the cosmetics industry.

Program Goals and Objectives

Goal 1: Develop the expertise and skills necessary for the design, manufacture and evaluation of various cosmetic and dermatological products.

Goal 2: Demonstrate ability to develop, validate and apply different instrumental analytical techniques to analyze various cosmetic and dermatological products.

Goal 3: Use physical chemical principles involved in development of dermatological dosage forms.

Goal 4: Develop oral and written communication skills necessary to inform and educate professional and scientific peers.

Specialization in Industrial Pharmacy

Program Mission

The mission of the Master of Science in Pharmaceutics with specialization in Industrial Pharmacy is to uniquely prepare students for entry into the pharmaceutical industry and for entry to the Ph.D. programs in pharmaceutical sciences and other related fields. Graduates of the program will be highly sought after by the global pharmaceutical industry to support research, development and manufacturing operations. Alumni should become positioned to assume leadership positions within the pharmaceutical industry as well as within academia thus further elevating the stature of the Division of Pharmaceutical Sciences, LIU Pharmacy and of the university as a whole.

Program Goals and Objectives

Goal 1: Demonstrate acquisition of knowledge of fundamental concepts in pharmaceutics/industrial pharmacy.

Goal 2: Integrate advanced knowledge and concepts in pharmaceutical sciences.

Goal 3: Effectively communicate scientific information both orally and in writing.

Goal 4: Develop group dynamic and teamwork abilities.

Specialization in Intramural Phenomena

Program Mission

The mission of the Master of Science in Pharmaceutics with specialization in Intracutaneous Phenomena is to uniquely prepare students for entry into the cosmetics industry. Graduates of the program will be highly sought after by the global cosmetics industry to support research, development and manufacturing operations in the areas of chemistry, cosmetic/dermatological formulations technology, product evaluations and safety. Alumni should become positioned to assume leadership positions within the cosmetics industry.

Program Goals and Objectives

Goal 1: Develop the expertise and skills necessary for the design, manufacture and evaluation of various cosmetic and dermatological products.

Goal 2: Demonstrate ability to develop, validate and apply different instrumental analytical techniques to analyze various cosmetic and dermatological products.

Goal 3: Use physical chemical principles involved in development of dermatological dosage forms.

Goal 4: Develop oral and written communication skills necessary to inform and educate professional and scientific peers.

Program Description

Graduates from this program are in great demand and fill vital positions in various pharmaceutical and cosmetic industries. They are sought after by pharmaceutical and cosmetic companies, contract research organizations, OTC companies and various analytical labs. Their strong background makes them ideal candidates to fulfill the growing demands in these industries. Employment fields include the following:

- Formulation
- Pharmacokinetics
- Manufacturing
- Analytical
- Quality Assurance
- Quality Control

Specialization in Pharmaceutical Sciences

Program Mission

The mission of the Master of Science in Pharmaceutical Sciences, LIU Pharmacy and of the Division of Pharmaceutical Sciences, LIU Pharmacy is to uniquely prepare students for entry into the pharmaceutical industry and for entry to leadership positions within the pharmaceutical industry. Alumni should become positioned to assume leadership positions within the global pharmaceutical industry to support research, development and manufacturing systems. Graduates of the program will be highly sought after by the global pharmaceutical industry to support research, development and manufacturing operations in the areas of chemistry, cosmetic/dermatological formulations technology, product evaluations and safety. Alumni should become positioned to assume leadership positions within the cosmetics industry.

Program Goals and Objectives

Goal 1: Develop the expertise and skills necessary for the design, manufacture and evaluation of various cosmetic and dermatological products.

Goal 2: Demonstrate ability to develop, validate and apply different instrumental analytical techniques to analyze various cosmetic and dermatological products.

Goal 3: Use physical chemical principles involved in development of dermatological dosage forms.

Goal 4: Develop oral and written communication skills necessary to inform and educate professional and scientific peers.
M.S. Pharmaceutics - Requirements

[Program Code: 77047]

Requirements for the Specialization in Industrial Pharmacy:

Students taking the Non-Thesis Option must complete 36 credits of coursework and pass the written comprehensive examination. Students taking the Thesis Option must complete 36 credits of coursework of which 6 credits are for PHS 080 Research and Thesis, pass the written comprehensive examination, submit a satisfactory thesis proposal, submit a satisfactory written thesis, and successfully defend (orally) their written thesis.

The following courses are required for the Specialization in Industrial Pharmacy:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 602</td>
<td>Pharmaceutical Regulatory Overview</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 931</td>
<td>Advanced Physical Pharmacy I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 932</td>
<td>Advanced Physical Pharmacy II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 934</td>
<td>Principles of Industrial Pharmacy I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 935</td>
<td>Principles of Industrial Pharmacy II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 601</td>
<td>Pharmaceutical Calculus</td>
<td>3.00</td>
</tr>
<tr>
<td>MTH 610</td>
<td>Differential Equations I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 972</td>
<td>Methods of Pharmaceutical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 987</td>
<td>Advanced Biopharmaceutics/Pharmaceutical Kinetics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 010</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students selecting the Thesis Option must register for the following course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 80</td>
<td>Research And Thesis</td>
<td>6.00</td>
</tr>
</tbody>
</table>

The following courses may be selected from as electives for the Specialization in Industrial Pharmacy:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 070</td>
<td>Special Projects</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 702</td>
<td>Physical Chemistry II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 769</td>
<td>Transdermal Drug Delivery</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 936</td>
<td>Dosage Form Design</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 937</td>
<td>Pharmaceutical Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 950</td>
<td>Dermatological Formulations Technology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 951</td>
<td>Dermatological Formulations Technology II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 958</td>
<td>Aerosol Science and Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Requirements for the Specialization in Cosmetic Science:

Students taking the Non-Thesis Option must complete 33 credits of coursework and pass the written comprehensive examination. Students taking the Thesis Option must complete 33 credits of coursework of which 6 credits are for PHS 060 Research and Thesis, submit a satisfactory thesis proposal, submit a satisfactory written thesis, and successfully defend (orally) their written thesis.

The following courses are required for the Specialization in Cosmetic Science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 010</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 020</td>
<td>Seminar In Pharmaceutics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 931</td>
<td>Advanced Physical Pharmacy I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 950</td>
<td>Cosmetic/Dermatological Formulations and Technology I</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 951</td>
<td>Cosmetic/Dermatological Formulations and Technology II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 952</td>
<td>Cosmetic/Dermatological Formulations and Technology Laboratory</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 960</td>
<td>Properties/Applications of Cosmetic and Pharmaceutical Raw Materials</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 972</td>
<td>Methods of Pharmaceutical Analysis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Students selecting the Thesis Option must register for the following course in two consecutive semesters:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 060</td>
<td>Research And Thesis</td>
<td>3.00</td>
</tr>
</tbody>
</table>

The following courses may be selected from as electives for the Specialization in Cosmetic Science:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHS 070</td>
<td>Special Projects</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 702</td>
<td>Physical Chemistry II</td>
<td>3.00</td>
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<tr>
<td>PHS 769</td>
<td>Transdermal Drug Delivery</td>
<td>3.00</td>
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<tr>
<td>PHS 932</td>
<td>Advanced Physical Pharmacy II</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 936</td>
<td>Dosage Form Design</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 937</td>
<td>Pharmaceutical Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>PHS 958</td>
<td>Aerosol Science and Technology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Master of Science in Pharmacology

Program Director
Vikas Sehdev, Ph.D.
Telephone: 718-488-1447

Program Description

Career opportunities and employment may include academic departments involved in research, development, and teaching. Rewarding careers are also possible in pharmaceutical companies, government laboratories and agencies including The Food and Drug Administration, the Department of Agriculture, the Department of Defense and NASA. Opportunities also exist in areas involving the development of public policy, investment advising, patent law, and scientific writing and editing.

There is excellent potential for rapid advancement in this field due to the importance of the discipline to the drug industry, regulatory agencies, and to the general public.

Graduates of the program have either joined academic departments by securing doctoral fellowships in prestigious laboratories, or obtained jobs in industry. Others have used their degree to facilitate entry into medical and pharmacy schools.

Employment opportunities may include:

• Designing and performing laboratory experiments
• Managing research projects
• Writing scientific communications and papers for publication and non-publication purposes
• Oral communication of scientific findings

In addition to strong scientific background and analytical skills, the successful candidate will also need to possess excellent interpersonal and communication skills and high ethical standards.

Program Mission

LIU Pharmacy's M.S. in Pharmacology and Toxicology degree program prepares student lifelong learners with the knowledge and abilities required for competitive technical positions in pharmacological research and testing, for participating in clinical trials, and for performing toxicological reviews and assessments in the pharmaceutical and biotechnology industries as well as in academic and governmental research laboratories. Additionally, graduates are well-positioned to continue their studies in Ph.D. programs in pharmacology and other biomedical sciences, while other graduates may find the program ideal for improving their credentials toward gaining admission to medical school or other health professional programs.

Students will: a) demonstrate a mastery of a broad didactic foundation in pharmacology and...
Program Goals and Outcomes

At the end of the program students will:

**Goal 1:** Apply the knowledge of mechanisms of action of drugs and toxics to discuss the clinical profile of pharmacological agents.

1.1. Discuss the mechanisms of action of selected drugs/toxicants at the molecular, cellular, organ system, and whole body level;
1.2. Discuss the toxicity of drugs based on the physiology and the pathophysiology of the disease;
1.3. Assess and evaluate therapeutic and/or toxic outcomes based on the knowledge of drugs/toxicants accessibility to target sites.

**Goal 2:** Apply the knowledge of pharmacokinetic and pharmacodynamic processes and principles to discuss therapeutic and toxic outcomes of pharmacological agents.

2.1. Apply the pharmacokinetic processes to discuss the absorption, distribution, metabolism, and excretion of drugs/toxicants;
2.2. Apply the pharmacodynamic principles to discuss a drug’s affinity, potency, and efficacy;
2.3. Evaluate the impact of pharmacokinetic processes on the action of drugs/toxicants and their clinical/toxic outcomes;
2.4. Use the pharmacokinetic processes to discuss the mechanism of action of drugs/toxicants and clinical/toxic outcomes;
2.5. Use appropriate concepts, principles, and analysis skills to address drug efficacy/toxicity queries;
2.6. Discuss the clinical uses and the safety profile of various classes of drugs;
2.7. Solicit appropriate information required to address drug efficacy/toxicity queries.

**Goal 3:** Develop oral and written communication skills necessary to disseminate scientific information.

3.1. Orally communicate sound evaluations of discipline-specific, peer-reviewed papers;
3.2. Demonstrate verbal communication skills during seminar presentations and thesis defense;
3.3. Demonstrate the ability to write scientific reports and evaluations in the area of study;
3.4. Develop proficiency in writing abstracts;
3.5. Demonstrate the ability to write a research project;
3.6. Write a thesis dissertation based on data obtained during laboratory training and investigation.

**Goal 4:** Retrieve, analyze, interpret, and critique scientific literature in pharmacology and toxicology.

4.1. Conduct a literature review independently using appropriate keywords, databases, and select pharmacology and toxicology peer-reviewed papers that pertain to a specific problem;
4.2. Analyze, interpret, and critique the scientific literature with regard to study design, data interpretation, and appropriateness of conclusions.

**Goal 5:** Develop the skills needed to perform analytical and experimental techniques, and research methodology.

5.1. Develop an experimental technique based on one’s own research area;
5.2. Design experiments using pharmacological and toxicological tools to investigate a specific research area;
5.3. Develop and validate research methodologies to investigate specific research questions.

**Goal 6:** Identify research opportunities, develop hypotheses and design research projects, and execute independent research. (Thesis option students).

6.1. Demonstrate the ability to carry out experiments in a laboratory setting;
6.2. Demonstrate the ability to design experimental protocols;
6.3. Statistically analyze and generate graphics of the data and interpret experimental findings;
6.4. Demonstrate the ability to conduct a literature search for a specific area of investigation;
6.5. Identify areas of unsolved investigation; develop hypotheses and research questions.

**Undergraduate Prerequisites:**
Biochemistry, Physiology and Pharmacology

**M.S. in Pharmacology/Toxicology - Requirements**

(Program Code: 26233)

Students taking the Non-Thesis Option must complete 36 credits of coursework and pass the written comprehensive examination. Students taking the Thesis Option must complete 33 credits of coursework of which 6 credits are in PTM 060 Research and Thesis, submit a satisfactory thesis proposal, submit a satisfactory written thesis, and successfully defend (orally) their written thesis.

**The following courses are required for the Master of Science in Pharmacology/Toxicology:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 010</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PTM 020</td>
<td>Seminar In Pharmacology/Toxicology</td>
<td>3.00</td>
</tr>
<tr>
<td>PTM 074</td>
<td>Autonomic Pharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PTM 705</td>
<td>Biochemical Pharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PTM 709</td>
<td>Advanced Pharmacology</td>
<td>3.00</td>
</tr>
<tr>
<td>PTM 802</td>
<td>Experimental Methods in Pharmacology and Toxicology</td>
<td>3.00</td>
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<tr>
<td>PTM 910</td>
<td>Toxicology of Drugs and Chemicals</td>
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</table>

**The following courses may be selected as electives for the Master of Science in Pharmacology/Toxicology:**

(Thesis Option students must take six (6) credits of PTM 060 Research and Thesis)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PTM 060</td>
<td>Research and Thesis</td>
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<tr>
<td>PTM 070</td>
<td>Special Projects</td>
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<tr>
<td>PTM 708</td>
<td>Cardiovascular Pharmacology</td>
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<tr>
<td>PTM 711</td>
<td>Current Technologies in Pharmaceutical Research and Development</td>
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<tr>
<td>PTM 712</td>
<td>Scientific Writing</td>
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<tr>
<td>PTM 743</td>
<td>Human Carcinogenesis</td>
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<tr>
<td>PTM 804</td>
<td>Inborn Errors of Metabolism</td>
<td>3.00</td>
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<tr>
<td>PTM 905</td>
<td>Principles of Immunotherapy</td>
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<tr>
<td>PTM 907</td>
<td>Psychopharmacology</td>
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<tr>
<td>PTM 917</td>
<td>Molecular Toxicology</td>
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<tr>
<td>PTM 920</td>
<td>Molecular Pharmacology</td>
<td>3.00</td>
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<tr>
<td>PTM 921</td>
<td>Medicinal Chemistry &amp; Drug Design</td>
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<tr>
<td>PTM 925</td>
<td>Pharmacogenomics</td>
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<tr>
<td>PTM 938</td>
<td>Stem Cells and Regenerative Medicine</td>
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</table>

**Master of Science in Drug Regulatory Affairs**

**Program Director**
John Pappan, B.S., M.S., M.A.,
Telephone: 718-780-4154

**Program Description**

With pressure to contain the cost and time it takes to create new products and bring them to market, professionals with expertise in regulatory affairs are highly sought after by pharmaceutical companies and medical device manufacturers, as well as by hospitals, health maintenance organizations (HMOs) and a range of other health care oriented organizations as well. The expertise of a DRA professional may be used in areas such as...
as clinical trials, manufacturing, compliance, patenting, sales and marketing, IT, finance and scientific writing.

**Employment opportunities include:**
- Collecting data and preparing submissions to regulatory agencies
- Assisting in the development of procedures to ensure regulatory compliance
- Interfacing with regulatory agencies
- Facilitating identification and resolution of scientific and regulatory issues with regulatory agencies
- Remaining current with federal and international regulations and communicating that information within the organization, including the creation of training materials
- Participating in the development of new products and services
- Participating in quality audits

In addition to a strong background in pharmaceutical science and regulatory affairs, a successful DRA professional should have excellent interpersonal and communication skills, high ethical standards, attention to detail and strong organizational skills.

**Program Mission**

The mission of the Master of Science program in Drug Regulatory Affairs is to prepare students to become lifelong learners and leaders in a variety of settings including biotechnology, medical devices, pharmaceuticals, consulting arena, and liaison with government and regulatory agencies worldwide. Students will: a) demonstrate a mastery of a broad didactic foundation in regulatory affairs gained in advanced coursework; b) develop strong skills through exposure to significant regulatory projects and case studies during which they translate their knowledge into practice; and c) utilize professional skills such as statistical analysis, knowledge of regulatory guidance documents, as well as written and verbal communication skills.

These abilities will be acquired through specific coursework and seminars and other professional and personal development offered during the course of study.

**Program Goals and Objectives**

**Goal 1:** Demonstrate an understanding of the role of a medical products regulatory affairs specialist and the dynamic nature of the regulatory field.

1.1 Evaluate real and/or simulated regulatory submissions for appropriateness of the submission to the regulatory requirements of product design, manufacturing, testing, and post-market surveillance strategies.

1.2 Examine real or simulated regulatory submissions to judge adherence to prescribed guidance documents and principles of responsible clinical research.

1.3 Identify the differences between patents, trademarks, and trade secrets as they relate to regulatory and marketing strategy.

**Goal 2:** Identify and utilize the laws and regulations that apply to the development, testing, and production of new medical products, including medical devices, In-Vitro Diagnostics (IVDs), pharmaceuticals, biotechnology-derived therapeutics, and biologics.

2.1 Assess current U.S. –Food and Drug Administration (FDA) regulations that focus on drugs and medical devices and their impact on regulatory submissions such as New Drug Applications (NDAs), Abbreviated NDAs, Investigational New Drug (IND) Applications, 510k, and Pre-Market Authorizations PMAs.

2.2 Delineate specific regulations in the Code of Federal Regulations (CFR) that address patient safety and their impact on product development.

**Goal 3:** Identify a specific regulatory issue for either a drug or device and be able to justify an appropriate position or strategy through presentation and written skills that permits students to acquire analytic and reasoning skills along with effective communication skills.

3.1 Strategically build various sections of a 510k submission for a Class II medical device given baseline data.

3.2 Demonstrate the ability to investigate case studies related to various regulatory topics (e.g. regulatory submissions, product defect, clinical trials and quality assurance strategies). This should include; identification of the issue, research of the topic, and development of a report summarizing the findings.

3.3 Demonstrate the ability to construct a Power Point presentation on a topic related to a current regulatory issue. This presentation should have relevant content and appropriate information that addresses the selected topic adequately.

3.4 Demonstrate the ability to construct a Power Point presentation on a topic related to a current regulatory issue and communicate the findings effectively to an audience.

**Goal 4:** Demonstrate the ability to develop personal and professional skills in the field of regulatory affairs.

4.1 Identify current issues within the field of regulatory affairs and develop written responses or papers suitable for peer review.

4.2 Identify a regulatory professional in the industry and discuss with them about their roles and responsibilities as a regulatory professional. Based on such discussions develop a hypothetical career pathway for yourself in outline format.

**M.S. in Drug Regulatory Affairs - Requirements**

Program Code: 90328

Students taking the Non-Thesis Option must complete 33 credits of coursework and pass the written comprehensive examination. Students taking the Thesis Option must complete 33 credits of coursework of which 3 credits are in PHA 050 Research Methodology, 6 credits are in PHA 060 Research and Thesis, submit a satisfactory thesis proposal, submit a satisfactory written thesis, and successfully defend (orally) their written thesis.

**The following courses are required for the Specialization in Drug Regulatory Affairs:**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHA 010</td>
<td>Biostatistics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 603</td>
<td>Drug Regulatory Affairs</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 651</td>
<td>Pharmaceutical Labeling, Advertising and Promotion</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 653</td>
<td>Seminar in Social and Administrative Sciences</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 654</td>
<td>FDA Regulation of Over-the-Counter Drugs, Medical Devices and Dietary Supplements</td>
<td>3.00</td>
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<tr>
<td>PHA 657</td>
<td>Principles and Practices of Regulatory Compliance and Enforcement</td>
<td>3.00</td>
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<tr>
<td>PHA 660</td>
<td>Mechanics of Preparing INDs and NDAs</td>
<td>3.00</td>
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<tr>
<td>PHA 661</td>
<td>The American Pharmaceutical Industry</td>
<td>3.00</td>
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**The following courses may be selected from as electives for the Specialization in Drug Regulatory Affairs:**

(*Thesis Option students must take PHA 050 and six (6) units of PHA 060.)*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PHA 050</td>
<td>Research Methodology</td>
<td>3.00</td>
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<tr>
<td>PHA 060</td>
<td>Research And Thesis</td>
<td>3.00</td>
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<tr>
<td>PHA 070</td>
<td>Special Problems</td>
<td>3.00</td>
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<tr>
<td>PHA 604</td>
<td>Pharmacoeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 617</td>
<td>Pharmaceutical Laws and Enforcement</td>
<td>3.00</td>
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<tr>
<td>PHA 618</td>
<td>Patent Law and the Pharmaceutical Industry</td>
<td>3.00</td>
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<tr>
<td>PHA 645</td>
<td>Internship in Drug Regulatory Affairs</td>
<td>3.00</td>
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<tr>
<td>PHA 655</td>
<td>Chemistry, Manufacturing and Controls (CMC)</td>
<td>3.00</td>
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<tr>
<td>PHA 658</td>
<td>International Drug Regulatory Affairs</td>
<td>3.00</td>
</tr>
<tr>
<td>PHA 665</td>
<td>Healthcare Data</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Management and Analysis</td>
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GRADUATE COURSE DESCRIPTIONS

Course schedules are printed every semester. The listings below are tentative. They are based on past history and are subject to change.

Doctor of Philosophy Courses

PHS 802 Pharmaceutical Regulatory Overview
This course will provide a clear understanding of how new chemical entities (NME) emerge from drug discovery. When and how absorption, distribution, metabolism, and excretion (ADME) studies in discovery and exploratory development stages of drugs are conducted to assess the metabolism and excretion of a drug in animals and human. Outline the physicochemical characterization and compatibility of new molecule. First-in-human (FIH) studies in the drug development process and typically aim to characterize a compound’s pharmacokinetics, potential effective concentration or dose, and safety or tolerability margins. A look at different phases of clinical trials for an understanding of the different purpose and questions these are trying to answer. Overview of submission requirements and the Food and Drug Administration’s (FDA) review process. Intellectual property (IP) protection and market exclusivities to reward innovation, related legislation and ongoing issues will be discussed. Development and approval of generic versions of the new drugs and their impact on the industry will be reviewed.
Credits: 3
Annually

PHS 880 Thermal Physics and Applications to the Chemistry of Pharmaceutical Systems I
The first in a series of two elective courses intended for Ph.D. students. These courses offer an integrated treatment of the theory of energetic processes and applications that are relevant to pharmaceutical science. The first semester will develop equilibrium macroscopic and statistical thermodynamics, and introduce the concepts on nonequilibrium thermodynamics. The second semester will more fully develop the basic theory of nonequilibrium thermodynamics and the thermodynamics of processes. Applications will be introduced throughout the course and include colligative properties of solutions, Debye-Huckel theory, phase changes and thermodynamic stability, chemical equilibrium and reactions, surface effects, adsorption, polymer chain statistics, Flory-Huggins theory, and thermal analysis.
The pre-requisites of PHS 701, 702 and 991 are required.
Credits: 3
Every Fall

PHS 881 Thermal Physics and Applications to the Chemistry of Pharmaceutical Systems II
(The second course in a two-semester sequence.) These are elective courses intended for Ph.D. students. They offer an integrated treatment of the theory of energetic processes and applications that are relevant to pharmaceutical science. The first semester will develop equilibrium macroscopic and statistical thermodynamics, and introduce the concepts on nonequilibrium thermodynamics. The second semester will more fully develop the basic theory of nonequilibrium thermodynamics and the thermodynamics of processes. Applications will be introduced throughout the course and include colligative properties of solutions, Debye-Huckel theory, phase changes and thermodynamic stability, chemical equilibrium and reactions, surface effects, adsorption, polymer chain statistics, Flory-Huggins theory, and thermal analysis.
The pre-requisites of PHS 880 and 992 are required.
Credits: 3
Every Spring

PHS 886 Computational Methods of Data Analysis
This is an elective course intended for Ph.D. students. The course offers an integrated treatment of the methods of analyzing data using the equations derived from physical models. Topics include elementary statistics review, regression methods, analysis of errors, and computational methods. Special consideration will be given to methods of transforming equations and/or data into forms most useful for data analysis, special functions (error function, Bessel functions, etc.), and special problems that can arise with various methodologies. Many of the examples and exercises will be taken from probability theory and statistics, so this course will also serve as a primer in statistics.
The pre-requisites of PHS 701 and 993 are required.
Credits: 3
Every Semester

PHS 887 Pharmacokinetic / Pharmacodynamic Modeling and Simulation
There is a growing need for scientists trained in pharmacokinetic modeling and simulation. This is an elective course for students in the Ph.D. program in Pharmaceutics. The objectives of the course are: To provide an overview of the role of pharmacokinetic/pharmacodynamic (PK/PD) modeling and simulation in the drug development process, to give a graduate level introduction to the field of Pharmacometrics and to demonstrate the applications of Population PK/PD modeling and simulation using examples of biomarkers and clinical endpoints in various therapeutic areas such as CNS, cardiovascular, and infectious diseases. The course will balance theory and “hands on” training and will be a combination of didactic lectures, hands on exercises and larger M&S projects conducted by the students.
The pre-requisites of PHS 701, 702 and 991 are required.
Credits: 3
Every Fall

PHS 901 Basic Pharmacometrics
(Open to foreign students and non-pharmacy majors) An introduction to basic pharmacological principles associated with pharmaceutical dosage forms. Discussions will focus on factors affecting dosage form design, manufacturing of different dosage forms, biopharmaceutics, pharmacokinetics, drug stability, FDA approvals and recalls, so that the student can obtain the knowledge needed to succeed in the M.S. and Ph.D. curricula. Waiver may be authorized by the division only.
Credits: 3
On Demand

PHS 983 Polymer Science
Polymers are widely used in the pharmaceutical, finding applications as tablet excipients, membranes, and carriers for drugs. The properties of polymers are of great importance in drug delivery in many forms, including solid, melt and in solutions. In this course, the physical chemistry and material properties of polymers are studied, with emphasis on pharmaceutical applications and current areas of intense research.
Credits: 3
Annually

PHS 987 Advanced Biopharmaceutics and Pharmacokinetics
Biopharmaceutics is the study of the relationship between the physical and chemical factors of a drug in a dosage form and the resultant impact on the rate and extent of drug absorption and, ultimately, the pharmacological response observed after its administration. Pharmacokinetics concerns the mathematical representation of drug absorption, distribution, metabolism and excretion. In this course, the principles and theories of biopharmaceutics and pharmacokinetics will be discussed, with emphasis on the various analytical tools to characterize drug disposition in vivo. The relationship between pharmacokinetics and pharmacodynamics will also be presented. The material mastered in this course will be used to develop and test mathematical models of drug disposition in PHS 990 (Mathematical Modeling).
Credits: 3
On Occasion

PHS 989 Special Topics in Pharmaceutics
Special topics in pharmaceutics that are of current interest.
Credits: 3
On Occasion

PHS 990 Mathematical Modeling
This course involves application of the pharmacokinetic principles presented in PHS 986 (Advanced Biopharmaceutics and Pharmacokinetics) to develop mathematical models which describe drug absorption, distribution,
metabolism and excretion, with emphasis upon computer "fitting" of pharmacokinetic and pharmacokinetic-pharmacodynamic models to characterize the disposition of a compound in biological systems.

The prerequisite of PHS 987 is required.

Credits: 3
On Occasion

PHS 991 Solubility and Complex Equilibria
The application of physicochemical principles to the study of complex equilibria, including the use of thermodynamics and mathematics to delineate the factors involved.

Credits: 3
On Occasion

PHS 992 Transport Phenomena and Drug Delivery I
The application of the laws and mathematics of diffusion to dissolution, membrane transport and release of drugs from dosage forms.

The prerequisites of PHS 701 and MTH 611 are required.

Credits: 3
On Occasion

PHS 993 Kinetics and Mechanisms of Drug Degradation
A study of the kinetics and mechanisms of drug degradation in the solid and liquid state.

The prerequisite of PHS 701 is required. The corequisite of MTH 610 is required.

Credits: 3
On Occasion

PHS 994 Drug Stabilization
A study of drug degradation in multiphasic systems of their use in stabilizing labile drugs.

The prerequisite of PHS 993 is required.

Credits: 3
On Occasion

PHS 995 Transport Phenomena and Drug Delivery II
This is an upper-level elective course intended for senior Ph.D. students that builds on the required course PHS 992 (Transport Phenomena and Drug Delivery I). The course offers a more advanced treatment of the physical and theoretical foundations of transport theory, and numerous applications in areas of current research, especially as related to pharmaceutical systems. The main emphasis is on mass transport, but heat and momentum transport will also be included. The necessary mathematics will be developed, as needed.

Methods of data analysis and computational methods will be included as an integral part of the course.

The prerequisite of PHS 992 is required.

Credits: 3
On Occasion

PHS 996 Intrafacial Phenomena
The application of physicochemical principles to the study of interfacial phenomena. The use of thermodynamics, kinetics and mathematics will be emphasized with applications to pharmaceutical systems, when possible.

Credits: 3
On Occasion

PHS 997 Solid State Characterization
Substantial development has taken place in the last decade in terms of emerging technology in the field of analytical chemistry. As a graduate student it is important to keep abreast of these technologies and understand the underlying principles behind the techniques and technologies. This course will help students develop the ability to solve theoretical problems and help them identify relevant techniques to obtain meaningful data. Together with case studies and examples, this course will help graduate students to think independently to solve problems related to solid-state characterization.

Credits: 3
Annually

PHS 998 Ph.D. Research & Thesis
Each Ph.D. candidate will conduct Ph.D. thesis research under the guidance of a committee whose chair will be the candidate’s major professor. The enrollment and fee for this course registration will be repeated for a minimum of four semesters, and until the dissertation is completed.

Credits: 3
Every Semester

Master of Science Courses

Pharmaceutics, Industrial Pharmacy, and Cosmetic Science

PHS 020 Seminar In Pharmaceutics
(For M.S. Students) A presentation and analysis of recent developments in industrial pharmacy and pharmaceutics. Students are expected to present oral and written reports on a particular subject in consultation with the instructor in charge. May be repeated for credit.

The following prerequisites are required: Industrial Pharmacy-PHS 701, 901, 931, 934 & 972; Cosmetic Science-PHA 010, PHS 931, 950, 951, 960 and 972.

Credits: 3
Every Semester

PHS 060 Research And Thesis
Individual research in the various areas of specialization in cosmetic science. Students doing the thesis option must register at least twice for this course. Pass-Fail only.

Credits: 3
Every Semester

PHS 070 Special Problems
Laboratory, fieldwork or library research in the various areas of specialization. Pass-Fail only. Permission of the instructor required.

Credits: 3
Every Semester

PHS 701 Physical Chemistry I
The emphasis will be on chemical thermodynamics, from fundamental principles to applications in chemical equilibrium, including the concept of activity in non-ideal systems, and electrochemistry of the pH electrode and other ion selective electrodes.

Credits: 3
Every Fall

PHS 702 Physical Chemistry II
The emphasis of this course is on chemical kinetics, from experimental measurement of rate processes to activation theory and enzyme kinetics. Steady state activation theory will be included.

The prerequisite of PHS 701 is required.

Credits: 3
Every Spring

PHS 769 Transdermal Drug Delivery
Today’s pharmaceutical scientist, regardless of their area of practice (R & D, manufacturing, etc.) must have a basic knowledge of drug delivery from all dosage forms. Therefore, this course is intended to train the pharmaceutical scientist in preparing a transdermal dosage form capable of delivering the active ingredient to the blood circulation through the skin in quantities sufficient to produce a therapeutic effect. Two lecture hours and three laboratory hours.

Credits: 3
On Occasion

PHS 931 Advanced Physical Pharmacy I
A systematic study of the application of physicochemical principles to the pharmaceutical and cosmetic sciences. Topics include complexation, colloids, interfacial phenomena, dissolution theory, suspensions, micrometrics and rheology.

Credits: 3
Every Semester

PHS 932 Advanced Physical Pharmacy II
A systematic study of the application of physicochemical principles to the pharmaceutical and cosmetic sciences. Topics include complexation, colloids, interfacial phenomena, dissolution theory, suspensions, micrometrics and rheology.

The prerequisite of PHS 931 is required.

Credits: 3
Every Semester

PHS 934 Principles of Industrial Pharmacy I
A study of methods used to formulate, manufacture and stability test various dosage forms including tablets, ointments, creams, capsules, suspensions, sterile products, etc. The different techniques used to formulate dosage forms possessing unique properties such as sustained or delayed release will also be covered.
LIU Pharmacy

PHS 935 Principles of Industrial Pharmacy II
A laboratory course designed to give students experience in utilizing industrial instrumentation to test basic principles and theories in the design and production of various dosage forms.
Credits: 3
Every Fall

PHS 936 Dosage Form Design
Biopharmaceutic and pharmacokinetic principles, coupled with physical pharmacy concepts, are used to discuss methods necessary for optimizing the design of various drug-delivery systems. The course is intended for those having a basic understanding of dosage forms and their design, and is geared to the underlying principles of drug release from dosage forms. While a major portion of the course is devoted to oral solids, liquids, topicals and parenteral design are also covered, together with means of evaluation and testing.
Credits: 3
On Occasion

PHS 937 Pharmaceutical Engineering
An introduction to basic engineering principles that are involved in the commercial manufacture of pharmaceutical dosage forms. Discussions will focus on how such principles are blending, mixing, heating and mass transfer are utilized to design and specify equipment used in producing powders, tablets, capsules and parenteral products. Basic concepts of cost estimation will also be discussed.
Credits: 3
On Occasion

PHS 950 Cosmetic/Dermatological Formulations and Technology I
(The first course in a two-semester sequence.)
Designed for in-depth studies of skin, mechanistic analysis of the relevant skin functions, percutaneous absorption, rationale for dermatologic formulations, physicochemical principles used, performance criteria and evaluation of the topical systems. Emphasis is placed on the product development, scale-ups, manufacturing, stability-testing and performance evaluations of modern-day cosmetic, toiletry and pharmaceutical topical products. The courses cover all types of skin care, hair care and treatment systems including creams, lotions, shampoos, gels, fluids, makeup products, sunscreens and pharmaceutical dermatologicals.
Credits: 3
Every Fall

PHS 951 Cosmetic/Dermatological Formulations and Technology II
(The second course of a two-semester sequence.)
Designed for in-depth studies of skin, mechanistic analysis of the relevant skin functions, percutaneous absorption, rationale for dermatologic formulations, physicochemical principles used, performance criteria and evaluation of the topical systems. Emphasis is placed on the product development, scale-ups, manufacturing, stability-testing and performance evaluations of modern-day cosmetic, toiletry and pharmaceutical topical products. The courses cover all types of skin care, hair care and treatment systems including creams, lotions, shampoos, gels, fluids, makeup products, sunscreens and pharmaceutical dermatologicals.
Credits: 3
Every Spring

PHS 952 Cosmetic/Dermatological Formulations and Technology Laboratory
Designed for in-depth study of product development, scale-up, manufacturing, stability-testing and performance evaluations of modern-day cosmetic and toiletry products.
Credits: 3
Every Spring

PHS 953 Pharmaceutical/RX Formulations
Designed to be of special value to individuals involved in formulation and manufacturing of cosmetic, toiletry and pharmaceutical products. Covers the physicochemical properties of major classes of raw materials. These include tablets, ointments and creams, surfactants, film formers, plasticizers, preservatives, antioxidants, sunscreens, thickeners and dispersants, pharmaceutical solvents, etc. Special emphasis is placed on the creative and innovative application of these raw materials in the development of topical, nasal and inhalation aerosol drug delivery products.
Credits: 3
On Occasion

PHS 954 Pharmaceutical Raw Materials
Properties/Applications of Cosmetic and Pharmaceutical Raw Materials
Designed to be of special value to individuals involved in formulation and manufacturing of cosmetic, toiletry and pharmaceutical products. Covers the physicochemical properties of major classes of raw materials. These include tablets, ointments and creams, surfactants, film formers, plasticizers, preservatives, antioxidants, sunscreens, thickeners and dispersants, pharmaceutical solvents, etc. Special emphasis is placed on the creative and innovative application of these raw materials in the development of contemporary cosmetic/toiletry and pharmaceutical dosage forms.
Credits: 3
Every Fall

PHS 955 Methods of Pharmaceutical Analysis
Theory of chromatographic, spectrophotometric and other methods of analysis as applied to clinical, pharmaceutical and cosmetic problems is discussed.
Credits: 3
Every Fall

PHS 956 Design of Peptide and Protein Drug Delivery Systems
The course covers an introduction to the gene-cloning technology and eukaryic cell cultures as a new source of protein and peptide drugs. The course will discuss the chemistry, physical chemistry and biochemical properties of polypeptides, physical and chemical degradation pathways characteristic to protein drugs; suggested mechanisms of protein drug absorption; classification and properties of absorption promoters for macromolecules; how to design the appropriate delivery system for a stable, effective protein drug through parenteral or non-parenteral routes. Specific protein products for the diagnosis, treatment and prevention of diseases, which are now commercially available, will be covered.
Credits: 3
On Occasion

PHS 958 Aerosol Science and Technology
An in-depth study of the physicochemical principles of aerosol science and technology. The topics covered include: aerosol propellants, containers, valve and actuator systems, product development, manufacturing, stability testing and performance evaluations of aerosol products. Special emphasis is placed on the homogeneous and heterogeneous systems used in the formulations of topicals, nasal and inhalation aerosol drug delivery products.
Credits: 3
On Occasion

PHS 960 Properties/Applications of Cosmetic and Pharmaceutical Raw Materials
Designed to be of special value to individuals involved in formulation and manufacturing of cosmetic, toiletry and pharmaceutical products. Covers the physicochemical properties of major classes of raw materials. These include tablets, ointments and creams, surfactants, film formers, plasticizers, preservatives, antioxidants, sunscreens, thickeners and dispersants, pharmaceutical solvents, etc. Special emphasis is placed on the creative and innovative application of these raw materials in the development of contemporary cosmetic/toiletry and pharmaceutical dosage forms.
Credits: 3
Every Fall

PHS 972 Methods of Pharmaceutical Analysis
Theory of chromatographic, spectrophotometric and other methods of analysis as applied to clinical, pharmaceutical and cosmetic problems is discussed.
Credits: 3
Every Fall

PHS 973 Design of Peptide and Protein Drug Delivery Systems
The course covers an introduction to the gene-cloning technology and eukaryic cell cultures as a new source of protein and peptide drugs. The course will discuss the chemistry, physical chemistry and biochemical properties of polypeptides, physical and chemical degradation pathways characteristic to protein drugs; suggested mechanisms of protein drug absorption; classification and properties of absorption promoters for macromolecules; how to design the appropriate delivery system for a stable, effective protein drug through parenteral or non-parenteral routes. Specific protein products for the diagnosis, treatment and prevention of diseases, which are now commercially available, will be covered.
Credits: 3
On Occasion

PHS 974 Autonomic Pharmacology
A course designed to acquaint the students with the underlying mechanisms of drug action, especially for drugs that affect the autonomic nervous system. The course will cover the basic principles of autonomic pharmacology, the effects of drugs on the sympathetic and parasympathetic nervous systems, and the use of autonomic drugs in clinical practice.
Credits: 3
Every Fall

PHS 975 Seminar In Pharmacology/Toxicology
Students, faculty and guests review and discuss original works and recent advances in pharmacology and toxicology. The seminar will include invited lectures on cutting edge research. Mandatory for every student graduating in Pharmacology/Toxicology. May be repeated for credit.
Credits: 3
Every Fall

PHS 976 Seminar In Pharmacology/Toxicology
Students, faculty and guests review and discuss original works and recent advances in pharmacology and toxicology. The seminar will include invited lectures on cutting edge research. Mandatory for every student graduating in Pharmacology/Toxicology. May be repeated for credit.
Credits: 3
Every Fall

PHS 977 Methods of Pharmaceutical Analysis
Theory of chromatographic, spectrophotometric and other methods of analysis as applied to clinical, pharmaceutical and cosmetic problems is discussed.
Credits: 3
Every Fall

PHS 978 Aerosol Science and Technology
An in-depth study of the physicochemical principles of aerosol science and technology. The topics covered include: aerosol propellants, containers, valve and actuator systems, product development, manufacturing, stability testing and performance evaluations of aerosol products. Special emphasis is placed on the homogeneous and heterogeneous systems used in the formulations of topicals, nasal and inhalation aerosol drug delivery products.
Credits: 3
On Occasion

PHS 979 Design of Peptide and Protein Drug Delivery Systems
The course covers an introduction to the gene-cloning technology and eukaryic cell cultures as a new source of protein and peptide drugs. The course will discuss the chemistry, physical chemistry and biochemical properties of polypeptides, physical and chemical degradation pathways characteristic to protein drugs; suggested mechanisms of protein drug absorption; classification and properties of absorption promoters for macromolecules; how to design the appropriate delivery system for a stable, effective protein drug through parenteral or non-parenteral routes. Specific protein products for the diagnosis, treatment and prevention of diseases, which are now commercially available, will be covered.
Credits: 3
On Occasion

PTM 020 Seminar In Pharmacology/Toxicology
Students, faculty and guests review and discuss original works and recent advances in pharmacology and toxicology. The seminar will include invited lectures on cutting edge research. Mandatory for every student graduating in Pharmacology/Toxicology. May be repeated for credit.
Credits: 3
Every Semester

PTM 060 Research And Thesis
Individual research in the various areas of specialization. Students doing the thesis option must register at least twice for this course. Pass-Fail only.
Credits: 3
Every Semester

PTM 070 Special Problems
Laboratory, fieldwork or library research in the various areas of specialization. Permission of the instructor required.
Credits: 3
Every Semester

PTM 704 Autonomic Pharmacology
A course designed to acquaint the students with the historical development of the concept of neurohumoral transmission, adrenergic and...
cholinergic receptors, storage and release of neurohormones, blocking agents, and biochemical aspects of adrenergic and cholinergic action. Students will be required to read and discuss selected references.

Credits: 3
Every Fall

PTM 705 Biochemical Pharmacology
This course considers the mechanisms of drug action from the molecular-biochemical viewpoint. Initial discussion of the fundamentals of drug action is followed by extensive coverage of major drug groups such as anticancer, antimicrobials, analgesics and autonomic drugs. Molecular parameters of receptors are emphasized throughout as in enzymology, where applicable. Outside readings will be assigned.

Credits: 3
Every Fall and Spring

PTM 707 Carcinogens, Mutagens, Teratogens
Basic concepts of biochemical toxogenesis; mechanisms involved in the types of carcinogenesis, mutagenesis and teratogenesis; chemical carcinogens; tests for carcinogenesis and mutagenesis; experimental aspects of teratogenesis; environmental agents, drugs and other agents as causative factors.

Credits: 3
On Occasion

PTM 708 Cardiovascular Pharmacology
This course will consider the rational therapy in cardiovascular diseases. Principles of physiology, pathology and pharmacology will be included in the discussion of hypertension, coronary artery disease, angina pectoris, myocardial infarction, congestive heart failure and arrhythmias. New treatment modalities will be considered.

Credits: 3
On Occasion

PTM 709 Advanced Pharmacology
This is an advanced course in the basic principles of pharmacology. Discussion will include receptor theory, enzyme activity and inhibition, structure activity relationship, pharmacokinetics, adverse reactions and drug-drug interactions.

Credits: 3
Every Fall

PTM 711 Current Technologies in Pharmaceutical Research and Development
The healthcare professional of the 21st century must have a basic knowledge of scientific technologies that affect the community and impact the delivery of effective health care. This course will involve a combination of lectures and student presentations to explore the current areas of medical technology that are important to the healthcare professional. Topics to be covered will include the latest developments in the areas of stem cell research, gene therapy, pharmacogenomics, human cloning, therapeutic antibodies, DNA profiling and genetically modified foods.

Credits: 3
On Demand

PTM 802 Experimental Methods in Pharmacology and Toxicology
Modern techniques used in the qualitative and quantitative evaluation of drugs and drug toxicity in animal systems. These include whole animal studies, isolated tissue techniques and analytical instrumentation.

Credits: 3
On Demand

PTM 804 Inborn Errors of Metabolism
This course will consider those inherited disorders which are the result of the body’s failure to synthesize specific proteins (enzymes) needed for normal metabolism or the synthesis of abnormal proteins.

Credits: 3
On Occasion

PTM 905 Principles of Immunotherapy
This course is concerned with the study of antigens and the immune system, the humoral response and the cellular response to antigen. Non-atopic immunological drug reactions and disease states characterized by abnormal immunological responses will be discussed. Research papers dealing with selected immunological topics will be assigned and discussed.

Credits: 3
On Occasion

PTM 907 Psychopharmacology
A comprehensive course covering the clinical considerations and biochemical basis of psychotic and neurotic disorders responding to drug therapy. Emphasis is to be placed on the complete animal and human pharmacology of antipsychotic, anti-anxiety, antidepressant and antihypertensive drugs. Appropriate stimulant and sedative/hypnotic agents and current trends and issues will be discussed. Student participation through research papers and seminars will be implemented.

Credits: 3
On Occasion

PTM 910 Toxicology of Drugs and Chemicals
General principles of toxicology; current trends and recent developments in the prevention, detection, diagnosis and treatment of acute and chronic toxicities from drugs and chemicals; toxic drug interactions.

Credits: 3
Every Fall

PTM 917 Molecular Toxicology
A comprehensive course which will discuss highly focussed toxin-induced intracellular mechanisms and their molecular targets. Drug- and chemical-induced gene expression, modulation of expression of various genes by chemical antidotes. This course will include detailed discussion of toxin-induced perturbations, modes of cell death, and events at subcellular molecular sites inside the cell, e.g. nuclear (including DNA degrading and repair enzymes), electron transport chain dysfunctions, and cytoplasmic compartments (ribosomes, microsomes and other cytosolic components).

Credits: 3
On Occasion

PTM 920 Molecular Pharmacology
An advanced course in pharmacology dealing with the molecular mechanisms of drug action. The discussions will include receptor-drug interactions, importance of chirality, receptor-ligand interactions, interactions of drugs with endogenous polymers, modulators of chemical transmitters and such other topics involving molecular biology.

Credits: 3
On Occasion

PTM 925 Pharmacogenomics
Pharmacogenomics, the union of pharmacology and genomics, is emerging as a novel medical research field. This course reviews the history and current status of the influence of hereditary factors on drug action and metabolism, as well as predisposition to diseases. It is intended to introduce graduate students to pharmacogenomics and personalized medicine through a series of lectures, case studies and students’ presentations of cutting-edge technologies used in this field.

Credits: 3
On Occasion

PTM 926 Epigenetics
This course explores the fundamental epigenetic changes that have been uncovered in cancers, cardiovascular disease, diabetes and many more. It addresses controversial issues involving epigenetics and the placebo effect as well as discusses novel therapeutic approaches to disease management based on the study of the epigenome.

Credits: 3
Not Set

PTM 928 Stem Cells and Regenerative Medicine
This course is designed to introduce students to the characteristics of the various types of stem cells and their applications in basic research, drug discovery and regenerative medicine. Topics will include the origin of embryonic and adult stem cells and the cutting edge potential and applications of induced pluripotent stem cells (iPS). The course will provide details about the role of stem cells as therapeutic vehicles for treating cancer, cardiovascular diseases, Alzheimer’s, arthritis, Parkinson’s disease and many inherited disorders such as Huntington’s, Muscular Dystrophies, and Sickle Cell disease. Students will also discuss controversial issues that pose a dilemma in the widespread adoption and application of stem cells as potential therapy.

The pre-requisites of PTM 704 and 705 are required.

Credits: 3
On Occasion

**Pharmacy Administration and Drug Regulatory Affairs**

**PHA 010 Biostatistics**
An introductory course in statistics with emphasis on applications in the health sciences. Topics include description of data, measures of central tendency and dispersion, inferences from data, significant differences, and measures of similarity and differences among groups of data.
Credits: 3
On Demand

**PHA 050 Research Methodology**
A course in the design, implementation and evaluation of research. Topics include problem identification, literature review, research approaches, hypotheses, data-gathering instruments and methods, data analysis and generalization.
Credits: 3
On Occasion

**PHA 060 Research And Thesis**
Individual research in the various areas of specialization. Pass-Fail only.
The prerequisites of PHA 050 and 653 are required.
Credits: 3
Every Semester

**PHA 070 Special Problems**
Laboratory, fieldwork or library research in the various areas of specialization. Pass-Fail only.
Permission of the instructor required.
Credits: 3
On Occasion

**PHA 603 Drug Regulatory Affairs**
(This course is a prerequisite for all Drug Regulatory Affairs courses, except PHA 661) A comprehensive introductory course that provides an overview, understanding of, and appreciation for the numerous statutes and regulations governing drugs, medical devices and cosmetics.
Credits: 3
Every Fall

**PHA 604 Pharmacoconomics**
This course presents socioeconomic aspects of health care that influence need, demand and provision of health care through the private and public sectors. The course will also develop basic concepts of economic theory as an analytical tool to understand them from provider as well as consumer points of view in an evolving healthcare delivery system.
Credits: 3
On Occasion

**PHA 645 Internship in Drug Regulatory Affairs**
This course is designed for those graduate students who have an interest in employment opportunities in the pharmaceutical industry or government. The student works in an on-the-job setting on carefully planned work activities designed to provide a basic understanding of the drug regulatory environment, process and outcome. A report of these work activities is required at the completion of the course. Pass-Fail only.
Credits: 3
On Occasion

**PHA 651 Pharmaceutical Labeling, Advertising and Promotion**
A comprehensive course which reviews prescription and OTC drug labeling, advertising and promotion regulations. Examines the development and clearance of labeling and advertising pieces (container labels, package inserts, journal ads, direct mail, visual aids, reminder advertising, etc.). Discussion of principles of Fair Balance, Brief Summary and Full Disclosure. Students will be required to prepare advertising and promotional pieces. The role of the regulatory affairs department, product manager, advertising agency, etc., will be discussed. Review of institutional advertising, preapproval advertising, prescription drug advertising to the consumer (FDAAC), comparative advertising.
The prerequisite of PHA 603 is required.
Credits: 3
On Occasion

**PHA 653 Seminar in Social and Administrative Sciences**
Students generate solutions to current problems in pharmaceutical care, the pharmaceutical industry and public policy, and support their views with evidence that reflects concepts, principles, theories and philosophies from the social/behavioral/administrative sciences. Based upon their research, students will prepare written reports, give multimedia class presentations and conduct class discussions.
Credits: 3
Every Fall and Spring

**PHA 654 FDA Regulation of Over-the-Counter Drugs, Medical Devices and Dietary Supplements**
Provides the participants with an understanding of, and an appreciation for, the regulation of over-the-counter drugs, medical devices, cosmetics and animal health drugs as legislated by the Federal Food, Drug, and Cosmetics Act and its amendments and the Fair Packaging and Labeling Act.
The prerequisite of PHA 603 is required.
Credits: 3
Every Spring

**PHA 655 Chemistry, Manufacturing and Controls (CMC) Regulatory Affairs**
This course describes various aspects of CMC regulatory affairs as they relate to the development, approval and marketing processes for drugs in the U.S. Topics include: FDA vs. pharmaceutical industry viewpoints on CMC regulatory affairs; quality issues related to CMC regulatory affairs; organization of the CMC regulatory function and role of the CMC regulatory professional; CMC regulations and guidance; format, required, required content and scientific considerations for the CMC sections of INDs and NDAs for traditional dosage forms; and an overview of CMC requirements and considerations for other submissions (i.e. generics, biologics, animal drugs, drug master files, devices and international dossiers). Offered on occasion.
The prerequisite of PHA 603 is required.
Credits: 3
Every Fall

**PHA 657 Principles and Practices of Regulatory Compliance and Enforcement**
This course emphasizes the history, development, implementation, monitoring, operational procedures and audit techniques of investigation and enforcement. Issues and problems are addressed.
The prerequisite of PHA 603 is required.
Credits: 3
Every Spring

**PHA 658 International Drug Regulatory Affairs**
The increasing globalization of product development and marketing means that companies that manufacture and market products in many different countries must comply with an ever-increasing spectrum of laws and regulations. The borders that divide nations seem to be shrinking as the means of rapid communication increase. But the lack of regulatory consistency across the globe makes it extremely difficult for pharmaceutical manufacturers to implement a globally acceptable product design. The purpose of this course is to provide an overview of global regulatory requirements for U.S. and EU for product registration. Topics covered will include the understanding of the ICH (International Conference on Harmonization) and CTD (Common Technical Document) as well as some basic understanding of international product registration requirements. Following this course, students should be able to understand the fundamentals of global regulatory issues.
Credits: 3
On Occasion

**PHA 660 Mechanics of Preparing INDs and NDAs**
This course provides an in-depth assessment and analysis of the requirements of the investigational new drug (IND) and new drug applications (NDA). Component parts, appropriate format, assembly and submission of each is emphasized.
The prerequisite of PHA 603 is required.
Credits: 3
Every Spring

**PHA 661 The American Pharmaceutical Industry**
This course provides a comprehensive view of the key activities in which major pharmaceutical
companies are involved, e.g., research and development, pilot manufacturing, manufacturing and packaging, quality assurance, marketing, sales, distribution, regulatory affairs and pharmacy relations.

**PHA 662 Ethics in Pharmaceutical Industry**
A comprehensive course designed to investigate the role ethics play in today's pharmaceutical industry. Students will explore case studies related to past, present, and potential future ethical dilemmas concerning clinical trials, patient safety, intellectual property rights, and marketing and advertising practices. Course will also examine issues concerning drug pricing and other public interests that challenge current industry practices worldwide.

*Credits: 3*

**PHA 663 Food and Drug Law**
This course is designed to provide a basic working knowledge of the domestic laws regulating food, drugs, cosmetics, biologics/blood and medical devices. It has a practice related direction providing a grass roots understanding of the legislative and regulatory processes through a comprehensive view of the relationships between FDA, the health care industry, consumers and their interest groups and the U.S. Congress.

*Credits: 3*

**PHA 665 Healthcare Data Management and Analysis**
Students will learn data management and the most commonly used analysis techniques utilizing SAS or SPSS. Various types of data employed in pharmacy-related evaluation and its advantages and disadvantages will be discussed. Readings and assignments will provide hands-on experience in dealing with data from randomized clinical trials, hospital and pharmacy administrative issues, payer claims, and large surveys. Data analysis to address issues in areas such as pharmacotherapy effectiveness, adverse drug effects, health care utilization, and health care cost will be discussed and practiced.

*The pre-requisite of PHA 010 is required.*

*Credits: 3*

**PHA 668 Medical Device Regulatory Affairs**
The course introduces students to an in depth understanding of medical device regulatory affairs in order to prepare them for opportunities in the Medical Device Industry. This course includes an overview of the medical device industry, premarket regulatory submissions, creating regulatory strategies and adherence to regulatory compliance.

*Credits: 3*

**PHA 669 Global Market Access: Application of Economic Concepts in Valuing Pharmaceuticals**
The Global Market Access course will teach the students how to apply the theoretical knowledge of finance, accounting, strategy, marketing and health economics to creating a winning value proposition for pharmaceutical products - so that graduates can be ready for complex payer negotiations without needing years of training. This is a practical how-to course, with hands on workshops, real world case studies and payer negotiation "war games".

*Credits: 3*

*Not Set*
Eligibility

1. Holders of the baccalaureate degree, or its equivalent, from an accredited college or university are eligible to apply for admission. The program specializations in Pharmaceutics usually require an undergraduate degree in pharmacy, chemistry, biology or a related science specialty. Certain courses in these programs have specific undergraduate prerequisites such as Organic Chemistry, General Physics and Calculus.

2. The applicant must have an acceptable record in undergraduate studies (preferably a “B” average or better) as reflected in official transcripts of all colleges and universities attended. Attention is given to overall grade averages, grade trends during undergraduate study and areas of scholastic strength. Consideration is also given to professional accomplishments of the applicant since the time of completion of undergraduate studies.

3. Applicants of M.S. Pharmacology/Toxicology must have completed the following prerequisites in order to be eligible for the program: Human Anatomy & Physiology, Biochemistry, and Pharmacology.

Admissions Procedures

Applicants are strongly encouraged to submit an application online at www.liu.edu/apply. A paper application may be obtained by visiting the Office of Admissions, LIU Brooklyn, 1 University Plaza, Brooklyn, NY 11201-5372, emailing bklingradadmissions@liu.edu, or by calling 718-488-1011. A bachelor’s degree (or its equivalent) from an accredited institution, indicating an acceptable record, is necessary to be considered for admission to the graduate programs. Additional requirements are described in the eligibility section above.

The completed application must be submitted with a personal statement of approximately 500 words. Applicants must also submit official transcripts from all colleges and universities attended showing all undergraduate and graduate coursework taken and degrees received, if any. Three completed letters of recommendation are required. A nonrefundable application fee is required. If the applicant mails or submits a paper application in person, they will be assessed a nonrefundable application fee. LIU Brooklyn encourages students to self-manage their application, which means it is the responsibility of the applicant to collect all required documents needed for admission and manage where documents are to be mailed. Students needing assistance and clarification are encouraged to email the Graduate Admissions Office at bklingradadmissions@liu.edu.

Most graduate programs are available each semester on a rolling admissions basis with applications accepted as long as space is available. However, it is strongly encouraged that applications and supporting materials be submitted as early as possible. Applications and all supporting documents from international applicants must be received by May 1st for fall admission and by November 1st for spring admission.

Applicants for all graduate pharmacy programs must submit GRE scores from the General Aptitude Test. For information on the GRE, contact the Educational Testing Service at GRE-ETS, P.O. Box 6000, Princeton, NJ 08541-6000 or at www.gre.org/gre.

A student will be classified as matriculant when accepted into a degree program. Students admitted with technical or academic deficiencies (e.g., incomplete official transcripts) will be classified as matriculants with conditions, pending fulfillment of those conditions. Technical deficiencies must be removed before the end of the first semester of enrollment. Academic deficiencies must be satisfied before the completion of 12 credits required in the degree program or within one year. Students are in good academic standing as long as they are permitted to continue in attendance in matriculant status.

In addition, students holding a bachelor’s degree from accredited colleges and universities may be admitted as non-matriculated if the coursework is intended to help them in their jobs. Special Students must meet the same standards of admission as those admitted to degree candidacy. Granting Special Student status for either technical or academic reasons does not obligate the college to give such applicants matriculant status. Admission of a Special Student to matriculant status will depend upon the quality of all of the student’s credentials as well as performance in courses taken as a Special Student.

Notification of Acceptance

Students will be notified of the admissions decision shortly after all the necessary documents (application, transcript, official test score report and letters of recommendation) are received. Once a candidate is accepted, he or she is required to make a deposit of $500 to reserve a place in the entering class. This deposit is applied to the first semester’s tuition. It is not refundable should the student decide not to attend the LIU Brooklyn campus.

International Students

Applications are welcome from international students who hold the equivalent of a four-year bachelor’s degree. To be considered for admission, undergraduate transcripts/marksheets for each year of study, including degree conferral (diploma/degree certificate) are required. All records must be translated into English and be original or copies of the original, certified/attested by an official of the school issuing that record or the Consulate/Ministry of Education of the issuing country. A course-by-course evaluation, completed by an acceptable international credential evaluation agency, is recommended, but not required, on all transcripts/marksheets from colleges or universities outside of the United States. A complete list of acceptable agencies can be requested from the Office of Admissions or found on www.liu.edu/brooklyn/forms. All international students for whom English is not a native language are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service or the International English Language Testing System (IELTS) examination. Information on the examinations may be obtained by visiting www.ets.org and www.ielts.org, respectively from American consulates and embassies abroad, or from the United States Information Service (USIS) in each country. Proficiency in English must be demonstrated. A student who needs additional study in English may be required to take English courses for foreign students at LIU before or concurrently with an academic program.

Applications from international students must be accompanied by the nonrefundable application fee and received no later than May 1 for the fall semester and November 1 for the spring semester. When credentials are complete and found to be satisfactory, the applicant will be required to submit a $500 deposit and a certified statement of financial support. The deposit will be applied to tuition and is not refundable should the student decide not to attend the university. An I-20AB or IAP-66 form will be issued upon receipt of the deposit and statement of financial support. Students should not make plans to come to the United States until they have received the appropriate non-immigration forms.

Health insurance coverage is compulsory for all international students and their dependents. Information pertaining to the health insurance coverage may be obtained from the Office of International Students, which assists students on campus.

Students holding F-1 (student) visas are required by law to be fully matriculated and be registered for at least nine credit hours per semester.

Students should be aware of tuition rates as well as of the relatively high cost of living in and around New York City, and come prepared to finance their education.

Transfer Credits

Advanced Standing

Graduate courses taken at other graduate schools prior to admission to LIU Pharmacy may be transferred for credit. Such courses may be used to meet requirements, provided the student
requests the transfer of credit in writing at the time of application. Transfer credit must be in advanced work and is limited to six credits for courses with a grade of "B" or higher completed within the three-year period prior to admission to LIU Pharmacy. All transfer credits are subject to approval by the program director and associate dean.

New York State Immunization Law

The New York State Health Department requires college and university students born on or after January 1, 1957 to be immunized against measles, mumps and rubella. All students attending the university, including matriculants and non-degree students, must show proof of immunity if they wish to register for classes. In addition, New York State requires that LIU Brooklyn maintain a record of each student’s response to the meningococcal disease and vaccine information. The form must be signed by the student and contain either a record of meningitis immunization within the past 10 years OR an acknowledgement of meningococcal disease risk and refusal of meningitis immunization signed by the student.

For information on student procedures for complying with this law, please contact the Office of Enrollment Services at 718-488-1042.
corresponds to a 4.000 quality point equivalent, A-. The average grade status of a student. The grade A is assigned to work that is of highest quality and signifies success. The A- grade signifies failure. P (passed for credit) may be used to mark completion of work in certain research practicums, seminars, workshops and thesis courses.

INC (incomplete) may be used as an interim grade for the first half of a two-semester course, for failure to complete all course requirements, and for thesis courses before acceptance of the thesis. Any other failure to complete the course requirements (e.g., the submission of a term paper) may be recorded as INC. Except in thesis courses, INC marks that have not been replaced by a letter grade within one year may be changed only by repeating the course. A student may not repeat a course without permission of his or her program advisor and/or the associate dean. If a student, with appropriate permission, repeats a course more than once, all grades except the first will be computed in the student’s average. Satisfactory completion of the course does not eliminate the original INC or ABS from the student’s record. AUD recognizes that a course has been audited. The symbol W is assigned when students doing satisfactory work. The symbol UW is not computed in the student’s average.

The college’s GPA is employed to determine the average grade status of a student. The grade A corresponds to a 4.000 quality point equivalent, A- to 3.667, B+ to 3.333, B to 3.000, B- to 2.667, C+ to 2.333, C to 2.000 and F to 0.000. P, INC, W and UW grades do not affect the GPA.

The quality points to which a student is entitled are computed by the formula X = N x Y, where X is the number of quality points, N the quality point equivalent assigned to the grade, and Y the number of credits. The GPA is obtained by dividing the sum of the quality points received in all courses by the total number of credits, including unreported F’s.

GPA computations are carried to the third decimal place from which rounding takes place to the second decimal place. For example, a computed GPA of 2.994 will be rounded down to 2.990. A computed GPA of 2.995 will be rounded up to 3.000. On all official LIU transcripts, a GPA will be displayed to three decimal places with the third decimal place always being zero due to rounding.

The college reserves the right to dismiss, at any time, a student whose academic record is unsatisfactory. To be in good academic standing, a student must make appropriate progress toward fulfilling all requirements of the graduate program (M.S. or Ph.D.) in which he/she is enrolled. Failure to do so will be cause for dismissal. Academic probation is the initial official act for a student failing to make satisfactory progress. Students will be duly notified by the program director that they have been placed on probation.

A graduate student will be dismissed from the program for:
1. failure to maintain an overall cumulative grade-point average (GPA) of 3.000 and/or,
2. earning a grade of C+ (or less) in more than two courses (these courses may be repeated with the permission of the program director and associate dean).

A graduate student will be dismissed from the program for:
1. failure to rectify probationary status (i.e., obtaining GPA of 3.000) within two semesters.
2. receiving “F” grade in any course.
3. failure on the qualifying examination (for students in the Ph.D. program). Note: the student may be allowed to repeat the examination. However, if a student fails the examination more than once, he/she will be dismissed from the program.
4. failure on the comprehensive examination (for students in the M.S. program who choose the non-thesis option). Note: the student may be allowed to repeat the examination. However, if a student fails the repeat examination, he/she will be dismissed from the program.

A student may appeal an academic dismissal once by petition to the associate dean of the college. The petition should present a thorough analysis by the student of the reasons for having failed to maintain satisfactory academic progress and a comprehensive plan for rectifying his/her deficiencies within a reasonable period of time, preferably after one semester of study but not exceeding two semesters of study, and that conforms with all other academic regulations of the college. The petition is considered by the associate dean who may request that the student appear in person to substantiate his/her position and answer questions. 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, 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 associate dean that a student believes may demonstrate arbitrary and capricious treatment or to be fundamentally unfair may be appealed, as a final step, to the dean of LIU Pharmacy.

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 many graduate fields of study including counseling, education, and health and human services professions should be aware that 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 agency to inquire whether a criminal record will have an impact on licensure or certification eligibility.

Many 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 may be asked to undergo a criminal background check, and/or a drug screen. Students should be aware that our clinical/field affiliates can 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, the student may be unable to complete a required clinical/field experience. In such an event, the student, may be advised to withdraw from the program.

The Family Educational Rights and Privacy Act (FERPA) of 1974 specifically provides that a school may provide what they deem 'directory information,” without the student's consent or as
Registration

Registration for New Graduate Students

Newly admitted students to the graduate programs should closely follow the registration procedures provided to them. It is highly recommended that they consult with the program director about course selection, and work with the coordinator of graduate programs and the program director to learn the specific requirements of the selected program.

Registration for Continuing Students

Registration beyond the first semester depends on satisfactory progress in fulfilling college graduate programs’ conditions. For further information about grade requirements, see the section “Academic Standards”. For continuing students in good standing, registration for approved degree program courses outlined in the LIU Pharmacy bulletin is required. Students not fulfilling the requirements should make an appointment with the program director before registering for courses in order to obtain approval and update the progression worksheet maintained in the Office of Graduate Studies.

Late Registration

Beginning the first day of classes for a session and continuing for approximately two weeks is a period of time referred to as Late Registration. Within the late registration period, a student may register for courses only with the consent of the program director. After the late registration period, consent of the associate dean is required. Please refer to the academic calendar maintained by Enrollment Services for registration dates and deadlines.

Maintenance of Matriculation

It is expected that students will fulfill the requirements for advanced degrees by registering over successive semesters. Degree candidates may find themselves unable to register for courses during one or more semesters, or to complete all coursework because they are working on their thesis. To remain on an active status and to qualify for a degree under the requirements in effect when admitted, such students must register each semester by writing “Maintenance of Matriculation” on the registration form and paying a $250 fee for each such semester. A student who fails to register under “Maintenance of Matriculation” will be classified as inactive. Re-admission will require the submission of a new application for admission and a review of the student’s record and qualifications with respect to the requirements for admission in effect at the time of readmission.

Students serving in the Armed Forces of the United States maintain matriculation automatically during the time of their service. They are required, however, to inform the Office of Graduate Studies of the dates of their entrance into military service and termination of active duty.

Maintenance of matriculation for M.S. students without attending classes is limited to one year. Approval for extension of this time limit must be obtained from the associate dean or a designated representative. The limitation on maintenance of matriculation does not apply to Ph.D. candidates who have begun work on their doctoral dissertation.

Withdrawal and Refunds

Withdrawal from Courses

Students who fail to withdraw officially from a course by the date so indicated by the Office of Graduate Studies, and do not attend and/or meet the course requirements, have, in fact, earned an “F,” and will receive that grade designation. The grade “W” will be given to students who are in compliance with official withdrawal procedures. Students themselves must initiate formal withdrawal procedures. Failure to do so can result in loss of possible refunds or inaccurate records of academic performance (or both). Students must obtain a Withdrawal Form from the Office of Graduate Studies and have this form signed by the instructor of the course(s) concerned.

A student who wishes to withdraw from the college should notify the Office of Graduate Studies in writing. Otherwise, honorable dismissal will be withheld. No certificate or transcript of record will be granted, however, until all financial indebtedness is settled. If a student withdraws from the college prior to the completion of a semester, he or she must file the appropriate Withdrawal Form with the Office of the Registrar.

A student who withdraws from a course in which he or she is doing satisfactory work will be given the grade W. A student registered for a course is considered to be in attendance until the date of his or her official withdrawal. Withdrawal from courses is permissible at any time up to deadline established by the Office of Graduate Studies. The symbol UW is assigned when a student unofficially withdraws from a course. Neither W nor UW is computed in the student’s average.

Students may repeat any course with the permission of the program director of the graduate program to which admission is sought and by the associate dean. The student is expected to notify the program director of the program that he or she is leaving.

Repeating Courses

Students may repeat any course with the permission of their advisors. To repeat a course more than once, they must have permission of the program director and associate dean. Credit will be earned only once, and the second grade—whether higher or lower—will be computed in the student’s average. After a student takes a course a second time, all grades except the first will be computed in the student’s average.

Cancellation of Courses

LIU Pharmacy reserves the right to cancel undersubscribed courses or courses for which no faculty are available to teach. When it does so, there is no program change fee.

Tuition Limit

The M.S. curricula are projected for completion within a two-year period.

For the period of study for the doctoral programs, students should consult the program (see Graduate Curriculum). Nine credits are considered a full-time load for academic purposes. Full-time enrollment status for graduate students for all federal and state financial aid programs is defined as 12 credits per semester. Permission of the program director is required to carry more than
12 credits.  
*While all academic and other requirements for the degree of Master of Science can be completed in two semesters and summer work, the maximum allowable time for the completion of all requirements and the awarding of the degree is five years from the date of first matriculation (exclusive of time spent in the armed forces), unless the associate dean approves an extension. The maximum allowable time for the completion of all requirements for the doctoral degree is eight years from the date of first matriculation unless the associate dean approves an extension. Any course outside the time limit will not count as credits toward the degree unless approved in writing by the appropriate program director and associate dean.

**Changes on Academic Records**

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

Master of Science students may elect either a Thesis Option or Non-Thesis Option (see below). Doctoral students should consult the program for the Plan of Study (see Graduate Curriculum).

The responsibility for properly fulfilling the requirements for degrees rests entirely with the student. Students generally meet the requirements announced in the graduate section of the LIU Pharmacy Bulletin for the academic year in which they were matriculated or readmitted. Students for whom graduation requirements change during their progress to a degree may, with the permission of the Associate Dean, choose requirements in effect at the time of admission or those in effect at the end of the course of study.

Exceptions to the provisions of this section of this bulletin may be made only with the prior written sanction of the associate dean on the recommendation of the appropriate program director.

Thesis Option

1. Completion, with a minimum cumulative GPA of 3.000, of the required curriculum in the designated area of specialization, and 6 credits of research and thesis.
2. Completion of a Master’s Thesis which demonstrates the candidate’s ability to select, organize and present the results of investigations in his or her field of specialization. The following general information is intended for the student’s guidance in the preparation of the thesis:
   1. The student should have completed at least 12 credits toward the degree before submitting a proposal.
   2. The student should obtain the latest copy of Supplementary Information and Suggestions Concerning the Master’s Degree Thesis and Proposal from the Office of Graduate Studies.
   3. The approval of the program director must be obtained for the thesis after the submission of the proposal.
   4. The sponsoring committee must consist of three members of the graduate faculty of whom two must be from the full-time graduate faculty. The chair of the committee may be selected by the student or appointed by the program director.
   5. The chair of the sponsoring committee supervises the student during the period of thesis preparation.
   6. Upon completion of the thesis all members of the sponsoring committee must read and approve the thesis before acceptance.
   7. The subject of the thesis should be of significance and the completed manuscript should be representative of a high degree of scholarly attainment.
8. Students must conform to the submission dates in the thesis proposal outline and the dates given in the calendar of this bulletin.
9. The student is required to make an oral defense of the thesis before the sponsoring committee.

NOTE: Thesis option students enrolled in the M.S. in Pharmaceutics with specialization in Industrial Pharmacy must also successfully pass a written comprehensive examination in addition to the completion of the Thesis.

Non-Thesis Option

1. Completion, with a minimum cumulative GPA of 3.000, of the required curriculum in the designated area of specialization.
2. Passing a written comprehensive examination. This examination will be given twice annually, generally in early December and late April. Dates may be obtained from the Office of Graduate Studies.

Note: Students should refer to the information on individual Master of Science programs in the Graduate Curriculum section of this bulletin for specific information and coursework requirements in each area of specialization, and for information regarding any other degree requirements that may pertain to their areas of specialization.

Comprehensive Examination for Master's Students

Passing the comprehensive exam at the master’s level is required for the M.S. degree for non-thesis students enrolled in the Pharmacology and Toxicology, Pharmaceutics with Specialization in Cosmetic Science, and Drug Regulatory Affairs programs. Passing the comprehensive exam at the master's level is required for the M.S. degree for all students (thesis and non-thesis) enrolled in the Pharmaceutics with Specialization in Industrial Pharmacy program.

The Comprehensive Examination Process

The comprehensive examination is given twice each year, generally in early December and late April. Students should apply for the comprehensive exam in their final semester. Students should contact the coordinator of graduate programs for forms, application deadlines and examination dates.

Eligibility Requirements

1. Students must have a cumulative GPA of 3.000 or above.
2. Students must be in the process of completing all of their required coursework for their degree in the semester in which they are planning to take the examination.

Passing Scores

A score of 75 or higher is required to pass the examination.

If a student has not successfully completed his/her coursework in the semester during which he/she takes the exam, he/she will have to repeat the coursework and re-take the exam.

If a student fails the exam and wants to review the exam, he/she should do so within 7 days following receipt of his score.

Reporting of the Scores

The Office of Graduate Programs shall inform students, in writing, of their scores.
New York State Education Department Inventory of Registered Programs

Enrollment in other than registered or otherwise approved programs may jeopardize a student’s eligibility for certain student aid awards.

### Harriet Rothkopf Heilbrunn School of Nursing

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<tr>
<th>Major</th>
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<tr>
<td>Nursing / Adult Nurse Practitioner</td>
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<td>Family Nurse Practitioner</td>
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<td>Nurse Educator</td>
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### Honors College

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<td>Interdisciplinary Major</td>
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### LIU Global

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<td>Global Studies</td>
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### LIU Pharmacy

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<td>Pharmaceutical Studies</td>
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<td>Pharmaceutics</td>
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<td>Pharmacology / Toxicology</td>
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<td>Pharmacy / Business Administration</td>
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### Richard L. Conolly College of Liberal Arts and Sciences

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<td>Biology</td>
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<td>Chemistry</td>
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<td>Clinical Psychology</td>
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<td>Creative Writing</td>
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### School of Business, Public Administration and Information Sciences

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<td>Business Management</td>
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<td>Computer Science</td>
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<tr>
<td>Entrepreneurship</td>
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<td>Healthcare Management</td>
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<td>Marketing</td>
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<td>Technology Management</td>
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### School of Education

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<td>Adolescence Urban Education: English</td>
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<td>Athletic Training</td>
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<td>Communication Sciences and Disorders</td>
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<tr>
<td>Communication Sciences and Disorders / Speech-Language Pathology</td>
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<td>Diagnostic Medical Sonography</td>
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<td>Exercise Science</td>
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<tr>
<td>Fitness &amp; Wellness / Urban Physical Education</td>
<td>0835</td>
<td>BS / MS</td>
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<td>Health Sciences</td>
<td>1201</td>
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<tr>
<td>Health Sciences / Public Health</td>
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<td>Occupational Therapy</td>
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<td>Physical Therapy</td>
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<td>Public Health</td>
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<tr>
<td>Respiratory Care</td>
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<td>Speech-Language Pathology (Bilingual Extension available)</td>
<td>1220</td>
<td>MS</td>
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<td>Social Work</td>
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<td>Sport Management</td>
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<td>Sports Science</td>
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<td>Teacher of Physical Education in Urban Schools</td>
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<tr>
<td>Adolescence Urban Education: Mathematics</td>
<td>1701.01</td>
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<td>Adolescence Urban Education: Social Studies</td>
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<td>Adolescence Urban Education: Spanish</td>
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<td>Urban Adolescence Inclusive Education (dual certification)</td>
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<td>Inclusive Early Childhood Education IECE (dual initial certification)</td>
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<td>Middle Childhood &amp; Adolescence Urban Ed: Biology</td>
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<td>Middle Childhood &amp; Adolescence Urban Education: Chemistry</td>
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<td>School Counselor</td>
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<tr>
<td>School Psychologist</td>
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<td>Teaching Urban Children with Disabilities: 1st Initial</td>
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Kimberly R. Cline
H - indicates honorary doctorate from LIU

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President
516-299-2501
kim.cline@liu.edu

**George Baroudi**
Vice President for Information Technology
516-299-3790
george.baroudi@liu.edu

**William Biddle**
Executive Director of Tilles Center for the Performing Arts
516-299-2357
william.biddle@liu.edu

**Christopher Fevola ’12**
Vice President and Chief Financial Officer
516-299-2535
516-299-3842 fax
christopher.fevola@liu.edu

**Gale Stevens Haynes ’72, ’76**
Vice President of Academic Affairs, Brooklyn
Chief Operating Officer
718-488-1001
718-780-4045 fax
gale.haynes@liu.edu

**Lori Knapp**
Vice President of Academic Affairs, Post
516-299-4030
516-299-4064 fax
lknap@liu.edu

**Tim Conenello**
Chief Communications Officer
516-299-2617
jim.conenello@liu.edu

**Mary M. Lai ’42, H’86**
B.S., M.S., D.H.L., D.B.
Senior Advisor and Treasurer Emerita
516-299-2502
mary.lai@liu.edu

**William E. Martinov, Jr.**
Chief of Admissions and Enrollment Services
516-299-3720
william.martinov@liu.edu

**Andy Person**
Chief of Institutional Research and Effectiveness
516-299-2851
andy.person@liu.edu

**Charles J. Rasberry**
University Advancement
516-299-2784
charles.rasberry@liu.edu

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Chief of Administration and Student Affairs
516-299-2463
joseph.schaefer@liu.edu

**Edward Summers**
Chief Strategy and Planning Officer
516-299-4057
edward.summers@liu.edu
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<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Education</th>
<th>Institution</th>
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<tbody>
<tr>
<td>Akash J. Alexander</td>
<td>Assistant Professor of Pharmacy Practice</td>
<td>B.S., Brooklyn College of Pharmacy; M.S., St. John’s University</td>
<td>Pharm.D., University of the Sciences in Philadelphia</td>
</tr>
<tr>
<td>Almas Babar</td>
<td>Professor of Pharmacuetics</td>
<td>B.S., University of Punjab (Pakistan); M.S., Ph.D., St. John’s University</td>
<td>LIU Pharmacy</td>
</tr>
<tr>
<td>Kenza E. Benzeroual</td>
<td>Associate Dean for Academic and Student Affairs;</td>
<td>B.S., Paul Sabatier University (France); M.S., Toulouse Polytechnic Institute (France); M.S., LIU Pharmacy; Ph.D., Montreal University (Canada)</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
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<tr>
<td>Joseph J. Bova</td>
<td>Director of Continuing Professional Education and</td>
<td>B.S., St. John’s University; M.S., LIU Pharmacy</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
</tr>
<tr>
<td>Michael Casias</td>
<td>Assistant Professor of Pharmacy Practice</td>
<td>Pharm.D., University of Colorado</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
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<tr>
<td>Agnes Cha</td>
<td>Associate Professor of Pharmacy Practice</td>
<td>Pharm.D., University of Illinois at Chicago</td>
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<tr>
<td>Francesco Ciummo</td>
<td>Assistant Professor of Pharmacy Practice</td>
<td>Pharm.D., Rutgers, The State University of New Jersey</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
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<tr>
<td>Anthony J. Cutie</td>
<td>Professor of Pharmacuetics</td>
<td>B.S., Brooklyn College of Pharmacy; M.S., Ph.D., Rutgers, The State University of New Jersey</td>
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<tr>
<td>Rutesh Dave</td>
<td>Director, Division of Pharmaceutical Sciences;</td>
<td>B.S., K.L.E’s College of Pharmacy (India); Ph.D., LIU Pharmacy</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
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<tr>
<td>Robert V. DiGregorio</td>
<td>Professor of Pharmacy Practice</td>
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<tr>
<td>Kristin L. Fabbio</td>
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<td>Kristin Linder</td>
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<tr>
<td>John M. Lonie</td>
<td>Associate Professor of Social and Administrative</td>
<td>B.S., LIU Pharmacy; M.A., New School for Social Research; Ed.D., Teachers College, Columbia University</td>
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<td>Fraidy N. Maltz</td>
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<td>Yoonsun Mo</td>
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<td>Jadwiga S. Najib</td>
<td>Professor of Pharmacy Practice</td>
<td>B.S., St. John’s University; Pharm.D., University of Minnesota, Twin Cities</td>
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<td>Jaclyn Novatt</td>
<td>Assistant Professor of Pharmacy Practice</td>
<td>B.S., M.S., Brandeis University</td>
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<tr>
<td>Joseph Nathan</td>
<td>Director, International Drug Information Center;</td>
<td>B.S., M.S., LIU Pharmacy; Pharm.D., University of Arkansas for Medical Sciences</td>
<td>Associate Professor of Pharmacy Practice</td>
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<td>Anna Nagid</td>
<td>Director, Division of Pharmacy Practice</td>
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<td>Assistant Professor of Pharmaceutical Sciences</td>
<td>B.S., LIU; M.A., Fordham University; M.S., LIU Pharmacy; M.S., LIU Pharmacy</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
</tr>
<tr>
<td>John M. Pezzuto</td>
<td>Dean; Professor of Pharmaceutical Sciences</td>
<td>A.B., Rutgers University; Ph.D., University of Medicine and Science of New</td>
<td>Associate Professor of Pharmaceutical Sciences</td>
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Antony Q. Pham
Assistant Professor of Pharmacy Practice
B.A., B.S., University of California, Irvine; Pharm.D., University of California, Los Angeles

Roda Plakogiannis
Associate Professor of Pharmacy Practice
B.S., Pharm.D., LIU Pharmacy

Dovenia S. Ponnoth
Assistant Professor of Pharmaceutical Sciences
B.S., Bharati Vidyapeeth's College of Pharmacy, University of Mumbai (India); Pharm.D., University of North Carolina-Chapel Hill; School of Pharmacy

Elaena Quattrocchi
Associate Professor of Pharmacy Practice
B.S., Pharm.D., St. John’s University

Warren Ratna
Professor of Pharmacology
B.Sc. Hons., University of Sri Lanka, Colombo (Sri Lanka); M.S., University of South Carolina; Ph.D., Stony Brook University, SUNY

Bupendra K. Shah
Associate Professor of Social and Administrative Sciences
B.S., Poona College of Pharmacy (India); M.S., University of Toledo; M.S., LIU Pharmacy; Ph.D., University of Wisconsin, Madison

Nataliya Shinkazh
Associate Professor
Pharm.D., LIU Pharmacy

Madiha B. Sidhom
Associate Professor of Pharmaceutics
B.S., M.S., University of Assiut (Egypt); Ph.D., Moscow First Medical Institute (U.S.S.R.)

Billy Sin
Assistant Professor of Pharmacy Practice
Pharm.D., St. John’s University

Grazia Stagni
Professor of Pharmaceutics
B.S., Università Degli Studi di Bologna (Italy); M.S., Ph.D., University of Texas at Austin

David R. Taft
Professor of Pharmaceutics
B.S., University of Rhode Island; Ph.D., University of Connecticut

Yuliana Toderika
Assistant Professor of Pharmacy Practice
Pharm.D., LIU Pharmacy

Priyasha Uppal
Assistant Professor of Pharmacy Practice
Pharm.D., Northeastern University

Susan Cunha Villegas
Assistant Professor of Pharmacy Practice
Pharm.D., West Virginia University

Amy Z. Wang
Assistant Professor of Pharmacy Practice
Pharm.D., M.B.A., University of Kentucky

Shalonda Williams
Assistant Professor of Pharmacy Practice
B.S., University of North Carolina-Chapel Hill; Pharm.D., University of North Carolina Eshelman School of Pharmacy

Elaine Wong
Associate Professor of Pharmacy Practice
Pharm.D., LIU Pharmacy

Tina Zerilli
Director of Assessment
Associate Professor of Pharmacy Practice
Pharm.D., LIU Pharmacy

Adjunct Faculty

Sharif Ahmed
Adjunct Assistant Professor of Pharmaceutical Sciences
B.S., M.S., University of Dhaka (Bangladesh); M.S., LIU Pharmacy

Norberto A. Alberto
Adjunct Assistant Professor of Pharmaceutical Sciences
B.S., St. John’s University; M.S., LIU Pharmacy

Renée Goldberg Arnold
Adjunct Professor of Pharmaceutical Sciences
B.S., University of Maryland; Pharm.D., University of Southern California

Mahendra G. Dedhiya
Adjunct Associate Professor of Pharmaceutical Sciences
B.S. Chemistry, University of Pune (India); M.B.A., International Business, University of Bridgeport; M.S., University of Rhode Island; Ph.D., University of Michigan, Ann Arbor

Edward S. Eisenberg
Adjunct Assistant Professor of Pharmaceutical Sciences
B.S., State University of New York; M.D., New York University

Aziza Sedrak Ghaly
Adjunct Assistant Professor
M.B.Ch.B., University of Alexandria (Egypt)

Barbara A. Goldman
Adjunct Assistant Professor of Pharmaceutical Sciences
ABC & BOC Certified Orthotist; Examiner NPTA in HHS Division of NCPA

Fernando A. Gonzalez
Director, Pharmaceutical Care Laboratory; Adjunct Associate Professor of Pharmaceutical Sciences
B.S., M.S., LIU Pharmacy

Alfred Ferrer III
Adjunct Assistant Professor of Pharmaceutical Sciences
B.A., Stanford University; J.D., Columbia University

Sara Grossman
Adjunct Assistant Professor of Pharmacy Practice
Pharm.D., LIU Pharmacy

Michael Harris
Adjunct Assistant Professor of Pharmaceutical Sciences
B.S., Brooklyn College of Pharmacy; M.S., University of Wisconsin, Madison

Naushad Islam
Adjunct Associate Professor of Pharmaceutical Sciences
B.S., M.S., University of Dhaka (Bangladesh); M.S., LIU Pharmacy

John Lankalis
Adjunct Associate Professor of Pharmaceutical Sciences
B.S., New York University; M.B.A., Harvard University

Alexander Niyazov
Adjunct Assistant Professor of Pharmaceutical Sciences
Pharm.D., LIU Pharmacy; M.P.H., Columbia University

Donald Orloski
Adjunct Assistant Professor of Pharmaceutical Sciences
B.S., University of Pennsylvania; M.S., LIU Pharmacy

Niki Patel
Adjunct Assistant Professor of Pharmacy Practice
M.B.A., Rutgers University; Pharm.D., Rutgers University

Mimi Pezzuto
Director, Cosmetic Sciences
Adjunct Assistant Professor of Pharmaceutical Sciences
B.S., University of Illinois; M.S., Universitat Pompeu Fabra Barcelona School of Management (Spain)
Manju Pamela Rajan  
Adjunct Instructor of Pharmacy Practice  
B.S., LIU

James R. Schiffer  
Adjunct Professor of Pharmaceutical Sciences  
B.S., Brooklyn College of Pharmacy;  
J.D., Brooklyn Law School

Jane Shtaynberg  
Director of Experiential Education;  
Adjunct Associate Professor of Pharmacy Practice  
Pharm.D., LIU Pharmacy

Emeriti

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Professor of Pharmaceutics

Donna Dolinsky  
B.S., M.A., Ph.D.  
Professor of Social and Administrative Sciences

Leo Greenberg  
B.A., M.S.  
Associate Professor of Microbiology

Stephen M. Gross  
B.S., M.A., Ed.D.  
Dean Emeritus;  
Professor of Social and Administrative Sciences

Theodore Jochsberger  
B.S., A.B., M.A., Ph.D.  
Professor of Pharmaceutics

Harold L. Kirschenbaum  
B.S., M.S., Pharm.D.  
Professor of Pharmacy Practice

Janet Landau  
MR Pharm.S., B.S., M.S., Pharm.D.  
Associate Professor of Pharmacy Practice

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Professor of Pharmacology

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B.S., Pharm D., M.S., Ph.D.  
Professor of Pharmacy Practice and  
Pharmacology

Joy S. Rosenberg  
B.A., B.S., Pharm.D.  
Associate Professor of Pharmacy Practice

Morton Rosoff  
B.A., M.S., Ph.D.  
Associate Professor of Pharmaceutics

John J. Sciarr  
B.S., M.S., Ph.D.  
Professor of Industrial Pharmacy

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