Standard No. 23: Professional Behavior and Harmonious Relationships: The college or school must provide an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff. Faculty, administrators, preceptors, and staff must be committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.

1) Documentation and Data:
Use a check ☑ to indicate the information provided by the college or school and used to self-assess this standard:

Required Documentation and Data:
☑ The college or school’s code of conduct addressing professional behavior and harmonious relationships. (Appendix 23A)

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).

☑ AACP Standardized Survey: Faculty – Questions 58-60 (Appendix 23B)
☑ AACP Standardized Survey: Student - Questions 59, 67, 68, 70 – 75 (Appendix 23B)
☑ AACP Standardized Survey: Alumni – Questions 18, 19, 30 (Appendix 23B)
☑ AACP Standardized Survey: Preceptor – Questions 13, 14 (Appendix 23B)

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>Requirement</th>
<th>S</th>
<th>N.I.</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>The college or school provides an environment and culture that promotes professional behavior and harmonious relationships among students, faculty, administrators, preceptors, and staff.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty, administrators, preceptors, and staff are committed to developing professionalism and fostering leadership in students and to serving as mentors and positive role models for students.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The college or school develops, via a broadly based process, a policy consistent with university policies on student, faculty, preceptor, and staff professionalism that defines expected behaviors and consequences for deviation from the policy, as well as due process for appeals.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote professional behavior are effective.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote harmonious relationships are effective.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The activities undertaken by the college or school to promote student mentoring and leadership development are effective.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Faculty receive support from peers to participate in student mentoring and leadership development activities, and these efforts are viewed favorably by college or school administration.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The college or school supports students, faculty, administrators, preceptors, and staff participation, where appropriate, in pharmacy, scientific and other professional organizations.</td>
<td>●</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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.

☑ Strategies that the college or school has used to promote professional behavior, and the outcomes
☑ Strategies that the college or school has used to promote harmonious relationships among students, faculty, administrators, preceptors, and staff; and the outcomes
☑ Strategies that the college or school has used to promote student mentoring and leadership development, and the outcomes
☑ 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

**Commitment to Professionalism**

All faculty, staff, administrators and preceptors take their commitment to promoting professionalism very seriously. Many of the College’s employees are licensed professionals responsible to their respective boards (including various boards of pharmacy) to maintain professional and ethical behavior. All NDSU employees are bound by NDSU Policy 151, Code of Conduct (http://www.ndsu.edu/fileadmin/policy/151.pdf), as are all students enrolled in the University (http://www.ndsu.edu/fileadmin/studentlife/PDF_Files/CodeofStudentBehavior.pdf). The College’s commitment to professionalism is codified in College Policy 3.01, Student Academic and Conduct Standards Policy, which provides a very detailed explanation of the College’s expectations regarding student professionalism (Appendix 23A). Pre-professional students sign the Student Academic and Conduct Standards Policy upon declaring a pre-professional major and entering the College as a student. Professional students are expected to sign the policy annually, usually during fall orientation activities.

Policy 3.01 requires students to self-report all violations (professional or otherwise) to the associate dean for Student (or Academic) Affairs within seven days of the occurrence. The policy informs students of potential sanctions and outlines the appeal process for academic and professional violations. For professional violations of the policy, sanctions are initially imposed by the associate dean for Student Affairs. While there is almost always an appropriate sanction for each professional violation, an equal emphasis is placed on educating the student about the consequences of poor choices, and how failure to learn from those poor choices will ultimately impact her/his career. Appeals are made to the College Student Affairs Committee. This committee
has representation from students and all academic units, ensuring any sanction upheld by the Student Affairs Committee has been thoroughly vetted and found to be equitable.

Creating a Culture of Professionalism/Leadership
The entry of P1 students into the profession is acknowledged publicly with a White Coat Ceremony. During the ceremony, invited speakers share their thoughts with the P1 students about the importance of professionalism. Students are called onto the stage by name to have their white coats placed on them with the assistance of faculty and distinguished guests (including the executive vice president of the North Dakota Pharmacists Association and the executive director of the North Dakota Board of Pharmacy). After all students return to their seats, they face the assembly (invited family, friends, faculty, and staff) and recite the Oath of a Pharmacist. The audience generally exceeds 500 people, and this large public presence makes a strong impression in the minds of the students who take the Oath.

The curriculum incorporates professionalism longitudinally throughout the Pharm.D. program. First-, second- and third-year students participate in pharmaceutical care activities in the Thrifty White Concept Pharmacy under the guidance of four licensed pharmacists. Learning activities in the laboratory expose students to the professional responsibilities of pharmacists from several perspectives. During the labs, the students work collaboratively within their groups on various assignments and activities. During the summer between their first and second professional years in the program and in the fall and spring of their third professional year, students complete IPPE rotations. The exposure of students to increasing expectations for professionalism culminates in their P4 year, when they complete eight five-week rotations that allow them opportunities to provide pharmaceutical care to patients in a variety of health care settings. At the conclusion of the P4 rotations, students participate in a hooding ceremony, which welcomes them to the profession and asks them to take the Oath of a Pharmacist in front of friends, family, faculty and regional leaders in the pharmacy profession.

Numerous student organizations also provide students with extracurricular opportunities to enhance their professionalism:

- N.D./American Society of Health System Pharmacists (ASHP)
- American Pharmacists Association Academy of Students of Pharmacy (APhA/ASP)
- Christian Pharmacists Fellowship International (CPFI)
- National Community Pharmacists Association (NCPA)
- Phi Lambda Sigma (PLS)
The Rho Chi Society
- Public Health Association
- Kappa Psi

Activities sponsored by these organizations include the APhA/ASP Patient Counseling Competition, the ASHP Clinical Skills Competition, Pharmacy Legislative Days, and presentations by speakers addressing pharmacy-related professional involvement. The College supports these student organizations in a number of ways. For example, program fees, along with additional assistance from the Dean’s Office, provide funding for student attendance at various local, regional and national meetings.

The College Ambassadors represent a select group of students (identified through a competitive admissions process) encompassing all programs in the College (including the Pharm.D. program) who represent the College at University functions, and assist the associate dean for Student Affairs, the director of Recruitment and the director of Advancement in their community engagement, recruiting and outreach activities. All College Ambassadors receive special training on professionalism and are held to an extremely high standard of professionalism while representing the College at external events.

Beginning in the 2000-2001 academic year, the Academy of Students of Pharmacy, with support from the North Dakota Pharmacists Association, the North Dakota Board of Pharmacy and the College, hosted a legislative breakfast at the NDSU Memorial Union for local legislators to discuss the various pharmacy issues that were brought before the 2001 North Dakota legislative assembly. The event was highly successful, with more than 40 people in attendance, including legislators, pharmacist practitioners, faculty and students. Subsequently, students have participated in legislative activities during each biennial legislative session. A second legislative breakfast was held in 2003, and a third was hosted in October 2004 in anticipation of the 2005 legislative session. In the spring of 2005, and again in 2007, 2009 and 2011, students attended Pharmacy Legislative Day at the Capitol in Bismarck. The students were briefed on bills that would impact public health, as well as North Dakota pharmacists. After the briefing, students were able to meet with legislators to provide input on the impact that the pending legislation would have on the public and on pharmacy practice.

The Dean’s Office provides funding for two-three students to attend the Utah School on Alcoholism and Other Drug Dependencies annually. In return, these students are responsible for holding one
or more public forums for pharmacy students to be exposed to the ideas and concepts learned at the school. As a part of these forums, pharmacists who are recovering from alcohol and/or drug dependencies are invited to attend and share their stories with pharmacy students.

**Faculty Support**

Two NDSU programs are available for faculty participation. The first is a general program where junior faculty members are linked with senior faculty mentors across the University to aid junior faculty in their endeavors for promotion and tenure. Second, female faculty (and senior male faculty) members are encouraged to participate in a University-sponsored mentoring program, “ADVANCE-FORWARD.” This program is similar to the general faculty mentoring program, except it is geared to address the specific issues faced by female faculty. Both programs sponsor pedagogical activities on teaching and learning, in which several pharmacy faculty have participated, as well as served as guest speakers.

Faculty peer support programs also exist in the College. Dr. Donald Miller (chair of the Pharmacy Practice department) holds teaching and pedagogical improvement seminars each fall, which are open to all members of the College, including residents and junior faculty from all departments. In the spring semester, Dr. Daniel Friesner holds research seminars (again, open to all College constituents) promoting a culture of scholarship in the College.

Funds are available for faculty to attend conferences to support professional development. Much of this support is funded by the College through program fees, although a portion is funded through University and/or appropriated funds. These consistent sources of funding allow faculty and staff to take on leadership roles in their respective organizations, as well as expand national recognition of the College’s personnel. In 2008-2009, $33,000 was allocated to 23 faculty/staff in the Pharmacy Practice Department, who generated 93 conference registrations. In 2009-2010, these same 23 faculty/staff members generated 104 conference registrations at a cost of $36,000. Conference activity, as well as the amount of funds allocated to support such activity, for Pharmaceutical Sciences faculty are proportional (per faculty/staff member) to those of Pharmacy Practice. In 2010, the University eliminated a major source of funds available for faculty to attend conferences. In 2011, these funds were reinstated on a limited and competitive basis. These reductions have forced departments to more carefully allocate their limited travel funds in a way that allows the same number of faculty members to travel, but each faculty member attends fewer conferences (usually one) per year.
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.</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.</td>
</tr>
<tr>
<td>☑ Compliant</td>
<td>☐ Compliant with Monitoring</td>
<td>☐ Partially Compliant</td>
<td>☐ Non Compliant</td>
</tr>
</tbody>
</table>

5) **Recommended Monitoring:** If applicable, briefly describe issues or elements of the standard that may require further monitoring.

**NA**

**Appendices**

**Appendix 23A: Policy 3.01 Academic and Conduct Standards**

**Appendix 23B: AACP Survey Data**
Introduction
The mission of the NDSU College of Pharmacy, Nursing, and Allied Sciences is to educate students and advance research and professional service in pharmacy, nursing, and allied sciences. The College has established professionalism and ethics as one of its core values.

Pharmacists, nurses, and other allied health care professionals 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, and allied science students, the College of Pharmacy, Nursing, and Allied Sciences has developed this student conduct policy. This policy is applicable to anyone enrolled as a pre-professional student in pharmacy, nursing, or allied sciences as well as any students taking a course for credit in the College and to pharmacy, nursing, and allied sciences students enrolled in courses in other colleges of the University. Acceptance of this policy is required as a condition of admission to the College.

Academic Standards
The academic standards of the College of Pharmacy, Nursing, and Allied Sciences differ from those of the University and 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 Pharmacy, Nursing, and Allied Sciences. 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 this standard may be placed on College probation or warning. Students who have been placed on academic warning or 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 Associate Dean of Academic Affairs and Assessment 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, and Allied Sciences 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. Graduate students are also expected to uphold policies and procedures consistent with the graduate school.

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.

**Repeating Professional Courses:** Professional courses in the College may be taken no more than three (3) times for a letter grade or withdraw.

**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.

Students are held responsible for exhibiting the following professional attributes: honesty, integrity, accountability, confidentiality, and professional demeanor. Academic dishonesty and professional misconduct are considered 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 students 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 Pharmacy, Nursing, and Allied Sciences.

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 Associate Dean of Academic Affairs and Assessment 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. The course instructor who suspects that academic misconduct has occurred in his/her course or other instructional context has an initial responsibility to inform the student(s) involved of his/her suspicion of the academic misconduct and the grounds for suspicion.

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

4. The Department Administrator will report the academic misconduct to the Associate Dean for Academic Affairs and Assessment.

Professional Misconduct

1. Students are required to report any professional misconduct to the Associate Dean for Student Affairs 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 Administrator within 7 days of the occurrence or discovery of the misconduct.
4. The Department Administrator will report the professional misconduct to the Associate Dean for Student Affairs 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 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 notify 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 Administrator.
3. The Department Administrator will submit a copy of the form to the Associate Dean for Academic Affairs and Assessment.
4. The Associate Dean for Academic Affairs and Assessment will submit the form to the Registrar and Provost/VPAA in accordance with University Policy 335.
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 has the initial and primary responsibility for administering and enforcing professional misconduct issues.
2. The Associate Dean for Student Affairs will work collaboratively with the Department Administrator (and where appropriate, individual instructors) to resolve professional misconduct issues.

Department Related Sanctions
Additional academic and/or professional disciplinary sanctions for the department/program may be assigned by the Department Administrator 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 Associate Dean for Academic/Student Affairs.

College Related Sanctions
The Associate Dean for Academic Affairs/Student Affairs/Dean is responsible for assigning disciplinary sanctions for the College and will notify the student in writing. Disciplinary action for academic and professional misconduct will depend on the circumstances, and may include, but is not limited to, any of the following:
1. Probation
2. Supervised probation
3. Suspension from the College or University.
4. Termination from the College and/or Expulsion from the University.

Termination from the College of Pharmacy, Nursing, and Allied Sciences 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.

Students 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.
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 Administrator, Associate Dean for Academic/Student Affairs and Dean.
2. Department and College related sanctions may be appealed to the Associate Dean for Academic/Student Affairs followed by the Dean.
3. In cases of sanctions involving College suspension or termination, 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
1. Appeals made to the Associate Dean for Academic/Student Affairs 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.

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/Vice President for Academic Affairs. The Provost/Vice President for Academic Affairs 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 Pharmacy, Nursing and Allied Sciences. 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 and Signature
I have read and understand the above policy and I agree to accept and abide by this Student Academic and Conduct Standards Policy of the College of Pharmacy, Nursing, and Allied Sciences. I understand that violations of this policy and sanctions imposed based on violations of this policy as well as information used to substantiate violations (i.e. criminal background checks) may be shared with college affiliated educational training programs. I am also aware of and assume responsibility for following other
College and Department policies as stated in the student handbook.

Please indicate your major:

_______ Pre-Pharmacy
_______ Pharm.D.: Year 1 2 3 4
_______ MS in Pharmaceutical Sciences
_______ Ph.D. in Pharmaceutical Sciences
_______ Pre-Medical Laboratory Science
_______ Medical Laboratory Science
_______ Pre-Radiologic Sciences
_______ Radiologic Sciences
_______ Pre-Respiratory Care
_______ Respiratory Care
_______ Pre-Nursing
_______ Nursing
_______ MS in Nursing
_______ DNP in Nursing

Date: ___________________________________________

Printed Name: __________________________________

Signature: ______________________________________

Revised: May 14, 2008, April 15, 2009, April 21, 2011  
Source: Faculty Meeting Minutes
Graduating Student Survey

**Question:** 59. Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).

Appendix 23B: AACP Surveys

[Graph showing longitudinal data for Question 59, the Student Experience, GSS]

Question 59: Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).

Please note that in 2008, some questions had only the options of Agree, Disagree, and No Comment. However, these graphs are based on latest survey specifications.

[Graph comparing national and cohort data for Question 59, the Student Experience, Graduating Student Survey]

Question 59: Information was made available to me about additional educational opportunities (e.g., residencies, fellowships, graduate school).

Cohort: Creighton University, Drake University, Idaho State University, South Dakota State University, The University of Iowa, The University of Montana, University of Colorado, University of Kansas, University of Kentucky, University of Nevada, University of New Mexico, University of Wyoming, Washington State University, Wayne State University.
Graduating Student Survey

Question: 67. Faculty, administrators and staff were committed to serving as positive role models for students.
Appendix 23B: AACP Surveys

Graduating Student Survey

**Question:** 68. Overall, preceptors modeled professional attributes and behaviors in the pharmacy practice experiences.
Graduating Student Survey

**Question:** 70. I was aware of expected behaviors with respect to professional and academic conduct.
Graduating Student Survey

Question: 71. The college/school of pharmacy effectively managed academic misconduct by students.

Appendix 23B: AACP Surveys
**Graduating Student Survey**

**Question:** 72. The college/school of pharmacy effectively managed professional misconduct by students.
Appendix 23B: AACP Surveys

Graduating Student Survey

**Question:** 73. The college/school’s administration and faculty encouraged me to participate in regional, state or national pharmacy meetings

North Dakota State University/College of Pharmacy, Nursing, and Allied Sciences

**Longitudinal Data for Q73, The Student Experience, GSS**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>63.0%</td>
</tr>
<tr>
<td>2009</td>
<td>60.0%</td>
</tr>
<tr>
<td>2010</td>
<td>62.8%</td>
</tr>
<tr>
<td>2011</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

Legend:
- GA - Strongly Agree
- A - Agree
- D - Disagree
- SD - Strongly Disagree
- NC - No Comment

Question 73: The college/school’s administration and faculty encouraged me to participate in regional, state or national pharmacy meetings. Please note that in 2008, some questions had only the options of Agree, Disagree, and No Comment. However, these graphs are based on latest survey specifications.

North Dakota State University/College of Pharmacy, Nursing, and Allied Sciences

**Question 73**

Comparison with National and Cohort Data 2011 (School, n=63, National, n=73.9%, Cohort, n=104)

Legend:
- School
- National
- Cohort
Graduating Student Survey

Question: 74. The college/school of pharmacy was supportive of student professional organizations.

Appendix 23B: AACP Surveys
Appendix 23B: AACP Surveys

Graduating Student Survey

**Question:** 75. I was aware of opportunities to participate in research activities with faculty.

---

![Graduating Student Survey Diagram](image-url)
Faculty Survey

Question: 58. The college/school provides an environment and culture that promotes professional behavior among students, faculty, administrators, preceptors and staff.
Faculty Survey

Question: 59. The college/school effectively manages academic misconduct by students (e.g., plagiarism).
Appendix 23B: AACP Surveys

Faculty Survey

**Question:** 60. The college/school effectively manages professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).

---

*North Dakota State University/College of Pharmacy, Nursing, and Allied Sciences*

*Longitudinal Data for Q60, Developing and Supervising Students, Faculty Survey*

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008 (n=22)</td>
<td>92.3%</td>
<td>6.3%</td>
<td>1.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 (n=32)</td>
<td>56.9%</td>
<td>33.9%</td>
<td>9.3%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

YEAR

Question 60: The college/school effectively manages professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).

Please note that in 2008, some questions had only the options of Agree, Disagree, and No Comment. However, these graphs are based on latest survey specifications.

*North Dakota State University/College of Pharmacy, Nursing, and Allied Sciences*

*Comparison with National and Cohort Data 2011 (School, n=32, National, n=2381, Cohort, n=237)*

<table>
<thead>
<tr>
<th>Response</th>
<th>School</th>
<th>National</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15.2%</td>
<td>33.8%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Agree</td>
<td>54.3%</td>
<td>44.2%</td>
<td>44.2%</td>
</tr>
<tr>
<td>Disagree</td>
<td>31.2%</td>
<td>21.7%</td>
<td>22.0%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Comment</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

Question 60: The college/school effectively manages professional misconduct by students (e.g., repeated tardiness/absences, drug diversion).

Cohort: Creighton University, Drake University, South Dakota State University, University of Colorado, University of Nebraska, University of Wyoming.
Appendix 23B: AACP Surveys

Preceptor Survey

**Question:** 13. I know how to utilize the process that exists within the college/school to effectively manage academic misconduct (e.g., plagiarism) by students.
Appendix 23B: AACP Surveys

Preceptor Survey

Question: 14. I know how to utilize the process that exists within the college/school to effectively manage professional misconduct (e.g., repeated tardiness/absences, drug diversion) by students.
Alumni Survey

Question: 18. When I was a student the college/school provided an environment and culture that promoted professional behavior and harmonious relationships among students, faculty, administrators, preceptors and staff.
Alumni Survey

Question: 19. When I was a student the faculty, administrators, and staff were committed to developing professionalism, fostering leadership, and to serving as mentors and positive role models.

Appendix 23B: AACP Surveys
Appendix 23B: AACP Surveys

Alumni Survey

**Question:** 30. When I was a student the faculty displayed respect for their colleagues and students.