**Standard No. 17: Progression:** The college or school develops, implements, and assesses its policies and procedures related to student progression through the PharmD program.

1) **Documentation and Data:**

**Required Documentation and Data:**

**Uploads:**
- Policies and procedures regarding student progression, early intervention, academic probation, remediation, missed course work or credit, leaves of absence, dismissal, readmission, due process, and appeals *(APPENDICES 17B – J)*
- Section of Student Handbook and/or Catalog (college, school, or university) regarding student progression *(APPENDIX 17A)*
- Correlation analysis of admission variables and academic performance *(Upload 17.1)*

**Required Documentation for On-Site Review:** *(None required for this standard)*

**Data Views and Standardized Tables:**

It is optional for the college or school to provide brief comments about each chart or table (see Directions).

- [ ] On-time graduation rates for the last three admitted classes (compared to national rate)
- [ ] Percentage total attrition rate for the last three admitted classes (compared to national rate)
- [ ] Percentage academic dismissals for the last three admitted classes (compared to national rate)
- [ ] AACP Standardized Survey: Faculty – Question 40

**Optional Documentation and Data:**

Other documentation or data that provides supporting evidence of compliance with the standard.

2) **College or School’s Self-Assessment:** Use the checklist below to self-assess the program on the requirements of the standard and accompanying guidelines:

<table>
<thead>
<tr>
<th>17.1. Progression policies – The college or school creates, makes available to students and prospective students, and abides by criteria, policies, and procedures related to:</th>
<th>S</th>
<th>N.I.</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic progression</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Remediation</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Missed course work or credit</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Academic probation</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Academic dismissal</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Dismissal for reasons of misconduct</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Readmission</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>• Leaves of absence</td>
<td>⬜️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>
• Rights to due process

• Appeal mechanisms (including grade appeals)

17.2. Early intervention – The college or school’s system of monitoring student performance provides for early detection of academic and behavioral issues. The college or school develops and implements appropriate interventions that have the potential for successful resolution of the identified issues.

3) College or School’s Comments on the Standard: The college or school’s descriptive text and supporting evidence should specifically address the following. Use a check ☑️ to indicate that the topic has been adequately addressed. Use the text box provided to describe: areas of the program that are noteworthy, innovative, or exceed the expectation of the standard; the college or school's self-assessment of its issues and its plans for addressing them, with relevant timelines; findings that highlight areas of concern along with actions or recommendations to address them; and additional actions or strategies to further advance the quality of the program. For plans that have already been initiated to address an issue, the college or school should provide evidence that the plan is working. Wherever possible and applicable, survey data should be broken down by demographic and/or branch/campus/pathway groupings, and comments provided on any notable findings.

☑️ How student matriculation, progression and graduation rates correlate to admission and transfer policies

☑️ How academic counseling and/or student support staff work with students seeking to retain or regain good academic standing, and how extensively they are utilized

☑️ How early intervention and remediation rates correlate to progression

☑️ How academic probation, leaves of absence, dismissal, readmission, due process, and appeals rates correlate to progression

☑️ How the college or school is applying the guidelines for this standard in order to comply with the intent and expectation of the standard

☑️ Any other notable achievements, innovations or quality improvements

☑️ Interpretation of the data from the applicable AACP standardized survey questions, especially notable differences from national or peer group norms

Professional and Academic Guidance
Standard 15 discusses the structure and management guiding the professional development of students, inclusive of (but not limited to) the identification and remediation of behavioral and/or professional misconduct. We refer the reader to the school’s self-assessment of Standard 15 for a more thorough discussion of professional standards and guidance.

Prior to the implementation of the co-curriculum, students met with their advisors on a voluntary basis. Some students met with their advisor frequently, and received substantial guidance on their academic and professional development, both for students in good academic and professional standing, as well as those not in good standing. However, not all students took advantage of this opportunity. With the implementation of the co-curriculum, all students are required to meet with their advisor each semester.
This provides much more consistency in ensuring that students have access to the academic counselling and support necessary to successfully complete the professional program.

**Academic Progression**

Academic progression is ensured through course scheduling, pre-requisites, and access to academic advising. Academic curriculum plans are available for students in the Pharmacy Student Handbook ([Appendix 17A](https://www.ndsu.edu/pharmacy/pharmd/)), on the Student Blackboard Community site, and SOP website @ [https://www.ndsu.edu/pharmacy/pharmd/](https://www.ndsu.edu/pharmacy/pharmd/). All students must achieve a minimum grade of “C”, or “Pass” in Pass/Fail courses in the professional program in order to progress. Appeal mechanisms (including grade appeals) are detailed in CHP Policy 3.01, and NDSU Policies 326, 335, and 337 ([Appendices 17B-E](https://www.ndsu.edu/fileadmin/pharmacy/documents/schoolinfo/School_of_Pharmacy_Policy_Manual_11.13.18.pdf)).


Dismissal or termination from the program can be from a variety of reasons following CHP Policy 3.01, 3.03, and 3.14 ([Appendices 17B, 17H-I](https://www.ndsu.edu/fileadmin/policy/333.pdf)). If they wish to meet with the ADSA&FD for termination due to professional issues or the SrAD (for academic issues), the corresponding administrator will discuss available options with the student. There is a possibility of readmission after a dismissal by initiating the appeal process. The student may send a letter to the corresponding administrator outlining their request, reasons for past deficiencies, improvements that have been made, and a plan to ensure future success. For academic issues, this appeal is then reviewed by the SOP Academic Affairs and Student Progress Committee who decides the outcome. Professional issues are handled by the CHP Student Affairs Committee.

**Leaves of Absence**

If a student needs to take a leave of absence, they first initiate the process by contacting the ADSA&FD, who then will, after meeting with the student, notify the SrAD. Each leave is individualized depending on the nature of the student’s situation. There is no difference in this process whether the leave is professional or personal.

Leaves of absence are handled procedurally at NDSU. Students who wish to leave the institution for a period of time must submit a “Withdraw to Zero Credits” form to the NDSU Office of Registration and Records ([https://www.ndsu.edu/registrar/forms/](https://www.ndsu.edu/registrar/forms/)). The student must inform the ADSA&FD in writing before the withdrawal form is accepted. Alternatively, students frequently proactively contact the ADSA&FD, at which point a conversation occurs with the student and the Associate Dean helps the student navigate the withdrawal process.

In both cases, during the conversation, as well as in the ADSA&FD’s response to the student’s request, information about how to return following the leave of absence is provided. This entails a formal written request that must be made to both the ADSA&FD and the NDSU Office of Registration and Records to reactivate admission. It also involves a discussion of various policies impacting the return, including School of Pharmacy Policy 3.22 Maximum Time for Completion of the PharmD which is 8 years ([Appendix 17J](https://www.ndsu.edu/fileadmin/pharmacy/documents/schoolinfo/School_of_Pharmacy_Policy_Manual_11.13.18.pdf)).
Early Intervention

Professional

College Policy 3.01 provides a set of parameters (along with consequences and adjudication procedures) to manage behavioral issues (Appendix 15D). All behavioral issues sanctioned under Policy 3.01 are addressed by the Associate Dean for Student Affairs and Faculty Development. Thus, the School of Pharmacy has a clearly defined mechanism in place to address behavioral issues once they occur.

As discussed in Standard 15, NDSU Policy 326, NDSU Policy 335, use of the Professional Misconduct Tracking (in the CHP) and the Academic Misconduct Tracking (at NDSU) forms govern student conduct, tracking, and due process for academic and professional misconduct (Appendices 15E-F). Students and faculty can find useful information and resources that promote academic honesty and integrity at https://www.ndsu.edu/academichonesty/. NDSU requires all syllabi to contain a reference link to Policy 335, as well as an academic honesty statement.

The College of Health Professions instituted a Professional Misconduct Tracking form in 2012 to address professional misconduct proactively. This form was developed by faculty, but students had substantial input, and indeed defined, the parameters of its use. For example, students had strong opinions about being required to report each other, and the criteria that would require such self-reporting. Faculty and staff in the College who observe instances of unprofessional behavior (as outlined by College Policy 3.01) that are best addressed immediately and informally by the faculty/staff (rather than through a formal sanction under College Policy 3.01) complete the form. This form is recorded and stored (just like other student files) in the Dean’s Office, by the ADSA&FD. As noted above, when forms are submitted, faculty and staff are expected to address the issue with the student and inform the student about the submission of the Professional Misconduct Tracking form. If various faculty and staff submit multiple forms on a single student (always when three forms are submitted, and in special instances when two or fewer forms are submitted), the ADSA&FD calls a meeting with the student. The incidents are discussed, and sanctions under College Policy 3.01 are assigned. Aggregate reports are available from the ADSA&FD for faculty to view.

Academic

A recent initiative under the auspices of the SrAD is identifying students failing their first exam in the semester in each class as a way to help students regain academic standing early on. The SrAD obtains exam results for all courses and notifies the faculty advisor of unsuccessful students. The notification includes a request for advisors to reach out to their advisee as a general check in and offer of assistance. This initiative has been particularly helpful to identify P1 students early on who may be at risk as well as to monitor the progress of students who are on, or have been on, academic probation or warning. Results from fall 2019 semester reveal 17 P1 students failed one or more of their first semester exams with 8 P1 students failing one or more courses (delaying their graduation). Of the 8 P1 students who failed a course, 6 of them failed one or more of their first semester exams. The results indicate this initiative may be useful as an early warning system for P1 progress as well as faculty advisor early intervention may have helped at risk students regain academic standing.

Upon conclusion of each semester, the SrAD solicits from faculty the names of professional students who did not pass their course or who were offered remediation due to a failing grade. Students who are unsuccessful in their coursework are issued a letter from the SrAD with a copy sent to their faculty advisor. Those with up to 2 course failures during the program are placed on academic probation for one semester; students with a total of 3 course failures are placed on academic warning for the remainder of the program, and those with more than 3 course failures are terminated from the program. Students on
academic probation and warning are also asked to meet with the SrAD to discuss reasons for their lack of success, improvement plan, and to develop an individualized curriculum / co-curriculum plan going forward.

All instructional faculty in the School of Pharmacy are informed prior to the start of the next semester about professional pharmacy students who are either on, or have been placed on, academic probation or warning, and by extension are deemed as “At Risk”. The intent is for instructors to be aware of students who may need extra help and to reach out to the students before it is too late in the semester. Instructional faculty reach out to the SrAD &/or the ADSA&FD during the semester for guidance &/or assistance with struggling students.

One missing piece of infrastructure is a statistical tracking mechanism to identify at risk professional students before they are placed on academic probation. The ADSA&FD recently developed a preliminary model based on academic performance prior to entry into the Doctor of Pharmacy program. In other words, information collected through the admissions process, on both academic and professional evaluation criteria, will be used to identify students who are statistically more likely than their peers to become academically “at risk”. The program was built and will be beta tested during the Spring 2019 semester.

**AACP Survey Data**
As noted in question 40 of the most recent AACP Faculty Survey, NDSU faculty are less confident than faculty at peer institutions and nationally that the program has an effective process in place to manage poor student academic performance. A recent change was to revise Policy 3.20 Academic Remediation such that remediation is treated the same as a course failure.

4) **College or School’s Final Self-Evaluation: Self-assess** how well the program is in compliance with the standard by putting a check in the appropriate box ☑️:

<table>
<thead>
<tr>
<th>Compliant</th>
<th>Compliant with Monitoring</th>
<th>Partially Compliant</th>
<th>Non Compliant</th>
</tr>
</thead>
<tbody>
<tr>
<td>No factors exist that compromise current compliance; no factors exist that, if not addressed, may compromise future compliance.</td>
<td>• No factors exist that compromise current compliance; factors exist that, if not addressed, may compromise future compliance /or • Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance; the plan has been fully implemented; sufficient evidence already exists that the plan is addressing the factors and will bring the program into full compliance.</td>
<td>Factors exist that compromise current compliance; an appropriate plan exists to address the factors that compromise compliance and it has been initiated; the plan has not been fully implemented and/or there is not yet sufficient evidence that the plan is addressing the factors and will bring the program into compliance.</td>
<td>• Factors exist that compromise current compliance; an appropriate plan to address the factors that compromise compliance does not exist or has not yet been initiated /or • Adequate information was not provided to assess compliance</td>
</tr>
</tbody>
</table>

☑️ Compliant | ☐ Compliant with Monitoring | ☐ Partially Compliant | ☐ Non Compliant
5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring. N/A
Development of a Simple Model to Identify At-Risk Professional Students
In 2016, new Accreditation Council on Pharmacy Education (ACPE) developed new accreditation standards and guidelines.

Two changes are noteworthy:

1. The requirement that each college/school of pharmacy develop and implement a “co-curriculum”
2. The requirement that each college/school of pharmacy develop a statistical model to gauge students’ risk of not successfully graduating from the professional program with their intended cohort and correlate that risk with admissions criteria.
Study Objective

The purpose of this study is to develop an initial, descriptive, comprehensive, statistical profiling model that identifies at-risk students, and the factors that signal risk, from the pre-professional through the first professional year of study in the North Dakota State University Doctor of Pharmacy Program.
Study Objective

The study is:

- Initial – only examine the first half of study
- Descriptive – examine the factors that correlate with students becoming at-risk.
- Comprehensive – students fail to progress in any number of academic courses/experiences and many factors go into admitting students.

The study will:

- Broadly guide future, more directed profiling initiatives in specific areas/courses.
- Allow for out of sample forecasting and cohort-specific characteristics.
Methodology

We seek a method of data analysis that:

- Allows multiple input (admissions) and output (professional student success) variables
- Is flexible
- Is intuitive
- Can be applied to data with and without well-defined statistical properties.
- Can be applied to small (perhaps too small for regression and SEM) and large sample sizes
- Can be implemented without the use of specialized statistical software (i.e., it can be implemented in Microsoft Excel)
Methodology

- Based on these considerations, we adopted:
  - Simple Pearson and Spearman Correlations
    - Understand basic trends in the data
  - Maximum Correlation Analysis (MCA) as the technique of choice.
    - Used in
      - Tofalis, JORS, 2001
      - Murphy, Rosenman, McPherson, and Friesner, MCRR, 2011
Let variable \( X \) be “success in admissions process”

\( X \) is a linear combination of all major pre-professional criteria used to assess admission, including grades and soft skills.

\[
X = a + \sum_{j=1}^{J} w_j X^j
\]

Where \( w_1, \ldots, w_J \) are parameters for each of the \( J \) admissions characteristics.

The model can include or exclude an intercept.

Data may be unstandardized or standardized using z-scores.
Let variable Y be “success in the first year of the professional program”

- Y is a linear combination of all major professional program criteria (courses) used to assess admission, including grades and soft skills.
- $Y = b + \sum_{l=1}^{L} \omega_l Y^l$
- Where $\omega_1, \ldots, \omega_L$ are parameters for each of the L professional progression criteria.
- The model can include or exclude an intercept.
- Data may be unstandardized or standardized using z-scores.
MCA Methodology

MCA uses the following nonlinear programming model, which can be implemented using Excel’s Solver’s nonlinear programming routine:

\[
\begin{align*}
\max_{a,b,w_1,...,w_K,\omega_1,...,\omega_L} \text{Corr}(X, Y) \\
\text{Subject to:} \\
Y &= b + \sum_{l=1}^{L} \omega_l Y^l \\
X &= a + \sum_{j=1}^{J} w_j X^j
\end{align*}
\]
MCA Methodology

- We look for three major things:
  - Large weights (more important criterion)
  - In sample model fit (magnitude the overall correlation)
  - Consistency/uniqueness across cohorts.
Methodology

- Retrospective, descriptive empirical analysis
  - Use current “P2” professional pharmacy cohort (admitted two years ago; 4-5\textsuperscript{th} year college students)
  - Use current “P3” professional pharmacy cohort (admitted three years ago 5-6\textsuperscript{th} year college students).
- P2 n = 78, P3 n = 84
- Run each cohort separately
- Same general admissions criteria (except interview question content)
# Pre-Professional Requirements

**NDSU ENTRY-LEVEL PHARM. PROGRAM**  
New Admission Pathway Pre-Pharmacy Curriculum  
2018-2019

**Two Year Track (4 Semesters + 1 Summer Session; 81 credits which includes 3 cr. for Engl 110)**

### FIRST YEAR (43 credits)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Cr</th>
<th>SPRING</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 150/150L, General Biology I/Lab</td>
<td>3/1</td>
<td>Biol 151/151L, General Biology II/Lab</td>
<td>3/1</td>
</tr>
<tr>
<td>Chem 121, General Chemistry I</td>
<td>3</td>
<td>Chem 122, General Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 121L, General Chemistry I Lab</td>
<td>1</td>
<td>Chem 122L, General Chemistry II Lab</td>
<td>1</td>
</tr>
<tr>
<td>English 120, Comp I</td>
<td>3</td>
<td>Comm 110, Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>Math 146, Applied Calculus I</td>
<td>3</td>
<td>Econ 201, Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>CHP 190, Critical Thinking</td>
<td>2</td>
<td>Stat 330, Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

**SUMMER SESSION – PCAT Exam**  
Elective – Humanities and Fine Arts, 6 Credits

1 Students who complete English 120 with a “C” or higher will receive credit for English 110 with a passing grade (P).

### SECOND YEAR (35 credits)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Cr</th>
<th>SPRING</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSCI 391, Seminar in Pharmaceutical Organic Chemistry</td>
<td>5</td>
<td>PSCI 499, Special Topics in Pharmaceutical Biochemistry</td>
<td>5</td>
</tr>
<tr>
<td>Comm 216, Intercultural Comm</td>
<td>3</td>
<td>PHRM 324, Professionalism in Pharmacy (with Pharmacy Interviews)</td>
<td>3</td>
</tr>
<tr>
<td>Micr 202/202L or 350/350L*</td>
<td>2/1</td>
<td>Micr 440, Pathogenic Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
<td>Phys 211, College Physics I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

* Students who complete Microbiology 350 and 350L take an additional two credits of coursework. These students would then complete 19 credits during this semester.

(ALL courses must be completed with at least a grade of “C.”)
Pre-Professional Requirements

- Additionally there is:
  - Health Sciences Reasoning Test
  - 8 multiple mini-interview questions
  - 2 group interview exercises
  - PCAT (Use section scores for greater information)
  - Among a range of other criteria
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MICR 470</td>
<td>Basic Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 367</td>
<td>Pharmaceutical Calculations</td>
<td>1</td>
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<tr>
<td>PSCI 368</td>
<td>Pharmaceutics I</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 369</td>
<td>Pharmaceutics II</td>
<td>2</td>
</tr>
<tr>
<td>PSCI 410</td>
<td>Pharmaceutical Biotechnology</td>
<td>2</td>
</tr>
<tr>
<td>PSCI 411</td>
<td>Principles of Pharmacokinetics and Pharmacodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSCI 412</td>
<td>Chemotherapeutic/Infectious Disease Pharmacodynamics</td>
<td>3</td>
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<tr>
<td>PSCI 470</td>
<td>Pharmacokinetics</td>
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<tr>
<td>PHRM 341</td>
<td>Pathophysiology II</td>
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<td>PHRM 350</td>
<td>Introduction to Pharmacy Practice</td>
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<td>PHRM 351L</td>
<td>Pharmaceutical Care Laboratory I</td>
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</tr>
<tr>
<td>PHRM 352</td>
<td>Introduction to Health Care Systems</td>
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<tr>
<td>PHRM 355</td>
<td>Introductory Pharmacy Practice Experience I: Introduction to Institutional Pharmacy Practice</td>
<td>3</td>
</tr>
<tr>
<td>PHRM 480</td>
<td>Drug Literature Evaluation</td>
<td>3</td>
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</table>
Table 1: Professional Course Correlations [n=84]

Panel A: Pearson Correlations

<table>
<thead>
<tr>
<th>Course</th>
<th>MICR 470</th>
<th>PHRM 340</th>
<th>PHRM 341</th>
<th>PHRM 350</th>
<th>PHRM 351L</th>
<th>PHRM 352</th>
<th>PHRM 480</th>
<th>PSCI 367</th>
<th>PSCI 368</th>
<th>PSCI 369</th>
<th>PSCI 410</th>
<th>PSCI 411</th>
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<tbody>
<tr>
<td>MICR 470</td>
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<td>0.297**</td>
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** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
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** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Correlation Analysis – P2 Class

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Table 4: Top 10 Admission Requirements for First Year Professional Coursework (n=78)
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** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
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**MCA Analysis**
## MCA Analysis

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Admission (X) vs. Progression (Y), r = 0.434
Evaluating Current P2s with Current P3Parms.
Conclusions

- Each cohort is unique; overlap is about 50%
- Each cohort has clear indicators of successor being at risk.
- Mix of academic and non-academic factors
- Next steps – Track student progress in those activities with substantial weights.
Questions?
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August 2019

INTRODUCTION

Welcome to the College of Health Professions. We are excited that you are a student in our professional program and I want to provide for you some information that I hope will be of assistance to you during your academic journey with us.

A very important person during your time with us is your advisor. This individual is available to assist you in planning your program of studies and answer questions about future career options. I urge you to meet regularly with your advisor especially if you have any questions, concerns or need help with any academic, College, or campus issues. Faculty and staff are prepared to work with you on an individual basis and help guide you through your journey with us. Additional career information can also be found in our Administrative Offices in Fargo - Sudro 123 and by attending our Annual Career Fair in September at the FargoDome.

The professional curriculum is designed to challenge you and to teach you to become an independent learner and to work in collaborative interprofessional healthcare teams. Therefore, students are expected to take a very active role in their education and take responsibility for their own learning. Student active learning is a major emphasis of our program. You will be asked to apply your knowledge, dig for the answers to questions, communicate both verbally and in writing, critically think and problem-solve through case discussions, practice team-based care with students from other disciplines, and participate in numerous experiential activities. I encourage you to ask questions in class and to learn by understanding and applying the material presented rather than by simply memorizing factual information. The goal of our curriculum is for you to achieve the necessary life-long learning skills which will become important to you in your future career as a health professional to be able to "keep up" with the plethora of new information associated with our rapidly changing health care system. Your ultimate success will be determined by the amount of effort you are willing to put into your academic studies. So work hard and give your best effort in all that you do. If you give us your best, you will receive the best in your educational experience with us. It will also be important that you learn more than just the technical skills of practicing in your discipline but that you also learn what it means to become a health professional and practice professionalism in every and all situations. You will need to learn how to practice ethically, responsibly, with honesty, integrity, and good moral character and treating others (especially your patients) with compassion, caring, understanding, and respect which is expected of any health professional. These will be the keys to your future success as a health professional.

We desire to provide a positive learning environment for all students here within the College and we strive to continually improve our program. Students are a very important part of this process and we actively solicit your input and active participation through various formats. Students are elected from each class to serve on the Dean’s Student Liaison Committee. This committee meets with the Associate Dean for Student Affairs & Faculty Development throughout the year to bring student concerns to the attention of the administration. In addition, the College holds a Deans’ Open Forum each semester to allow students an opportunity to interact directly with the Dean (and his administrative leadership team) on matters of interest and concern to students. And I also want you to know that my door is always open to you, so please don’t hesitate to stop by my office if you need my assistance for anything. We encourage you to use these sources as well as visits with faculty, or any of the members of the staff in our Administrative Offices whenever you have issues that need to be brought to our attention. In addition, I encourage you to become actively involved with your profession by joining one of our student professional organizations. This is a great way to learn about what’s going on within your profession and begin contributing to the advancement of your future professional career and practice.

This “Handbook” is devoted to academic information to help enhance student success within our program. We hope you find it helpful to you. I wish you much success in your educational pursuits with us and in your later professional practice.

Best wishes to you for a successful year!

Charles D. Peterson, Pharm.D.
Dean, NDSU College of Health Professions
GENERAL FAQ

AN INFORMAL GUIDE: The following is a series of informal responses to questions most frequently asked about rules and procedures at NDSU. For further information, please refer to the current NDSU Bulletin (www.ndsu.edu/bulletin), your adviser, Administrative Office in Sudro 123, the Office of Registration & Records in Ceres 110, or One Stop in the Memorial Union.

ACADEMIC ADVISERS

Who is my adviser? Students in the pre-pharmacy and professional pharmacy program are assigned an adviser. It is important to meet with your adviser on a regular basis to receive updated curricular information. Advisers help students learn how to complete the registration procedures. Students are responsible for the course and program selections which they make. However, an adviser is a valuable source for acquiring information about the advisability of student choices. (If you desire a change of adviser, please contact the Associate Dean for Student Affairs & Faculty Development, School of Pharmacy, 231-7601.)

Do I need to see my adviser about my semester schedule? Yes, make an appointment with your adviser during advising week to plan your schedule of classes. Dates for advising and registration are available on the Office of Registration & Records web site (www.ndsu.edu/registrar) and “The Spectrum,” published twice per week when full semester classes are in session.

CREDITS

How many credits do I need to be a Sophomore, a Junior and a Senior? You need 27 credits to be classified as a Sophomore, 60 credits to be classified as a Junior, and 90 credits to be classified as a Senior. To graduate, you must successfully complete all general education requirements, the requirements in your major, and with a minimum of 2.0 grade point average. A complete list of University requirements for graduation is in the current NDSU Bulletin.

What is the limit on the number of credits I can take per semester? Full-time students will carry from 15 to 19 credits per Semester. Registration for more than 20 credits is not recommended. Special permission from your adviser and a grade point average of at least 3.0 are required to register for more than 20 credits. You must obtain a “Petition to Enroll in More Than 20 Credits” form under the link, “Over 20 Credits Petition,” at www.ndsu.edu/registrar/forms.

How many credits will I lose when I transfer to NDSU from another school? Ordinarily you shouldn't lose any. However, a "D" grade in any course does not transfer to the College of Health Professions. Some technical courses may not fit your degree program and in this case some extra work may be required. For evaluation of transfer credit see current NDSU Bulletin.

How many credits can I transfer from a junior or community college? All college-level credits from regionally accredited institutions transfer; however, not all may apply to the particular degree program you have selected. To obtain a baccalaureate degree you must complete at least 60 semester credits at a four year college or university. At least the last 37 of these credits must be at the junior or senior level. (See current Bulletin.)
How do I challenge a course? A student who is currently registered may seek credit by challenging a course. A course challenge usually consists of a special comprehensive examination; however, additional types of performance may be required for some courses. A course challenge is only permitted for courses in which the student has not received transfer credit or has no previous academic record. Prior registrations are allowable if course was dropped prior to the No Record Drop deadline in a given term. Student must be registered at NDSU during the semester in which you wish to challenge a course (see current NDSU Bulletin for complete descriptions). Procedures for pursuing a course challenge may be found at:

www.ndsu.edu/fileadmin/registrar/forms/challenge.pdf

Is it possible to obtain college credits by taking examinations of the College Entrance Examination Board (CLEP and AP)? Yes. Students may demonstrate evidence of college-level achievement through the use of nationally standardized tests. Competency to write these examinations may have been gained through intensive preparation in high school, extensive reading in a particular field, or other types of formal or informal preparation. A student may not repeat by proficiency testing a course that has been previously taken or failed at NDSU or another accredited institution. Score reports must be sent directly to NDSU from the awarding agency/board. School reports and student-issued grade reports are not considered official for purposes of awarding credit by examination.

DEGREES (CURRICULUM REQUIREMENT)

How do I petition for a waiver or substitution of a curriculum requirement? To petition, you must obtain a "Request to Waive or Substitute Courses" form under the link, "Substitute/Waive a Course" at www.ndsu.edu/registrar/forms. In this petition, which is presented to the Academic Affairs Committee of the College of Health Professions, you state exactly why you think you should have a waiver. The Committee will review your petition and you will be notified of their decision. (Petitions should be submitted only when special circumstances make it virtually impossible for you to meet the regular degree requirements.) Only departmental and college requirements may be waived. University requirements may not be waived.

GENERAL EDUCATION REQUIREMENTS

Who must complete the General Education Requirements? The General Education Requirements apply to all students.

What are the General Education Requirements? The General Education Requirements are listed in the current NDSU Bulletin. A list of the courses approved for the different categories is provided at www.ndsu.edu/registrar/academics/gened.

General Education transfer with the ND University System. Students who plan to transfer from one institution to another in the ND University System should check with Office of Registration & Records in Ceres 110 or One Stop in the Memorial Union.

GRADES AND ACADEMIC STATUS

What is the G.P.A.? Grade Point Average. For each credit of “A” you receive four (4) honor points; three (3) for each credit of “B”; two (2) for each credit of “C”; one (1) for each credit of “D”; and zero (0) for each credit taken in which a grade of “F” is received. The GPA is computed by dividing the total number of honor points earned at NDSU by the total number of credit hours in which honor points were recorded. For example, a person with a G.P.A. of 3.00 has a grade average of “B.” The minimum GPA of 2.00 is required for graduation. Developmental courses do not count toward graduation requirements.
If I do not do well in a course, may I take it over again? Yes. The second grade, whether higher or lower, will replace the first grade in computing the GPA. Both grades are listed on your Permanent Record. To replace a grade for a course taken at NDSU, that course MUST be repeated at NDSU. The one exception is that NDSU students may register for a Tri-College course to repeat a course previously taken at NDSU.

NOTE: PROFESSIONAL COURSES IN THE PHARMACY PROGRAM - please refer to Policy #3.24, Repetition of Professional Courses, in the College Policy Manual.

NOTE: PRE-PHARMACY CORE COURSES, Policy #2.21.1 - The total number of pre-pharmacy core courses which may be repeated shall be limited to three. The grade received during the student's final attempt for any core pre-pharmacy course will be used in evaluation for admission. A withdrawal is not considered an attempt. A core course is one that is included in the GPA for admission purposes.

CURRENT COMPETENCY, Policy #2.28 - Coursework in the areas of science and mathematics must be no more than seven years old at the time of application to the professional program. Coursework presented in these areas that is older than seven years must have current competency demonstrated. Current competency may be demonstrated by a) retaking a portion of the series in question, i.e. 122 of 121/122 Chem series; b) enrolling in a formal audit that is indicated on a student's official transcript; c) challenging coursework through the department in question; or d) meeting with faculty in the areas of Science or Mathematics and having them determine current competency. Students who intend to meet current competency requirements using item c or d must receive approval from the Chair of Pharmacy Admissions Committee prior to undertaking the current competency. (This coursework does not fall under the rule, “Repetition of Pre-Pharmacy Core Courses.)

Will I receive mid-term grades? Upon request, all instructors shall inform students directly of their approximate mid-term grades before the end of the eighth week of the semester.

MAJOR/MINOR

How do I change my major? Occasionally students find they are not suited for a particular field. If you decide to change majors while you are a student in the College, you are expected to follow this procedure: discuss it with your adviser, fill out the electronic form “Major/Minor and Adviser Change Form,” www.ndsu.edu/registrar/forms. You will be assigned a new adviser in the field in which you will be majoring. Once you select a major, you must transfer to the college that offers the major.

How many credits are required for a Minor? The number of credits required for a minor varies by departments. The minimum number of credits for a minor is 16. To determine the exact number of credits that you will need for a minor, check with your adviser, or in Ceres 110 or One Stop.

MINORS OF STUDY

What do you recommend? The following is a partial list of minors that may be of interest to pre-pharmacy and pharmacy students. Go to the following web page, https://www.ndsu.edu/majors/, and select the program of study from the list.

Accounting

Biotechnology

Business Administration

Chemistry: The Chemistry Minor is given automatically with the BS in Pharmaceutical Sciences degree.
Gerontology

Microbiology: (Students interested in a microbiology minor must take Micr 350 and 350L, instead of Micr 202 and 202L.)

Psychology – Neuroscience Minor

Psychology

Spanish

Curriculum Guides for all Majors and Minors:
https://www.ndsu.edu/registrar/academics/curricula/

REGISTRATION

How do I register for courses? Students will use the “Campus Connection Student Portal” via the NDSU Home Page in which to register for classes. Students will also use this portal for the following: account information, class list for the semester, course catalog of classes, drop/adds, financial aid information, holds, schedule of classes for the semester, unofficial transcripts, and much more (www.ndsu.edu/onestop/connect).

WITHDRAWING TO ZERO CREDITS

How do I withdraw to zero credits? If you find it necessary to withdraw to zero credits during any semester in which you are enrolled, you must file a completed "Cancellation of Registration/Withdrawing to Zero Credits" form at www.ndsu.edu/registrar/forms and select the link “Withdraw to Zero Credits (cancellation or registration). Process your withdrawal at One Stop in the Memorial Union, during regular business hours, Monday through Friday. Refer to the University’s official dates and deadlines, www.ndsu.edu/onestop/, for the last day to withdraw. Withdrawals after this date are not processed without evidence of compelling circumstances beyond the student’s control. If you do not want to attend the next semester but are finishing the semester you are presently enrolled in, simply do not register for the next semester.

OTHER QUESTIONS

What if I think a course is of poor quality or an instructor is unfair? Talk with the instructor first. If the situation is not resolved, notify the department chair or the Senior Associate Dean. Such information is important if improvement is to be brought about now or in the future. Remember that even if changes cannot be made immediately, your comments are taken seriously.

What if I think a course or instructor is exceptionally good? Tell the instructor and notify the department chair and the Senior Associate Dean.

What if I think I have been treated unfairly? Bring your situation to the attention of your adviser, the Department Chair, the Dean of your college, the Senior Associate Dean, or the Associate Dean for Student Affairs & Faculty Development in the College of Health Professions. You may be advised to prepare a petition for relief from a bad situation or unfair decision.

Can I see the Deans? The Dean of the College of Health Professions is Dr. Charles Peterson. He is eager to meet students and is deeply concerned about the kind of education they receive, as well as problems facing students at NDSU. To set up an appointment with him, contact his assistant at 231-5383. The Dean's Office is in the Administrative Office, Sudro Hall 123.

Dr. Cynthia Naughton, Senior Associate Dean, oversees curriculum and assessment activities within the College of Health Professions. She is concerned about students and can assist with academic and career issues. She may be reached at 231-9489, Sudro Hall 123.
Dr. Daniel Friesner, Associate Dean for Student Affairs & Faculty Development, handles student affairs within the College of Health Professions. He is concerned about students and can assist with personal, career and admissions issues. He may be reached at 231-7601, Sudro Hall 123.

Department Chairs in the Pharmacy Program are: Pharmaceutical Sciences – Dr. Jagdish Singh, 231-7661, Sudro Hall room 136; Pharmacy Practice - Dr. Marketa Marvanova, 231-7589, Sudro Hall 118A1.

### WHERE TO GO FOR HELP

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<td>Memorial Union 250, main level 231-6560</td>
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<td>Memorial Union 176 231-6200</td>
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<td>• One Stop <a href="http://www.ndsu.edu/onestop/finaid/loans/">www.ndsu.edu/onestop/finaid/loans/</a></td>
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<tr>
<td>Student Organizations</td>
<td>• Campus Directory&lt;br&gt;• College of Health Professions - has 11 pharmacy related students organizations&lt;br&gt;• Student Government <a href="http://www.ndsu.edu/sg/">www.ndsu.edu/sg/</a>&lt;br&gt;• Student Activities Office <a href="http://www.ndsu.edu/studentactivities/">www.ndsu.edu/studentactivities/</a>&lt;br&gt;See Table of Contents</td>
<td>Sudro 123 231-7601 Memorial Union 128 231-8460 Memorial Union 120 231-7787</td>
</tr>
<tr>
<td>Study Abroad Programs</td>
<td>• International Student and Study Abroad Services <a href="http://www.ndsu.edu/International">www.ndsu.edu/International</a>&lt;br&gt;• Current NDSU Bulletin <a href="http://www.ndsu.edu/bulletin/">www.ndsu.edu/bulletin/</a></td>
<td>Memorial Union 116 231-7895</td>
</tr>
<tr>
<td>Study Skills</td>
<td>Education 123 (offered each semester) School of Education <a href="http://www.ndsu.edu/education/">www.ndsu.edu/education/</a></td>
<td>Main Office FLC 210 231-7921</td>
</tr>
<tr>
<td>Summer Study</td>
<td>• Current NDSU Bulletin <a href="http://www.ndsu.edu/bulletin/">www.ndsu.edu/bulletin/</a></td>
<td></td>
</tr>
<tr>
<td>Transcript (official)</td>
<td>To request an official transcript&lt;br&gt;www.ndsu.edu/registrar/records/transcripts/</td>
<td></td>
</tr>
<tr>
<td>Tri-College University Office</td>
<td>•Tri-College Downtown Campus Fargo&lt;br&gt;www.tri-college.org</td>
<td>650 NP Ave Renaissance Hall #110 231-8170</td>
</tr>
<tr>
<td>TOPIC/PROCEDURE:</td>
<td>SOURCE/CONTACT:</td>
<td>LOCATION:</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Tutor</td>
<td>• Office of TRIO Programs <a href="http://www.ndsu.edu/trio/">www.ndsu.edu/trio/</a></td>
<td>Ceres 335</td>
</tr>
<tr>
<td>ACE (Academic Collegiate Enhancement)</td>
<td>• Learning Services/Orientation Coordinator (ACE) <a href="http://www.ndsu.edu/studentsuccess/about_ace/">www.ndsu.edu/studentsuccess/about_ace/</a></td>
<td>West Dining Center room 20 (lower level) 231-5554</td>
</tr>
<tr>
<td>Tutor - Math</td>
<td>Math Dept. Tutors and Math Instructors <a href="http://www.ndsu.edu/math">www.ndsu.edu/math</a></td>
<td>Minard 408 231-8171</td>
</tr>
<tr>
<td>University Honors Program</td>
<td>• <a href="http://www.ndsu.edu/honors">www.ndsu.edu/honors</a></td>
<td>Main Library room 06 231-9616</td>
</tr>
<tr>
<td>University Rules &amp; Regulations</td>
<td>Current NDSU Bulletin (see University Policies) <a href="http://www.ndsu.edu/bulletin/">www.ndsu.edu/bulletin/</a></td>
<td></td>
</tr>
<tr>
<td>Veterans Information</td>
<td>Office of Registration &amp; Records <a href="http://www.ndsu.edu/veterans">www.ndsu.edu/veterans</a></td>
<td>Ceres 211 231-7985</td>
</tr>
<tr>
<td>Withdraw to zero credits</td>
<td>One Stop <a href="http://www.ndsu.edu/onestop/">www.ndsu.edu/onestop/</a></td>
<td>Memorial Union 176, main level</td>
</tr>
<tr>
<td>Writing Skills</td>
<td>• Center for Writers <a href="http://www.ndsu.edu/cwriters/">www.ndsu.edu/cwriters/</a></td>
<td>Main Library, lower level, 231-7927 Minard 318 231-7143</td>
</tr>
<tr>
<td></td>
<td>• English 110/120 Instructors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Department, <a href="http://www.ndsu.edu/english">www.ndsu.edu/english</a></td>
<td></td>
</tr>
</tbody>
</table>

**POLICIES & REGULATIONS**

*Please note that additional policies and procedures not contained in this document apply to students in the college. Those policies and procedures are contained in the [College of Health Professions Policy manual](https://www.ndsu.edu/fileadmin/healthprofessions/documents/College_of_Health_Professions_Policy_Manual_5.1.2019.pdf).*

**CERTIFICATION**

Pharmacy students must obtain and maintain certification for American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers. Each student is responsible for securing certification and for submitting verification of certification to the pharmacy practice department office (Sudro 118A) during the first professional year of the program and upon renewal while enrolled in the pharmacy program. The department of pharmacy practice office will provide students with additional information regarding CPR certification and renewal during the first and third professional years.

**CRIMINAL BACKGROUND CHECK POLICY 3.08**

NDSU (and the College of Health Professions) reserves the right to refuse admission or re-enrollment or to place conditions on admission or re-enrollment of applicants and former students, and suspend or terminate the enrollment of students, who NDSU and/or the College of Health Professions determine represents a safety risk to NDSU or the College, students, employees, property, or affiliated teaching sites and their employees and patients. An individual who is disqualified from having patient contact based on a background check may be unable to meet program requirements and/or to complete their intended degree. The State regulatory boards may deny licensure to an individual with a criminal background. All students will be required to complete a criminal background check as determined by their discipline. Students may be required to obtain two background checks (a multi-state and an FBI check) at multiple points in their educational program. Students who do not comply with the background checks, release of information, and the required deadlines for procuring background checks will be prevented from registering for and/or attending classes and/or professional program application(s).
CURRENT COMPETENCY IN COURSEWORK POLICY 2.28

Coursework in the areas of science and mathematics must be no more than seven years old at the time of application to the professional program. Coursework presented in these areas that is older than seven years must demonstrate current competency.

Current competency may be demonstrated by:
1. Retaking a portion of the series in question, i.e. 122 of 121/122 Chem series;
2. Enrolling in a formal audit that is indicated on a student's official transcript;
3. Challenging coursework through the department in question; or
4. Meeting with faculty in the areas of Science or Mathematics and having them determine current competency.

Students who intend to meet current competency requirements using item 3 or 4 must receive approval from the Chair of Pharmacy Admissions Committee prior to undertaking the current competency.

DEGREES

The College of Health Professions offers the following degrees:
1. Allied Sciences: Medical Laboratory Science, Radiologic Sciences, Respiratory Care: BS
2. Nursing: BSN, MS, DNP
3. Pharmaceutical Sciences: M.S., Ph.D.
4. Pharmacy: Pharm.D.
5. Pharm.D./MBA: In conjunction with NDSU College of Business.
6. Pharm.D./MPH: In conjunction with Public Health
7. Pharm.D./Ph.D.: In conjunction with the Department of Pharmaceutical Sciences
8. Public Health: Certificate, MPH

NOTE: For options 5, 6, and 7, students must first be admitted to the Pharm.D. program.

EXAMINATION ADMINISTRATION POLICY 3.30

The purpose of this policy is to provide expectations for student conduct related to examinations and ensure examinations given at the School of Pharmacy are adequately and consistently administered. Aside from maintaining academic integrity, examination procedures prepare the student for the stringent expectations of the professional licensure process.

Technology Requirements
1. Students must possess an iPad and accessories that meet the School of Pharmacy requirements.
2. Students must install and maintain a current version of the electronic testing software utilized for ExamSoft exam delivery on any device that will be used during an exam.
3. Students should be familiar with their iPad, testing software, and instructions prior to downloading an examination.
4. Students are expected to:
   a. Have an A/C power cord available AND a fully charged battery (at least 2 hours) for cases in which there is a power disruption during the examination OR an electrical outlet is not near the student’s assigned seat.
   b. Ensure that the internal clock is set to the correct date and time (CST/CDT).

Timing and Attendance at Examinations
1. Students requiring accommodations are to coordinate with the office of Disability Services prior to the delivery of the examination (NDSU Policy Manual Section 606).
2. Students are expected to be present for all examinations unless otherwise stated by the course instructor. All absences require appropriate documentation and instructor approval (NDSU Policy Manual Section 333).
   a. Students missing an examination due to an EXCUSED absence will be permitted to take a make-up examination timed at the discretion of the instructor.
b. Students missing an examination due to an UNEXCUSED absence may be granted the privilege of taking a make-up examination; however, the student will be subject to a penalty on their exam score.

c. In any case where a delayed or makeup examination is necessary, a comparable but different examination may be given. Faculty may assess in a different format from the original exam (e.g. multiple choice may be replaced with essay questions).

3. Students must be on time for examinations. Students arriving more than 15 minutes late, without proper justification, will be subject to penalty. Student’s arriving late must take the examination in a location determined by the individual administering the exam. Unless extenuating circumstances are cause for the delay and were unavoidable, they will receive no additional time.

4. Examination start times will not be delayed due to a hardware or software problem with a student’s iPad. Students encountering a technical issue during an exam should notify the individual administering the exam. See Technology Issues.

5. Students are responsible for bringing their iPad to the examination room with the exam file already downloaded. Additional time will not be granted for downloading exam files when it was available prior to the exam session.

Examination Procedures

1. Faculty are responsible for being attentive to students during an exam.
2. Students may be asked for identification or sign an attendance log at any time.
3. Students are expected to maintain a decorum and demeanor consistent with accepted academic and professional standards at all times during examinations (NDSU CHP Policy Manual Section 3.9). Lack of professional decorum may result in dismissal from the exam, which will be considered an unexcused absence.
4. Students may be randomly seated during an examination.
5. An examination may take place during a time that is not part of their regular course schedule. This will be determined by the faculty and will be conveyed in the course syllabus.
6. Students are allowed ONLY the following items at their seat:
   a. iPad devoid of taped-on notes or markings that could be construed as “cheat sheets”
   b. Power adapter
   c. Standard (non-mechanical/non-refillable) #2 pencils
   d. The following items may be allowed if deemed necessary by the course instructor:
      1) Scratch paper if allowed would be provided by the faculty member as colored paper and must be turned in and signed at the end of the exam
      2) Non-programmable calculator
      3) iPad stylus
7. Students must leave ALL personal items in student lockers or place at the front of the testing room if a lockers is unavailable. Restricted items includes, but is not limited to:
   a. Food and drinks
   b. Books, notes, study aids, etc. (unless specifically permitted by the instructor)
   c. Mechanical/refillable pencils/pens/pencil cases
   d. Bulky coats/hoodies (students are instead encouraged to dress in layers, ideally in sweaters/light jackets)
   e. Hats/caps (unless worn for religious purposes)
   f. Watches (regardless of type)
   g. Electronic devices
      1) Activity tracking devices
      2) Cell phones
      3) Programmable/graphing calculators
      4) Any other devices capable of storing/transmitting/receiving information
8. Students may be asked to turn out pockets, remove jackets, change position, or provide other means of assurance to demonstrate compliance with this policy. One’s body should be void of writing in reference to exam content. All items are subject to inspection.
9. Proctors may confiscate restricted items until the exam is completed. Possession of restricted items will be considered a lack of proper decorum and be subject to penalty. Serious breaches (e.g. cheat sheet) will result in dismissal from the examination.
10. If the instructor decides to address a student inquiry related to interpretation or context of exam they shall address the answer to the entire class. Questions may only be addressed before the first student completes the examination.

11. Students witnessing suspected cheating should notify the proctor discreetly and immediately.

12. Students will not be excused from the exam room without good reason. Those granted permission, should turn over all papers or enable the “Hide Exam” function so it cannot be viewed by a classmate. No more than one student will be allowed to leave the examination room at one time. During absence, students should not use any communication device or consult any reference.

13. Students must turn in all requested materials (e.g. exam, answer sheet, scratch paper, equation sheets) prior to exiting the examination room.

14. When completing the exam, students must submit and have receipt of their uploaded exam confirmed by the individual delivering the exam before leaving the exam room. Students who experience difficulty submitting their exam will be referred for technical assistance.

15. After submitting the exam, a student must leave the examination room and any adjacent area to prevent disturbing those students still taking the examination.

**Technology Issues**

1. If a student is unable to download the examination file or there is an iPad failure after downloading examination file but prior to the examination start time, the student should contact the course instructor PRIOR to the examination start time.

2. If an iPad freezes or fails during an examination:
   a. Bring device to the proctor at the front of the room.
   b. Restart the device (instructor will note the amount of time needed for restart).
   c. If unable to restart and resume the examination, leave the device at the front of the room and obtain a paper copy of the examination.

**Academic Dishonesty**

1. Students are expected to adhere to the Student Academic and Conduct Standards Policy (NDSU CHP Policy Manual Section 3.01).

2. Students should avoid behaviors that give the appearance of cheating (e.g. talking during exams, wandering eyes) and should take measures to protect their own work.

3. Violations of the Conduct Standards will be reported to the Senior Associate Dean and reported via the Professional Misconduct tracking form.

4. Instructors may move students during the examination to avoid or suspend possible instances of cheating. If a widespread breach of the Conduct Standards is suspected, particularly in the case of emergency matters/evacuation, the instructor may cancel the remainder of the examination and reschedule a new exam at a later date (NDSU Policy Manual Section 335).

**Interruptions During an Examination**

1. If a fire alarm or other emergency condition occurs during an examination, either paper or electronic-based, students will immediately cease taking the examination and evacuate the building. All materials should be turned over and left on the desk.

2. Students may be asked to evacuate to a specific location. Students are to remain in full view of the individual administering the exam where they can hear the all clear announcement.

3. Students may not discuss the examination with any other person or access any materials including electronic devices.

4. After the fire alarm or other cause of interruption has ended, students will return to their assigned seat immediately and if possible, resume the examination when announced by the proctor to do so. Students returning later than 10 minutes following the “all clear” signal may be excluded from continuing the examination.

5. The examination will add additional time equal to that lost during the interruption, if time permits. Students returning late will not receive additional time above that given to all students.

6. In the event of a prolonged interruption of 15 min without a foreseeable resolution, the examination should be cancelled and rescheduled for a different date.

**Penalties**

1. Instructors are encouraged to outline penalties for examination infractions within their course syllabus. An example of infractions and associated penalties are listed in Table 1.
2. All infractions, regardless of penalties should be reported by the instructor through the Professional Misconduct Tracking Form within seven days of occurrence.

| Table 1. |
|------------------|--------------------------------------------------|
| More than 15 minutes late to a scheduled examination | 10% deduction from student’s earned exam score |
| Faculty has some concern regarding possibility of academic misconduct (example: student has a watch, cell phone, etc. available during the examination) | 15% deduction from student’s earned exam score |
| Student has an unexcused absence during the examination | 30% deduction from student’s earned exam score |
| There is a high likelihood or evidence of academic dishonesty (2-way communication, written resource, cheat sheet, evidence of cheating from ExamSoft data analysis) | Exam score of 0% and reported to the Senior Associate Dean |

**HEALTH INSURANCE POLICY 3.07**

Upon admission to the professional program students in the College of Health Professions are required to have adequate health insurance coverage in case they require health care or hospitalization while they are enrolled.

The College does not provide coverage for students while they are participating in clinical experiences, and students are not covered by the agency’s workers’ compensation. An insurance company and policy number will be provided by the student to the College administration before any experience in the clinical areas. Insurance may be obtained through the North Dakota University System (https://ndus.edu/students/ship) or a company selected by the applicant.

**HEALTH VACCINES/EXPOSURE TO BIOHAZARD**

During portions of the training program for Pharm.D. students, a student may be exposed to blood and body fluids of patients. Along with this exposure is the risk of Hepatitis B infection. Documentation of the completed Hepatitis B vaccination series or a signed waiver is required prior to participation in experiential education. The full vaccination against Hepatitis B requires a six-month series of three shots. You can obtain the Hepatitis B vaccine from your healthcare provider, or from the NDSU Student Wellness Center. If you choose to receive your immunizations at the Student Wellness Center, appointments are required.

Testing is required for TB (tuberculosis) annually for students in the Pharm.D. program. Pharm.D. students are required to complete a two-step tuberculosis screening during their first professional year, a one-step tuberculosis screening during their second professional year and a final two-step tuberculosis screening at the end of their third professional year. Pharm.D. students may also be required to complete additional tuberculosis screenings and/or immunizations as required by the practice sites.

All students are required to provide a copy of their immunization records and relevant titers before beginning coursework in the Pharm.D. program. Request copies of your childhood/adolescent immunizations and any immunizations you have received as an adult, and titers from your healthcare provider(s). These records must be from a healthcare provider. Examples of this would be from Student Health, clinic records, myChart documentation, or State Certificate of Immunization record.

We cannot accept records from high schools or wallet type cards that have been kept by family members.

Students may contact the Experiential Office at (701) 231-5576 after June 5 with any questions regarding these records. Please note: We cannot discuss your medical records with any other individuals, including parents or family members.
• Students must retain and maintain the original copies of these records throughout their progression in the pharmacy program. You should begin to collect this information as soon as possible in order to ensure that you meet program requirements.

• When you have received all of these records from your healthcare provider(s), submit a photocopy of these records you received as your documentation (see specific requirements listed below) for the Pharm.D. program to Jamie Berg by July 13. Documentation must clearly identify the health care facility from which the records were obtained.

• Experiential Education sites require students to provide proof of immunity prior to completing Introductory and Advanced Pharmacy Practice Experiences.

• Experiential Education sites may have additional immunization requirements beyond those listed here. Students are required to meet all practice site requirements prior to practice experiences.

<table>
<thead>
<tr>
<th>Immunizations</th>
<th>Required Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REQUIRED IMMUNITY</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Hepatitis B (HBV)</strong></td>
<td>□ A 3-dose series is required. If you have not received this vaccination, you must complete the first dose of the 6-month series prior to July 13 and the second dose by the start of Fall semester. The third dose must be completed by December 15. <strong>AND</strong> □ A positive antibody test (titer)</td>
</tr>
<tr>
<td><strong>Measles, Mumps, Rubella (MMR)</strong></td>
<td>□ Two (2) doses of measles/mumps/rubella (MMR) vaccine received if born after 1957. <strong>AND</strong> □ A positive antibody test (titer)</td>
</tr>
<tr>
<td><strong>Tetanus, Diphtheria, Pertussis (Tdap)</strong></td>
<td>□ One dose of tetanus, diphtheria, pertussis (Tdap) vaccine given at age 11 or older, followed by Td (Tetanus only) every 10 years. <strong>Note:</strong> Tdap is not the same as the other vaccines containing some or even all of the vaccine components (D-T-A-P) such as DTaP, Td, or DT</td>
</tr>
<tr>
<td><strong>Varicella (Chickenpox) (VAR)</strong></td>
<td>□ Two (2) doses of Varivax (chickenpox vaccine) <strong>AND</strong> □ A positive antibody test (titer)</td>
</tr>
</tbody>
</table>

In addition to the above required immunizations, students will be required to complete and provide documentation of TB (tuberculosis) screening before beginning any Experiential Education rotation. This will be announced during spring semester each year. You do not need to provide TB test documentation before entering the Pharmacy Program. Annual influenza immunization is strongly recommended for all Pharm.D. students during flu season and is required for P4 students.

**MINIMUM GRADE REQUIREMENT FOR PHARMACY COURSEWORK POLICY 3.21**

A grade of C or better is required in all required courses in the pre-pharmacy and professional curricula (courses listed by name or number).

The College does not permit any course required with name and number to be taken pass/fail, with the exception of labs offered only this way. Course work utilized for NDUS general education credits must be taken for a letter grade.

**PRE-PHARMACY & PROFESSIONAL PHARMACY MAJORS**

The faculty reserve the right to change rules and regulations including those relating to admission, instruction and graduation. Such changes may apply to prospective students, as well as students already enrolled. Changes will be shared with students in a timely manner. However, it is the
responsibility of the student to periodically contact their adviser or the Dean’s Office to obtain current policies.

**PREREQUISITES FOR PROFESSIONAL COURSES POLICY 3.23**

Prerequisites for all courses taught in the professional curriculum are to be established by the faculty and any changes made in prerequisites for professional program must be approved by the faculty.

All prerequisite course work in the professional program, whether offered from within or without the College of Health Professions, must be completed with a minimum grade of C in order for the student to progress.

It is the responsibility of individual course instructors to check and enforce their own course prerequisites.

**PROFESSIONAL DRESS POLICY 3.09**

Professionalism is a core value of our program. Students are expected to dress appropriately during the laboratory and experiential components of the professional program in order to promote and maintain a positive professional image. In addition, appropriate professional clothing is to be worn when representing the College at professional out-reach activities. Violations of the College or departmental dress code may result in sanctions per College Policy 3.01: Student Conduct Policy. Students should refer to their respective department or affiliated clinical/experiential dress code policy for further details.

**PROFESSIONAL ELECTIVES POLICY 3.26**

A minimum of six professional elective course credits, that permit exploration of and/or advance study in areas of professional interest, are required for graduation with the entry-level Pharm.D. degree. Professional elective courses are subject to the following rules. (Note: Students who were admitted before Fall Semester 2017 are required to complete four credits.)

1. Professional elective courses must be taken while enrolled in the entry-level Pharm.D. program (e.g. beginning Fall Semester P1 year). These courses must be completed prior to the beginning of the P4 year.
2. Professional elective courses must be taken for a letter grade, and a grade of C or better is required to meet the requirements.
3. The pre-approved professional elective courses are listed below.
4. A student may take a professional elective course that is not included in the pre-approved list only after (1) consultation with his/her academic advisor, AND (2) approval of the course by the Pharm.D. Curriculum Committee.

The necessary steps to take a course that is not included in the pre-approved professional elective course list is as follows:

1. The student must meet with his/her advisor and demonstrate that the course “permits exploration of and/or advance study in areas of professional interest”. This request must be made to the advisor by December 1st for upcoming spring semester courses, and April 1st for upcoming summer and fall semester courses.
2. If the advisor supports the student’s elective course choice, then the advisor shall petition to the chair of the Curriculum Committee to approve the course.
3. Curriculum Committee will obtain a syllabus for review and contact the instructor to address other criteria as needed.
4. Upon receipt of all required information, the Curriculum Committee shall review the information, determine the status of the request, and inform the student, and advisor, of the outcome of the petition.
5. If the Curriculum Committee approves the course, the course shall be included in future revisions of the pre-approved professional elective course list.
PRE-APPROVED PROFESSIONAL ELECTIVE COURSES  (8/2019)

ADHM  411  Food and World Cultures
ANTH  332  Medical Anthropology
BIOL/PLSC/ 315  Genetics
BIOL/PLSC/ 315L  Genetics Laboratory
BIOL  364  General Ecology
BUS  318  Taxation in Management Decisions
CHEM  425  Inorganic Chemistry I
CHP  300 and higher
CJ  407  Deviant Behavior
* Creighton U. PHA 451  Advanced Critical Care
EDUC  321  Introduction to Teaching
ENGR  312  Impact of Technology on Society
FIN  320  Principles of Finance
HD&E  320  Professional Issues
HDFS  320  Prenatal, Infant and Toddler Development
HDFS  353  Children, Families and Public Policy
HDFS  357  Personal and Family Finance
HDFS  435  Topics in Socioemotional Development
HDFS  468  Families and Work
* Mercer U. PHA 505  Community Pharmacy Ownership
MGMT  320  Foundations of Management
MGMT  330  Foundations of Organizational Behavior
MGMT  450  Human Resource Management
MGMT  470  Entrepreneurship/Small Busn MGT
MICR  350  General Microbiology
MICR  350L  General Microbiology Lab
MICR  445  Animal Cell Culture Techniques
MICR  460L  Pathogenic Microbiology Laboratory
MICR  463  Clinical Parasitology
MICR  471  Immunology and Serology Laboratory
MICR  474  Epidemiology
MICR  475  Animal Virology
MICR  480  Bacterial Physiology
MICR  482  Bacterial Genetics and Phage
MRKT  320  Foundations of Marketing
MRKT  362  Foundations of Retailing
PH  300 and higher (formerly MPH)
PHRM  300 and higher
PSCI  300 and higher
PSYC  322  Thinking & Making Decisions
PSYC  340  Psychology in Sport
PSYC  380  Clinical Psychology
PSYC  382  Self-Injury: Recognition & Treatment
PSYC  460  Sensation & Perception
SAFE  401  Food Safety Information & Flow of Food
SAFE  402  Foodborne Hazards
SAFE  403  Food Safety Risk Assessment
SAFE  404  Epidemiology of Foodborne Illness
SOC  410  Social Inequality
SOC  412  Sociology of Gender
SOC  417  Sociology of the Family
SOC  426/626  Sociology of Medicine
SOC  441  Death and Dying
* U. of Florida PHA 6357  Herbal and Dietary Supplements course for Pharmacy Students
* U. of Florida PHA 6935  Veterinary Pharmacy Course for Pharmacy Students
VETS  456  Veterinary Pharmacology and Pharmacy Practice
VETS  491  Seminar: Veterinary Pharmacology/Pharmacy Practice

* Contact Information regarding courses offered outside the College:

**APhA Institute on Substance Abuse Disorder:** PHRD 624. Removed from list – APhA no longer offers university credit for the institute.
Creighton University School of Pharmacy: PHA 451-On-line-Advanced Critical Care Elec., 2 cr. For information regarding registration, please direct all questions to Jeanne Riha, Support Secretary for Registration Services, 402-280-3296, jeanneriha@creighton.edu. https://spahp.creighton.edu/future-students/visiting-students

Mercer University: PHA 505 Online – Community Pharmacy Ownership, 2 cr. For more information regarding the course, open their web site - http://pharmacy.mercer.edu/admissions/pha505.cfm. To begin the registration process, select the link located next to “Non-Mercer Pharmacy Students.”

University of Florida College of Pharmacy:
PHA 6357 – On-line: Herbal and Dietary Supplements course for Pharmacy Students, 3 cr. https://pharmacyelectives.pharmacy.ufl.edu/courses/herbal-dietary-supplements
PHA 6935 - On-line: Veterinary Pharmacy Course for Pharmacy Students, 2 cr. https://pharmacyelectives.pharmacy.ufl.edu/courses/veterinary-pharmacy

PROFESSIONAL LIABILITY INSURANCE

Pharm.D. students are required to have professional liability insurance prior to participating in any experiential activity during the professional program. NDSU provides professional liability insurance coverage for all students in experiential rotations in amounts up to $1,000,000 per occurrence and $5,000,000 aggregate (North Dakota Risk Management Fund: NDCC Ch.32-12.2). Students who work may wish to purchase additional coverage because this insurance only covers educational endeavors.

REPETITION OF PRE-PHARMACY CORE COURSES POLICY 2.21.1

The total number of pre-pharmacy core courses which may be repeated shall be limited to three. The grade received during the student’s final attempt for any core pre-pharmacy course will be used in evaluation for admission. A withdrawal is not considered an attempt. A core course is one that is included in the GPA for admission purposes.

REPETITION OF PROFESSIONAL PHARMACY COURSES POLICY 3.24

The total number of professional pharmacy course repeats due to failure (i.e., grade less than a C) is limited to three (3).

Withdrawal (for reasons other than extenuating conditions*) from a professional pharmacy course with a grade less than a C is considered the same as a failure.

A fourth occurrence of receiving a grade less than a C (or withdrawal due to a grade less than a C) in a professional pharmacy course will result in termination from the pharmacy program.

*All extenuating circumstances must be approved by the Senior Associate Dean before the withdrawal takes place.

SCHOLARSHIPS AND AWARDS

The College of Health Professions has a limited number of scholarships and awards available for assistance to students. Applications for scholarships and awards are available beginning with the second Monday in April and ending on the Friday after spring graduation: (www.ndsu.edu/healthprofessions).

NOTE: Specific information related to criteria for selection of scholarship recipients is available in the Office of Development in Sudro Hall 120.
STATUS DOCUMENTATION POLICY 3.06

Upon acceptance to a professional program housed in the College of Health Professions, students may be required to submit documentation of health status. Programs will define their own documentation requirements and include those requirements in their program handbook(s). Examples of documentation may include, but are not limited to:

• Record of immunizations or other immunity for influenza, measles, mumps, rubella, varicella, poliomyelitis, tetanus, diphtheria, hepatitis B
• Results of tuberculin testing
• Physical examination by the student’s health care provider (MD, DO, NP) within one year
• Allergies
• Health problems that may be of significance in clinical practice
• Permission to release information to clinical agencies
• Affirmation of veracity of the record

Health status documentation to be completed by the student and his/her health care provider will be provided to the student. Documentation must be submitted to the student’s professional program designee as indicated in student’s program handbook.

If required by the professional program, tuberculin testing must be done annually and the report submitted to the appropriate department.

The expense of the physical examination and any needed immunizations is the student’s responsibility.

STUDENT ACADEMIC AND CONDUCT STANDARDS POLICY 3.01
(revised October 31, 2018)

Introduction
The mission of the NDSU College of Health Professions is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. The College has established professionalism and ethics as two of its core values.

Pharmacists, nurses, allied health care professionals, public health professionals, and pharmaceutical scientists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy, nursing, allied science, and public health students, the College of Health Professions has developed this student conduct policy. This policy is applicable to anyone enrolled as a student in the College, including those in the pre-professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the College. Acceptance of this policy is required as a condition of admission to the College.

Academic Standards
The academic standards of the College of Health Professions differ from those of the University. Any student who fails to meet or exceed the University standards may be placed on University probation or suspension (see the current NDSU Bulletin for university information on academic deficiencies).

Semester Grade Point Average (All Students): To be in good academic standing within the College, all undergraduate and professional students shall maintain a semester grade point average of 2.00 or above for each semester enrolled in the College of Health Professions. All graduate students are expected to maintain a 3.0 grade point average as well as any other academic policies outlined by the graduate school.

Any student who fails to attain a semester GPA of 2.0 or above may be placed on College probation. Students who have been placed on academic probation for two (2) consecutive or three (3) non-consecutive semesters shall be suspended from enrollment in the College. After two suspensions,
students will be terminated from the College. (Termination from the College does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

A student who is suspended and desires readmission into the College must file a request for readmittance with the Senior Associate Dean at least 60 days prior to the beginning of the semester in which readmission is sought. In addition, professional students must seek readmission to the professional programs in Pharmacy, Nursing, Allied Sciences, and Public Health through the Admissions Committee of their respective program.

Minimum Grade Requirement (Professional Students): To be in good academic standing within the College, all students enrolled in the professional programs of the College must complete all required courses within the College with a grade of "C" or above. Students are encouraged to refer to program-specific policies related to minimum grade requirements which can be found in the College Policy Manual at www.ndsu.edu/healthprofessions/college_information/policy_manual. Graduate students are expected to uphold policies and procedures consistent with the graduate school and to maintain a 3.0 grade point average.

Students Enrolled in College Affiliated Educational Training Programs (Professional Students): To be in good academic standing within the College, all students enrolled in College affiliated internships, clinical, or experiential training programs are also required to uphold the academic standards of that affiliate and will be subject to the terms of probation, suspension, and termination of the affiliated program. Students failing to meet affiliated program academic standards may also lead to termination from the College.

Conduct Standards

High standards of professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the College, professional program, or profession in a positive, professional manner. Students conducting clinical experiences, rotations, and/or internships must also uphold the specific policies of their clinical site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are unacceptable. If there is doubt about whether or not academic or professional conduct is appropriate, individuals should query the Dean's Office.

Examples of unprofessional conduct include, but are not limited to, the following:

**Academic Misconduct:**

1. Cheating, includes but is not limited to, the following:
   a. The receipt, possession, or use of any material or assistance not authorized by the instructor in the preparation of papers, reports, examinations, or any class assignments to be submitted for credit as part of a course or to be submitted to fulfill College requirements.
   b. Arranging to have others take examinations or complete assignments (i.e., papers, reports, laboratory data, or products) for oneself, unauthorized collaborating with another student on individual assignments, or doing academic work for another student.
   c. Stealing or otherwise improperly obtaining, unauthorized copies of an examination or assignment before or after its administration, and/or passing it onto other students.
   d. Copying, in part or in whole, exams or assignments that will be kept by the instructor and are handed out in class only for review purposes.
   e. Knowingly submitting a paper, report, presentation, examination, or any class assignment that has been altered or corrected, in part or in whole, for reevaluation or re-grading, without the instructor's permission.
   f. Misrepresenting your attendance or the attendance of others in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect.
   g. Plagiarism: Submitting work that is, in part or in whole, not entirely the student’s own, without attributing such portions to their correct sources. Unauthorized collaboration with another student and representing it as one’s own individual work is also considered plagiarism. Ignorance is NOT an excuse.
   h. Fabrication: falsifying data in scientific/clinical research, papers, and reports.
   i. Aiding or abetting dishonesty: Knowingly giving assistance not authorized by the instructor to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products.
2. Utilization of a false/misleading illness or family emergency to gain extension and/or exemption on assignments and tests.
3. Violation of any IRB and/or University research processes.

**Professional Misconduct**
1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of any code of ethics of the profession in which the student is enrolled.
3. Contributing to, or engaging in, any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
4. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival, and/or cancelled classes.
5. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
6. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
7. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Health Professions.
8. Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.
9. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
10. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.
11. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Health Professions.
12. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.
13. Computer Usage that violates NDSU/NDUS and/or clinical sites acceptable use policies.
14. Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.
15. Harassment, threats of violence, intent to do harm (NDSU, NDUS)
16. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
17. Intoxication, abuse, possession, use, and/or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice/learning setting, or when representing the College.
18. Any violation and/or conviction of any federal, state, or municipal law as well as a University rule or rule at a professional experience site.
19. DUI & DWI (driving under the influence or driving while intoxicated) is considered by the College as improper behavior, and any individual violating this law is required to undergo an alcohol/drug evaluation.

**Reporting Process**

**Academic Misconduct**
1. Students are required to report any academic misconduct to the Senior Associate Dean within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs. Graduate students must also report to the Department Chair of the graduate program.
2. The course instructor who suspects that academic misconduct has occurred in their course or other instructional context has an initial responsibility to: a) inform the student(s) involved of his/her suspicion and the suspicion’s grounds; b) allow a fair opportunity for the student to respond; and c) make a fair and reasonable judgment as to whether any academic misconduct occurred.
3. The course instructor will report academic misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.
4. The Department Chair will report the academic misconduct to the Senior Associate Dean.
**Professional Misconduct**

1. Students are required to report any professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs.

2. Faculty members are required to report unprofessional conduct within the classroom setting. Similarly, other College personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.

3. The faculty member/College personnel will report professional misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.

4. The Department Chair will report the professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the discovery of the misconduct.

5. If a faculty member is aware that a student has violated the Conduct Policy outside of the classroom, he/she should remind the student of the policy and direct the student to self-report any professional misconduct violations to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence.

**Disciplinary Sanctions**

**Academic Misconduct**

1. The course instructor is responsible for determining the sanction for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.

2. The course instructor will inform the student of the sanction in writing by completing the Student Academic Misconduct Tracking Form as per University Policy 335 and submitting it to the student and the Department Chair.

3. The Department Chair will submit a copy of the form to the Senior Associate Dean.

4. The Senior Associate Dean will submit the form to the Registrar and Provost/VPAA in accordance with University Policy 335. In the case of graduate student academic misconduct, the Dean of the College of Graduate & Interdisciplinary Studies must also receive a copy of the completed Student Academic Misconduct Tracking form.

5. A copy of the Student Academic Misconduct Tracking Form will be placed in the student’s academic file.

**Professional Misconduct**

1. Professional misconduct issues may be more likely to happen outside of the classroom and have broader implications for the well-being of students, faculty, and staff in the College. Hence, the Associate Dean for Student Affairs and Faculty Development has the initial and primary responsibility for administering and enforcing professional misconduct issues.

2. The Associate Dean for Student Affairs and Faculty Development will work collaboratively with the Department Chair (and where appropriate, individual instructors) to resolve professional misconduct issues.

**Department and College Related Sanctions**

Additional academic and/or professional disciplinary sanctions for the department/program may be assigned by the Department Chair depending upon the circumstances and nature of the misconduct. The Department Administrator will notify the student in writing of the sanction and rights to due process and forward a copy to the Senior Associate Dean &/or Associate Dean for Student Affairs and Faculty Development.

The Senior Associate Dean may impose additional disciplinary sanctions for the College and will notify the student in writing and the Dean of the College of Graduate and Interdisciplinary Studies (if a graduate student involved). Disciplinary action for academic and professional misconduct will depend based upon the seriousness of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

1. Probation.
2. Supervised probation.
3. Suspension from the College.
4. Termination from the College. (Termination from the College of Health Professions does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)
In cases of particularly egregious or multiple instances of academic/professional misconduct, the Dean of the College may also recommend expulsion from the university.

**Student's Right to Appeal**  
Students sanctioned for violations of the College Student Academic and Conduct Standards Policy have the right to appeal. Student appeals must follow the appeal procedure outlined below. Graduate student appeals of sanctions involving academic misconduct must be filed in accordance with the Graduate Student Appeals policy described in the NDSU Graduate Bulletin.

**Pre-professional/Professional Student Appeals Procedure**
1. If the student chooses to appeal a course instructor's sanction, it must be pursued in the following sequence: course instructor, Department Chair, Associate Dean for Student Affairs and Faculty Development or Senior Associate Dean, and Dean.
2. Department and College related sanctions for professional misconduct may be appealed to the Associate Dean for Student Affairs and Faculty Development and the College Student Affairs Committee. Department and College related sanctions for academic misconduct may be appealed to the Senior Associate Dean and the College Academic Affairs Committee. Final appeals may be made to the Dean of the College of Health Professions.
3. In cases of sanctions involving suspension or termination from the College of Health Professions, the appeal will follow the process outlined in University Policy 335: Code of Academic Responsibility and Conduct.
4. An appeal for any sanction must be made in writing within 15 business days of the sanction letter. The date of the letter shall be the date the letter is postmarked. If hand-delivered, a notation of that date will be made in the student's file.
5. Appeal letters must specify in detail one or more of the following bases of appeal:
   a. the sanction was too severe for the offense;
   b. the decision for non-action/action/sanction was made in an arbitrary or capricious manner;
   c. the finding of the Student Academic and Conduct Standards Policy having been violated was not substantiated by evidence, and/or
   d. the student's/student organization's rights were violated (specify those rights believed to have been violated).

**Appeal Review Process (Pre-professional and Professional Students)**
1. Appeals made to the Senior Associate Dean or Associate Dean for Student Affairs and Faculty Development will be reviewed by the Academic Affairs Committee or Student Affairs Committee of the College depending upon the conduct violation in question.
2. The Academic Affairs/Student Affairs Committee will review the written letter of appeal from the student/organization and the materials from the original adjudication process. After reviewing these materials, the committee may decide to do one of the following:
   a. issue a decision based solely on the written materials;
   b. issue a decision based on a review of written materials and discussion with the involved principals;
   c. recall one or more witnesses;
   d. refer the decision to the full faculty for action;
   e. return the case for reconsideration of the decision and/or sanctions.
3. The Academic Affairs/Student Affairs Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed by other persons or bodies.
4. The decision of the committee will generally be issued within 15 working days of the receipt of the appeal letter, but may take longer during University recesses, or in the event of complex cases.
5. The Registrar will be advised of the results of the appeal.

**Unresolved Appeals**
After the College appeals process has been completed, if the student/organization is not satisfied with the appeal decision, the student/organization has the right to appeal the decision to the Provost. The Provost will make the final decision on any appeals.

**Incomplete Disciplinary Process**
Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or program of study offered by the College of Health Professions. In such cases, the College reserves the right to place a hold on a student's graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.
Annual Pledge, FERPA Notification, and Signature
I have read and understand the above policy. I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Health Professions. I understand that possible violations of this policy and sanctions imposed, as well as information used to substantiate violations (including, but not limited to, criminal background checks and drug screens), may be shared with College affiliated educational training programs, clinical sites at which I may complete program-specific experiential requirements, licensing and/or certification boards relevant to my program of study, clinical sites at which I work for non-academic reasons (i.e., for pay or to volunteer), and other faculty, staff or administrators within the College of Health Professions and North Dakota State University who have a legitimate interest in my education. I understand that I have the right to revoke the College of Health Professions’ ability to share this information at any time. Should I revoke the ability of the College of Health Professions to share relevant information with the aforementioned parties, I also understand that I am immediately ineligible to complete a degree offered within the College of Health Professions, and I voluntarily (and immediately) withdraw from my major or program of study within the College. I understand that withdrawing from a major or program of study within the College of Health Professions does not prevent me from pursuing another major at North Dakota State University. I am also aware of and assume responsibility for following other College and Department policies as stated in my major or program of study’s student handbook.

STUDENT COMPLAINT POLICY 3.28

The Accreditation Council for Pharmacy Education (ACPE), at the behest of the U.S. Secretary of Education, requires all accredited pharmacy programs to establish, implement and assess a formal complaint policy for students. More specifically, all accredited colleges or schools of pharmacy must establish a comprehensive policy with a simple set of procedures whereby all students enrolled in the College (and the pharmacy program in particular) can submit and resolve a complaint about the educational process. While such procedures do not always produce an outcome that meets the student’s preferences, they do ensure that students have access to an equitable and efficient means to remediate their complaints. The complete set of ACPE standards regarding student complaint policies can be found on pages 38-39 (Standard 20) of the following website: http://www.acpe-accredit.org/pdf/FinalS2007Guidelines2.0.pdf.

The NDSU College of Health Professions takes student complaints very seriously. Our goal is to ensure that students have access to transparent, due process in a manner that leads to an appropriate resolution of the complaint. To that end, a copy of the NDSU College of Health Professions policy relating to this issue is available on its website at www.ndsu.edu/healthprofessions. Students who have difficulty accessing this webpage may also obtain a copy of the complaint policy in the Dean’s Office (Sudro Hall 123). A discussion of this policy shall take place annually during the orientation process for first professional year students.

Each student complaint will be appropriately documented and investigated. A chronological record of each complaint, including the nature of the complaint, written records of the complaint procedure and the final outcomes of the resolution process shall be maintained in the Office of the Dean of the School of 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.

Student complaints generally fall within two major categories: complaints about unfair grading and all other, non-grade-related complaints. Student complaints about grades are generally handled at the level of the University, since grades are usually administered through the NDSU Office of Registration and Records. Other student complaints remain under the purview of the individual colleges within NDSU.
Student Complaints Regarding Grades

University Grade Appeal Policy 337
NDSU has an established policy regarding complaints about grading, otherwise known as “grade appeals”. The full grade appeal policy, which includes hearing procedures, is available at www.ndsu.edu/fileadmin/policy/337.pdf. While students actively considering a grade appeal are referred to the aforementioned website for the specific details of the policy, a summary of the policy is outlined below.

With the exception of incomplete grades, a course grade is considered final unless an appropriate appeal is filed by the student. Grade changes are also considered only for those students who have not yet earned a degree for which the course in question was applied.

For a student who has reason to believe that they have been issued an incorrect or inappropriate grade, he/she must initiate a request for a change of a grade with the instructor within fifteen (15) instructional days of the first day of the semester immediately following the semester in which the grade was awarded. For Spring Semester courses, the request may be made within fifteen (15) instructional days of the start of Fall Semester.

A grade appeal is formally initiated when the student presents the Grade Appeal Form to the instructor. If there is an unsatisfactory decision, the student must consult the Department Head, and the Dean or a designated college committee, proceeding from one level to the next only after an unsatisfactory decision of the conflict at that level. In the event that the instructor is also the Department Head or Dean, he or she need only be consulted in the capacity of instructor. In the event of an unsatisfactory decision within the college, the student may submit a formal written appeal to the Grade Appeals Board Chair. Such an appeal shall be made within fifteen (15) instructional days after conclusion of the college proceedings as stated above.

Non-Grade Student Complaints
Pre-professional and professional pharmacy students who have a non-grade-related complaint can seek resolution of that complaint through the following procedures. It is important to note that these procedures represent the sole avenue for student complaints regarding non-grade-related issues, including (but not limited to) ACPE standards, policies and procedures. Additionally, because the pharmacy program spans multiple departments, the non-grade complaints are handled through the Dean’s Office, rather than by the departments themselves.

1. The student(s) or, in cases where student anonymity is required, their advocate (also known as the "plaintiff(s)") will file a formal written complaint (delivered through the postal service or NDSU email) to the Dean's Office in the NDSU College of Health Professions.
2. The written complaint must include a description of the policy, procedure or ACPE standard in question. It must also summarize the argument of the plaintiff (including the grounds for the appeal or complaint) and provide a reasonable amount of evidence supporting the claim.
3. Upon receipt of the written complaint, the complaint will be assigned to either the Senior Associate Dean (as the Chair of the College Academic Affairs Committee) if the complaint is primarily academic in nature, or the Associate Dean for Student Affairs & Faculty Development (as the Chair of the College Student Affairs Committee) if the complaint is primarily non-academic. The plaintiff(s) will receive email notification (via NDSU email) within forty-eight hours of the receipt of the complaint concerning the identity of the Associate Dean handling the complaint.
4. The Senior Associate Dean (or, if a non-academic issue, Associate Dean for Student Affairs & Faculty Development) shall convene a meeting of College Academic (or, if a non-academic issue, Student) Affairs Committee to review the complaint. Because the procedures for both Associate Deans and Committees are similar in procedure, they will henceforth be referred to generically as "Associate Dean" and "Committee", respectively. The Committee meeting shall occur within thirty days from the time that the Associate Dean receives the written complaint.
5. Once the Committee has met, the Associate Dean shall prepare and submit a formal, written reply to the student(s) based on the recommendation of Committee. The reply shall include an evaluation of the complaint, a description of any violations, and a proposal for any necessary corrective action. The reply will be sent through official NDSU delivery methods (i.e., the postal service, campus mail and/or the NDSU email system) within fifteen business days from the time that the Committee makes a decision.

6. Decisions of the Committee that demonstrate arbitrary and capricious treatment, or that are fundamentally inappropriate in the eyes of the plaintiff(s) may be appealed to the Dean of NDSU College of Health Professions. In such cases, the student(s) file an appeal using steps one through three outlined above, except the written complaint would be addressed directly to the Dean. The written complaint would also identify and provide evidence indicating that the Associate Dean and/or the Committee acted in an arbitrary, capricious or otherwise inappropriate manner.

7. If unsatisfactory resolution occurs after the appeal to the Dean, a final appeal may be made to the Provost. Once again, the student(s) must file an appeal using steps one through three outlined above, except the written complaint would be addressed directly to the Provost, rather than the Dean, and would provide evidence substantiating the claim of unfair treatment at prior procedural levels.

STUDENT TECHNICAL STANDARDS (PHARM.D) POLICY 3.29

The North Dakota State University College of Health Professions’ mission is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. As a corollary to this mission, the Doctor of Pharmacy (Pharm.D.) program seeks to train students who have the ability, interest and work ethic necessary to be eligible for licensure, and embark upon a successful career as a health care professional. Thus, the Pharm.D. professional program requires students to undertake the full set of activities that are necessary to complete their program of study.

The goal of every licensed pharmacist is to provide safe and effective care to patients. In order to provide that care, individuals must have the physical, cognitive and social skills necessary to learn, practice and master each of the competencies of one’s profession. Failure to demonstrate these competencies not only endangers the patients under the pharmacist’s care, but also impacts the ability of other providers to provide safe and effective patient care.

Therefore, the following technical standards represent competencies necessary to complete the Pharm.D. professional program and provides additional guidance to the College Student Technical Standards Policy 3.11 for students. Students must be able, with or without reasonable accommodations, to consistently demonstrate these competencies. Students who fail to demonstrate these competencies are ineligible for admission or progression in the NDSU Doctor of Pharmacy (Pharm.D.) professional program. The technical standard competencies are organized into five general categories:

1. Perception/observation
2. Communication
3. Motor/tactile function
4. Intellectual, conceptual, integrative, and quantitative abilities
5. Behavioral and Social Attributes

1. Perception/Observation Competencies

Students must be able to utilize their senses and mental abilities to perceive and observe information presented through:

- Written material
- Audiovisual material
- Demonstration
- Large-group lectures
- Small group discussions and presentations
- One-on-one interactions
• Laboratory experiences
• Patient encounters (at a distance or close at hand)
• Procedures

2. Communication Competencies
Students must be able to communicate effectively and efficiently (in English) using nonverbal, verbal, and writing strategies with faculty members, other members of the healthcare team, patients, families, and other students, in order to:
• Produce written and oral communication
• Elicit information
• Convey information
• Clarify information
• Create rapport
• Work collaboratively
• Develop therapeutic relationships
• Demonstrate computer literacy

3. Motor/Tactile Function Competencies
Students must have sufficient motor function, skills, and tactile ability to execute basic tasks in the training and provision of patient care. This includes coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision in order to:
• Attend and participate in classes, groups, and activities which are part of the curriculum.
• Conduct basic laboratory procedures and tests.
• Perform basic, non-sterile compounding.
• Demonstrate aseptic technique.
• Examine patients (including inspection, auscultation, palpation, percussion, and other diagnostic maneuvers).
• Administer immunizations, perform cardiopulmonary resuscitation, perform palpitation, auscultation, and percussion.
• Provide patient care appropriate to the circumstances.
• Perform in a reasonably independent way in potentially high speed/high demand/emergency environments.

4. Intellectual, Conceptual, Integrative & Quantitative Competencies:
Student must be able to demonstrate higher-level cognitive abilities, which include:
• Memory
• Rational thought
• Visual-spatial comprehension
• Conceptualization
• Application
• Measurement
• Calculation
• Analysis
• Representation (oral, written, diagrammatic, three dimensional)
• Organization
• Synthesis
• Clinical reasoning
• Ethical reasoning

5. Behavioral and Social Competencies
Students must consistently demonstrate attributes of professionalism, including:
• Empathy, compassion, integrity, and respect for others.
• Preparation, initiative, and accountability consistent with a commitment to excellence.
• Commitment to legal and ethical principles pertaining to the provision of patient centered care.
• Mindfulness of the environment, recognizing that one’s professionalism is constantly evaluated by others.
**Reasonable Accommodations under the Americans with Disabilities Act (ADA)**
The College strongly encourages any student who suspects that he or she may have a disability to contact the NDSU Office of Disability Services for guidance concerning the steps that are necessary to document and verify the nature and extent of the disability. Consistent with NDSU and Federal policies, students with documented evidence of disabilities may request reasonable accommodations. However, such requests are not reasonable if they disrupt, are detrimental to and/or endanger patients, students, co-workers and/or instructors, or otherwise cause a fundamental alteration to the program.

**Failing to Meet, Reporting and Adjudicating Technical Competencies**
Applicants and students of the Pharmacy Doctorate professional program who consistently fail to demonstrate the competencies identified above are ineligible for admission or progression in the program. Students who are admitted to the Pharmacy Doctorate professional program and who realize (either through their own efforts or as demonstrated by a licensing board, a preceptor or a faculty member in the program) that they do not (or no longer) consistently demonstrate the requisite technical competencies to be eligible for licensure have an ethical obligation to self-report that information to the College’s administration (i.e., the appropriate department chair, the Senior Associate Dean and/or the Associate Dean for Student Affairs). Once realized (through own awareness or as reported to them by a licensing board, faculty, or preceptor), failure to self-report a consistent lack of technical competencies represents a violation of the Student Conduct Policy (College Policy Manual, Policy 3.01).

**SUBSTANCE MISUSE TESTING POLICY 3.14**
The NDSU College of Health Professions is committed to ensuring safe, healthy learning environments, including both didactic and experiential learning environments, for all of its students. The use of illicit drugs, as well as the overt misuse of alcohol and/or legally prescribed medications (including, but not limited to, mood altering medications) compromise learning environments and are prohibited under College Policy 3.01: Student Conduct Policy and University Policy 155. It is beneficial for all College of Health Professions stakeholders (including its students, faculty, staff, clinical partners, and the patients and families we serve) to establish a testing policy process to ensure the safety and health of these learning environments, as well as to ensure an equitable due process for students who are alleged to partake in substance misuse.

**Basis for Testing**
The College of Health Professions reserves the right to require any student enrolled in one of its preprofessional or professional programs and/or enrolled in any course housed within the College to undergo testing for substance misuse. All testing is coordinated and monitored through the Office of the Associate Dean for Student Affairs and Faculty Development (ADSAFD). All testing must be direct observation, 10 panel (or higher) tests, and must be conducted at a WADA-accredited or SAMHSA-certified laboratory. Per College Policy 3.12: Student File Contents, all test results shall be maintained in a secure location in the Office of the ADSAFD, and may be included in the Student’s Personal File. The default method of analysis will be urinalysis, although the ADSAFD reserves the right to require alternative methods of analysis (for example, blood analysis or hair analysis) where appropriate. Alternative methods (if required) will be disclosed in writing when notifying the student about the need to be tested.

**Nonrandom Testing**
Nonrandom testing for substance misuse may occur as a requirement for entry into clinical sites (per site policies or program-specific experiential education policies), or to fulfill the requirements of sanctions imposed under College Policy 3.01: Student Conduct Policy.

**Reasonable Suspicion Testing**
Incidents or events involving suspected substance misuse by students shall be reported to the ADSAFD using the Reasonable Suspicion Reporting Form. Reasonable suspicion shall be determined using objective evidence (photos, legal documents, or other documentation), reports made by credible sources (law enforcement, clinical site staff, NDSU faculty and staff, etc.), or a combination of these sources. Because it is a violation of University Policy 155 and College Policy 3.01: Student Conduct
Policy to misuse alcohol or prescription medications, or to use illicit drugs, and testing may exonerate the student of an alleged policy violation should the allegation be made falsely, the ADSAFD may exercise discretion in determining what evidence is of sufficient credibility to require testing. A descriptive summary of the evidence will be provided to the student at the time the student is informed of the need to submit to testing.

**Random Testing**  
The College of Health Professions may implement a random substance misuse testing program. Should a random substance misuse testing program be implemented, the parameters of the program must be made freely available on the College of Health Profession’s website, and students must be provided notice of the policy at least 6 months prior to its implementation. No more than 5 percent of the active College of Health Professions student body may be randomly selected for testing in any academic semester. No student will be randomly identified for testing more than once in a single academic year. The random selection of students will be implemented using a computer generated random number generating process, with interval (or other non-weighted) sampling. A summary of that selection process shall be provided to the Dean of the College of Health Professions on an annual basis.

**Testing Process**  
Students who are required to undergo testing will be notified in writing via NDSU email. Upon receiving a request for testing, students are responsible for providing a 10 (or larger) panel, direct observation, drug screen from a reputable, appropriated licensed vendor within 12 business hours of the date and time of the request. The student identified for testing is solely responsible for obtaining his/her own appointment for testing, his/her transportation to the appointment, and paying the costs of these tests. An original copy of the test results must be delivered to the Office of the ADSAFD at the end of the 12 business hour window. Test results that show evidence of a diluted sample will not be accepted, and will not result in additional time in which to submit test results.

**Ramifications for Positive Test Results or Failure to Test in a Timely Manner**  
Students whose test results are positive are subject to sanctions outlined in College Policy 3.01: Student Conduct Policy. Once sanctions are assigned, a student’s rights of due process are also outlined in College Policy 3.01: Student Conduct Policy.

Students who fail to submit an original copy of their test results within the 12 business hour window face additional sanctions under College Policy 3.01: Student Conduct Policy. More specifically, students who fail to provide the required test results within the 12 business hour window will be sanctioned under the presumption that the test results for the substance misuse in question are positive.

**Testing Alternatives**  
Students whose religious, cultural or other practices prohibit them from undergoing a specific type of drug test may request that the ADSAFD require an alternative test, so long as the alternative test is of equal or greater accuracy and precision than the original test required by the ADSAFD. All parameters identified previously apply to the alternative test. In the event that no such test exists, or in the event that students are unable to justify the need for an alternative test, students may be found in violation of College Policy 3.11: Student Technical Standards.

**TECHNOLOGY REQUIREMENTS FOR PHARMACY STUDENTS**

Students are required to purchase an iPad for use in the classroom, Thrifty White Concept Lab, and experiential rotation sites. The Pharmacy program endorses a full size iPad that has 32 GB or higher based upon the amount of memory, sharpness of display, and speed. However, students may choose any current iPad version and size, including previous iPads (5, 6, Air or Pro) since Apple™ has a consistent operating system between devices so that older devices are still compatible when upgrades are made. When making your choice, keep in mind that the iPad will be utilized for a variety of applications including note taking and for testing; the iPad mini may not be an optimal choice for all formats.
Other devices, such as smartphones, android tablets, and/or lap tops cannot be substituted for the iPad requirement. It is important to keep the technology consistent in the learning environment so that all students have the same learning experience. Even though other devices can do some of the same things an iPad can do, all of these devices operate off different platforms. Not all educational apps will work on all platforms and some devices (e.g. smart phone) are not appropriate for some apps (exams). Lastly, apps are designed to work on tablets, not laptops. If you have already purchased a device other than an Apple iPad it may be possible to sell it on Craigslist, eBay, or Amazon so that you may recoup some of your investment.

We highly recommend that iPads be purchased through the NDSU Bookstore. Exclusive arrangements have been made with the NDSU Bookstore to allow students the ability to charge the iPad to their student account. For students with financial aid, the charge will be subtracted from your aid. The NDSU Bookstore has knowledgeable staff including: Brad Sonmor, Dept. Manager, and Justin Hills, Certified Apple Technician. Finally, Bookstore personnel will assist students with any service issues for all iPads purchased from them. Options to purchasing a less expensive iPad include buying a “refurbished” iPad through the online Apple store or purchasing one through Craigslist, eBay, or Amazon.

It is recommended that students also purchase the AppleCare+ Warranty. The cost of the warranty is $69 - $129 for two (2) years and provides technical support and repairs, including coverage for up to two (2) incidents of accidental damage (such as dropping it). See http://store.apple.com/us/product/S4689LL/A/applecare-for-ipad for more information. (Note: If your parents purchase this device for you, their homeowners insurance may cover the iPad, minus the cost of the deductible, in the event it is stolen. You will need to keep track of the device ID in order to report it.) The AppleCare+ Warranty can be purchased from the Bookstore. Again, the NDSU Bookstore will assist students with service issues if the iPad was bought from them.

Students have also found that purchasing an external keyboard is advantageous for taking notes in class. There are several to choose from, some of which are described in this article: https://www.digitaltrends.com/mobile/best-ipad-keyboards/.

Lastly, a word about iPad Apps. Initially, you will “need” only a few Apps, many which are free. At the minimum, you will need:

- An App to take notes in class on your iPad. The iPad comes loaded with “Notes”, which is basically a blank legal pad you can take notes on. Newer versions of the iPad come with “Pages”, Apple’s version of Word. NDSU students can also download Microsoft Office on their iPads for FREE! Check the following for details: https://www.ndsu.edu/its/software/software_licensing_program/microsoft/office_proplus/
- If you want to take notes on a course handout that you’ve downloaded, “iAnnotate” is a fantastic App and worth the $9.99. Another note taking App that is cheaper is Notability for $9.99 that is a white board application for drawing, writing, and note-taking.
- “Adobe Reader” to view PDF documents and also provides annotation options-FREE
- Some textbooks are available as downloads on the iPad as a Kindle, iBook, &/or Nook and you will find electronic books are cheaper than the hardcover new edition. Typically, the Kindle version is the most economical of the three listed. You will need to install the “Kindle” App-FREE
- Blackboard – FREE – and Yuga App which is also FREE to be able to access these sites directly without having to go through Safari.
- High Point Mobile Campus Connection - FREE – https://m.cnd.ndus.edu. You can now view and register for classes, see exam schedules (at institutions where exam schedules are used), view grades, see advisor information, check waitlist status, review student calendars, check their school bills, see the status of your financial aid, and review account activity.
- Responseware (mobile clicker). The App is free to download, licensing is now also free. Watch the ITS site for more information on new licensing program: [https://www.ndsu.edu/its/instructional_services/clickers/student_resources/](https://www.ndsu.edu/its/instructional_services/clickers/student_resources/)
- A medical calculator, such as Calculate by QxMD - FREE or MedCalX - $4.99 (In-App purchase to unlock app).
- Quizlet Flashcards and Study Tools-FREE with option of In-App purchase of Quizlet Plus for $19.99

You may also “want” the following useful Apps at some time during your pharmacy education:
- MedScape - FREE medical resource.
- ePocrates Rx - FREE medical resource.
- LinkedIn - Free professional networking.
- Coach’s Eye – An APP for taking, viewing, and editing video - $4.99
- Some helpful videos are located within the Pharm.D. Student BlackBoard organization in the ‘iPad Apps. See the short "How-to' Videos" folder under Student Resources.

**TERMINATION – RIGHT TO TERMINATE ENROLLMENT POLICY 3.03**

The College of Health Professions reserves the right to terminate the enrollment of any student at any time, if the student demonstrates that he or she is unsuited for a professional career and its inherent responsibilities and obligations. Circumstances that may lead to student termination will include, but not be limited to, violation of state or federal statutes or regulations.

**TUITION**

In 2012 the North Dakota Board of Higher Education approved a differential tuition for the pharmacy professional program which is higher than the standard university tuition rate. Differential tuition is needed to cover the higher costs associated with a professional degree program. This differential tuition does not include other student fees, room and boards, and miscellaneous expenses. As noted earlier, students are expected to complete certain degree requirements including Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) during summer months in addition to the regular academic year. Starting with the fall 2013 semester, students should expect to be charged (and to pay) differential tuition on course credits for all professional program degree requirements regardless of the term in which credits are earned. The amount of differential tuition in an academic term can be found on the NDSU Financial Aid and Scholarships website: [www.ndsu.edu/onestop/accounts/](http://www.ndsu.edu/onestop/accounts/). There is a non-refundable admission deposit fee of $500 for students who have been accepted to the pharmacy program. This fee is to assure their place in the class and will be applied to the differential tuition for the first semester of the professional program.
NDSU ENTRY-LEVEL PHARM. PROGRAM
New Admission Pathway Pre-Pharmacy Curriculum
2019-2020

Two Year Track (4 Semesters + 1 Summer Session; 81 credits which includes 3 cr. for Engl 110)

<table>
<thead>
<tr>
<th>FIRST YEAR (43 credits)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td>Cr</td>
<td><strong>SPRING</strong></td>
</tr>
<tr>
<td>Biol 150/150L, General Biology I/Lab *</td>
<td>3/1</td>
<td>Biol 151/151L, General Biology II/Lab *</td>
</tr>
<tr>
<td>Chem 121, General Chemistry I *</td>
<td>3</td>
<td>Chem 122, General Chemistry II *</td>
</tr>
<tr>
<td>Chem 121L, General Chemistry I Lab</td>
<td>1</td>
<td>Chem 122L, General Chemistry II Lab</td>
</tr>
<tr>
<td>English 120, Comp III *</td>
<td>3</td>
<td>Comm 110, Fundamentals *</td>
</tr>
<tr>
<td>Math 146, Applied Calculus I *</td>
<td>4</td>
<td>Econ 201, Microeconomics *</td>
</tr>
<tr>
<td>CHP 190, Critical Thinking</td>
<td>2</td>
<td>Stat 330, Introductory Statistics *</td>
</tr>
<tr>
<td></td>
<td>17</td>
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</tbody>
</table>

**SUMMER SESSION** - PCAT Exam
Elective – Humanities and Fine Arts, 6 Credits (If not already completed or will take during another semester.)

1 Students who complete English 120 with a “C” or higher will receive credit for English 110 with a passing grade (P).

<table>
<thead>
<tr>
<th>SECOND YEAR (35 credits)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL</strong></td>
<td>Cr</td>
<td><strong>SPRING</strong></td>
</tr>
<tr>
<td>PSCI 300, Pharmaceutical Organic Chemistry</td>
<td>5</td>
<td>PSCI 301, Biochemistry and Molecular Biology for Pharmacists</td>
</tr>
<tr>
<td>Comm 216, Intercultural Comm *</td>
<td>3</td>
<td>PHRM 324, Professionalism in Pharmacy (with Pharmacy Interviews)</td>
</tr>
<tr>
<td>Micr 202/202L or 350/350L *</td>
<td>2/1</td>
<td>Micr 460, Pathogenic Microbiology</td>
</tr>
<tr>
<td>Wellness</td>
<td>2</td>
<td>Phys 211, College Physics I</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

φ Students who complete Microbiology 350 and 350L take an additional two credits of coursework. These students would then complete 19 credits during this semester.

(ALL courses must be completed with at least a grade of “C.”)
**NDSU ENTRY-LEVEL PHARM.D. PROGRAM**

**Pre-Pharmacy Curriculum**

**2019-2020**

Three year track. Allows room for a minor of study. (6 Semesters; 104 credits which includes 3 cr. for Engl 110)

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### FIRST YEAR (33 credits)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Cr</th>
<th>SPRING</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 150/150L, General Biology I/Lab</td>
<td>* 3/1</td>
<td>Biol 151/151L, General Biology II/Lab</td>
<td>* 3/1</td>
</tr>
<tr>
<td>Chem 121, General Chemistry I</td>
<td>* 3</td>
<td>Chem 122, General Chemistry II</td>
<td>* 3</td>
</tr>
<tr>
<td>Chem 121L, General Chemistry I/Lab</td>
<td>1</td>
<td>Chem 122L, General Chemistry II/Lab</td>
<td>1</td>
</tr>
<tr>
<td>English 120, Comp II</td>
<td>* 3</td>
<td>Comm 110, Fundamentals</td>
<td>* 3</td>
</tr>
<tr>
<td>Math 146, Applied Calculus I</td>
<td>* 4</td>
<td>Elective – Humanities &amp; Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>CHP 190, Critical Thinking &amp; Academic Success</td>
<td>2</td>
<td>Wellness</td>
<td>2</td>
</tr>
<tr>
<td>Math 146, Applied Calculus I</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 120, Comp II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 120, Comp II</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 146, Applied Calculus I</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Students with composite ACT scores of 20 or lower must register for English 100 and 110 Fall Semester and take Engl 120 Spring Semester. Students who complete English 120 with a “C” or higher will receive credit for English 110 with a passing grade (P).

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### SECOND YEAR (33 credits)

<table>
<thead>
<tr>
<th>FALL</th>
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<th>SPRING</th>
<th>Cr</th>
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</thead>
<tbody>
<tr>
<td>Chem 341, Organic Chemistry I</td>
<td>* 3</td>
<td>Chem 342, Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Chem 341L, Organic Chemistry I/Lab</td>
<td>1</td>
<td>Econ 201, Microeconomics</td>
<td>* 3</td>
</tr>
<tr>
<td>Comm 216, Intercultural Comm</td>
<td>* 3</td>
<td>Phys 211, College Physics I</td>
<td>3</td>
</tr>
<tr>
<td>Elective – Humanities &amp; Fine Arts</td>
<td>3</td>
<td>Credits towards Minor</td>
<td>3</td>
</tr>
<tr>
<td>Credits towards Minor</td>
<td>17</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Credits towards Minor</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### THIRD YEAR (35 credits)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Cr</th>
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<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bioc 460, Biochemistry I</td>
<td>3</td>
<td>Bioc 461, Biochemistry II</td>
<td>3</td>
</tr>
<tr>
<td>Micr 350/350L or 202/202L</td>
<td>* 3/2</td>
<td>Engl 324 or 325, Upper Division English</td>
<td>3</td>
</tr>
<tr>
<td>Stat 330, Introductory Statistics</td>
<td>* 3</td>
<td>Micr 460, Pathogenic Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>Credits towards Minor</td>
<td>6</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Credits towards Minor</td>
<td>17</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

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*Selected core courses will be used for selection criteria to determine GPA used in calculation for admission to the professional program. These courses must show evidence of letter grade, or other means of demonstrating acceptable competency (i.e. AP - CEEB) and MUST be completed by the end of fall semester prior to the December 31 deadline to apply to the pharmacy program. Remaining courses, which are required and listed in the pre-pharmacy curriculum, MUST be completed by the end of spring term.

(ALL courses must be completed with at least a grade of “C.”)
ADMISSIONS POLICY

The pre-pharmacy curriculum is open to all high school graduates and college transfer students who have not completed the requirements to enter the professional pharmacy program. To enter the pre-pharmacy program the student must qualify for and obtain admission to the University. Applications to NDSU may be obtained from the NDSU Office of Admission.

Admission to the professional pharmacy program is competitive and limited to 85 students each year. Students are selected based upon successful prior academic performance at the time of admission. There are two paths to gain admission into the pharmacy program.

New Early Admission Pathway (EAP) to the Professional Entry-Level Pharm.D. Program

The first is our "early admission" path. This path is designed for high achieving high school students who seek an expedited path to the professional program. Students are selected for this path based on their academic credentials (including high school grade point averages and ACT or SAT scores) at the time they apply to NDSU. Preference is given to North Dakota residents. Supplemental applications are submitted online directly to the Pharmacy Admissions Committee. A nonrefundable $125.00 application fee must accompany the supplemental application. Students are evaluated during the summer before they enroll at NDSU as first year students, and will be offered admission to this path on or before May 15 of that year. Once accepted on this admission path, students must attend NDSU for the entire six-year program. The first year entails standard pre-professional studies. At the conclusion of the first year, students who maintain academic and professional requirements transition into a five-year professional program. During the first year in the professional program, students complete all remaining pre-professional requirements, including an expedited set of courses that prepare them for the final four years of the professional program. Students also complete the Pharmacy College Admissions Test (PCAT) and an on-site interview. Transition into the final four years of the professional program is guaranteed as long as students meet all academic and professional requirements. Students accepted into the “early admissions” path, but who fail to meet all academic and professional requirements, are encouraged to apply to the professional program through the second path described below.

Traditional Admission Pathway to the Professional Entry-Level Pharm.D. Program

The second path is our “traditional” path. Pre-pharmacy students (including transfer students) typically apply for admission to the four-year professional program during the second (or in some cases the third) pre-pharmacy year. Admission to the professional pharmacy program is competitive and limited to the difference between the number of available seats (85) and the number of "early admission" students entering the final four years of the professional program each year. Students are selected based upon successful pre-pharmacy academic performance. Preference is given to North Dakota residents and students who attend NDSU. A cumulative grade point average of 3.0 (4.0 = A) or above is required before an applicant will be evaluated for admission to the professional program. The actual admission cutoff is much higher. The Pharmacy College Admission Test (PCAT) is an admission requirement. Students must take the PCAT during the July or September testing dates. An on-site interview is part of the admission process for the professional program. Supplemental applications are due on or before December 31 for subsequent fall semester admission. Supplemental applications are submitted online directly to the Pharmacy Admissions Committee. A nonrefundable $125.00 application fee must accompany the supplemental application.

Applicants should note that admission to the University does not grant admission to the Entry Level Pharm.D. Program. All students must apply and be formally accepted by the Pharmacy Admission Committee of the School of Pharmacy before they may begin the professional courses in the four years of the pharmacy program.
Students may apply to the School of Pharmacy for admission into the Professional Pharmacy program upon satisfactory completion of the pre-pharmacy program or evidence that this program will be successfully completed at either NDSU or another accredited college prior to admission. Students not previously enrolled at NDSU must apply both to NDSU (with a NDSU Application for Admission) and to the School of Pharmacy (with the Supplemental Pharmacy Application form).

Applications will be reviewed by the Pharmacy Admission Committee, which is composed of administrators, pharmacy practitioners, and pharmacy faculty in the basic, administrative and clinical sciences. The size of each entering professional class is limited by the availability of the resources of the School of Pharmacy and the capacity of the clinical facilities. NDSU is a state supported institution, thus, residents of North Dakota will be given primary consideration. Residents from other states who attend NDSU full time will also be given partial residency preference. A cumulative grade point average of 3.0 (4.0=A) or above is required before an applicant will be evaluated for admission to the Professional Entry Level Pharm.D. Program. The actual admission "cut off" is generally much higher than a 3.0.

**Application Procedures**

1. APPLICATION MATERIALS are available on PharmCAS and should be submitted by December 31. The student is responsible for seeing that ALL application materials are submitted and received by December 31. Applications with materials missing will not be considered for admission. Applications received after December 31 may not be evaluated. Applications submitted after December 31 will be used to fill remaining spots in the professional program if any are available after evaluating those applications submitted prior to the December 31 deadline.

2. APPLICATION FEE – All PharmCAS fees must be paid before your application will be processed. A $125.00 non-refundable application fee is required for admission.

3. If the applicant is not a current or former NDSU student, separate application must be made for admission to NDSU through the NDSU Office of Admission.

4. Official transcripts from all universities and colleges attended must be sent to the NDSU Office of Admission AND to the College of Health Professions. The transcripts must contain the winter quarter or fall semester grades. Students must show transcript evidence that all coursework required by the end of the spring term (courses listed by name and number) will be completed by the end of spring term. The applicant must also supply official transcripts of spring term. It is the responsibility of the applicant to determine that all transcripts and other application materials (supplemental applications and completed PCAT scores) are submitted and updated if incomplete transcripts are initially submitted.

   a. **Note:** NDSU students not enrolled in the pre-pharmacy major must contact the Office of Registration & Records to request their transcripts be forwarded to the School of Pharmacy.

5. The Pharmacy College Admission Test (PCAT) is required. Completed scores must be sent to the Chair of the Pharmacy Admission Committee. For information on the PCAT, contact us at 701-231-7601. The School of Pharmacy requires that students take the PCAT in July, September, October or November 2018 as their most recent exam. We will accept PCAT scores back three years (July 2015 to November 2018). The web address for the PCAT is [www.pcatweb.info](http://www.pcatweb.info).

6. All courses must be completed with at least a grade of "C." Selected core courses, indicated by an asterisk (*) must be completed by the end of fall semester prior to the December 31 deadline date to apply to the pharmacy program. Remaining courses, which are required and listed in the pre-pharmacy curriculum, MUST be completed by the end of spring term. The only exceptions are the electives which may be completed during the summer (up to six credits).

7. An interview on campus is part of the evaluation process for students who receive final consideration for admission.
Notification of Acceptance

1. Applicants are notified of their acceptance as rapidly as admission decisions are made.
2. Acceptance Deposit: Applicants who are offered a position into the entry-level Professional Pharm.D. program are required to submit a non-refundable deposit fee of $500.00 to the School of Pharmacy to assure a place in the class. This deposit is typically due within 30 days of receipt of an admission letter. This fee will be applied to the differential tuition for the first semester of the professional program.
3. Differential Tuition. In 2012 the North Dakota Board of Higher Education approved a differential tuition for the pharmacy professional program which is higher than the standard university tuition rate. Differential tuition is needed to cover the higher costs associated with a professional degree program. This differential tuition does not include other student fees, room and boards, and miscellaneous expenses. As noted earlier, students are expected to complete certain degree requirements including Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) during summer months in addition to the regular academic year. Starting with the fall 2013 semester, students should expect to be charged (and to pay) differential tuition on course credits for all professional program degree requirements regardless of the term in which credits are earned. The amount of differential tuition in an academic term can be found on the NDSU Financial Aid and Scholarships website: www.ndsu.edu/onestop/accounts/.
4. An additional $100 fee is required. It will be applied to the first year annual fee for registration as a Pharmacy Student Intern in North Dakota, with the North Dakota Board of Pharmacy. Note: this $100 annual fee for licensure as a student intern is required by the North Dakota Board of Pharmacy for four years of enrollment in the professional program. Once a student is accepted into the professional pharmacy program, he or she is expected to continuously hold a valid North Dakota Pharmacy Intern license for the entirety of their professional program.

Reapplication

A student who has made application to the professional program but is not accepted, who fails to enroll after being accepted or who was unsuccessful in the Early Admissions Pathway program (EAP), may reapply for admission to the professional program. Students are allowed to apply to the program twice (including the EAP). Regardless of whether or not a student meets the eligibility requirements, once a student pays the pharmacy application fee, that application officially counts toward the limit of two attempts. All academic and admission requirements in force at the time of his/her reapplication must be met.

PLEASE NOTE

The faculty reserve the right to change rules and regulations including those relating to admission, instruction and graduation. Such changes may apply to prospective students, as well as students already enrolled. Changes will be shared with students in a timely manner. However, it is the responsibility of the student to periodically contact their adviser or the Dean’s Office to obtain current policies.

For further information, forward inquiries to the Chair of the Pharmacy Admission Committee, School of Pharmacy, College of Health Professions, North Dakota State University, Dept. 2650, PO Box 6050, Fargo, ND 58108.
This document defines the ability-based outcomes, or what students will be able to do upon completion of the Doctor of Pharmacy curriculum at North Dakota State University School of Pharmacy. The educational outcomes reflect competencies essential for an *entry-level pharmacist in any setting* to practice collaboratively as a member of an interprofessional team, provide patient-centered care, contribute to the health of diverse patient populations, demonstrate leadership, and effectively manage a complex work environment. A glossary of terms used in this document can be found in Table 1.

### Domain 1. Foundational Knowledge

Students will be able to develop, integrate, and apply knowledge from the foundational sciences (biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to explain drug action, solve therapeutic problems, evaluate scientific literature, and advance population health and patient-centered care.

**Specific Competencies:**

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

1.2 Apply knowledge in foundational sciences to solve therapeutic problems and advance patient centered care.

1.3 Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.

1.4 Demonstrate an understanding of scientific research and discovery.

1.5 Identify and critically analyze 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

Students will be able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

**Specific Competencies**

2.1.1 Collect and interpret subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease.

2.1.2 Prioritize patient health-related needs.

2.1.3 Formulate assessments and implement evidence based care plans and recommendations. Monitor the patient and adjust care plan as needed.

2.1.5 Document patient care related activities.

#### 2.2 Medication use systems management

Students will be able to manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

**Specific Competencies:**

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

2.2.2 Identify and utilize resources to optimize the safety and efficacy of medication use systems.

2.2.3 Manage medication use systems during patients’ transitions of care.

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

2.2.5 Utilize continuous quality improvement techniques in the medication use process.

2.2.6 Accurately select, prepare, and dispense medications (prescriptions, non-prescription, sterile, and non-sterile dosage forms).
### 2.3 Health and Wellness

Students will be able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

**Specific Competencies:**

- 2.3.1 Deliver 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 Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.

### 2.4 Population-based Care

Students will be able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.

**Specific Competencies:**

- 2.4.1 Assess the healthcare status and needs of a targeted patient population.
- 2.4.2 Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.
- 2.4.3 Participate in population health management by evaluating and adjusting interventions to maximize health.

### Domain 3. Approach to Practice and Care

#### 3.1 Problem Solving

Students will be able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution while considering ethical, legal, and cultural dimensions.

**Specific Competencies:**

- 3.1.1 Identify and define the primary problem.
- 3.1.2 Define goals and alternative goals.
- 3.1.3 Within the context of the problem, explore multiple solutions by organizing, prioritizing, and defending each possible solution.
- 3.1.4 Identify possible positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
- 3.1.5 Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.
- 3.1.6 Reflect on the solution implemented and evaluate its effects to improve future performance.

#### 3.2 Education

Students will be able to educate all audiences (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators) by determining the most effective and enduring ways to impart information and assess learning.

**Specific Competencies:**

- 3.2.1 Assess the need for pharmacist-delivered education.
- 3.2.2 Retrieve, analyze, and interpret the professional, lay, and scientific literature to effectively communicate information to a specific audience.
- 3.2.3 Select the most effective techniques/strategies to achieve learning objectives for education given to a specific audience.
- 3.2.4 Deliver the education to the intended audience.
- 3.2.5 Assess audience comprehension to ensure effective instruction/education was achieved.
### 3.3 Patient Advocacy
Students will be able to represent the patients’ best interests.

**Specific Competencies:**

- 3.3.1 Empower patients to take responsibility for, and control of, their health.
- 3.3.2 Assist patients in obtaining the resources and care required in an efficient and cost-effective manner.

### 3.4 Interprofessional Collaboration
Students will be able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and shared values to meet patient care needs.

**Specific Competencies:**

- 3.4.1 Establish a climate of accountability, mutual respect, and shared values with members of the interprofessional team to meet patient and population care needs.
- 3.4.2 Incorporate the knowledge, skills, and abilities of each member of the interprofessional team to provide care that is safe, timely, efficient, effective, and equitable.
- 3.4.3 Communicate in a manner that values team based decision making and shows respect for contributions from other areas of expertise.

### 3.5 Cultural Sensitivity
Students will be able to identify and appropriately adjust the content and delivery of pharmacy services based on the unique socio-cultural characteristics of the patient receiving care.

**Specific Competencies**

- 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 Appropriately incorporate patients’ cultural beliefs and practices into patient care.

### 3.6 Communication
Students will be able to effectively communicate using verbal, nonverbal, and written methods when interacting with individuals, groups, and organizations.

**Specific Competencies:**

- 3.6.1 Demonstrate effective interpersonal skills when interacting with others to establish rapport and build trusting relationships.
- 3.6.2 Actively listen and ask appropriate open and closed-ended questions to gather information.
- 3.6.3 Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
- 3.6.4 Communicate assertively, persuasively, confidently, and clearly.
- 3.6.5 Use available technology and other media to assist with communication as appropriate.
- 3.6.6 Elicit feedback, validating understanding of communication.
### Domain 4. Personal and Professional Development

#### 4.1 Self-Awareness
Students will be able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

**Specific Competencies:**

- **4.1.1** Demonstrate motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.
- **4.1.2** Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
- **4.1.3** Demonstrate constructive coping strategies to manage stress and conflict.
- **4.1.4** Demonstrate flexibility and maturity in adjusting to change.
- **4.1.5** Recognize ambiguity is part of healthcare and respond by utilizing appropriate resources in dealing with uncertainty.
- **4.1.6** Demonstrate self-confidence when working with patients, families, and members of the healthcare team.

#### 4.2 Leadership
Students will be able to demonstrate responsibility for creating and achieving shared goals, regardless of position

**Specific Competencies:**

- **4.2.1** Identify the history (e.g., successes and challenges) of a situation/organization before implementing changes.
- **4.2.2** Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.
- **4.2.3** Persuasively communicate goals to stakeholders to help build consensus.
- **4.2.4** Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

#### 4.3 Innovation & Entrepreneurship
Students will be able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**Specific Competencies:**

- **4.3.1** Demonstrate initiative and creative decision making when confronted with novel problems or challenges.
- **4.3.2** Develop new ideas and approaches to improve quality.

#### 4.4 Professionalism
Students will exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society.

**Specific Competencies:**

- **4.4.1** Demonstrate empathy, compassion, integrity, and respect for others.
- **4.4.2** Demonstrate preparation, initiative, and accountability consistent with a commitment to excellence.
- **4.4.3** Demonstrate a commitment to legal and ethical principles pertaining to provision of patient centered care, including compliance with relevant laws, policies, and regulations.
- **4.4.4** Demonstrate mindfulness of the environment, recognizing that one’s professionalism is constantly evaluated by others.
- **4.4.5** Actively participate in the profession and broader community.

± See Appendix I. for examples

ϕ See Appendix II for examples

Approved: 9/2007
Source: Curriculum Committee; Pharm.D. Instructional Faculty Meeting
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
<th>Reference(s)</th>
</tr>
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<tbody>
<tr>
<td>Strategies</td>
<td></td>
<td></td>
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</tbody>
</table>
### 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:
1. Persisting
2. Managing impulsivity
3. Listening with understanding and empathy
4. Thinking flexibly
5. Thinking about your thinking, emotions, and biases
6. Striving for accuracy
7. Questioning with critical curiosity; problem posing
8. Applying past knowledge to new situations
9. Thinking and communicating with clarity and precision
10. Attentively gathering data through all senses
11. Creating, imagining and innovating
12. Responding with wonderment and awe
13. Taking responsible risks
14. Finding humor
15. Thinking interdependently
16. Remaining open to continuous learning

| Health literacy | One of the social determinants of health referring to the degree to which an individual can obtain and process basic health information to understand and make appropriate health decisions. | 1. Consumer Health Informatics Research Resources (CHIRr). Available at: [www.chirr.nlm.nih.gov/health-literacy](http://www.chirr.nlm.nih.gov/health-literacy), Accessed June 2013. |
| Interprofessional | Two or more professions working together collaboratively. Interprofessional is contrasted with the term interdisciplinary, which focuses on when two or more fields within the same profession interact. | 1. World Health Organization (WHO). Framework for action on interprofessional education & collaborative practice. Available at: [http://www.who.int/hrh/resources/framework_action/en/](http://www.who.int/hrh/resources/framework_action/en/), Accessed June 2013.  
| Leadership | Leadership involves inspiring others. It is a function of knowing yourself, creating a culture of trust and open communication, having a vision that is well communicated, empowering others, taking a broad view of situations, and forming strategic alliances. | 1. Bennis, W. *On Becoming a Leader.* Reading, MA: Addison-Wesley Publishing Company; 1995.  
<p>| Medication Use System | A complex process comprised of medication prescribing, order processing, dispensing, administration, and effects monitoring (e.g., intended or unintended effects). | 1. Institute for Safe Medication Practices. Available at: <a href="http://www.ismp.org/faq.asp#Question_3">http://www.ismp.org/faq.asp#Question_3</a>, Accessed May 2013. |</p>
<table>
<thead>
<tr>
<th>Metacognition</th>
<th>Knowledge about one’s own thinking processes and consciously planning, monitoring, and evaluating learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objective</td>
<td>Brief and specific statements that indicate what learners are expected to know or be able to do after taking part in an educational activity. Objectives may be cognitive, affective, or psychomotor.</td>
</tr>
<tr>
<td>Learning (Educational) Outcome</td>
<td>Statements that describe what a learner should be able to do at the end of a program.</td>
</tr>
<tr>
<td>Patient-centered Care</td>
<td>Any care that is respectful of and responsive to individual patient preferences, needs, and values, and ensures that patient values guide all clinical decisions.</td>
</tr>
<tr>
<td>Pharmaceutical Sciences</td>
<td>The integrative science disciplines (e.g., pharmaceutics, pharmacokinetics, pharmacology, toxicology, and medicinal chemistry) taught in the professional pharmacy curriculum that, collectively explain drug actions. The pharmaceutical sciences build on principles introduced in the preprofessional (chemistry, physics, biology) and biomedical (anatomy, physiology, biochemistry) sciences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population-based Care</td>
<td>A comprehensive 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.</td>
<td>1. Association of American Medical Colleges (AAMC), Medical Informatics Panel and the Population Health Perspective Panel. Contemporary issues in medical informatics and population health: report II of the Medical School Objectives Project. <em>Acad Med.</em> 1999;74:130-141.</td>
</tr>
<tr>
<td>Social Determinants of Health</td>
<td>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.</td>
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<td>-----------------------------</td>
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<tr>
<td>Transitions of Care</td>
<td>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.</td>
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</tr>
</tbody>
</table>
Educational Outcome 4.1 Self-Awareness
Students will be able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

<table>
<thead>
<tr>
<th>Specific Competencies</th>
<th>Student Examples</th>
</tr>
</thead>
</table>
| **4.1.1** Demonstrate motivation, attention, and interest (e.g. habits of mind) during learning and work-related activities. | (a) Approach tasks with a genuine desire to learn.  
(b) Facilitates learning in others.  
(c) Demonstrates self-direction in completing tasks after initial instructions are given.  
(d) Recognizes that learning from one’s mistakes is a necessary part of the learning process.  
(e) Demonstrates curiosity to explore higher level learning. |
| **4.1.2** Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth. | (a) Engages in the practice of reflection for personal and professional improvement.  
(b) Demonstrates awareness of own limitations & need for improvement.  
(c) Sets goals for Continuing Professional Development (CPD) and initiates self-improvement/educational activities.  
(d) Seeks opportunities to stimulate professional growth and learning.  
(e) Takes the initiative to gain an understanding of up-to-date information on new developments and best practices through evidence based medicine. |
| **4.1.3** Demonstrate constructive coping strategies to manage stress and conflict. | (a) Manages time wisely.  
(b) Balances educational, personal and professional activities.  
(c) Demonstrates appropriate conduct amidst adverse circumstances (e.g., maintains personal control, avoids passive-aggressive behavior & inappropriate non-verbal body language).  
(d) Recognizes that stressful situations are resolved by breaking the situation down into smaller, more manageable components.  
(e) Anticipates obstacles and thinks ahead about next steps.  
(f) Recognizes that practice and experience will alleviate anxiety in stressful situations. |
| **4.1.4** Demonstrate flexibility and maturity in adjusting to change with the capacity to alter one’s behavior. | (a) Adapts to changes caused by varying circumstances.  
(b) Prioritizes and re-prioritizes activities in response to change, challenges, or demands.  
(c) Seeks, accepts, and applies constructive feedback for improvement.  
(d) Demonstrates ability to modify strategies as needed to achieve desired outcomes.  
(e) Recognizes when to ask for help and seeks assistance |
## Appendix I. Self-Awareness Examples (cont.)

<table>
<thead>
<tr>
<th>Specific Competencies</th>
<th>Student Examples</th>
</tr>
</thead>
</table>
| 4.1.5 Recognize ambiguity is part of healthcare and respond by utilizing appropriate resources in dealing with uncertainty. | (a) Rapidly identifies, acquires collects, and weighs the importance of available information to solve problems.  
(b) Makes decisions based upon analysis of existing information and applied knowledge.  
(c) Rapidly acquires new information and applies knowledge to analyze issues.  
(d) Values input and expertise from others.  
(e) Demonstrates the ability to customize and adapt evidence based guidelines to the individual patient in question.  
(f) Recognizes there may be multiple reasonable solutions to patient care problems based upon evidence based medicine, experience, and intuition. |
| 4.1.6 Demonstrate self-confidence when working with patients, families, and members of the healthcare team. | (a) Maintains eye contact while speaking and listening to patient.  
(b) Demonstrates active listening skills when interacting with members of the healthcare team.  
(c) Contributes information and knowledge in a self-assured, yet courteous manner.  
(d) Displays a willingness and ability to efficiently communicate knowledge based on academic level.  
(e) Displays an ability to discuss personal shortcomings or failures without losing faith in his/her own competence. |
## Educational Outcome 4.4 Professionalism
Students will exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society.

<table>
<thead>
<tr>
<th>Specific Competencies</th>
<th>Examples of Student Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.4.1</td>
<td>(a) Demonstrates awareness of and sensitivity to needs of colleagues, staff, and faculty. (b) Demonstrates sensitivity to others based on differences in age, gender, culture, race, socioeconomic level, religious beliefs, sexual orientation, etc. (c) Tactfully questions policies, procedures, and practices. (d) Answers questions truthfully and tactfully. (e) Respects physical property and environment. (f) Demonstrates a considerate attitude towards faculty &amp; fellow students in class (e.g., arrives on time, does not disrupt class, does not use electronic devices inappropriately, etc.) and co-curricular activities. (g) Refers to other disciplines and professions in a positive manner and treats them with dignity. (h) Appropriately addresses patients, colleagues, team members, faculty, and staff. (i) Relates and responds to patients in a caring and compassionate manner. (j) Recognizes, accepts, and patiently endures inconveniences to meet the needs of patients. (k) Maintains an open, approachable manner. (l) Demonstrates honesty in academic endeavors and interactions with others.</td>
</tr>
<tr>
<td>4.4.2</td>
<td>(a) Strives for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors. (CAPE 4.1.6 (b) Seeks, accepts, and applies constructive feedback and criticism &amp; then modifies behavior accordingly. (c) Accountable for deadlines; completes assignments and tasks on time. (d) Reads &amp; responds to emails, correspondence, &amp; communication within 72 hours or less. (e) Comes to class prepared for discussion and/or with homework completed. (f) Comes to rotations prepared for patient care experiences, and reviews information as needed. (g) Takes responsibility for actions and performance of self and those who report to you. (h) Provides constructive feedback to colleagues with intention to help and educate. (i) Takes responsibility for appropriate share of team work. (j) Provides colleagues and team members with information that is accurate, timely, and organized.</td>
</tr>
</tbody>
</table>
### Specific Competencies

| 4.4.3 | Demonstrate a commitment to legal and ethical principles pertaining to provision of patient centered care, including compliance with relevant laws, policies, and regulations. | (a) Protects patient identity and confidential information.  
(b) Develops appropriate relationship with patients and other members of the healthcare team for optimal care while maintaining professional boundaries.  
(c) Adheres to practice standards as identified by state & federal law.  
(d) Adheres to institution specific policy & procedures.  
(e) Adheres to the Student Academic & Conduct Standards Policy 3.01. |
| 4.4.4 | Demonstrate mindfulness of the environment, recognizing that one’s professionalism is constantly evaluated by others. | (a) Presents self in a professional manner (e.g., demeanor, dress, hygiene).  
(b) Utilizes caution & prudence when disclosing personal or private information in a public forum, including social media.  
(c) Intervenes when others are demonstrating behaviors counter to the principles of professionalism.  
(d) Accepts constructive feedback & criticism relative to professional behavior and modifies behavior accordingly. |
| 4.4.5 | Actively participate in the profession and broader community. | (a) Actively participates and engages in school organizations &/or other worthwhile endeavors in the pharmacy profession.  
(b) Serves society by using expertise to solve problems (PAT)  
(c) Recognizes & acts on his/her responsibilities to society; locally, nationally, and globally (Acad Med 2013).  
(d) Advocates for underserved populations and those who can’t advocate for themselves. |
NDSU SCHOOL OF PHARMACY CO-CURRICULUM
2019-2020

Standard
Students in the professional PharmD program shall fulfill all co-curricular requirements within the specified time frame.

Rationale
Learning alongside the formal curriculum allows for exposure and collaboration with other disciplines and is essential to develop the knowledge, skills, and abilities, behaviors, and attitudes necessary to be a team-ready and practice-ready pharmacist.

Description
"Co-curricular activities complement, augment, and/or advance learning that occurs within the formal professional didactic and experiential curriculum" (ACPE Standards 2016, Guidance 4b). The co-curriculum consists of experiences mapping to program level Ability-Based Outcomes and ACPE Standards 3, 4, and 12. Organized by professional year and a particular area of focus, the co-curriculum includes required experiences as well as elective opportunities, which students may choose from based upon their interests, experience, and professional goals. Co-curricular requirements may vary year-to-year depending upon availability and curriculum changes. Students will be informed of co-curricular requirements and deadlines at the beginning of each academic year.

1. Students must fulfill all co-curricular requirements to be in good academic and professional standing. Students who fail to comply with all co-curricular requirements by the due date will be reported to the School of Pharmacy Senior Associate Dean (who shall serve as the Co-Curriculum Director) and receive a Professionalism Infraction. Students are allowed a one week grace-period after the due date to satisfy all co-curricular requirements. Failure to comply with all co-curricular requirements after the one week grace-period will be treated as a "course failure".

2. Required co-curricular experiences align with curricular content taught in that professional year and focus on essential knowledge, skills, abilities, behaviors, and attitudes necessary to be a self-aware, team-ready, and practice-ready pharmacist.

3. Elective co-curricular experiences consist of a menu of opportunities that students may choose from based upon their interests, experience, and professional goals.
   a. Students are encouraged to select elective activities that will enhance their development as a pharmacist and growth in a particular area. Faculty advisors can assist students in making selections.
   b. Although a co-curricular activity may map to more than one ACPE Standard and Ability-Based Outcome, it may only be used once to fulfill program requirements.
   c. Not all elective activities will be available each semester or year depending upon the sponsoring agency or organization.
   d. Students wishing to add a co-curricular activity to the menu of electives should contact the Co-Curriculum Director PRIOR to the activity to discuss justification for inclusion. The student will work with the Director to devise learning outcomes for the activity to ensure it meets the definition for co-curriculum and can be adequately assessed. Requests must be approved PRIOR to the student’s completion of the co-curricular activity, which may take up to 4 weeks. Therefore, students are encouraged to plan ahead.

Student Process
1. Credit for all co-curricular experiences is given provided the student fulfills the activity in its entirety and uploads the required artifact to their Blackboard e-Portfolio by the specified due date.

2. If the experience is an elective, complete the ‘Co-Curricular Elective Experience Tracking Form as soon as possible after the experience and upload it into their personal Blackboard e-Portfolio.
3. Conduct an end of semester self-assessment of learning related to the co-curriculum focus area using the guided reflection prompts:
   a. What was/were your learning objectives for the co-curriculum focus area at the beginning of the semester?
   b. In what ways has your knowledge or skills in this focus area been advanced this semester or year from the co-curriculum experiences?
   c. How might your involvement in these co-curricular experiences prepare you for future practice?
   d. What learning is still necessary for you to achieve your learning objectives in this focus area?
   e. Based upon your self-assessment, identify at least one learning objective pertaining to this co-curricular focus area that you will continue to work on and a plan to further develop that area.

4. Write a reflection from #3 above, making sure to include all guided reflection prompts (a. – e.) and upload it to your e-Portfolio by the due date. Reflections and fulfillment of Co-Curricular requirements will be assessed using the Reflection Paper and e-Portfolio Grading Rubric.

5. Complete all requirements in your Co-Curriculum e-Portfolio, upload it to Blackboard, and share it with your advisor by the due date.

6. Arrange a time to meet with your faculty advisor prior to the end of the semester to discuss your professional growth.

7. Students who are out of sequence or graduating later than originally intended will be informed of co-curricular expectations by the Co-Curriculum Director.

**PHARMACY COURSE DESCRIPTIONS (INCLUDES PRE-REQUISITES)**

**College of Health Professions (CHP):**

**CHP 400. Interprofessional Health Care Practice. 3 Credits.**
This course is designed for pharmacy, nursing, allied sciences, and other allied health students focusing on the necessary knowledge, skills, and attitudes to function as an effective member of the health care team. PRE-REQ: [PHRM 355](#) for Pharmacy students (with a grade of Pass). Cross-listed with HNES.

**Pharmaceutical Sciences (PSCI)**

**PSCI 367. Pharmaceutical Calculations. 1 Credit.**
Qualitative and quantitative principles encompassing calculations performed by pharmacists in traditional and specialized practice settings. Scope includes computations related to prescriptions and medication orders. PRE-REQ: Admission to professional pharmacy program.

**PSCI 368. Pharmaceutics I. 3 Credits.**
Quantitative and theoretical principles of science applied to the design, preparation, evaluation, use, and therapeutic limitations of various pharmaceutical dosage forms. Biological and physiochemical principles that govern the absorption, distribution, metabolism, and excretion of drug dosage forms in humans. PRE-REQ: Admission to professional pharmacy program.

**PSCI 369. Pharmaceutics II. 2 Credits.**
Quantitative and theoretical principles of science applied to the design, preparation, evaluation, use, and therapeutic limitations of various pharmaceutical dosage forms. Biological and physiochemical principles that govern the absorption of drug dosage forms.
PRE-REQ: Admission to professional pharmacy program.

**PSCI 410. Pharmaceutical Biotechnology. 2 Credits.**
Current and future biotechnologies in drug discovery, design, and production. Diagnostic technologies for individualized patient therapies.
PRE-REQ: Admission to professional pharmacy program. (Also offered for graduate credit - see [PSCI 610](#)).

**PSCI 411. Principles of Pharmacokinetics and Pharmacodynamics. 3 Credits.**
Basic chemical, biochemical and pharmacological principles applied to the study of therapeutic agents; pharmacologic properties of drugs that affect their ADME and therapeutic effects. 
PRE-REQ: BIOC 460, BIOC 461, CHEM 341, CHEM 342 all with a grade of C or higher. (Also offered for graduate credit - see PSCI 611.)

PSCI 412. Chemotherapeutic/Infectious Disease Pharmacodynamics. 3 Credits. 
Pharmacologic and therapeutic properties of chemotherapeutic agents and anti-infective drugs. 
PRE-REQ: PSCI 411 with a grade of C or higher. (Also offered for graduate credit - see PSCI 612.)

PSCI 413. Endocrine/Respiratory/GI Pharmacodynamics. 3 Credits. 
The pharmacological properties and therapeutic uses of therapeutic agents for the treatment of disorders of the endocrine and GI systems, autonomic nervous system, and anti-inflammation agents, will be covered in this course. 
PRE-REQ: PHRM 340, PHRM 341, PSCI 411 all with a grade of C or higher. (Also offered for graduate credit - see PSCI 613.)

PSCI 414. Cardiovascular Pharmacodynamics. 3 Credits. 
Pharmacologic properties of drugs used in the treatment of cardiovascular disorders. 
PRE-REQ: PHRM 340 and PSCI 411 both with a grade of C or higher. (Also offered for graduate credit - see PSCI 614.)

PSCI 415. Neuropsychiatry Pharmacodynamics. 3 Credits. 
Pharmacological properties of therapeutic agents used in the treatment of central nervous system disorders. 
PRE-REQ: PHRM 341 and PSCI 411 both with a grade of C or higher. (Also offered for graduate credit – see PSCI 615.)

PSCI 417. Pharmacogenomics. 2 Credits. 
This course provides students with a broad perspective on the emergence of pharmacogenomics as a new field and the potential role of pharmacogenomics in future clinical therapeutics and drug design. 
PRE-REQ: Admission to professional pharmacy program. (Also offered for graduate credit - see PSCI 617.)

PSCI 470. Pharmacokinetics. 3 Credits. 
Concepts and mathematical techniques for describing the time course of drugs in biological systems. 
PRE-REQ: PSCI 411 with a grade of C or higher. (Also offered for graduate credit - see PSCI 670.)

Pharmacy Practice (PHRM)

PHRM 340. Pathophysiology I. 4 Credits. 
Comprehensive study of the normal and abnormal physiological processes and the mechanisms important to the understanding of pharmacology and drug therapy. 
PRE-REQ: Admission to professional pharmacy program.

PHRM 341. Pathophysiology II. 3 Credits. 
Normal and abnormal physiological processes and the mechanisms important to the understanding of pharmacology and drug therapy. 
PRE-REQ: Admission to professional pharmacy program.

PHRM 350. Introduction to Pharmacy Practice. 2 Credits. 
Issues related to pharmacy practice, patient medication counseling, retrieval of drug information, cultural competency, health literacy, pharmaceutical care plans, and evaluating adverse drug reactions/interactions are discussed. 
PRE-REQ: Admission to professional pharmacy program.

PHRM 351L. Pharmacy Practice Laboratory I. 2 Credits. 
Through hands on application, students will develop competence in pharmaceutical care, pharmacy calculations, prescription dispensing and consultation, and compounding nonsterile and sterile products. 
PRE-REQ: Admission to professional pharmacy program.

PHRM 352. Introduction to Health Care Systems. 2 Credits. 
Pharmacy students will be introduced to health professions, health care delivery systems, financing, access, quality, and economic issues. 
PRE-REQ: Admission to professional pharmacy program.
PHRM 355. Introductory Pharmacy Practice Experience I: Introduction to Institutional Pharmacy Practice. 3 Credits.
IPPE I is designed to be an introduction to institution based pharmacy practice. This course consists of a 3 week and 120 hour, unpaid, supervised pharmacy practice experience in an institutional pharmacy setting and required reflections. Pass/Fail grading.
PRE-REQ: PSCI 367, 368, 369, 410, 411, 412, 470, PHRM 340, 341, 350, 351L, 352, MICRO 470 all with a grade of C or higher.

PHRM 400. Top Drugs I. 1 Credit.
Introduction to basic knowledge necessary for success in the professional pharmacy curriculum and in the practice of pharmacy.
PRE-REQ: PHRM 351L with a grade of C or higher.

PHRM 450. Self Care. 3 Credits.
Course designed to provide pharmacy students with the knowledge, skills, and practical tools necessary to provide self care recommendations to patients, physicians, nurses, and other allied health care professionals.
PRE-REQ: PHRM 340, PHRM 341 both with a grade of C or higher.

PHRM 452L. Pharmacy Practice Laboratory II. 2 Credits.
Through hands on application, students will develop competence in pharmaceutical care, pharmacy calculations, prescription dispensing and consultation, compounding nonsterile and sterile products, long term care, and self-care.
PRE-REQ: PHRM 351L with a grade of C or higher.

PHRM 455. Introductory Pharmacy Practice Experience II: Introduction to Community Pharmacy Practice. 4 Credits.
IPPE II is designed to be an introduction to community based pharmacy practice. This course consists of a 4 week, 160 hour, unpaid, supervised pharmacy practice experience in a community pharmacy setting and required reflections. Pass/Fail grading.
PRE-REQ: Successful completion of first professional year coursework, PHRM 400, PHRM 450, PHRM 452L, PHRM 565 all with a grade of C or higher.

PHRM 475. Pharmacy Practice Management. 3 Credits.
This course introduces students to management techniques applicable to the contemporary practice of pharmacy in community and institutional settings.
PRE-REQ: PHRM 350, PHRM 352, PHRM 452L all with a grade of C or higher.

PHRM 480. Drug Literature Evaluation. 3 Credits.
The goals of this course are to achieve a thorough understanding of the structure of the literature and its inherent strengths and weaknesses, such that the student may evaluate scientific studies and utilize the literature to support a point of view.
PRE-REQ: Admission to professional pharmacy program.

PHRM 500, Top Drugs II. 1 Credit.
Students will build on drug knowledge they have obtained from Phrm 400 to be successful in the practice of pharmacy.
PRE-REQ. PHRM 400 with a grade of C or higher.

PHRM 520. Special Populations. 3 Credits.
Focused on providing pharmaceutical care for a variety of populations including men, women, pediatric and geriatric patients.
PRE-REQ: PHRM 532, PHRM 537, PHRM 538 all with a grade of C or higher. {Also available for graduate credit - See PHRM 620.}.

PHRM 532. Infectious Disease. 3 Credits.
This course is a clinical, patient-oriented approach to infectious disease. The instructors will review antimicrobial agents combined with specific infectious disease processes and therapies to help the students make appropriate judgments on infectious disease problems.
PRE-REQ: MICR 470, PSCI 412 both with a grade of C or higher. {Also offered for graduate credit - see PHRM 632.}. 
PHRM 534. Rheumatology/Endocrinology/Gastrointestinal. 3 Credits.
Pharmacotherapy of disorders involving the musculoskeletal, endocrine, and gastrointestinal systems.
PRE-REQ: PSCI 413 with a grade of C or higher.

PHRM 535. Hematology and Oncology. 3 Credits.
This course provides a framework for understanding the role molecular biology plays in the pathophysiology and treatment of the most prevalent oncologic and hematologic malignancies, as well as benign and drug-induced hematologic conditions. Students will apply evidence-based principles in assessing/monitoring appropriate therapy for these patients.
PRE-REQ: PSCI 410, PSCI 412 both with a grade of C or higher.

PHRM 536. Neurology & Psychiatry Pharmacotherapy. 3 Credits.
The course will focus on the principles, selection and management of pharmacotherapy for the major psychiatric and neurologic diseases. Learning methods will include face-to-face lecture, in-class discussion, small group activities, and case formulations.
PRE-REQ: PSCI 415 with a grade of C or higher. (Also offered for graduate credit - see PHRM 636.)

PHRM 537. Renal Disease/Fluid and Electrolytes. 2 Credits.
This course focuses on pathophysiology and pharmacotherapy of major renal diseases including fluid and electrolyte disorders, acid/base balance, and renal replacement therapy. Emphasis is placed upon application of knowledge to patient care situations and the mastery of pharmacotherapy.
PRE-REQ: PSCI 414 with a grade of C or higher.

PHRM 538. PTDI: Cardiovascular and Pulmonary Diseases. 4 Credits.
PRE-REQ: PSCI 413, PSCI 414 both with a grade of C or higher.

PHRM 540. Public Health for Pharmacists. 3 Credits.
Pharmacy students will be introduced to public health services, health disparities, emergency preparedness, epidemiology, behavioral health, health promotion, and global health.
PRE-REQ: PHRM 352 with a grade of C or higher.

PHRM 545L, Pharmacotherapy Laboratory. 1 Credit.
This is a problem-based and skills-based laboratory integrating the pathophysiology, pharmacology, and therapeutic aspects of various diseases in order to prepare learners to make sound therapeutic decisions and provide clinical rationale during the pharmacist's patient care process. The class activities are designed as a team-based approach.
PRE-REQ: PHRM 450, PHRM 532, PHRM 534, PHRM 538 all with a grade of C or higher, AND, CO-REQ: PHRM 536, PHRM 537.

PHRM 551L. Pharmacy Practice Laboratory III. 2 Credits.
This course focuses on pharmaceutical care, pharmacy calculations, prescription consultation, compounding nonsterile and sterile products, and disease state management.
PRE-REQ: PHRM 452L with a grade of C or higher.

PHRM 552L. Pharmacy Practice Laboratory IV. 2 Credits.
Coursework will assist Doctor of Pharmacy candidates to develop competence in recognizing, analyzing, and resolving drug related problems; providing accurate drug information and education; promoting public health and managing a patient oriented pharmacy practice.
CO-REQ: PHRM 580; PRE-REQ: PHRM 545L, PHRM 551L all with a grade of C or higher.

PHRM 560. Specialty Care Topics. 2 Credits.
This course will provide knowledge of specialty topics encountered in pharmacy practice.
PRE-REQ: PHRM 537, PHRM 538 both with a grade of C or higher.

PHRM 565. Pharmacy-Based Immunization Delivery. 1 Credit.
This course will provide knowledge of immunology, vaccine-preventable diseases, indications for vaccination, and implementation and maintenance of a pharmacy-based vaccination program.
PRE-REQ: MICR 470 with a grade of C or higher.
PHRM 570. Pharmacy Practice Improvement and Project Management. 2 Credits.
Students will gain a basic understanding of evidence-based medicine (EBM) and practice improvement/evaluation review techniques (PERT) in health care.
PRE-REQ: PHRM 475, PHRM 480 both with a grade of C or higher.

PHRM 572. Pharmacy Law and Ethics. 3 Credits.
Pharmaceutical jurisprudence, including state and federal laws and regulations concerned with the practice of pharmacy.
PRE-REQ: PHRM 350, PHRM 352, PHRM 452L all with a grade of C or higher.

PHRM 580. Pharmacotherapy Capstone. 3 Credits.
Using clinical practice guidelines, current scientific literature, and pharmacotherapy concepts, students will evaluate integrated patient case scenarios.
PRE-REQ: PHRM 532, PHRM 534, PHRM 535, PHRM 536, PHRM 537, PHRM 538, all with a grade of C or higher.

PHRM 581, 582, 583, 584, 585, 586, 587, 588, 589, Advanced Pharmacy Practice Experience, Rotations 1 through 9. 5 Credits each rotation. (Students will complete 8 of these rotations for a total of 40 credits.)
Experiential clinical training designed to integrate, apply, reinforce, and advance the knowledge, skills, attitudes and values developed through the other components of the curriculum. Pass/Fail grading.
PHARMACIST’S PATIENT CARE PROCESS

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes. An essential first step is the establishment of a patient–pharmacist relationship that supports engagement and effective communication with patients, families, and caregivers throughout the process. In addition, at the core of the process, pharmacists continually collaborate, document, and communicate with physicians, other pharmacists, and other health care professionals in the provision of safe, effective, and coordinated care. This process is enhanced through the use of interoperable information technology systems that facilitate efficient and effective communication among all individuals involved in patient care. (Figure 1).

Using principles of evidence-based practice, pharmacists:

A. Collect

The pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources including existing patient records, the patient, and other health care professionals. This process includes collecting:

- A current medication list and medication use history for prescription and nonprescription medications, herbal products, and other dietary supplements
- Relevant health data that may include medical history, health and wellness information, biometric test results, and physical assessment findings
- Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affect access to medications and other aspects of care
B. Assess
The pharmacist assesses the information collected and analyzes the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care. This process includes assessing:

• Each medication for appropriateness, effectiveness, safety, and patient adherence
• Health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care
• Immunization status and the need for preventive care and other health care services, where appropriate

C. Plan
The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective. This process includes establishing a care plan that:

• Addresses medication-related problems and optimizes medication therapy
• Sets goals of therapy for achieving clinical outcomes in the context of the patient’s overall health care goals and access to care
• Engages the patient through education, empowerment, and self-management
• Supports care continuity, including follow-up and transitions of care as appropriate

D. Implement
The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver. During the process of implementing the care plan, the pharmacist:

• Addresses medication- and health-related problems and engages in preventive care strategies, including vaccine administration
• Initiates, modifies, discontinues, or administers medication therapy as authorized
• Provides education and self-management training to the patient or caregiver
• Contributes to coordination of care, including the referral or transition of the patient to another health care professional
• Schedules follow-up care as needed to achieve goals of therapy

E. Follow-up: Monitor and Evaluate
The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed. This process includes the continuous monitoring and evaluation of:

• Medication appropriateness, effectiveness, and safety and patient adherence through available health data, biometric test results, and patient feedback
• Clinical endpoints that contribute to the patient’s overall health
• Outcomes of care, including progress toward or the achievement of goals of therapy
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<td>Phrm 352, Introduction to Healthcare Systems</td>
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<td>Phrm 480, Drug Literature Evaluation</td>
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TOTAL 18

SUMMER 2019 - Phrm 355, Introductory Pharmacy Practice Experience (IPPE) I, 120 hours = 3 cr. * (All P1 classes)

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TOTAL 17

SUMMER 2019 - Phrm 455, IPPE II, 160 hours = 4 cr. * (P1 coursework + PHRM 400, 450, 452L, & 565)

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<td>Phrm 536, Neuro-Psych (PSCI 415)</td>
<td>3</td>
<td>Phrm 570, Practice Improvement &amp; Proj. Mgmt (PHRM 475, PHRM 480)</td>
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<td>Phrm 537, Renal, Fluid &amp; Electrolytes (PSCI 414)</td>
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<td>Phrm 572, Pharmacy Law and Ethics (PHRM 350, 352, 452L)</td>
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<td>Phrm 540, Public Health (PHRM 352)</td>
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<td>Phrm 580, Pharmacotherapy Capstone (PHRM 532, 534, 535, 536, 537, 538)</td>
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<td>Phrm 551L, Pharmacy Practice Lab III (PHRM 452L)</td>
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TOTAL 18

P-4 (40 credits) 40 Week Advanced Pharmacy Practice Experience (APPE), Phrm 581 through 589, Rotations 1 through 9. Students will complete 8 of the 9 rotations. *

* Students will be assigned away from Fargo/Moorhead for all or part of IPPE/APPE experience
EXPERIENTIAL EDUCATION PLACEMENT

Students in the pharmacy program will be assigned for experiences away from the Fargo-Moorhead community for extended periods of time for their experiential coursework (Introductory Pharmacy Practice Experience and Advanced Pharmacy Practice Experience). Students are expected to make sufficient financial and other preparations in advance of these experiences to allow them to successfully complete the experiential requirements. Students are responsible for housing, board, travel expenses and all other related expenses during these experiences.

Pharmacy students must register **annually** as a Student Intern with the North Dakota State Board of Pharmacy and must continuously hold valid licensure as a pharmacy intern in North Dakota for the duration of the professional program. Students must pay all ND Board internship fees to be eligible for the experiential education program. Students with experiential placement in states outside of North Dakota must also register and pay for an intern license in those states.

INTRODUCTORY AND ADVANCED PHARMACY PRACTICE EXPERIENTIAL EDUCATION

Introductory Pharmacy Practice Experience (IPPE) consists of a total of 300 hours throughout the P1 – P2 – P3 years. First year professional students will complete 120 hours of IPPE in an institutional pharmacy setting during the summer between their P1 and P2 year. Second year professional students will complete 160 hours of IPPE in a community pharmacy setting during the summer between their P2 and P3 year. The remaining required 20 hours consists of actual and simulated patient care experiences dispersed throughout the P1, P2, and P3 curriculum.

Advanced Pharmacy Practice Experience (APPE) is comprised of 8 five-week rotations during the fourth professional year. Five of the eight rotations are required rotations including; ambulatory care, acute care, institutional, community advanced, and rural health. The remaining three rotations are considered elective rotations and are chosen based on student personal and professional preferences.

PHARMACY REGULATIONS FOR EXPERIENTIAL EDUCATION

North Dakota

A student enrolled in the entry-level Pharm.D. program is required to register as a PHARMACY INTERN per North Dakota Administrative Code prior to the fall term of the first professional year. Registration is conducted at a time specified by the Board of Pharmacy in cooperation with the College of Health Professions. Students enrolled in the professional pharmacy curriculum are assessed $100 per year by the Board of Pharmacy for a maximum of four years. Pharmacy students must register annually as a Student Intern with the North Dakota State Board of Pharmacy and must continuously hold valid licensure as a pharmacy intern in North Dakota for the duration of the professional program.

The Pharm.D. degree provides a student 1600 hours of Advanced Pharmacy Practice Experience (APPE) toward North Dakota licensure. Experiential requirements within this program grant a student eligibility for North Dakota licensure examinations as a pharmacist immediately upon graduation. Although all eligibility requirements for North Dakota licensure are satisfied through hours received from the experiential program, students are encouraged to seek additional hours of internship experience by working during their free summer periods to enhance their learning throughout the professional program.
The North Dakota Pharmacy Practice Act allows a student to register as an intern with the Board of Pharmacy prior to beginning Pharm.D. coursework as long as the student has completed a year of college and is registered in the pre-pharmacy program. For more information concerning this and other internship program details, contact the Board Office as listed below.

Mark Hardy, Pharm.D., Executive Director
North Dakota Board of Pharmacy
1906 East Broadway Ave, Bismarck ND  58501
Phone:  (701) 328-9535;  Fax:  (701) 328-9536
Web Address:  www.nodakpharmacy.com

Minnesota

The following is a synopsis of the Minnesota Board of Pharmacy internship regulations. Emphasis is placed on pertinent differences that exist between North Dakota and Minnesota regulations. Questions regarding points not covered in this section should be directed to the executive director of the Minnesota Board of Pharmacy whose name, address and phone number is listed below.

Application for registration as a PHARMACY INTERN in Minnesota is available only as on-line application at their web site:  http://mn.gov/boards/pharmacy .

1. Students are eligible to register as a Minnesota pharmacy intern after successful completion of the first professional year of the pharmacy curriculum.

2. Students interning 240 hours of internship or more in the state of Minnesota are required to complete the Internship Competency Manual, available online at the Minnesota Board of Pharmacy website.

3. It is imperative that students register with and are issued an intern license through the Minnesota Board prior to beginning IPPE/internship experience (within the boundaries of the state of Minnesota), or credit will not be given for time accrued.

Cody Wiberg, Pharm.D., Executive Director
Minnesota State Board of Pharmacy
2829 SE University Ave., Suite 530
Minneapolis MN  55414-3251
Phone:  (651) 201-2825
Fax:  (612) 617-2262
Web address:  http://mn.gov/boards/pharmacy
POST GRADUATE RESIDENCY FAQS

What is a Pharmacy Residency?
A pharmacy residency is an organized, mentored, post-graduate training program. Typically, a residency is completed directly after graduating from a Doctor of Pharmacy program. However, some may choose to complete residency after practicing as a licensed pharmacist for a few years.

What will I learn in a residency program?
You will learn the knowledge and gain the experience required of pharmacists in various areas of practice, allowing you to further refine your clinical skills and bring your pharmacy-based problem solving abilities to a higher level. You will have the opportunity to learn from pharmacists who are experts in their area of pharmacy, many of which have achieved additional board certifications.

Why should I do a residency?
This is an opportunity to bridge the gap between being a pharmacy student one day, and the next day being a licensed pharmacist. You will have the opportunity to fortify your strengths, strengthen your weaknesses, and develop confidence in your abilities as an individual pharmacist. Other benefits include a competitive advantage in the job market, networking opportunities, career planning, and attendance/participation at local and national meetings. Many clinical positions are now requiring a residency.

What is the duration of residency program?
Each residency is typically one year. They start July 1 and conclude June 30 each year. Some residencies are offered in combination with a postgraduate degree (M.S., MBA). There are also some combination programs allowing you to complete both a PGY-1 and PGY-2 program over the course of 2 years. Additionally, there are non-traditional programs, where a pharmacist may complete their PGY-1 residency over two years.

Are all residency programs the same?
No. The type of residency you select will depend on your career objectives. Select a program that will prepare you for the type of job you eventually want to have. Some PGY-1 programs allow you to focus your residency based on your interest. In some cases, an individual may proceed with a second year of training to obtain this specialized experience. Examples of current residency types include:

- PGY-1 (“Pharmacy Practice” or “General”)
- Pediatrics
- Psychiatry
- Ambulatory Care
- Infectious Diseases
- Oncology
- Pharmacy Management
- Managed Care
- Critical Care

Are residencies only for hospital-based programs?
No. There are many ambulatory based programs. In fact, these programs are among the fastest growing type. Additionally, there are community pharmacy based programs.

Do I get paid during this program?
Yes. Most residencies pay roughly $40,000-$45,000 for the year. Some programs allow the opportunity to pick-up extra pharmacist shifts to earn extra pay. Most programs offer fringe benefits (e.g. health care, investment opportunities, etc.). Also, you may be eligible for deferring payment on your student loans during the program.
I'm not sure what type of program is right for me. What do you suggest?
The most common type of residency is a PGY-1 ("Pharmacy Practice" or "General") residency. It covers a broad spectrum of practice areas and patient types. Required experiences include acute care, ambulatory care, drug information, and practice management. In addition to these "core" elements, each program has various specialty areas to complete the training experience. Also, a research project (in collaboration with one of your preceptors) is completed during the residency year. Some programs include teaching/precepting opportunities in cooperation with an affiliated college of pharmacy. Finally, programs have various service ("staffing") requirements. Typically, staffing requires functioning as a pharmacist during evening and/or weekend hours.

How do I apply for a residency program?
PGY-1 and PGY-2 residencies (ASHP-accredited) require participation in the residency-matching program. This is a formal process that attempts to match applicants to their choice of programs and vice versa. Programs that are in the process of receiving accreditation may also participate in the residency-matching program. Check with the individual programs to verify their accreditation, and match participation status.

To participate in the Match for a position designated as a PGY-2 residency, an applicant must have already completed a PGY-1 residency, or currently be in training in a PGY-1 residency program that will be completed before the start of the PGY-2 residency.

Current PGY-1 residents who are interested in continuing their training in a PGY-2 residency offered by the same sponsor as the applicant's PGY-1 residency (e.g., the same or an affiliated organization) may be able to obtain the position through an Early Commitment Process. Applicants who are committed to a position in this manner do not need to register for or participate in the Match.

After I complete this residency experience, what is next?
You will have an advantage over many of your peers regarding employment opportunities. More "doors" will be open to you, and you will have more freedom in your career choice. Many employers value residency-trained pharmacists, and some jobs require residency experience. Graduates of residency programs go on to the following: pharmacist positions (staff, specialist, manager, etc.) in their area of training, faculty positions, specialty residency programs, or fellowship programs.

How do I find out more about residency programs and where they are located?
Here are a few good resources: https://www.ashp.org/Professional-Development/Residency-Information, your college's ASHP advisor, local pharmacy practice residency directors, and ASHP's Midyear Clinical Meeting, which showcases virtually all of the ASHP-accredited programs.

For additional information, please view the following web sites for the NDSU Department of Pharmacy Practice:
https://www.ndsu.edu/pharmacy/residency_programs/
https://www.ndsu.edu/pharmacy/residency_programs/residency_checklist/
PHARM.D. / MBA OPTION

The Master of Business Administration (MBA) Program at North Dakota State University is a non-thesis, concise, professional program for qualified students with undergraduate or graduate degrees in various fields. The program imparts an effective set of analytical skills in key areas of business - including management, marketing, accounting, finance, and information systems - designed to broaden career options and facilitate promotability. The NDSU MBA takes a generalist approach to business education while providing a wide variety of elective courses enabling students to pursue a particular area of interest. NDSU’s MBA Program is accredited by AACSB International - The Association to Advance Collegiate Schools of Business - the highest business program accreditation worldwide.

Additional foundation coursework is required. Because the MBA degree serves students from various disciplines, a set of foundation course requirements is needed to ensure adequate background preparation. Incoming students need approved undergraduate principles courses in each of the following foundation areas: Accounting, Economics, Management, Marketing, Statistics and Finance. Specifically these classes at NDSU are: ACCT 200 or 102, ECON 105, FIN 320, MGMT 320, MRKT 320, STAT 330. Based on previous coursework, some or all of these courses may be waived. Foundation requirements may also be met by completing approved online self-paced course modules. If you are interested in pursuing this option, please contact Paul Brown at 701-231-7681 or Paul.Brown@ndsu.edu. Note: foundation course requirements do not have to be completed prior to MBA program admission.

Students must be admitted to, and in good standing with, the Pharm.D. program and admitted to the MBA program in order to pursue the MBA. MBA application requirements and other details can be viewed at www.ndsu.edu/business/graduate/mba/ and discussed with MBA Coordinator Paul Brown at 701-231-7681 or Paul.Brown@ndsu.edu. Interested students may also see Dr. Naughton, Senior Associate Dean, College of Health Professions, for more information.

The MBA coursework can be completed in one calendar year following completion of the Pharm.D. degree. Alternatively, a student may take MBA courses anytime after gaining admission to the Graduate School and MBA program, with up to 7 years to complete the program. Over half of NDSU MBA students are part-time, taking 1-4 two-credit courses per semester while working full-time in their professions. Once enrolled in the MBA Program, students should expect to pay graduate course fees and graduate school tuition rates for each MBA course being taken. There is also a differential tuition cost for MBA courses, above the base graduate tuition charged by NDSU. Graduate courses do not count towards the undergraduate tuition cap.

NOTE: Professional pharmacy students who are enrolled as a full or part time student at NDSU, and who are pursuing a joint degree with the Doctor of Pharmacy program, must complete all required pharmacy training as required by the Doctor of Pharmacy program (including, but not limited to, training on HIPAA & Privacy, HIPAA & Security, Blood-borne Pathogens, Preventing Medicare Fraud, Waste and Abuse, and Combating Methamphetamine Abuse) regardless of whether they are completing pharmacy academic or experiential credits in a given semester. These trainings are required until such time as the student graduates with a Doctor of Pharmacy degree or officially dis-enrolls in the Doctor of Pharmacy program.
PHARM.D./MBA CURRICULUM

The MBA program is a non-thesis professional degree, comprised of eight (2-credit) required courses and seven (two-credit) graduate-level elective courses, for a total of 30 credits.

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<td>* MBA 706 – Managing Information Resources</td>
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<tr>
<td>* MBA 704 – Supply Chain and Operations Management</td>
<td>2</td>
<td>* MBA 707 – Microeconomics for Managers</td>
<td>2</td>
</tr>
<tr>
<td>* MBA 705 – Strategic Marketing Management</td>
<td>2</td>
<td>* MBA 708 – Advanced Strategic Management</td>
<td>2</td>
</tr>
<tr>
<td>Three 2-Credit Electives **</td>
<td>6</td>
<td>Four 2-Credit Elective **</td>
<td>8</td>
</tr>
</tbody>
</table>

* Indicates required courses
** Refer to the College of Business for list of approved electives.

REQUIRED COURSES

** MBA Core courses are 2 credits each**

With the exception of MBA 708, **prerequisites for these courses are**: admission into the MBA program or permission of the MBA program coordinator or MBA program director.

**MBA 701 - Strategic Cost Management**

This course introduces managerial accounting for decision making and control in profit-directed organizations. It also defines product costing, budgetary control systems, and performance evaluation systems for planning, coordinating, and monitoring the performance of a business. Students will understand how modern organizations use managerial accounting to effectively plan and control operations and make sound business decisions.

**MBA 702 - Advanced Financial Management**

In-depth coverage of concepts and decision-making tools in financial analysis, cost of capital, capital structure, capital budgeting, and dividend policy through analyzing competitive situations and developing strategic views of key financial dimensions.

**MBA 703 - Advanced Organizational Behavior**

This course is intended to introduce you to the essentials of the most important organizational behavior concepts and principles through instruction, reading, cases, and experience. The course focuses on practical and useful information and skills which will aid you in managing and working in an organization. The course will use evidence-based research to examine and explore the relationship between individual, team, and organizational characteristics and individual outcomes.

**MBA 704 - Supply Chain and Operations Management (2 credits)**

Study of analysis and decision-making directed at creating, producing, and bringing goods and services to market under uncertain business conditions. Includes techniques from project management, supply chain management, quality management, inventory management, forecasting, and productions planning.

**MBA 705 - Strategic Marketing Management (2 credits)**

Focus on the conceptual framework, managerial approach and analysis of deploying marketing resources to communicate and deliver value.
**MBA 706 - Managing Information Resources (2 credits)**
Managerial perspectives on the role of information resources in supporting organizational functions including the strategic use of information systems; use, design, and evaluation of information resources; use of information technologies for managerial decision making, and IT support of different business functions.

**MBA 707 - Microeconomics for Managers (2 credits)**
This course will provide students with an understanding of microeconomic tools for managerial decision making. Students will learn how to use an understanding of economics to make better value maximization decisions for their company. Course topics will include supply/demand principles, demand elasticity and estimation, production and costs, market structure, strategic interaction, complex pricing problems, and decisions under risk.

**MBA 708 - Advanced Strategic Management (2 credits)**
This course teaches from the perspective of top management, integrating functional business expertise into analysis of the firm’s internal resources and capabilities with analysis of the external environment in which the firm competes, to enable formulation and implementation of company strategy. Prerequisites: MBA 701, MBA 702, MBA 703, MBA 704, MBA 705, MBA 706.
The Mission of the NDSU MPH Program is to promote health and well-being in diverse populations with an emphasis on American Indian and other underserved populations by providing educational, practical, and research opportunities for public health professionals.

Public health is defined as the practice of helping members of society live healthier, longer lives. More specifically, public health focuses on improving the general health of communities through efforts to monitor the spread of diseases, initiatives (both clinical and policy-oriented) to prevent disease and disability, and by promoting healthy lifestyles through education and community engagement. Public health is both an art and a science. It is practiced by inter-professional teams whose members’ training spans a wide array of academic and vocational fields.

Of particular importance to public health in our state is determining how to meet the challenges of change and diversity within rural areas. Rural health solutions are essential to the well-being of North Dakota and to other areas of the nation and the world. North Dakota is an ideal location for rural public health research in addition to the application of practical solutions to health improvement for rural communities. Public health is an interdisciplinary field; it is common for many people to gain competencies and/or training in a related field (medicine, nursing, pharmacy, business, engineering, etc.) and subsequently move into public health as a matter of vocation or occupation. The MPH degree is uniquely designed to accommodate the needs to these individuals. It blends theory and practical knowledge across a wide array of disciplines, and is the “degree of choice” among practitioners in the field.

There are three specializations to choose from within the MPH degree at NDSU. The specializations of Community Health Sciences or the Management of Infectious Diseases are the most suitable for most pharmacists, as they prepare health professionals to integrate public health initiatives and policies within traditional medical models. It is designed to provide pharmacists and other health professionals with a better understanding of their diverse roles in public health.

For more information on the NDSU MPH program you can visit www.ndsu.edu/publichealth or contact the Academic Coordinator/Lecturer, Stefanie Meyer, at Stefanie.meyer@ndsu.edu.

PHARM.D./MPH DUAL DEGREE OPTION

The Master of Public Health (MPH) offers diverse tracks in public health that build upon the strengths of campus to meet the practical needs of the public and health care practitioners who serve it. Specializations at NDSU include community health sciences, management of infectious diseases, and American Indian public health.

The MPH degree consists of 42 credits and can be completed in two years as a full time graduate student. Pharm.D. students are able to complete a Pharm.D./MPH dual degree in as little as one extra year of study. Pharm.D. students who are in good academic standing are eligible to apply for the Pharm.D./MPH program through the graduate school during their P2 year.

Why Public Health?
Practitioners in our region have limited opportunities for advanced, practical public health training that focuses on the unique challenges facing this largely rural area that encompasses North Dakota and other Northern Plains states. There are many underserved populations living in the region that would benefit from expanded public health interventions. For example, the American Indian communities have typically been underserved and significant health disparities between this population and others have resulted. Overall, there is much to be gained from greater collaboration within the Northern Great Plains, and the education of public health professionals is a natural starting point to facilitate that collaboration.
Is the MPH accredited?
Yes. The Council on Education for Public Health (CEPH) at its October 6-7, 2016, meeting acted to accredit the Master of Public Health Program at North Dakota State University for a five-year term, extending to December 31, 2021.

What are the admission requirements for the Pharm.D./MPH dual degree?
You must be enrolled in the Pharm.D. program and in good academic standing. In addition to graduate school requirements (with the exception of the GRE; the PCAT score can be used instead for Pharm.D. students), the MPH Admissions Committee may invite selected applicants for an interview.

How do I apply to the Pharm.D./MPH dual degree?
You apply online during the spring semester of your P2 year through the Graduate School at http://ndusndsugrad.askadmissions.net/emtinterestpage.aspx?ip=application and choose “Public Health.” If you are a P1 student and wish to get started early, apply online at the above website but choose “Non-Degree” in the drop down box during the spring semester of your P1 year. This will allow you to take PHRM 632 for Graduate credit. Up to nine graduate credits can be taken as a non-degree student.

When can I start the MPH program?
Applications are reviewed each year beginning March through May for a fall semester start. You may also take up to nine graduate credits as a non-degree seeking student with permission of the instructor.

How much does it cost for MPH courses?
Tuition and fees for MPH coursework can be found here: www.ndsu.edu/onestop/accounts/tuition/graduate_tuition_fall_2018_spring_summer_2019/

Are there scholarships available?
Yes. Express Scripts Scholars Program offers scholarships for Pharm.D. dual degree students. The program provides four (4) $10,000 scholarships nationally each year to enrolled dual degree students. The awarded students are given $2,500 per semester for four consecutive semesters, totaling $10,000 over two years. For application instructions, please contact: ExpressScriptsScholars@aaccp.org.

The College of Health Professions has a limited number of scholarships and awards available for assistance to students. Applications for scholarships and awards are available February 1 of each calendar year on the college web page, www.ndsu.edu/healthprofessions. Deadlines vary.

NOTE: Specific information related to criteria for selection of scholarship recipients is available in the Office of Development in Sudro Hall 120.

When are MPH courses offered?
MPH core courses are generally offered in the evening to accommodate students who work. These courses are only offered in the Fall and Spring semesters. There are no summer core courses, although the MPH practicum may be completed during summer. Current students are encouraged to talk with their faculty advisors for the most up-to-date information on course offerings.

Does the MPH program accommodate distance learners?
MPH students can take their courses on campus at NDSU or off-campus through live video broadcasts of classes (IVN).

Since I will not enroll in Phrm 555 IPPE III or Phrm 552L in the P3/Public Health year, do I still need to complete the required online trainings (e.g. HIPAA, HIPAA Security, NDSU Bloodborne Pathogen, Medicare Fraud, Waste & Abuse, Preventing Methamphetamine Abuse, etc.)?
Yes. You will still need to complete the required trainings in the fall of your P3/Public Health year. In addition, you will need to be registered as a Pharmacy Intern in the state of North Dakota.
Can I take courses in more than one area of specialization?
Yes, there is a list of electives in each specialization that are available to all MPH students. You are welcome to take additional credits if you are interested.

Can I change to a different specialization track after starting the MPH program?
Yes. You must be in good academic standing within the MPH program and the admissions committee for the specialization you wish to enter must agree that your background is sufficient for the transition. Contact the Academic Coordinator/Lecturer if interested.

Where can I do my Practicum? Can the Practicum be done in another country?
NDMPH has secured Practicum affiliation agreements with local, national, and global sites in public health. Students can also request a Practicum site without an existing affiliation agreement, but this must be done a minimum of 6 months in advance of the Practicum start date to ensure that a working agreement can be established. Practicums can be done in other countries as long as an acceptable agreement can be established beforehand.

What are the hardware and software requirements for off-campus students?
The ability of a student to succeed in a distance education class depends on his or her ability to understand both the course structure and the associated technology. Informing students of what skills and technology are needed for distance education allows them the opportunity to self-evaluate their capability to succeed in the course.

At the time of admission to the program, students are required to ensure that their computers meet the minimum hardware and software requirements described below. Registration for the course constitutes the student’s understanding and acceptance of the requirements necessary to participate in the course.

Minimum Hardware requirements:
- Working webcam & headset
- 4GB RAM
- 1 GB available storage space
- Broadband connection of ≥ 1 Mbps download and 512 Kbps upload
  - Connection speed can be tested at: http://dakotacarrier.com/speedtest/

Minimum Software requirements:
- Windows 7 Basic (and higher) OR Macintosh OSX 10.7.4 (and higher)
- Microsoft Office
  - Available for NDSU students for free at: https://www.ndsu.edu/its/software/software_licensing_program/
- Adobe Flash Player (newest version)
  - Available at: http://get.adobe.com/flashplayer/
- Mozilla Firefox (newest version)
  - Available at: https://www.mozilla.org/en-US/firefox/new/
  - Additional course-specific software

A successful connection test is required at least 2 business days before the first class meeting date and each new network/location also needs to be tested before it can be used to connect to a class meeting (e.g. if you are traveling and are using a different computer or internet connection).
NOTE: Professional pharmacy students who are enrolled as a full or part-time student at NDSU, and who are pursuing a joint degree with the Doctor of Pharmacy program, must complete all required pharmacy training as required by the Doctor of Pharmacy program (including, but not limited to, training on HIPAA & Privacy, HIPAA & Security, Blood-borne Pathogens, Preventing Medicare Fraud, Waste and Abuse, and Combating Methamphetamine Abuse) regardless of whether they are completing pharmacy academic or experiential credits in a given semester. These trainings are required until such time as the student graduates with a Doctor of Pharmacy degree or officially disenrolls in the Doctor of Pharmacy program.

MPH PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Name</th>
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<tbody>
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</tr>
<tr>
<td>PH 720: Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PH 731: Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PH 741: Social and Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PH 745: Community Health Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PH 751: Epidemiology</td>
<td>3</td>
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<tr>
<td></td>
<td>18 credits</td>
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</table>

<table>
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<tr>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>Master's Paper</td>
<td>3</td>
</tr>
<tr>
<td>Practicum/Internship</td>
<td>3</td>
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<td></td>
<td>6 credits</td>
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</table>

SPECIALIZATIONS

Community Health Sciences

The Community Health Sciences specialization of NDSU’s Master of Public Health program prepares leaders in public health to use evidence to improve population health at the community level. The Community Health Sciences specialization is appropriate for healthcare professionals, educators, professionals in Extension education and human and social services. The skills taught in this specialization will prepare students to determine health needs in the community by collecting and analyzing data as well as using data to build programs to effectively improve health at the community level. The specialization explores contemporary health promotion in conjunction with inter-professional health teams and health-care systems for individuals, groups, organizations and communities using a policy, systems and environmental approach.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>NURS 715: Advanced Community Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PH 700: Preventing and Managing Chronic Illness</td>
<td>3</td>
</tr>
<tr>
<td>PH 725: Promoting Health Through Policy, Systems, and Environment</td>
<td>3</td>
</tr>
<tr>
<td>PH 755: Integrating Primary Care and Public Health</td>
<td>3</td>
</tr>
<tr>
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<td>12 credits</td>
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</tbody>
</table>

Dual degree students use PHRM 620 and PHRM 632 as their MPH electives.
### PHARM.D./MPH – COMMUNITY HEALTH SCIENCES
#### DUAL DEGREE CURRICULUM
**Pharmacy Curriculum for 2019-2020**

#### P1 (39 credits) 2019-2020

<table>
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<td>3</td>
<td>PSci 369, Pharmaceutics II</td>
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<td>PSci 470 Pharmacokinetics</td>
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</tr>
<tr>
<td>Phrm 340, Pathophysiology I</td>
<td>4</td>
<td>Phrm 341 Pathophysiology II</td>
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<td>Phrm 350, Introduction to Pharmacy Practice</td>
<td>2</td>
<td>Phrm 351L, Pharmacy Practice Lab I</td>
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<tr>
<td>Phrm 352, Introduction to Healthcare Systems</td>
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<td>Phrm 480, Drug Literature Evaluation</td>
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<td><strong>18</strong></td>
<td><strong>TOTAL</strong></td>
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</table>

**SUMMER:** Phrm 355, Introductory Pharmacy Practice Experience (IPPE) I, 120 hours = 3 cr. *

#### P2 (38 credits) 2019-2020

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<thead>
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<tr>
<td>PSci 413, Endocrine/Resp/GI Dynamics</td>
<td>3</td>
<td>CHP 400, Interprofessional Health Care Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSci 414, Cardiovascular Dynamics</td>
<td>3</td>
<td>PSci 415, Neuro-Psych Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>PSci 417, Pharmacogenomics</td>
<td>2</td>
<td>Phrm 450, Self Care</td>
<td>3</td>
</tr>
<tr>
<td>Phrm 400, Top Drugs I</td>
<td>1</td>
<td>Phrm 534, Endocrine/Rheum/GI</td>
<td>3</td>
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<tr>
<td>Phrm 452L, Pharmacy Practice Lab I</td>
<td>2</td>
<td>Phrm 538, Cardiovascular / Pulmonary</td>
<td>4</td>
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<tr>
<td>Phrm 535, Hematology and Oncology</td>
<td>3</td>
<td>Phrm 565, Immunizations</td>
<td>1</td>
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<tr>
<td>Phrm 632, Infectious Disease <em>(Elective for MPH)</em></td>
<td>3</td>
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<td><strong>TOTAL</strong></td>
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**SUMMER:** Phrm 455, IPPE II, 160 hours = 4 cr. *

#### P3 2019-2020 / PUBLIC HEALTH – First Year (29 credits)

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<tr>
<td>Phrm 475, Pharmacy Management</td>
<td>3</td>
<td>Phrm 570, Practice Improvement &amp; Proj. Mgmt</td>
<td>2</td>
</tr>
<tr>
<td>Phrm 535, Hematology and Oncology</td>
<td>3</td>
<td>PH 700, Preventing and Managing Chronic Illness <em>(Required for Community Health Sciences Track – offered every other year)</em></td>
<td>3</td>
</tr>
<tr>
<td>Phrm 536, Neuro-Psych</td>
<td>3</td>
<td>PH 720, Environmental Health</td>
<td>3</td>
</tr>
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<td>NURS 715: Advanced Community Assessment</td>
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<td><strong>TOTAL</strong></td>
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</table>
Up to 6 credits will count towards the Pharm.D. degree AND MPH degree if taken at the 600 level

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<tr>
<td>Phrm 500, Top Drugs II</td>
<td>1</td>
<td>Phrm 552L, Pharmacy Practice Lab IV</td>
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<tr>
<td>Phrm 537, Renal, Fluid &amp; Electrolytes</td>
<td>2</td>
<td>Phrm 560, Specialty Care Topics</td>
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<tr>
<td>Phrm 545L, Pharmacotherapy Lab</td>
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<td>Phrm 572, Pharmacy Law and Ethics</td>
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<td>Phrm 551L, Pharmacy Practice Lab III</td>
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<td>Phrm 580, Pharmacotherapy Capstone</td>
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<tr>
<td>PH 704, Public Health Management and Policy</td>
<td>3</td>
<td>Phrm 620, Special Populations *(Elective for MPH)</td>
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<tr>
<td>PH 725, Promoting Health through Policy, System, and Environment <em>(Required for Community Health Sciences Track)</em></td>
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<td>TOTAL</td>
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P4 (40 credits) * APPE – Phrm 581-582-583-584-585-586-587-588-589 (you would take eight of the nine)

SUMMER SEMESTER:
PH 794 Public Health Practicum, 5 cr. (5 weeks – 200 hours) Counts towards 5 credits APPE if taken P4 year

NOTE: If you don’t take PH 794 and Phrm 595, then you MUST take 40 credits of APPE

PH 789, Paper (must take during final public health semester or a semester after – this is the culminating experience), 3 cr.

* Students will be assigned away from Fargo/Moorhead for all or part of IPPE/APPE experiences

SPECIALIZATIONS continued

Management of Infectious Diseases

Public health professionals face increasing demands to diagnose, prevent and control problems arising from infectious diseases. The Management of Infectious Diseases specialization of NDSU’s Master of Public Health program is designed to give students the knowledge and expertise required for a successful career in this important area. This track may be of particular benefit in helping students who are interested in working with clinical teams in the management of infectious diseases, and assume leadership roles in their institutions in the areas of vaccination and antimicrobial stewardship.

Students in this specialization can tailor the program to suit their interests and professional goals by selecting from a variety of learning opportunities. They include disease diagnosis and detection, prophylaxis and vaccinology, therapeutics and antibiotic resistance, antimicrobial stewardship, prevention of disease spread in hospitals or by vectors, public health policy and emergency responses to emerging diseases and biosecurity threats. In all areas, special attention is paid to the application of modern technologies and epidemiologic skills.
Management of Infectious Diseases:

<table>
<thead>
<tr>
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<tr>
<td>PH 735: Principles of Infectious Disease Management I</td>
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<tr>
<td>PH 736: Principles of Infectious Disease Management II</td>
<td>3</td>
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<tr>
<td>PH 752: Advanced Topics in Epidemiology</td>
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Dual degree students use PHRM 620 and PHRM 632 as their MPH electives.

**PHARM.D./MPH – MANAGEMENT OF INFECTIOUS DISEASES**

**DUAL DEGREE CURRICULUM**

*Pharmacy Curriculum for 2019-2020*

### P1 (39 credits) 2019-2020

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**SUMMER:** Phrm 355, Introductory Pharmacy Practice Experience (IPPE) I, 120 hours = 3 cr. *

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<td>2</td>
<td>Phrm 538, Cardiovascular / Pulmonary</td>
<td>4</td>
</tr>
<tr>
<td>Phrm 535, Hematology and Oncology</td>
<td>3</td>
<td>Phrm 565, Immunizations</td>
<td>1</td>
</tr>
<tr>
<td>Phrm 632, Infectious Disease ☻ (Elective for MPH)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>17</td>
<td><strong>TOTAL</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

**SUMMER:** Phrm 455, IPPE II, 160 hours = 4 cr. *
### P3 2019-2020 / PUBLIC HEALTH – First Year (29 credits)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Cr</th>
<th>SPRING</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrm 475, Pharmacy Management</td>
<td>3</td>
<td>Phrm 570, Practice Improvement &amp; Proj. Mgmt</td>
<td>2</td>
</tr>
<tr>
<td>Phrm 535, Hematology and Oncology</td>
<td>3</td>
<td>PH 720, Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>Phrm 536, Neuro-Psych</td>
<td>3</td>
<td>PH 736, Principles of Infectious Diseases II (Required for Management of Infectious Diseases Track)</td>
<td>3</td>
</tr>
<tr>
<td>PH 704, Public Health Management and Policy</td>
<td>3</td>
<td>PH 745, Community Health Leadership</td>
<td>3</td>
</tr>
<tr>
<td>PH 731, Biostatistics</td>
<td>3</td>
<td>PH 751, Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PH 735, Principles of Infectious Diseases I (Required for Management of Infectious Diseases Track)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
<td><strong>TOTAL</strong></td>
<td>14</td>
</tr>
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</table>

### P3 2019-2020 / PUBLIC HEALTH – Second Year (28 credits)

<table>
<thead>
<tr>
<th>FALL</th>
<th>Cr</th>
<th>SPRING</th>
<th>Cr</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phrm 500, Top Drugs II</td>
<td>1</td>
<td>Phrm 552L, Pharmacy Practice Lab IV</td>
<td>2</td>
</tr>
<tr>
<td>Phrm 537, Renal, Fluid &amp; Electrolytes</td>
<td>2</td>
<td>Phrm 560, Specialty Care Topics</td>
<td>2</td>
</tr>
<tr>
<td>Phrm 545L, Pharmacotherapy Lab</td>
<td>1</td>
<td>Phrm 572, Pharmacy Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phrm 551L, Pharmacy Practice Lab III</td>
<td>2</td>
<td>Phrm 580, Pharmacotherapy Capstone</td>
<td>3</td>
</tr>
<tr>
<td>PH 741, Social &amp; Behavioral Sciences in Public Health</td>
<td>3</td>
<td>Phrm 620, Special Populations (Elective for MPH)</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>12</td>
<td><strong>TOTAL</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Up to 6 credits will count towards the Pharm.D. degree AND MPH degree if taken at the 600 level**

### P4 (40 credits) * APPE – Phrm 581-582-583-584-585-586-587-588-589 (you would take eight of the nine)

**SUMMER SEMESTER:**
PH 794 Public Health Practicum, 5 cr. (5 weeks – 200 hours) Counts towards 5 credits APPE if taken P4 year

**NOTE:** If you don’t take PH 794 and Phrm 595, then you MUST take 40 credits of APPE

PH 789, Paper (must take during final public health semester or a semester after – this is the culminating experience), 3 cr.

* Students will be assigned away from Fargo/Moorhead for all or part of IPPE/APPE experiences
PHARM.D./PH.D. DUAL DEGREE OPTION

Purpose

The entry level curriculum leading to the Pharm.D. degree requires a minimum of six years of study. Up to 76 semester hours are required in the pre-professional curriculum. Admission to the professional program is competitive, based upon successful pre-pharmacy academic performance and available positions in each class. After successful completion of 76 semester hours, interviews, and the Pharmacy College Admission Test (PCAT), students are admitted to a four-year professional program.

The Department of Pharmaceutical Sciences, one of six academic departments of the College of Health Professions, subscribes to the missions of the College and of North Dakota State University in the provision of Teaching, Research, and Service. The Department provides instruction in disciplines applicable to science. The faculty design and conduct research in the natural and biological sciences, as well as mentor graduate and Professional students in advanced concepts of pharmaceutical science and in the process of scientific inquiry.

NDSU offers both the MS and Ph.D. degrees in Pharmaceutical Sciences. The graduate program emphasizes both research and teaching excellence. The doctor of philosophy degree is awarded in recognition of high scholarly achievement as evidenced by a period of successful study, the satisfactory completion of examinations and the development of an acceptable dissertation project covering some significant aspect of a major field of learning and research. After successful completion of a Ph.D. degree program, students have had a high level of success gaining highly desirable employment in academia, industry and governmental agencies.

The dual program (Pharm.D./Ph.D.) is designed to provide an opportunity for outstanding professional students in the Pharmacy Program at North Dakota State University obtain research experience and a Doctor of Philosophy degree in the Department of Pharmaceutical Sciences.

It is proposed that this can be accomplished with an additional three years of study and research placed between the second and the third years of the four-year professional program.

It is believed that the combination of the Pharm.D. and Ph.D. degrees will greatly enhance the student’s research background, critical thinking skills, and marketability for leadership positions within the profession of Pharmacy in academic, government, and industrial environments.

Summer Research Experience

During the summer between the P1 and P2 years, up to six students per year will be allowed into an introductory research experience phase of the Pharm.D./Ph.D. program and will spend twelve weeks rotating throughout these three research laboratories. A summer stipend will be provided for each participating student in return for a 20 hour/week commitment (These funds are to be obtained from the College’s differential tuition funds).

Admission

Students in the Doctor of Pharmacy program will make an application to the Department of Pharmaceutical Sciences by December 20th at the end of the fall term of their second year (P2) in the program for acceptance into the Pharm.D./Ph.D. program. They should have a cumulative GPA of 3.0 or above. At the same time, an application to the graduate school should also be made. The GRE should also be taken by the end of this semester. Pharm.D./Ph.D. applications will be considered by the Department as for all graduate students.

Course requirements during the professional program

The Pharm.D. curriculum is unchanged. In the fall semester of the P1 year, a faculty member(s) will make the students aware of the Pharm.D./Ph.D. option, and briefly outline the program.
The Ph.D. Graduate Dissertation Years (i.e. G1, G2, G3)

Students will receive a monthly stipend, and tuition waiver during Ph.D. graduate year 1 (G1), year 2 (G2) and year 3 (G3). For this time period the students are full-time graduate students in the Department, subject to the same expectations (e.g. seminar participation, 6 credits of PSCI 790, year-round study, etc.). During the three graduate years, the students will be required to complete STAT 725 (3 cr), BIOC 701 (4 cr) and BIOC 702 (4 cr). In addition, if interested, students may take other 700-level courses available in the department and university. During the three graduate years, the students will be required to complete STAT 725 (3 cr), BIOC 701 (4 cr) and BIOC 702 (4 cr). In addition, if interested, students may take other 700-level courses available in the department and university. Thus by the end of G3, the students will have a minimum of (12 cr) 600-level and (up to 21 cr) 700-level didactic credits. At the end of three graduate years, students would be able to write dissertation and pass the final thesis examination. In addition to didactic credits, students will take 1 credit Seminar (PSCI 790) in the fall and the Spring semesters of each of the three graduate years. Students will also be required to take 60 thesis research credits (PSCI 799) during three graduate years.

NOTE: Professional pharmacy students who are enrolled as a full or part-time student at NDSU, and who are pursuing a joint degree with the Doctor of Pharmacy program, must complete all required pharmacy training as required by the Doctor of Pharmacy program (including, but not limited to, training on HIPAA & Privacy, HIPAA & Security, Blood-borne Pathogens, Preventing Medicare Fraud, Waste and Abuse, and Combating Methamphetamine Abuse) regardless of whether they are completing pharmacy academic or experiential credits in a given semester. These trainings are required until such time as the student graduates with a Doctor of Pharmacy degree or officially dis-enrolls in the Doctor of Pharmacy program.

The Clinical Years (P3 & P4)

For the final two years of the professional program, dual degree students will receive a waiver of NDSU base tuition and pharmacy differential tuition. No changes in the didactic coursework of the P3 year are proposed.

Program requirements for the participants

Once accepted into the dual degree program (i.e. the G1 year and beyond), the student is considered to be a full-time graduate student in the Department of Pharmaceutical Sciences. They must maintain a GPA of 3.0 or above.

Ph.D. Summary: 12 credits of 600 and at least 18 out of 21 suggested credits of 700=30 didactic credits, with 6 credits seminar and 60 credits dissertation gives a total of 96 graduate credits. Up to 12 credits of 600 level courses can be used for the Pharm.D.

P3 and P4 years will remain as it is in the traditional Pharm.D. program.

Suggested Course Schedule for Pharm.D. /Ph.D. Students

P-1 Year: It would remain the same. In summer, students are required to do a research rotation in three laboratories. Please contact the Department of Pharmaceutical Sciences (231-7661) for details.

P-2 Year: It would remain the same.

G-1 Year: BIOC 701 (4 cr), BIOC 702 (4 cr), STAT 725 (3 cr), PSCI 790 (2 cr), PSCI 799 (15 cr), PSCI 611 (3 cr), PSCI 670 (3 cr)

G-2 Year: PSCI 790 (2 cr), PSCI 799 (25 cr), and at least any two of the following 3 credit courses: PSCI 612/613/614/615

G-3 Year: PSCI 790 (2 cr), PSCI 799 (20 cr)

P-3 and P-4 Years: Unchanged

Students interested in pursuing this option need to see Dr. Singh, the Chairman of Pharmaceutical Sciences, to begin the process. His office is located in Sudro Hall 136.
The American Pharmaceutical Association-Academy of Students of Pharmacy (APhA-ASP)

The mission of the American Pharmacist Association Academy of Student Pharmacist (APhA-ASP) is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy.

APhA-ASP membership has opportunities which will help NDSU student pharmacists navigate their way through their education and career through the development of leadership skills, eligibility for awards and scholarships, participation in patient care projects, community outreach, networking opportunities, and advocating for their profession.

Christian Pharmacists Fellowship International (CPFI)

Christian Pharmacists Fellowship International (CPFI) is a worldwide ministry of individuals working in all areas of pharmaceutical service and practice. Its mission is to: provide fellowship among like-minded professionals; challenge and promote spiritual growth; encourage the advancement of knowledge and ethics in the practice of pharmacy; encourage the integration of faith into practice; and provide support and opportunity for service in both home and foreign missions.

The NDSU student chapter of CPFI was established in Fall of 2003. Its purpose is to unite, support, and strengthen the faith of Christian pharmacy students, faculty, and staff within the College of Health Professions. The group holds weekly devotional and prayer meetings and also meets every other Thursday in the student lounge for Bible studies and social activities. The group plans in the future to host speakers on various topics. CPFI students have had opportunities to complete a medical missions trip in a foreign country as part of their experiential program.

College of Health Professions Ambassadors

The College of Health Professions Ambassadors is a selective student organization of 35+ members that represents each of the departments within the College, with members from many of the programs within each department as well as the different stages of the programs ranging from pre-professional to graduate students.

The members of this student organization serve an essential role in the College of Health Professions. This premiere group of students works to promote the College through involvement in a variety of events, including: Sudro Hall building tours for prospective students interested in the majors within the College, homecoming tours for alumni, the White Coat ceremony, the Nurse Pinning ceremony, Discover NDSU, and a host of other events for prospective students, current students, and alumni.

The Health Professions Ambassadors are advised by Dana Davis, Director of Outreach and Community Engagement for the College of Health Professions. Students who are interested in this organization should contact Dana.

Dean's Liaison Committee (DLC)

The Dean's Student Liaison Committee shall consist of the Associate Dean for Student Affairs & Faculty Development, who shall be chair, and one student representative from each of the following areas: pre-pharmacy, first year, second year, third year, and fourth year of the pharmacy professional program; first year, second year, and third year of the nursing professional program; two allied sciences professional students (or pre-professional students designated by the professional students); up to two master of public health students; as well as one representative from each of the following student organizations: Academy of Students in Pharmacy, American Association of Pharmaceutical Scientists, American Society of Health System Pharmacists, Christian Pharmacists Fellowship International, College of Health Professions Ambassadors, Kappa Psi, National Community Pharmacists
Association, Native American Professional Program, NDSU Public Health Association, NDSU Student College of Clinical Pharmacy, Phi Lambda Sigma, Rho Chi, Sigma Theta Tau, the Students of Allied Sciences Club, and the Student Nurses Association. Student representatives from each group will be elected annually by their respective class or student organization. The purpose of the Dean’s Student Liaison Committee is to provide students with an opportunity to interact directly with the Dean's Office, to exchange information, to advise the Dean on student organization budget requests, and to problem-solve on matters of interest and concern to students.

**Kappa Psi**

Kappa Psi is a professional, co-ed fraternity whose main purpose is to unite its members and to help them become better professionals. We try to achieve this by being actively involved in community affairs, university affairs, and the College of Health Professions.

Throughout our history, the Beta Sigma Chapter of Kappa Psi has maintained a stout brotherhood founded on industry, sobriety, fellowship, and high ideals. Our chapter has been involved in many community service events including volunteering for Bethany Homes, the New Life Center, the American Diabetes Association, the Ronald McDonald house, the Arthritis Foundation, Dorothy Day Food Pantry. We also provide a monthly meal along with a blood pressure screening at low income housing in West Fargo. We consistently earn the highest cumulative all-Greek GPA. We sponsor an annual Homecoming pig roast, a faculty appreciation dinner, a Spring Formal, and other social activities. We are also active on the local, regional, and national levels of Kappa Psi.

Kappa Psi was founded in May 1879 at the Russell Military Academy in New Haven, Connecticut. Initially, it was a medical pharmaceutical fraternity and continued as such until 1924. At that time, by mutual agreement, the members of both professions decided to separate into two distinct groups. The medical group became Theta Kappa Psi and the Pharmacy group became Kappa Psi. Our chapter was founded April 25, 1924 and was one of the 27 founding chapters of Kappa Psi Pharmaceutical Fraternity. Our chapter became co-ed in 1998. We continue to thrive on the North Dakota State campus as a source of brotherhood for pharmacy students.

If you have any questions about Kappa Psi Pharmaceutical Fraternity, please feel free to contact: Kappa Psi Pharmaceutical Fraternity, 1345 North University Drive, Fargo ND 58102.

**Native American Professional Program (NAPP)**

To address the critical shortage of Native American pharmacists in the United States, the College initiated NAPP (then known as the Native American Pharmacy Program) in September 1987. The program was designed to recruit and facilitate the entry of Native American students into the College and provide them with counseling and retention services to increase their chances for academic success.

In 2009, NAPP members transformed the program into a student organization and made it inclusive of all the majors within the College, thus changing the name from Native American Pharmacy Program to Native American Professional Programs.

NAPP meets monthly to discuss a variety of topics related to the knowledge and skills needed to pursue degrees offered by the College of Health Professions at NDSU. Counseling and tutorial services for students, financial aid and scholarship information, and internship and future career opportunities also are presented.

**The NDSU National Community Pharmacists Association Student Chapter (NCPA)**

NCPA is a national organization representing independent community pharmacy practice. In 1987, the national office began a student outreach program that has founded student chapters in 41 colleges of pharmacy across the nation. The mission of the NCPA student outreach program is to foster entrepreneurial spirit in pharmacy students and introduce them to opportunities in independent pharmacy practice and ownership.
Established at NDSU in April 2000, the NCPA Student Chapter provides a forum for students to learn about the many career options available in independent community practice. The objectives of the chapter are to promote the profession of pharmacy and the role of independent pharmacy in the health care system, and to maintain and expand educational programs and strengthen student members’ professional, business, and leadership abilities.

Goals of the chapter are to sponsor pharmacists involved in an innovative practice to speak at meetings, start a management/ownership workshop for students interested in owning their own pharmacy, participate in service activities to the community, and to send students to the NCPA Annual Convention in October of each year.

Benefits of membership in the student chapter include a variety of scholarships, low interest student loans, and a student publication called The New Independent in addition to the national journal America’s Pharmacist. Students also receive free registration to NCPA’s national convention and opportunities to do a rotation or summer internship at NCPA headquarters in Alexandria, Virginia. Membership is open to all NDSU students enrolled and in good standing with the University.

**NDSU Student College of Clinical Pharmacy (NDSU-SCCP)**

Established in May 2015, NDSU-SCCP is a student chapter of the American College of Clinical Pharmacy (ACCP). Our mission is to familiarize students with the field of clinical pharmacy by providing information about careers and opportunities within the field of clinical pharmacy, to advocate for the role of clinical pharmacists in providing direct patient care, and to encourage participation in the American College of Clinical Pharmacy at the national level and in local/regional chapters.

**NDSU Student Public Health Association**

The purpose of the NDSU Public Health Association is to strive to meet the public health needs of the community by increasing awareness and through the multi-disciplinary collaboration of NDSU students, faculty and staff with the goals of promoting health, preventing disease and improving the quality of life. The SPHA provides opportunities for students to learn more about public health issues in the community and to take on leadership roles in public health community engagement.

**North Dakota Society of Health System Pharmacists Student Chapter at North Dakota State University (NDSHP-NDSU)**

Our mission is to inform students about pharmacy practice opportunities in health-systems, which includes areas such as hospital pharmacy, ambulatory care clinics, home health care, and long-term care.

We invite guest speakers each semester to discuss pharmacy opportunities in the region, including regional residency programs. Each year we hold a clinical skills competition in the fall semester, with the local winning team representing NDSU at the American Society of Health-System Pharmacists (ASHP) Midyear Clinical Meeting. NDSHP-NDSU members are also involved with several community service activities throughout the year.

Our organization is a member of the Student Societies of Health-System Pharmacy (SSHP) in coordination with ASHP and NDSHP. Membership is open to all pre-pharmacy and pharmacy students at NDSU with an interest in health-systems pharmacy.

**Phi Lambda Sigma (PLS)**

In February 1991, Phi Lambda Sigma was initiated at NDSU. The purpose of Phi Lambda Sigma, the National Pharmacy Leadership Society, is to promote the development of leadership qualities in pharmacy, especially among young pharmacy students. By peer recognition the Society encourages participation in all pharmacy activities. Membership crosses fraternal and organizational lines, thus, the Society does not compete with any other organization.

The Society describes a leader as a "do-er" in pharmacy, one who gets the job done. It avoids the stigma of being called an "officers club" by recognizing the performance, not the office.
Membership in Phi Lambda Sigma consists of four categories: students, faculty, alumni, and honorary. For a student to be eligible for membership, he or she shall be of high moral and ethical character, shall have completed at least 135 quarter hours or 90 semester hours of scholastic work applicable toward the pharmacy degree, and shall have a grade point average of 2.5 on a 4.0 grading system. Prospective members are considered for membership by submitting an application during the spring semester. Applicants are evaluated by the existing membership for admittance into the Society on the basis of their demonstration of dedication, service, leadership in the advancement of Pharmacy, and nomination by existing members. Through recognition of dedication and service by pharmacy students, Phi Lambda Sigma provides an incentive for the development of future leadership potential for the profession of pharmacy.

Rho Chi

The Rho Chi Society is a national pharmacy honor society. The Society encourages high standards of conduct and character and advocates critical inquiry in all aspects of pharmacy. Only the top 20% of the second year professional class is selected for membership. The Society’s activities focus on the advancement of its members through scholarship and service to the community.

Thompson Hall (Health Professions House)

There is special housing on campus for pre-pharmacy students. The Health Professions house is currently located on floors 8 and 9 of Thompson Hall. It is available for pre-professional students who are working to gain admittance into one of the College's programs. When you fill out the NDSU Room & Board Contract application, select Thompson Hall as your residence hall preference, www.ndsu.edu/reslife/residence_hall_application/.

North Dakota State University does not discriminate in its programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, participation in lawful off-campus activity, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationship to current employee, or veteran status, as applicable.

Direct inquiries to: Vice Provost for Faculty & Equity and Title IX/ADA Coordinator, Old Main 201, 701-231-7708, www.ndsu.edu/equity, ndsu.eoaa@ndsu.edu

Disclaimer: In accordance with State Board of Higher Education policy, Section 450: Institutional Reports, Catalogs, Bulletins (http://www.ndus.edu/makers/procedures/sbhe/default.asp?PID=107&SID=5): "Institutions shall publish electronic and/or hard copies of catalogs and bulletins for the purpose of furnishing prospective students and other interested persons with information about the institutions. Announcements contained in such printed or electronic material are subject to change without notice, and may not be regarded in the nature of binding obligations on the institutions and the State."

Reservation of Rights: Every effort has been made to provide accurate and current information, however, the right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, change or discontinue programs, alter course content, change the calendar, and to impose or increase tuition and fees similarly is reserved. In some cases, requirements for programs and prerequisites for courses offered are effective even if they are not listed in this Handbook. All such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who already are enrolled in the university.
Student Academic and Conduct Standards Policy 3.01
NDSU College of Health Professions

Introduction
The mission of the NDSU College of Health Professions is to educate students and advance research and professional service in pharmacy, nursing, allied sciences, and public health. The College has established professionalism and ethics as two of its core values.

Pharmacists, nurses, allied health care professionals, public health professionals, and pharmaceutical scientists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy, nursing, allied science, and public health students, the College of Health Professions has developed this student conduct policy. This policy is applicable to anyone enrolled as a student in the College, including those in the pre-professional, professional, and graduate programs. This policy also applies to any student taking a course for credit in the College. Acceptance of this policy is required as a condition of admission to the College.

Academic Standards
The academic standards of the College of Health Professions differ from those of the University. Any student who fails to meet or exceed the University standards may be placed on University probation or suspension (see the current NDSU Bulletin for university information on academic deficiencies).

Semester Grade Point Average (All Students): To be in good academic standing within the College, all undergraduate and professional students shall maintain a semester grade point average of 2.00 or above for each semester enrolled in the College of Health Professions. All graduate students are expected to maintain a 3.0 grade point average as well as any other academic policies outlined by the graduate school.

Any student who fails to attain a semester GPA of 2.0 or above may be placed on College probation. Students who have been placed on academic probation for two (2) consecutive or three (3) non-consecutive semesters shall be suspended from enrollment in the College. After two suspensions, students will be terminated from the College. (Termination from the College does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

A student who is suspended and desires readmission into the College must file a request for re-admittance with the Senior Associate Dean at least 60 days prior to the beginning of the semester in which readmission is sought. In addition, professional students must seek readmission to the professional programs in Pharmacy, Nursing, Allied Sciences, and Public Health through the Admissions Committee of their respective program.

Minimum Grade Requirement (Professional Students): To be in good academic standing within the College, all students enrolled in the professional programs of the College must complete all required courses within the College with a grade of "C" or above. Students are encouraged to refer to program-specific policies related to minimum grade requirements which can be found in the College Policy Manual at www.ndsu.edu/healthprofessions/college_information/policy_manual/. Graduate students are expected to uphold policies and procedures consistent with the graduate school and to maintain a 3.0 grade point average.

Students Enrolled in College Affiliated Educational Training Programs (Professional Students): To be in good academic standing within the College, all students enrolled in College affiliated internships, clinical, or experiential training programs are also required to uphold the academic
standards of that affiliate and will be subject to the terms of probation, suspension, and termination of the affiliated program. Students failing to meet affiliated program academic standards may also lead to termination from the College.

**Conduct Standards**

High standards of professional conduct are expected from all students, both to facilitate the learning of all students and to promote professional values. Individuals are expected to represent the College, professional program, or profession in a positive, professional manner. Students conducting clinical experiences, rotations, and/or internships must also uphold the specific policies of their clinical site.

All students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are unacceptable. If there is doubt about whether or not academic or professional conduct is appropriate, individuals should query the Dean’s Office.

Examples of unprofessional conduct include, but are not limited to, the following:

**Academic Misconduct:**

1. Cheating, includes but is not limited to, the following:
   a. The receipt, possession, or use of any material or assistance not authorized by the instructor in the preparation of papers, reports, examinations, or any class assignments to be submitted for credit as part of a course or to be submitted to fulfill College requirements.
   b. Arranging to have others take examinations or complete assignments (i.e., papers, reports, laboratory data, or products) for oneself, unauthorized collaborating with another student on individual assignments, or doing academic work for another student.
   c. Stealing or otherwise improperly obtaining, unauthorized copies of an examination or assignment before or after its administration, and/or passing it onto other students.
   d. Copying, in part or in whole, exams or assignments that will be kept by the instructor and are handed out in class only for review purposes.
   e. Knowingly submitting a paper, report, presentation, examination, or any class assignment that has been altered or corrected, in part or in whole, for reevaluation or re-grading, without the instructor’s permission.
   f. Misrepresenting your attendance or the attendance of others in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect.
   g. Plagiarism: Submitting work that is, in part or in whole, not entirely the student’s own, without attributing such portions to their correct sources. Unauthorized collaboration with another student and representing it as one’s own individual work is also considered plagiarism. Ignorance is NOT an excuse.
   h. Fabrication: falsifying data in scientific/clinical research, papers, and reports.
   i. Aiding or abetting dishonesty: Knowingly giving assistance not authorized by the instructor to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products.

2. Utilization of a false/misleading illness or family emergency to gain extension and/or exemption on assignments and tests.

3. Violation of any IRB and/or University research processes.

**Professional Misconduct**

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Violation of any code of ethics of the profession in which the student is enrolled.
3. Contributing to, or engaging in, any activity which disrupting or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
4. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival, and/or cancelled classes.
5. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers, and patients in a disrespectful and inconsiderate way (i.e., addressing a faculty member
without the appropriate title during professional activities). Respect and consideration are also expected when addressing a faculty member, staff, student, or patient that chooses to be called by their first name.

6. Failure to deal with professional, staff, and peer members of the health care team in a considerate manner and with a spirit of cooperation.

7. Unprofessional dress (as outlined in the professional program, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Health Professions.

8. Bringing family members, guests, and pets to the classroom or any professional academic activities without prior consent of the instructor.

9. Falsifying applications, forms, documents, reports, or records of any kind or providing false information to the University personnel prior to admission to the College, or while an active member of the College’s academic programs.

10. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University.

11. Violation of patient respect and confidentiality in any practice/learning setting.

12. Theft, damaging, defacing, or unauthorized use of any property of the College, University, or training sites.

13. Computer Usage that violates NDSU/NDUS and/or clinical sites acceptable use policies.

14. Sexual harassment as defined by NDSU, NDUS, and/or clinical sites.

15. Harassment, threats of violence, intent to do harm (NDSU, NDUS)

16. Endangering patients, faculty, staff, and/or fellow students or damaging their property.

17. Intoxication, abuse, possession, use, and/or illegal sale of alcohol, drugs, chemicals, firearms, explosives, or weapons within the University campus, in any practice/learning setting, or when representing the College.

18. Any violation and/or conviction of any federal, state, or municipal law as well as a University rule or rule at a professional experience site.

19. DUI & DWI (driving under the influence or driving while intoxicated) is considered by the College as improper behavior, and any individual violating this law is required to undergo an alcohol/drug evaluation.

**Reporting Process**

**Academic Misconduct**

1. Students are required to report any academic misconduct to the Senior Associate Dean within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs. Graduate students must also report to the Department Chair of the graduate program.

2. The course instructor who suspects that academic misconduct has occurred in their course or other instructional context has an initial responsibility to: a) inform the student(s) involved of his/her suspicion and the suspicion’s grounds; b) allow a fair opportunity for the student to respond; and c) make a fair and reasonable judgment as to whether any academic misconduct occurred.

3. The course instructor will report academic misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.

4. The Department Chair will report the academic misconduct to the Senior Associate Dean.

**Professional Misconduct**

1. Students are required to report any professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence. Failure of the student to report violations within the required time could result in immediate expulsion from the College and/or its programs.

2. Faculty members are required to report unprofessional conduct within the classroom setting. Similarly, other College personnel are required to report professional misconduct issues as they arise and which directly affect their daily professional activities.

3. The faculty member/College personnel will report professional misconduct violations to their Department Chair within 7 days of the occurrence or discovery of the misconduct.

4. The Department Chair will report the professional misconduct to the Associate Dean for Student Affairs and Faculty Development within 7 days of the discovery of the misconduct.
5. If a faculty member is aware that a student has violated the Conduct Policy outside of the classroom, he/she should remind the student of the policy and direct the student to self-report any professional misconduct violations to the Associate Dean for Student Affairs and Faculty Development within 7 days of the occurrence.

**Disciplinary Sanctions**

**Academic Misconduct**

1. The course instructor is responsible for determining the sanction for academic misconduct in the course. Sanctions may include, but are not limited to, failure for a particular assignment, test, or course.
2. The course instructor will inform the student of the sanction in writing by completing the Student Academic Misconduct Tracking Form as per University Policy 335 and submitting it to the student and the Department Chair.
3. The Department Chair will submit a copy of the form to the Senior Associate Dean.
4. The Senior Associate Dean will submit the form to the Registrar and Provost/VPAA in accordance with University Policy 335. In the case of graduate student academic misconduct, the Dean of the College of Graduate & Interdisciplinary Studies must also receive a copy of the completed Student Academic Misconduct Tracking form.
5. A copy of the Student Academic Misconduct Tracking Form will be placed in the student’s academic file.

**Professional Misconduct**

1. Professional misconduct issues may be more likely to happen outside of the classroom and have broader implications for the well-being of students, faculty, and staff in the College. Hence, the Associate Dean for Student Affairs and Faculty Development has the initial and primary responsibility for administering and enforcing professional misconduct issues.
2. The Associate Dean for Student Affairs and Faculty Development will work collaboratively with the Department Chair (and where appropriate, individual instructors) to resolve professional misconduct issues.

**Department and College Related Sanctions**

Additional academic and/or professional disciplinary sanctions for the department/program may be assigned by the Department Chair depending upon the circumstances and nature of the misconduct. The Department Administrator will notify the student in writing of the sanction and rights to due process and forward a copy to the Senior Associate Dean &/or Associate Dean for Student Affairs and Faculty Development.

The Senior Associate Dean may impose additional disciplinary sanctions for the **College** and will notify the student in writing and the Dean of the College of Graduate and Interdisciplinary Studies (if a graduate student involved). Disciplinary action for academic and professional misconduct will depend based upon the seriousness of the misconduct. In general, sanctions may include, but are not limited to, any of the following:

1. Probation.
2. Supervised probation.
3. Suspension from the College.
4. Termination from the College. (Termination from the College of Health Professions does not prohibit the student from registering elsewhere in the University provided the academic standards of the alternate college of registration have been met or exceeded.)

In cases of particularly egregious or multiple instances of academic/professional misconduct, the Dean of the College may also recommend expulsion from the university.

**Student’s Right to Appeal**

Students sanctioned for violations of the College Student Academic and Conduct Standards Policy have the right to appeal. Student appeals must follow the appeal procedure outlined below. Graduate student
appeals of sanctions involving academic misconduct must be filed in accordance with the Graduate Student Appeals policy described in the NDSU Graduate Bulletin.

Pre-professional/Professional Student Appeals Procedure
1. If the student chooses to appeal a course instructor’s sanction, it must be pursued in the following sequence: course instructor, Department Chair, Associate Dean for Student Affairs and Faculty Development or Senior Associate Dean, and Dean.
2. Department and College related sanctions for professional misconduct may be appealed to the Associate Dean for Student Affairs and Faculty Development and the College Student Affairs Committee. Department and College related sanctions for academic misconduct may be appealed to the Senior Associate Dean and the College Academic Affairs Committee. Final appeals may be made to the Dean of the College of Health Professions.
3. In cases of sanctions involving suspension or termination from the College of Health Professions, the appeal will follow the process outlined in University Policy 335: Code of Academic Responsibility and Conduct.
4. An appeal for any sanction must be made in writing within 15 business days of the sanction letter. The date of the letter shall be the date the letter is postmarked. If hand-delivered, a notation of that date will be made in the student’s file.
5. Appeal letters must specify in detail one or more of the following bases of appeal:
   a. the sanction was too severe for the offense;
   b. the decision for non-action/action/sanction was made in an arbitrary or capricious manner;
   c. the finding of the Student Academic and Conduct Standards Policy having been violated was not substantiated by evidence, and/or
   d. the student’s/student organization’s rights were violated (specify those rights believed to have been violated).

Appeal Review Process (Pre-professional and Professional Students)
1. Appeals made to the Senior Associate Dean or Associate Dean for Student Affairs and Faculty Development will be reviewed by the Academic Affairs Committee or Student Affairs Committee of the College depending upon the conduct violation in question.
2. The Academic Affairs/Student Affairs Committee will review the written letter of appeal from the student/organization and the materials from the original adjudication process. After reviewing these materials, the committee may decide to do one of the following:
   a. issue a decision based solely on the written materials;
   b. issue a decision based on a review of written materials and discussion with the involved principals;
   c. recall one or more witnesses;
   d. refer the decision to the full faculty for action;
   e. return the case for reconsideration of the decision and/or sanctions.
3. The Academic Affairs/Student Affairs Committee may uphold or lessen the original decision/sanction but not increase the sanctions/actions imposed by other persons or bodies.
4. The decision of the committee will generally be issued within 15 working days of the receipt of the appeal letter, but may take longer during University recesses, or in the event of complex cases.
5. The Registrar will be advised of the results of the appeal.

Unresolved Appeals
After the College appeals process has been completed, if the student/organization is not satisfied with the appeal decision, the student/organization has the right to appeal the decision to the Provost. The Provost will make the final decision on any appeals.

Incomplete Disciplinary Process
Students with pending disciplinary or legal actions, with sanctions for which an appeal has been submitted but not resolved, or whose sanctions have not been successfully fulfilled, will not be allowed to graduate from NDSU with a degree, major, or program of study offered by the College of Health Professions. In such cases, the College reserves the right to place a hold on a student’s graduation until the case has been successfully resolved and the sanctions have been successfully fulfilled.
Annual Pledge, FERPA Notification, and Signature

I have read and understand the above policy. I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Health Professions. I understand that possible violations of this policy and sanctions imposed, as well as information used to substantiate violations (including, but not limited to, criminal background checks and drug screens), may be shared with College affiliated educational training programs, clinical sites at which I may complete program-specific experiential requirements, licensing and/or certification boards relevant to my program of study, clinical sites at which I work for non-academic reasons (i.e., for pay or to volunteer), and other faculty, staff or administrators within the College of Health Professions and North Dakota State University who have a legitimate interest in my education. I understand that I have the right to revoke the College of Health Professions’ ability to share this information at any time. Should I revoke the ability of the College of Health Professions to share relevant information with the aforementioned parties, I also understand that I am immediately ineligible to complete a degree offered within the College of Health Professions, and I voluntarily (and immediately) withdraw from my major or program of study within the College. I understand that withdrawing from a major or program of study within the College of Health Professions does not prevent me from pursuing another major at North Dakota State University. I am also aware of and assume responsibility for following other College and Department policies as stated in my major or program of study’s student handbook.

Please indicate your major:

_____ Medical Laboratory Science – Pre-professional
_____ Medical Laboratory Science: Year 1
_____ Nursing – Pre-professional
_____ Nursing: Year 1 2 3
_____ Nursing – LPN - BSN
_____ Nursing – RN - BSN
_____ Nursing - DNP
_____ Pharmaceutical Sciences – MS
_____ Pharmaceutical Sciences – Ph.D.
_____ Pharmacy – Pre-professional
_____ Pharmacy – Pharm.D.: Year 1 2 3 4
_____ Public Health - Certificate
_____ Public Health - MPH
_____ Radiologic Sciences – Pre-professional
_____ Radiologic Sciences: Year 1 2
_____ Respiratory Care – Pre-professional
_____ Respiratory Care: Year 1 2

Date:_________________________________________________________

Printed Name:________________________________________________

Signature:___________________________________________________


Source: Faculty Meeting Minutes
North Dakota State University  
Policy Manual  

SECTION 326  
ACADEMIC MISCONDUCT  

SOURCE: NDSU President  
NDSU Faculty Senate  

1. PHILOSOPHY AND PURPOSE  

1.1 North Dakota State University is committed to upholding the highest standards of integrity of its endeavors in the pursuit of academic activities including research, instruction, and service. The University will promote an open and honest atmosphere in reviewing and reporting possible academic misconduct.  

1.2 Scholarly inquiry creates the expectation for strict integrity in its pursuit. Integrity is defined as a commitment to intellectual honesty, and personal responsibility. As a public institution engaged in research, NDSU has an obligation to ensure public trust and confidence in our academic programs and publications. NDSU is committed to creating an environment which promotes responsible conduct that embraces attitudes of excellence, trust, and lawfulness in all our endeavors. It is essential to create this environment in order to maintain academic integrity, which in turn will promote academic excellence leading to reliable and accurate research results. Because misconduct in scholarly inquiry, including the improper expenditure of funds, threatens the confidence in the academic endeavor, it is the responsibility of the University to foster an academic environment that discourages misconduct in all endeavors of scholarly activity and to develop policies and procedures to deal forthrightly with possible misconduct associated with scholarly activity.  

1.3 These policies and procedures deal with academic misconduct and define a process to report, review, investigate, and resolve, allegations of academic misconduct. They are directed toward governing behaviors to maintain integrity in the pursuit of scholarly, academic activities, and they are consistent with the principle of self-regulation in maintaining integrity in scholarly inquiry.  

2. APPLICABILITY  

2.1 These policies are applicable to all persons employed at NDSU and associated with NDSU through academic activities. These would include, but are not limited to faculty, adjunct faculty, research professors, lecturers, collaborators, staff, technicians, post-doctoral fellows, graduate, and undergraduate students, and volunteer assistants. However, allegations against graduate and
undergraduate students which are course related will be handled under NDSU Policy 335: Code of Academic Responsibility and Conduct.

2.2 While this policy deals with internal allegations, any NDSU employee wanting to charge misconduct against an individual(s) outside the University must have discussed the allegations with the Department Chair, Dean, and Provost before proceeding with such allegations.

3. DEFINITIONS

3.1 Academic or scientific misconduct shall mean fabrication, falsification, plagiarism, misrepresentation of sources, breach of confidentiality, or other practices, including fiscal impropriety, that seriously deviate from those that are commonly accepted within the discipline for proposing, for conducting, or reporting research; or material failure to comply with a sponsor's requirements that uniquely relate to the conduct of the research. It does not include honest error, or honest differences in interpretations or judgments of data.

3.2 Allegations shall mean any written or oral accusation by any University official or other Complainant, from inside or outside of NDSU, of possible misconduct that is forwarded to the Office of the Provost.

3.3 Complainant means any person who makes a formal allegation of research or scholarly misconduct under this Policy.

3.4 Fabrication is making up data or results and recording or reporting them.

3.5 Falsification is manipulation of research materials, equipment, processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

3.6 Inquiry shall mean informal information gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation.

3.7 Investigation shall mean the formal examination and evaluation of all relevant facts to determine if misconduct has occurred.

3.8 Plagiarism shall mean taking over ideas, methods, or written words of another without acknowledgment of and with the intention that they be credited as the work of the deceiver. Different academic disciplines may have their own separate definition which may add additional elements that need to be taken into consideration in an allegation of plagiarism.

3.9 Respondent shall refer to the accused or the person against whom an allegation of research misconduct is directed or who is the subject of a research misconduct proceeding.
3.10 Scholarly inquiry, creative activity, and research shall be considered synonymous terms.

4. PRINCIPLES

4.1 Due to the wide variety of endeavors of scholarly activity, no one set of guidelines can cover all situations. Also, because of the seriousness of the nature of this subject, several basic principles must be used to guide the processes.

4.2 Allegation(s) must receive immediate, appropriate, thorough, and impartial consideration.

4.3 The Complainant who in good faith reports apparent academic misconduct shall be protected from recrimination. Good faith allegations are those that are made with the honest belief in the truth of the allegation based on the information the Complainant had reasonable access to at the time of the allegation.

4.4 The Respondent, Complainant, witnesses, and committee members must be afforded confidential treatment during the entire process to the extent reasonably possible. Disclosure of the charges and evidence under this policy will be made only as specified in the regulations of the sponsoring agency or as required by the North Dakota Open Records Act. Any violation of this rule is also considered a matter for disciplinary action. Further, the Respondent must be afforded confidential treatment to the extent reasonably possible while being given an opportunity to respond to the allegations and provide a defense during the Inquiry or Investigation phases. A confidentiality agreement can be required.

4.5 From receipt of the initial allegation to the completion of the investigation, every effort will be made to obtain and secure evidence that will be directly applicable to the case. All evidence must be carefully weighed to determine whether an allegation has been made in good faith or malice.

4.6 In order to determine misconduct, NDSU must find (1) that there was a significant departure from accepted practices of the relevant academic or professional community; (2) it was committed intentionally, knowingly, or recklessly; and (3) the allegation must be proven by a preponderance (greater than 50%) of the evidence.

4.7 If allegations of apparent academic misconduct are shown to be unfounded and have been made with the malicious intent of destroying a career and reputation, the evidence of this fabrication is to be presented to the Provost for appropriate examination and possible disciplinary action.
4.7.1 Malicious allegations to harm or harass other individuals will not be tolerated by the University, nor will retaliation against the Respondent, Complainant, witnesses, or inquiry or investigative committee members. Further actions against Complainants who have acted in bad faith may be taken under NDSU policies that apply to employment and termination procedures. Actions that may be taken by NDSU could include, but are not limited to, termination of employment or expulsion.

4.8 Any University action imposing sanctions must comply with the procedural requirements of the applicable personnel or student policies (see Policies 220, 335, 350.3, or 601).

4.9 Challenges against a member of the Academic Integrity Committee for a conflict of interest shall be handled by the committee first and then, if the matter is not resolved, by the President of the Faculty Senate.

5. ACADEMIC MISCONDUCT PROCEDURES

In dealing with academic misconduct allegations, NDSU will follow a three phase process: (1) Phase I - receipt of the allegation; (2) Phase II - an immediate inquiry of the allegation; and (3) Phase III - if warranted, an investigation of the allegation which may lead, where applicable, to recommendations for appropriate sanctions and reporting. Actual sanctions and appeals will be considered separately and will be handled through other administrative processes.

6. PHASE I: RECEIPT OF ALLEGATION

6.1 Initially, the Complainant should report the allegation and provide evidence to the university official who is the immediate supervisor of the Respondent. The person receiving the allegation is hereafter referred to as the receiver of the allegation.

6.1.1 Any National or Federal agency involved could also be notified. Most agencies will not investigate initially and will allow NDSU to proceed as the primary investigating body. The funding agency will review the submitted reports to determine if further actions need to be taken. Federal agencies expect each institution to handle these proceedings and will only take charge if there is an immediate need to handle the case themselves.

6.2 Upon receipt of an allegation, the receiver of the allegation must immediately inform the Provost (or specified designee) formally, in writing of the nature of the allegation. The Provost will inform the President.

6.3 Allegations of academic misconduct by a Complainant (other than the University acting through its administration) must normally be received within
six years from the time when alleged academic misconduct occurred. Other exceptions include: (1) the Respondent continues or renews any incident of alleged research misconduct that occurred outside the six-year limit through the citation, republication or other use for the potential benefit of the Respondent of the research record that is the subject of the allegation; (2) NDSU, following consultation with appropriate agencies, determines that the alleged misconduct, if it occurred, would possibly have a substantial adverse effect on the health or safety of the public; or (3) there is an allegation of fraud which prevented the discovery of the alleged misconduct. Allegations older than six years will normally not be accepted.

7. PHASE II: INQUIRY

7.1 Upon receipt of an allegation, the Provost will prepare a statement of allegation which identifies the Complainant, and notifies the Respondent, the appropriate department chair(s), and academic dean(s) of the allegation with available evidence.

7.2 The Respondent and Complainant will be offered initial consultation at the time of the receipt of the allegation to assist all parties in understanding the extent of this policy and procedures, and the potential and real consequences. They shall be provided copies or informed of the location of relevant policies and/or rules.

7.3 The Provost shall appoint an inquiry committee of three persons consisting of non-administrative, tenured faculty with the rank of professor (emeritus and emerita professors are eligible). Members of the committee may be external to the University and non-faculty members may be appointed if a specific case warrants their inclusion to review the allegation(s).

7.3.1 The inquiry committee will determine if there is sufficient basis to conduct an investigation based on whether (1) the allegation falls within the definition of academic misconduct as defined above; (2) the allegation is sufficiently credible; and (3) the allegation is specific enough so that potential evidence of academic misconduct may be identified. "Sufficient basis" means that there is enough evidence that could be adequate to establish a violation if proven.

7.3.2 Interviews must be conducted, where possible, with both the Respondent and the Complainant and any other persons who may have information relevant to the allegation and purpose of inquiry. The Complainant and the Respondent must comply with appropriate requests by the inquiry committee for documents and other relevant evidence.

7.3.3 The committee may seek an opinion by a recognized authority in the Respondent's field.
7.3.4 Upon completion of the inquiry, the committee will prepare a report which shall include: (1) the name and position of the Respondent(s); (2) a description of the allegation of misconduct; (3) list of persons interviewed; (4) a summary of the evidence; (5) the conclusions of the inquiry; (6) a rationale for the recommendation that the alleged misconduct did or did not warrant an investigation; (7) any comments by the Complainant and Respondent; and (8) identification of relevant grants or other funding involved.

7.4 The Complainant and Respondent shall be given a complete copy of the report. Each will be given 10 working days to respond to the report and their comments will become part of the record.

7.5 The inquiry report will be completed and submitted to the Office of the Provost within 60 calendar days from the receipt of the initial allegation, unless circumstances which can be documented indicate reasons for exceeding this 60 day period.

7.6 If the Provost determines that there is no basis to conduct an investigation, a copy of the inquiry report shall be maintained for a period of seven years in the Office of the Provost. This is to permit a later, independent assessment of the reasons for determining that an investigation was not warranted should this be requested by an appropriate agency.

7.7 Seven years after the completion of the inquiry, all documentation shall be destroyed.

7.8 If, at any time, the documentation is requested by any party, the Respondent shall be notified.

7.9 All work of those involved should, to the extent possible, remain confidential. Breaches of confidentiality may be subject to appropriate sanctions.

7.10 The Complainant can appeal a decision not to conduct an inquiry to the Committee on Academic Integrity within five (5) working days of receiving notice that an inquiry is not warranted.

8. PHASE III: INVESTIGATION

8.1 If the Provost determines that the findings from the inquiry provide sufficient basis for conducting an investigation, the investigation must be initiated within a thirty (calendar) day period after written notification to the Respondent that there will be an investigation. On or before the initiation of the investigation, NDSU will notify all applicable agencies as required by regulations.
8.2 The investigation will be conducted by the standing committee of the Faculty Senate, the Committee on Academic Integrity (https://www.ndsu.edu/fileadmin/facultysenate/docs/Bylaws.pdf).

8.3 The Provost Affairs shall forward the inquiry report to the Committee on Academic Integrity (Investigation Committee) which shall investigate the allegations in substantial compliance with all Federal Regulations.

8.4 The Investigation Committee shall comply with the following guidelines:

8.4.1 Respondent must be notified in writing that an investigation is being conducted, must be interviewed by the Investigation Committee, and has the right to call any witnesses or produce any evidence in defense. In addition, the Respondent has the right to have an attorney accompany him/her/them to the interview. If an attorney for the Respondent is present, the Investigation Committee may request that the University provide legal counsel to assist it as well.

8.4.2 The Investigation Committee may request, and must use diligent efforts to secure, any evidence considered necessary to conduct a complete investigation of the allegation. Whenever possible, interviews should be conducted of all individuals involved including the Respondent and the Complainant as well as other individuals who might have information regarding key aspects of the allegations. Because of the possible specialized nature of the evidence to be investigated, the Committee may seek advice from experts within or from outside the University. Complete summaries of these interviews should be prepared and provided to the interviewed person(s) for comment and shall be included as part of the investigation file and furnished to the Respondent.

8.4.3 The Investigation Committee will deliberate and reach its conclusions and write its final report in executive session. Further, the Investigation Committee must prepare and maintain all documentation to substantiate its findings.

8.4.4 The investigation by the Investigation Committee is to remain confidential unless disclosure is required by the North Dakota Open Records Act or by the sponsor's guidelines.

8.5 If it is determined that the allegations of misconduct are groundless, a report with supporting documentation shall be forwarded to the Office of the Provost to be retained appropriately for a period of seven years.

8.6 If the allegations are substantiated by a preponderance (greater than 50%) of the evidence, the Investigation Committee shall forward the report to the Provost and the President with recommendations for appropriate disciplinary action (sanctions).
8.7 The Respondent and Complainant shall be given a complete copy of the report. Each will be given ten (10) calendar days to respond to the report and their comments will become part of the record.

8.8 All persons and agencies involved in the investigation shall be notified of the conclusion. A copy of all documents shall be furnished to the Respondent and the Complainant. If the documents are requested by any party, the Respondent shall be notified.

8.9 In the case of a federal grant, a final report (in substantial compliance with all Federal regulations) prepared by the Provost describing policies and procedures under which the investigation was conducted, the nature of the allegations, how information was obtained, all persons interviewed with text or summary of interviews, the findings, the basis for the final decision, and a description of disciplinary action taken by the institution, must be sent to the appropriate agency.³

8.10 It shall be the responsibility of the Provost to communicate the results of the investigation to collaborators, journals, publishers, professional societies, licensing agencies, and sponsoring agencies with whom the accused has had professional contact as appropriate.

8.11 The investigation should ordinarily be completed within 120 calendar days of its initiation. If it cannot be completed within that time, then a request to the Office of Research Integrity (ORI) (or other applicable agency(ies)), will be made by the Provost to extend the time, and documentation for the reasons for exceeding this period must be made available in the report.

9. SPECIAL REPORTING REQUIREMENTS

9.1 Normally, the inquiry or investigation will be conducted in such a manner as to protect the privacy/confidentiality of all involved.

9.2 However, if at any stage of the inquiry or investigation, any of the following conditions exist, there must be immediate notification to the sponsoring agency or other affected parties:

9.2.1 There is an immediate health safety risk or immediate need to protect human or animal subjects;

9.2.2 Research activities should be suspended;

9.2.3 There is an immediate need to protect agency funds, equipment, or the integrity of the research process;
9.2.4 There is an immediate need to protect the interests of the person(s) making the allegation or the individuals who are subject to the allegations as well as his/her co-investigators and associates;

9.2.5 It is probably that the alleged incident is going to be reported publicly;

9.2.6 There is reasonable indication of possible violation of civil or criminal law. In this instance, the institution must inform the appropriate sponsoring agency, if necessary, within 24 hours of obtaining that information; or

9.2.7 There is a reasonable belief that the research community or public should be informed.

10. SANCTIONS

10.1 NDSU administration may implement specific sanctions congruent with the misconduct.

10.2 Sanctions resulting from academic misconduct may include, but are not limited to, termination of employment or student status, termination of current research activity, special prior review of future research activities, written reprimand, probation for a specific period of time, and/or suspension of rights and responsibilities.

10.3 In cases of students, recommendations for sanction or disciplinary actions will be forwarded to the Associate Vice Provost for Student Affairs or the Graduate Dean to determine appropriate administration of any sanctions.

10.4 In deciding what final actions are appropriate when misconduct is found, NDSU officials should consider:

10.4.1 The seriousness of the misconduct;

10.4.2 The degree to which the misconduct was knowing, intentional, or reckless;

10.4.3 Whether the misconduct was an isolated event or part of a pattern of behavior;

10.4.4 Whether it had a significant impact on the research record, research subjects, other researchers, institutions, or the public welfare; and

10.4.5 Other relevant circumstances.

11. APPEALS
11.1 Appeals of the Committee on Academic Integrity finding of misconduct will be handled through federal agencies of oversight where applicable or through NDSU's President's Office.

11.2 NDSU appeals must be made directly in writing to the President of NDSU within 30 days of the notice of determination by the Committee on Academic Integrity.

11.3 Review of the appeal is by the President. The President has the option to appoint a technical review committee for advice.

11.4 NDSU may suspend an internal appeal until further determination by the agencies.

11.5 NDSU appeals will be restricted to the evidence presented and will be limited to the University's failure to follow published procedures or arbitrary or capricious decision making.

11.6 Upon review of the appeal, the determination made by the President of the University is final.

11.7 Grievances and appeals to sanctions and disciplinary actions will be handled accordingly to the applicable policies. Faculty (policy 157, 350.3, 353); Staff/employee (policy 157, 230, 231); and Students (policy 601 and 335).

1. *Integrity in Scientific Research, Institute of Medicine, National Research Council, (2002).*
2. See Office of Science and Technology's Research Misconduct Policy (2000) [http://www.ostp.gov/cs/federal_policy_on_research_misconduct](http://www.ostp.gov/cs/federal_policy_on_research_misconduct) In addition, these policies and procedures are necessary since the federal government requires that each entity applying for research grants or agreements under the Public Health Service must establish explicit, uniform policies and procedures for investigating and reporting instances of alleged or apparent misconduct involving research activities that are supported with funds made available under the Public Health Service Act. The appropriate acts providing authority are: 42 CFR Part 50, Section 493, Public Health Service Act, as amended, 99 Stat. 874-875, (42 u.s.c. 289b); Section 501(f), Public Health Service Act, as amended, 102 Stat. 4213 (42 u.s.c. 290aa(f)).
3. For example, the Office of Research Integrity (ORI), in the Office of the Director of the National Institutes of Health.

**HISTORY:**
New May 14, 1990
Amended April 1992
Amended June 1995
Amended December 2002
Amended October 2003
Amended October 2007
Amended November 2008
Housekeeping February 14, 2011hk
Housekeeping September 2015
SECTION 335
CODE OF ACADEMIC RESPONSIBILITY AND CONDUCT

SOURCE: NDSU Faculty Senate Policy

The academic community is operated on the basis of honesty, integrity, and fair play. This trust is violated when students engage in academic misconduct, either inadvertently or deliberately. This policy serves as the guideline for cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context (e.g., coursework, exams for degree requirements, practical experience, or fieldwork experience). Depending on the nature of the alleged offense, academic misconduct involving graduate or undergraduate research (e.g., thesis, dissertation, honors thesis), may be handled by either this policy or policy 326, ACADEMIC MISCONDUCT. This policy also serves as the guideline for cases in which there is evidence of student academic misconduct in more than one instance.

Procedures established by an academic college (including the College of Graduate and Interdisciplinary Studies) may exceed the minimum standards outlined in this policy. Academic colleges with an approved and published honor commission (or similar mechanism) may employ alternative procedures; however, the standards of expected behavior shall not be less than those in this policy. In all cases, the procedures presented in this policy for tracking academic misconduct must still be followed; see Sections 5.c and 5.d of this policy.

1. Definitions. In this policy, an “instructional staff member” is defined as anyone who has primary responsibility for a course, or other instructional context to which this policy applies. Examples of instructional staff members include tenured and tenure-track faculty members, professors of practice, teaching assistants who have primary responsibility for a course, teaching fellows, instructors, and lecturers.

In this policy, a “student” is defined as anyone enrolled in undergraduate, professional, or graduate coursework at NDSU. These students include individuals in a non-degree status, such as those taking NDSU courses through a collaborative, consortium, exchange, or early admission program, or in a conditional admit status (e.g., Tri-College, NDUS Collaborative Registration, and Early Entry/dual credit program).

2. Examples of behavior constituting academic misconduct. Academic misconduct (intentional or otherwise) includes but is not limited to the following:

   a) Plagiarizing, i.e., submitting work that is, in part or in whole, not entirely one’s own, without attributing such portions to their correct sources;

      i. Cases of apparently unintentional plagiarism or source misuse must be handled on a case-by-case basis and in the context of the instructor’s policies. Unintentional plagiarism may constitute academic misconduct.

      ii. Improper attribution of sources may be a symptom of bad writing and not plagiarism. Instructors are encouraged to recognize that citation skills are developed over time and are contextual.
b) Receiving, possessing, distributing or using any material or assistance not authorized by the instructional staff member in the preparation of papers, reports, examinations or any class assignments to be submitted for credit as part of a course or to fulfill other academic requirements;

c) Unauthorized collaborating on individual assignments or representing work from unauthorized collaboration as independent work;

d) Having others take examinations or complete assignments (e.g., papers, reports, laboratory data, or products) for oneself;

e) Stealing or otherwise improperly obtaining copies of an examination or assignment before or after its administration, and/or passing it onto other students;

f) Unauthorized copying, in part or in whole, of exams or assignments kept by the instructional staff member, including those handed out in class for review purposes;

g) Altering or correcting a paper, report, presentation, examination, or any class assignment, in part or in whole, without the instructional staff member's permission, and submitting it for re-evaluation or re-grading;

h) Misrepresenting one's attendance or the attendance of others (e.g., by PRS or attendance sheet) in a course or practical experience where credit is given and/or a mandatory attendance policy is in effect;

i) Fabricating or falsifying information in research, papers, or reports;

j) Aiding or abetting academic misconduct, i.e., knowingly giving assistance not authorized by the instructional staff member to another in the preparation of papers, reports, presentations, examinations, or laboratory data and products;

k) Unauthorized copying of another student's work (e.g., data, results in a lab report, or exam);

l) Tampering with or destroying materials, (e.g., in order to impair another student's performance);

m) Utilizing false or misleading information (e.g., illness or family emergency) to gain extension or exemption on an assignment or test.

3. The university culture of academic honesty. A primary responsibility of the students, instructional staff members, staff members and administrators is to create an atmosphere in which academic honesty, integrity, and fair play are the norm and academic misconduct is minimized.

a) Instructional staff members are responsible for providing guidelines concerning academic misconduct at the beginning of each course in each class syllabus, and should use precautionary measures and security to discourage academic misconduct.

b) Students are subject to disciplinary action even when not enrolled in the course where the academic misconduct occurred.

4. Fairness. Instructional staff members and administrators are responsible for procedural fairness to any student accused of academic misconduct. An instructional staff member who suspects that academic misconduct has occurred in his/her class or other instructional context has an initial
responsibility to:

a) inform the student involved of his/her suspicion and the suspicion’s grounds;

b) allow a fair opportunity for the student to respond;

c) make a fair and reasonable judgment as to whether any academic misconduct occurred; and

d) inform the student of the judgment, penalty (if any), and the student’s right to appeal. See also Section 5.c of this policy.

5. Penalties from instructional staff members for academic misconduct. Instructional staff members have the prerogative of determining the penalty for academic misconduct in their classes and other instructional contexts.

a) Penalties may be varied with the gravity of the offense and the circumstances of the particular case. Penalties may include, but are not limited to, failure for a particular assignment, test, or course.

b) If an instructional staff member imposes a penalty, the student may not drop the course in question without the permission of the instructional staff member. (The instructional staff member is responsible for notifying the Registrar to prevent the student from dropping the class.)

c) If an instructional staff member imposes a penalty, the instructional staff member must complete the Student Academic Misconduct Tracking Form and submit copies to the student, the chair/head of the instructional staff member’s primary department, or the program director if the student is enrolled in an interdisciplinary program. It is the chair/head or program director’s responsibility to forward copies of the tracking form to the Dean of the college of the student’s primary major, the Dean of the instructional staff member’s primary college, the Registrar, and the Provost. In the case of graduate student academic misconduct, the Dean of the College of Graduate and Interdisciplinary Studies also must receive a copy of the completed Student Academic Misconduct Tracking Form.

d) Within three class days of receiving the Student Academic Misconduct Tracking Form, the information shall be entered into a FERPA compliant Student Academic Misconduct Database.

e) In cases of particularly egregious academic misconduct, the Dean of the college of the student’s primary major or the Dean of the college where the academic misconduct occurred may recommend suspension or expulsion as outlined in Sections 9 and 10 of this policy.

6. Penalties from instructional staff members for students not enrolled in course. If a student involved in a case of academic misconduct is not enrolled in the course in which the academic misconduct occurred, the instructional staff member teaching that course may recommend a penalty to the Dean of the instructional staff member’s primary college. If the student is enrolled in a different college, the Dean will forward the recommendation to the Dean of the college of the student’s primary major.

a) The Dean of the college of the student’s primary major may impose academic warning or probation in the college, according to established college policy.
b) Alternatively, the Dean of the college of the student’s primary major may recommend suspension or expulsion to the Academic Standards Committee (http://www.ndsu.edu/fileadmin/vpaa/POLICIES_FOR_NDSU_UNIVERSITY_ACADEMIC_STANDARDS_COMMITTEE-Rev_6_22_10.doc), as outlined in Sections 9 and 10 of this policy.

7. Penalties for students with multiple instances of academic misconduct. If, when entering an instructional staff member’s report into the Student Academic Misconduct Database, it is discovered that the student has a prior record of academic misconduct, the Registrar shall notify the Provost and Dean of the college of the student's primary major about the student’s repeated academic misconduct.

a) In case of repeat offenses, the Provost and/or the Dean of the college of the student’s primary major may recommend additional penalties up to and including dismissal, suspension or expulsion, as outlined in Sections 9 and 10 of this policy.

b) In the case of graduate student academic misconduct, the Dean of the College of Graduate and Interdisciplinary Studies also must be notified.

8. Non-graduate student appeals for penalties from instructional staff members. A student who has received a penalty from an instructional staff member for academic misconduct may appeal the penalty on one or more of the following bases: the penalty was too severe for the offense; the instructional staff member’s decision was made in an arbitrary or capricious manner; the instructional staff member’s decision was not substantiated by adequate evidence; or the student’s rights were violated.

a) If the student chooses to appeal the instructional staff member’s penalty, the student must initiate the appeal process within fifteen class days after the beginning of the following semester. For spring or summer courses, the appeal must be initiated within fifteen class days of the start of the fall semester. The student must appeal the penalty in writing. The appeal must be pursued in the following sequence: the instructional staff member, the chair/head of the instructional staff member’s primary department, and the Dean of the instructional staff member’s primary college.

b) If the appeals outlined in Section 8.a. are not granted, the student may request a hearing by the Student Progress Committee in the college where the academic misconduct occurred to appeal the penalty. The student may request that two additional students be appointed to the Student Progress Committee for the hearing: one student shall be a member of the Student Court appointed to the Student Progress Committee by the Chief Justice of the Student Court, and the other student shall be a student senator for that college appointed to the Student Progress Committee by the Student Body President.

   i. The outcome of the appeal shall be communicated to the Registrar by the Student Progress Committee within three class days after the Student Progress Committee has made its final decision. The decision of the Student Progress Committee is final.

   ii. If the Student Progress Committee decides that no academic misconduct has occurred, then the Registrar shall delete all relevant information relating to the case from the Student Academic Misconduct Database. Otherwise, the Registrar shall enter the decision of the Student Progress Committee into the Student Academic Misconduct Database.
9. Suspension or expulsion at the university level of non-graduate students. In cases of particularly egregious academic misconduct, a student may be suspended or expelled for academic misconduct in accordance with the following procedure:

   a) If the Dean of the college of the student’s primary major or the Dean of the college where the academic misconduct occurred decides that suspension or expulsion is warranted, that Dean shall recommend suspension or expulsion to the Academic Standards Committee. At the same time, the Dean who recommends suspension or expulsion also shall notify the student of this action and inform the student of the hearing and response options described in Sections 9.b. and 9.c. of this policy.

   b) The student has five class days after receiving the Dean’s notification to request a hearing from the Student Progress Committee (or Honor Commission or similar body) in the college of the Dean who has recommended suspension or expulsion.

      i. Such hearings shall be held in accordance with college policy.

      ii. The Academic Standards Committee shall take no action on the case before a hearing is concluded.

      iii. The Student Progress Committee (or Honor Commission or similar body) shall forward its decision and appropriate hearing information to the student, the Dean who recommended suspension or expulsion, the Dean of the college of the student’s primary major, and the Academic Standards Committee.

   c) The student has five class days after receiving notification to respond to the Dean’s recommendation and/or the hearing outcome in a written statement submitted to the Academic Standards Committee.

   d) If the Academic Standards Committee decides that suspension or expulsion is warranted, the committee chair shall recommend suspension or expulsion to the Provost. At the same time, the committee chair also shall notify the student of its decision and inform the student that he/she has the right to respond to the recommendation, as described in Section 9.e. of this policy.

   e) The student has five class days after receiving the Academic Standards Committee’s notification to respond to the committee’s recommendation in a written statement to the Provost.

   f) If the Provost decides that suspension or expulsion is warranted, he/she shall impose suspension or expulsion. At the same time, the Provost shall notify the student of his/her decision and the terms of the decision, and inform the student that he/she has the right to appeal the penalty, as described in Section 9.g. of this policy. At the same time, the Provost also shall notify the Registrar and President of the university of the action and its terms.

   g) The student may file a written appeal of this penalty with the President of the University within thirty calendar days of receiving the notice of the decision. The President’s decision normally will be made within thirty calendar days after receiving the appeal. The President’s decision on the matter is final.

   h) The Office of the President shall notify the following parties of the results of the final decision on suspension or expulsion: the student, the chair/head of the student’s primary major department, the Dean who recommended suspension or expulsion, the Dean of the college of
the student’s primary major, the Academic Standards Committee, the Provost, and the Registrar.

10. Procedures for cases involving graduate students. Accusations involving academic misconduct of graduate students will follow the procedure described in Sections 4-7 above, with the following exceptions. Appeals of penalties imposed by instructional staff member must be filed in accordance with the policy described in the NDSU Graduate Bulletin. Also, the Dean of the college of the student’s primary major may recommend an additional penalty (including academic warning, academic probation, dismissal, suspension, or expulsion) to the Dean of the College of Graduate and Interdisciplinary Studies. If the student is enrolled in a graduate interdisciplinary program or is a non-degree student, the associate Dean of the College of Graduate and Interdisciplinary Studies will review the case and make a recommendation to the Dean of the College of Graduate and Interdisciplinary Studies. The imposition of penalties shall be in accordance with the policy described in the NDSU Graduate Bulletin.

a) The Dean of the College of Graduate and Interdisciplinary Studies will provide the student with written notice of the following:

i. additional disciplinary action taken, if any;

ii. description of the graduate student appeal process, as outlined in the NDSU Graduate Bulletin;

iii. the date by which an appeal must be filed by the student, should the student choose to file an appeal.

b) If an appeal is filed, the Dean of the College of Graduate and Interdisciplinary Studies will notify the student of the result following the completion of the appeal process.

c) The following parties shall be notified if the student is suspended or expelled: the student, the chair/head of the student’s primary major department, the Dean who recommended suspension or expulsion, the Dean of the college of the student’s primary major, the Provost, and the Registrar.

11. Procedures for cases involving individuals who are not NDSU students. If a person who is not an NDSU student (according to the definition in Section 1 of this policy) is involved in academic misconduct, the instructional staff member shall send a written statement describing the academic misconduct to the Provost, Vice Provost for Student Affairs and Enrollment Management, Registrar, and Director of Admission for appropriate action. Appropriate action may include, but is not limited to, holds being placed on admission or readmission to the university, and notification being sent to the individual’s home institution.

12. Rescission of degrees. A degree previously awarded may be rescinded if it is determined that the graduate’s actions taken to obtain the degree involved academic misconduct. The degree conferring college reserves the right to recommend to the Provost the rescission of any wrongfully obtained degree(s).

a) Written notice of the concerns and recommendation to rescind the graduate’s degree(s) shall be sent via certified mail and email with return receipt to the graduate, with a hold placed on the student’s record. The graduate will have 30 days after the notice was received to respond in writing or request a hearing with the conferring college’s Student Progress Committee for undergraduate degree holder or the Graduate Council for graduate level degree holders. A
recommendation by the Committee or Council to the Provost whether to rescind the degree(s) shall be made within 30 days after a response is received or hearing is completed.

b) A decision by the Provost shall be made within 30 calendar days after receiving the recommendation. The graduate has 10 business days after receiving the Committee or Council recommendation to respond, in writing, to the Provost. Notice of the decision whether to rescind the degree(s) shall be sent to the respondent via certified mail with return receipt. The respondent may file an appeal of this decision with the President of the University within 30 calendar days of receiving the notice of the decision. The President’s decision will normally be made within 30 calendar days after receiving the appeal.

c) The Office of Registration and Records will be notified of the results of the final decision on rescinding the degree(s).

HISTORY:
New December 10, 1973
Amended May 12, 1975
Amended April 1992
Amended December 2006
Amended March 2007
Amended January 27, 2011
Housekeeping March 04, 2011hk
Amended January 28, 2014
Housekeeping June 15, 2018
Housekeeping January 16, 2019
SECTION 337
GRADE APPEALS BOARD

SOURCE: NDSU President Faculty Senate Policy

The Grade Appeals Board purpose and membership are established in Part XI of the Faculty Senate Bylaws.

GRADE APPEALS BOARD PROCEDURES AND PREREQUISITES FOR APPEAL:

1. The Board may be utilized only after the student has exhausted all possible appeal routes within the college offering the course involved. Each individual college will be expected to specify such appeal routes, but the following guidelines should be adhered to as closely as possible and will apply in the absence of any specialized procedures.

The academic freedom of instructors is acknowledged in this policy and as such, the evidence for overturning a grade assigned by an instructor must be overwhelming and clearly demonstrate that the instructor used inappropriate or irrelevant factors in determining a course grade. Situations in which a student might consider an appeal include but are not limited to the following:

- perceived violations of the grading policy, as stated in the course syllabus
- other violations of NDSU policy pertaining to student grading
- influence of irrelevant factors such as race, sex, or personal animosity
- erroneous grading (e.g. mathematical error)
- inequitable grading
- medical or other hardship that 1) could justify either a course grade of "incomplete" or exemptions from specific grading components in the grade computation, and 2) was communicated with the instructor in a timely manner when the issue(s) arose.

Grade assigned as a result of Policy 335: Code of Academic Responsibility and Conduct may not be appealed using this policy and its processes.

a) A student who disputes an assigned grade may initiate a request for a change of a grade with the instructor within fifteen (15) instructional days of the first day of the semester immediately following the semester in which the grade was awarded. For Spring Semester courses, the request must be made within fifteen (15) instructional days of the start of Fall Semester.

An appeal is deemed formally initiated when the student presents the Grade Appeal Form to the instructor. The Grade Appeal should also include the following as supplementary material:

- the course syllabus including grading procedures
- the grade originally assigned and the requested grade change
- the justification for the proposed grade change based on the specific disputed criterion (e.g. an assignment, project, or exam grade) and the grading system outlined in the course syllabus.

The instructor must date and initial the form upon receipt. Within five (5) instructional days, the instructor shall inform the student, via NDSU email, of his/her decision, record the steps taken to resolve the appeal and the decision on the Grade Appeal Form, date and sign the Form. If the appeal
is approved, the form along with a memo and/or Grade Reporting Form indicating the new grade shall be returned to Registration and Records. If the appeal is denied by the instructor, the Form is returned to the student to proceed to the next level if desired.

b) If there is an unsatisfactory decision at the instructor level, the student may present the appeal to the department chair/head within five (5) instructional days. The chair/head should return his/her decision on the appeal to the student. If the instructor is also the department chair/head or dean, he or she need only be consulted in the capacity of instructor and the appeal may be continued at the college level.

c) If an unsatisfactory decision is rendered at the department level, the student may proceed to the college dean within five (5) instructional days.

d) At each stage, the individual considering the appeal shall inform the student and instructor of his/her decision within five (5) instructional days, record the steps taken to resolve the appeal and the decision on the Grade Appeal Form, and date and sign the Form.

e) Both the instructor and the student shall have the right at any time during the proceedings to call a meeting of all persons involved in submitting and considering the appeal and, optionally, to invite the Board to send an observer to that meeting.

f) In the event that the instructor is on leave from the University, the instructor may designate another faculty member from within the department to represent his/her interest in the grade appeal. If the instructor is no longer employed by North Dakota State University, or is not available to designate a substitute, the department chair/head shall represent the absent faculty. If the department head cannot act impartially, a substitute shall be designated by the dean.

2. In the event of an unsatisfactory decision at the college level, the student may submit a formal written appeal to the Grade Appeals Board Chair. Such an appeal shall be made within fifteen (15) instructional days after conclusion of the college proceedings as stated above.

3. A college dean or a department chair/head, with approval of the college dean, may change a grade without the instructor's approval in extraordinary circumstances. Such circumstances include avoiding a clear injustice or mistake (e.g., a clear mathematical error, violation of policy, or instructor refusal to respond to inquiries about the grade). In such cases, a note of record explaining the basis for the decision and the new grade shall be filed with the Registrar. An instructor can appeal such a grade change to the Grade Appeals Board pursuant to this Policy. Colleges can adopt procedures to implement this subsection.

4. The Grade Appeals Board Chair will handle appeals that proceed to that level.

5. In case of student appeal to the Grade Appeals Board, the Chair will send a copy of the appeal documents to the instructor within ten (10) instructional days. The instructor will have fifteen (15) instructional days to respond directly to the Board Chair with any additional information regarding the student's appeal.

6. The Board Chair will then distribute copies of the appeal document and the instructor's response to all Board members and the instructor within five (5) instructional days. If a Board member is unable to participate in the proceedings, his or her alternate will act for the member.

7. Each Board member (or alternate) must inform the Board Chair in writing within five (5) instructional days indicating whether there is a need to hold a meeting to discuss the appeal. If at least two-thirds of the members indicate that the student has not made a legitimate case for appeal, the appeal is denied.
and the student is notified, through NDSU email, within five (5) instructional days of the Board's decision. Otherwise, the Chair will schedule a meeting of the Board within ten (10) instructional days.

8. A quorum for the meeting will consist of at least 50% of the faculty members and at least 50% of the student members. At this meeting, the Board will raise any questions unanswered by the appeal and instructor's response. The Board will then vote to decide whether to hold a hearing based on the evidence presented by the student and instructor. A hearing will be scheduled within fifteen (15) instructional days if a majority of members present vote to hold a hearing. If the appeal is denied, the Board Chair may provide a brief explanation for the decision.

9. If the Board decides to hear the appeal, it shall provide the instructor and student with a copy of any written statement provided to the Board by the other party.

10. If an appeal is made by the instructor of the course against the grade change instituted by the chair/head or the dean, the instructor will have recourse to the same procedures outlined for student appeal in 337.7.8.9.

HEARING PROCEDURES

   a) If the Board decides to hear an appeal, it shall designate from among its total membership a panel of seven members to hear the appeal. Four members of the panel shall be chosen by lot by the Board Chair from the faculty membership of the Board, and two additional members of the panel shall be chosen by lot by the Board Chair from the student membership of the Board. The seventh member of the panel shall be the Board Chair, who shall serve as a non-voting moderator of the hearing panel. In order to avoid any conflict of interest, a board member who believes that he/she may not be able to hear a case fairly shall recuse himself/herself and shall be replaced by his/her alternate. Both the student and the instructor shall be informed of the members slated to serve at the hearing. The student and the instructor shall each have one peremptory challenge to remove a board member from service on the hearing panel. A challenged board member shall be replaced by his/her alternate. In the event that a challenged board member is an alternate, another member of the board shall be chosen by lot to serve on the hearing panel. The word "Board" shall be used hereafter in these hearing procedures to describe the seven-member hearing panel so elected, or the full Board, in the event it decided to hear an appeal of a hearing panel decision.

   b) All hearings are normally open only to those people who are part of the proceedings, unless otherwise arranged by prior mutual written agreement between the student, instructor, and Board Chair. Because the hearing involves non-directory academic record information, as defined by the Family Educational Rights and Privacy Act of 1974, it is not open to the public and the content may not be further disclosed without explicit written consent of the student involved.

   c) The student, the instructor, and the Board, each shall have the right to be assisted during Board procedures by an advisor or other counsel who may observe the proceedings and advise his/her party. Unless allowed by the Board Chair, the advisor/counsel will not be permitted to address the Board or witnesses.

2. Evidence. Because this is an educational hearing, formal rules of evidence do not apply. Every effort will be made to allow all reasonable and relevant information to be presented for the Board's consideration.
a) The Board shall allow an initial presentation by the student and then by the instructor involved (or by the instructor and then by the student, in case of instructor appeal), after which it may call on such other witnesses as it deems necessary. In order to be able to accomplish this, the Board shall have the authority to compel the appearance or testimony of essential witnesses from the NDSU academic community.

b) Hearsay evidence is permitted; the members of the Board may consider such evidence and assign it any weight appropriate by each individual Board member.

c) An absolute right of cross-examination is not granted under this policy. All questions will be directed through the Board Chair. The Board Chair will allow all relevant and reasonable questions to be placed to either party or their witnesses, but retains the right to exclude questions that are redundant or irrelevant to determining responsibility. Persons answering questions will be given reasonable latitude by the Board Chair to respond to those questions fully.

d) Either party or their witnesses before the board will be permitted to elaborate on written documents previously submitted to the board in their oral presentations to the board.

e) Parties planning to bring exhibits to a hearing must generally provide copies of those exhibits to the other parties and the members of the board five (5) instructional days prior to the hearing to allow for a review of exhibits and the development of any pertinent questions. The Board Chair may permit deviations to this time restriction so long as the other party has sufficient time to prepare an adequate response.

f) The Board Chair shall have the right to exclude from the hearing and the record any unreliable, biased or redundant evidence.

g) On questions requiring academic expertise, the Board shall rely heavily on the testimony of other members of the department involved, or throughout the NDSU academic community.

h) In reaching a decision the board shall consider only information produced at the hearing and will evaluate the information using the "more likely than not" standard of proof. The burden of proof shall be on the student to establish that his/her grade should be changed, or on the instructor that the original grade should be retained.

i) All hearings of the board will be recorded up to the point of the board's deliberations necessary to render a decision. A copy of the recording shall be retained in the Office of the Provost for a period not less than three (3) years. The board will allow controlled access to the record for review or transcription by either the student or the instructor.

3. Hearing outline.

a) The Board Chair will call the meeting to order and will introduce the members of the board and their function within the University community.

b) The Board Chair will describe the general outline of the hearing and read the evidentiary rules to the board. The Board Chair will read the following honesty statement.

"The University expects that all information presented in this hearing will be true and correct to the best of each person's knowledge. If a student willfully provides false information, he/she will be in violation of NDSU's Code of Student Behavior. As a result, he/she may be subject to disciplinary action. Dishonest behavior by any faculty or staff member will be reported to that person's supervisor for any necessary disciplinary action." All potential witnesses will be advised of this honesty statement in advance.
c) The Board Chair will excuse witnesses from the room at this point.

d) The Board Chair will introduce the student/instructor who will present the appeal and any evidence.

e) The Board Chair will introduce the instructor/student who will respond to the student's/instructor's appeal and present any additional evidence.

f) The student or the instructor will be allowed to present witnesses, who will be allowed to make statements and may be asked questions by the student, instructor, and/or members of the Board. Questions by both parties must be directed to the Board Chair, who will then determine if the question is relevant to the proceeding, ask if the respondent understands the question, and request a response. At the Board Chair's discretion, questions may be placed directly between parties. Permission to address parties may be withdrawn by the Board Chair at any time.

g) The instructor or the student will be allowed to present witnesses, who will be allowed to make a statement and may be asked questions by the student, instructor and/or members of the Board. Questions by both parties must be directed to the Board Chair, who will then determine if the question is relevant to the proceeding, ask if the respondent understands the question, and request a response. At the Board Chair's discretion, questions may be placed directly between parties. Permission to address parties may be withdrawn by the Board Chair at any time.

h) The board may compel the attendance of any essential witnesses from the NDSU academic community to present testimony. Such witnesses will be allowed to make a statement and may be asked questions by the student, instructor, and/or members of the board. Questions by both parties may be directed to the Board Chair, who will then determine whether the question is relevant to the proceeding, ask whether the respondent understands the question, and request a response. At the Board Chair's discretion, questions may be placed directly between parties. Permission to address parties may be withdrawn by the Board Chair at any time.

i) Final questions will be permitted by the members of the board, who may question either party and/or their witnesses.

j) The student shall have an opportunity to make a closing statement.

k) The instructor shall have an opportunity to make a closing statement.

l) Both parties and their witnesses will be dismissed for deliberations by the Board and recording will stop at this point. Only board members, the Board Chair, and the Board's counsel/advisor (if designated) may be present during deliberation.

m) The voting members of the Board will determine, by two-thirds majority vote, if the student's/instructor's appeal should be granted. If the student's/instructor's appeal is granted, the Board Chair shall propose upholding the instructor's original grade, in case of instructor's appeal, or a revised grade in case of student appeal. A second vote shall then be held to determine by two-thirds majority vote whether the original, proposed, or alternate grade be accepted by the Board. The grade determination process shall be repeated until the board either approves a grade by a two-thirds majority in case of student appeal, or sustains the original grade in case of instructor's appeal. All votes shall be conducted by secret ballot.

n) The Board Chair will send a written notice of the board's findings to the student, instructor, department head, and dean within ten (10) instructional days of the hearing. If the board votes to
change the student's grade, notice shall also be sent to the University Registrar regarding the grade change. If the original grade is retained, the relevant parties, including the Registrar, will be notified. The written notice shall include an explanation of the board's rationale in making its decision and a signed copy of the Grade Appeal Form attesting to the board's decision.

4. The Board may not release any information about its investigation to anyone but the parties directly involved. All Grade Appeals information is confidential and may not be disclosed in whole or in part except as provided under the Family Education Rights and Privacy Act (FERPA) or other applicable law or policy.

APPEAL

Either the student or the instructor may request within fifteen (15) instructional days of a hearing panel decision, that the full Board hear an appeal from the decision, citing the material error(s) of process or procedure that could have affected the outcome by the hearing panel that would justify a new hearing. Appeals of outcome are not permitted. The Board shall meet to consider such a request, but no voting member of the hearing panel shall be eligible to vote on granting a new hearing. Instead, alternate members shall replace those Board members who served on the hearing panel. If a majority of the full Board votes to accept the appeal, it shall proceed to hold a hearing in accordance with the hearing procedures above, again using alternate members in place of those who served on the hearing panel. The Board Chair shall serve as a non-voting moderator at the appeal hearing, and a two-thirds vote by secret ballot of the full Board shall be required to uphold the student's appeal and approve a change in grade or to uphold the instructor's appeal and approve a grade change to what was originally posted. A separate simple majority vote shall determine what the student's new grade shall be. The decision of the Board is final.

HISTORY:

New May 15, 1972
Amended May 1986
Amended April 1992
Amended April 2000
Amended April 2001
Amended March 2002
Amended December 2006
Amended October 2007
Amended February 2008
Amended June 2009
Housekeeping August 2009
Housekeeping February 14, 2011
Housekeeping May 31, 2011
Amended November 07, 2011
Amended April 28, 2016
ACADEMIC REMEDIATION and REPETITION OF PROFESSIONAL COURSES

Professional pharmacy students failing to achieve a minimum grade of “C” in a graded course or “P” in a pass/fail course may be offered remediation at the discretion of the course instructor(s) to. Remediation is a privilege and should only be offered to students with regular course attendance and participation. Remediation is defined as any change in grade based on the established grading criteria and process that applies to all students.

Remediation will be tailored to the individual student and may include, but is not limited to, one or more of the following in conjunction with academic advising: re-examination, additional course work, independent study, and campus tutoring. If remediation is offered, it is the responsibility of the instructor to ensure the student demonstrates competence in the course material. Prior to offering remediation, the course instructor must notify the Senior Associate Dean with the student’s name and proposed plan of remediation. The Senior Associate Dean will be responsible for tracking remediation opportunities offered to all professional students. Students will only be allowed to remediate one course per semester.

If students do not successfully complete a professional pharmacy course (i.e. grade less than a C), and remediation is not offered, they may repeat the course. Withdrawal (for reasons other than extenuating conditions*) from a professional pharmacy course with a grade less than a C is considered the same as a failure.

Failure to complete all Co-Curriculum semester requirements is considered a professional pharmacy course failure.

Students are limited to a total number of three (3) course failures and/or course remediation. A fourth occurrence of receiving a grade less than a C (or withdrawal due to a grade less than a C) or course remediation in a professional pharmacy course, didactic or experiential, will result in termination from the pharmacy program.

For example the established standard would result in dismissal from the professional pharmacy program if a student had the following results Remediation of 2 courses, failure of 1 course, and failure of 1 APPE.

Compliance with the University Class Attendance Policy 333 is still required by instructors. Appeals to this policy may be submitted to the Pharmacy Academic Affairs and Student Progress Committee which may grant exceptions due to extenuating circumstances.

*All extenuating circumstances must be approved by the Pharmacy Academic Affairs and Student Progress Committee before the withdrawal takes place.

Approved: 9/21/2011, 5/7/2014, 11/14/2019
Housekeeping: 12/3/2014
Source: Faculty Meeting Minutes
APPENDIX 17G

COLLEGE
Policy 3.10

Instructional Continuity

1. Individual faculty members shall develop an Instructional Continuity Plan for each face-to-face course they teach.

2. The goal of an Instructional Continuity Plan is to:
   a. Identify alternative methods of instruction in order to deliver a quality learning experience for students in the event of a disruption of classroom activities for a week or longer; and
   b. Address medical situations (e.g. illness, hospitalization, contagious disease) which preclude individual students from physically coming to class for a week or longer.

3. The Instructional Continuity Plan shall be communicated orally to students on the first day of class, in writing in the course syllabus, and as an announcement posted on the Blackboard course homepage.

4. The Instructional Continuity Plan for classroom disruption shall contain general guidelines addressing the following components:
   a. Course Communication - Method of communication between instructor and student as well as expectations for turnaround time on responses. Consider the possibility that internet access or delivery is unavailable. (Examples of alternative methods of communication include email, Blackboard announcements on course homepage, and phone.)
   b. Course Content – Methods for alternative delivery of content and how you will make course materials available to students. (Examples include electronic copies of lecture materials stored on Blackboard, archived Wimba lectures, audio lecture recordings uploaded to Blackboard, use of Blackboard Discussion Board, and Wimba live.)
   c. Assignments and Assessments – Modifications in the event a campus closure should coincide with an exam or assignment due date. (Examples include submitting assignments using the Assignment feature in Blackboard or via U.S. Mail, on-line assessments using Blackboard, & extended deadlines.)
   d. Course Requirements and Grading – Modification in grading in the event of a change in course requirements.

5. The Instructional Continuity Plan addressing medical situations that preclude individual students from attending class shall contain the following general guidelines:
   a. Student Communication – Expectations for students to notify the instructor within 48 hours of the extended absence to request an alternative course delivery method, state the reason for the absence, and anticipated length of the absence. Students are also expected to communicate with the instructor on a weekly basis during their absence.
   b. Instructor Assurance – Instructors will provide students with reasonable accommodations to ensure instructional continuity.
EXAMPLE INSTRUCTIONAL CONTINUITY PLANS

Example - Instructional Continuity Plan for Disruption of Classroom Activities:
“In the event this class is not able to meet face-to-face for an extended period of time (e.g. 1 week or longer) the instructor will communicate with the student using Blackboard announcements &/or Blackboard email. In the likelihood the internet is disabled, the instructor will communicate with the student using U.S. Mail. Students may communicate with instructors using Blackboard email or by phone (Office phone # ______). Depending upon the nature of the classroom disruption, please allow 48-72 hours for a response.

During the campus closure, course content will be delivered using archived Wimba lecture technology. Directions on how to use this technology will be posted on Blackboard. (Students are encouraged to familiarize themselves with these instructions and clarify any questions regarding this technology at the beginning of the semester.) If the internet is disabled, students are expected to use the required textbook identified on the syllabus to supplement their lecture handouts.

If the classroom disruption coincides with the time an assignment is due or on an exam day, alternative arrangements will be made and communicated to the student using Blackboard or U.S. Mail as described above.

Lastly, depending upon the nature and length of classroom disruption, course requirements may be modified and grading adjusted accordingly. Any modifications in course requirements or grading will be communicated to the student using Blackboard or U.S. Mail as described above.

For questions regarding this Instructional Continuity Plan, please talk with your instructor as soon as possible.”

Example - Instructional Continuity Plan for Individual Medical Reasons:
“In the event a student becomes ill, hospitalized, contracts a contagious disease (flu or other) or has a medical condition which precludes them from physically coming to class for a week or longer, the instructor will provide reasonable accommodations to ensure instructional continuity provided the student: 1) Notifies the instructor within 48 hours of the extended absence to request an alternative course delivery method; 2) identifies the reason for and anticipated length of the absence; and 3) Communicates weekly with the instructor during the absence.”

Approved: October 21, 2010
Source: Faculty Meeting Minutes
Right to Terminate Enrollment

The College of Health Professions reserves the right to terminate the enrollment of any student at any time, if the student demonstrates that he or she is unsuited for a professional career and its inherent responsibilities and obligations. Circumstances that may lead to student termination will include, but not be limited to, violation of state or federal statutes or regulations.

Approved: 10/27/93
Housekeeping: 4/29/15
Source: Faculty Meeting Minutes
The NDSU College of Health Professions is committed to ensuring safe, healthy learning environments, including both didactic and experiential learning environments, for all of its students. The use of illicit drugs, as well as the overt misuse of alcohol and/or legally prescribed medications (including, but not limited to, mood altering medications) compromise learning environments and are prohibited under College Policy 3.01: Student Conduct Policy and University Policy 155. It is beneficial for all College of Health Professions stakeholders (including its students, faculty, staff, clinical partners, and the patients and families we serve) to establish a testing policy process to ensure the safety and health of these learning environments, as well as to ensure an equitable due process for students who are alleged to partake in substance misuse.

**Bases for Testing**
The College of Health Professions reserves the right to require any student enrolled in one of its pre-professional or professional programs and/or enrolled in any course housed within the College to undergo testing for substance misuse. All testing is coordinated and monitored through the Office of the Associate Dean for Student Affairs and Faculty Development (ADSAFD). All testing must be direct observation, 10 panel (or higher) tests, and must be conducted at a WADA-accredited or SAMHSA-certified laboratory. Per College Policy 3.12: Student File Contents, all test results shall be maintained in a secure location in the Office of the ADSAFD, and may be included in the Student’s Personal File. The default method of analysis will be urinalysis, although the ADSAFD reserves the right to require alternative methods of analysis (for example, blood analysis or hair analysis) where appropriate. Alternative methods (if required) will be disclosed in writing when notifying the student about the need to be tested.

**Nonrandom Testing**
Nonrandom testing for substance misuse may occur as a requirement for entry into clinical sites (per site policies or program-specific experiential education policies), or to fulfill the requirements of sanctions imposed under College Policy 3.01: Student Conduct Policy.

**Reasonable Suspicion Testing**
Incidents or events involving suspected substance misuse by students shall be reported to the ADSAFD using the Reasonable Suspicion Reporting Form. Reasonable suspicion shall be determined using objective evidence (photos, legal documents, or other documentation), reports made by credible sources (law enforcement, clinical site staff, NDSU faculty and staff, etc.), or a combination of these sources. Because it is a violation of University Policy 155 and College Policy 3.01: Student Conduct Policy to misuse alcohol or prescription medications, or to use illicit drugs, and testing may exonerate the student of an alleged policy violation should the allegation be made falsely, the ADSAFD may exercise discretion in determining what evidence is of sufficient credibility to require testing. A descriptive summary of the evidence will be provided to the student at the time the student is informed of the need to submit to testing.

**Random Testing**
The College of Health Professions may implement a random substance misuse testing program. Should a random substance misuse testing program be implemented, the parameters of the program must be made freely available on the College of Health Profession’s website, and students must be provided notice of the policy at least 6 months prior to its implementation. No more than 5 percent of the active College of Health...
Professions student body may be randomly selected for testing in any academic semester. No student will be randomly identified for testing more than once in a single academic year. The random selection of students will be implemented using a computer generated random number generating process, with interval (or other non-weighted) sampling. A summary of that selection process shall be provided to the Dean of the College of Health Professions on an annual basis.

Testing Process
Students who are required to undergo testing will be notified in writing via NDSU email. Upon receiving a request for testing, students are responsible for providing a 10 (or larger) panel, direct observation, drug screen from a reputable, appropriated licensed vendor within 12 business hours of the date and time of the request. The student identified for testing is solely responsible for obtaining his/her own appointment for testing, his/her transportation to the appointment, and paying the costs of these tests. An original copy of the test results must be delivered to the Office of the ADSAFD at the end of the 12 business hour window. Test results that show evidence of a diluted sample will not be accepted, and will not result in additional time in which to submit test results.

Ramifications for Positive Test Results or Failure to Test in a Timely Manner
Students whose test results are positive are subject to sanctions outlined in College Policy 3.01: Student Conduct Policy. Once sanctions are assigned, a student’s rights of due process are also outlined in College Policy 3.01: Student Conduct Policy.

Students who fail to submit an original copy of their test results within the 12 business hour window face additional sanctions under College Policy 3.01: Student Conduct Policy. More specifically, students who fail to provide the required test results within the 12 business hour window will be sanctioned under the presumption that the test results for the substance misuse in question are positive.

Testing Alternatives
Students whose religious, cultural or other practices prohibit them from undergoing a specific type of drug test may request that the ADSAFD require an alternative test, so long as the alternative test is of equal or greater accuracy and precision than the original test required by the ADSAFD. All parameters identified previously apply to the alternative test. In the event that no such test exists, or in the event that students are unable to justify the need for an alternative test, students may be found in violation of College Policy 3.11: Student Technical Standards.

Approved: 11/29/2017
Source: Faculty Meeting Minutes
MAXIMUM TIME FRAME FOR COMPLETION OF ENTRY-LEVEL AND POST-B.S.

Eight (8) years is the maximum time frame to complete all requirements for the professional Pharm.D. Program. This policy does not apply to students enrolled in Pharm.D. dual degree programs.

Approved: 4/16/92
Revised: 3/3/99; 5/08/03; 2/23/10
Housekeeping: 12/3/14
Source: Faculty Meeting Minutes