



NOTRE DAME
OF MARYLAND
UNIVERSITY

SCHOOL OF PHARMACY



Catalog

2011-2012

This catalog is published for the convenience of students at Notre Dame of Maryland University School of Pharmacy. It is intended to be effective August 17, 2011. The School reserves the right to make changes in any or all specifications contained herein and to apply such revision(s) to registered and accepted students as well as new admissions. No contractual rights between Notre Dame of Maryland University School of Pharmacy and any student are intended and none may be deemed to be created by issuance of this catalog.

All references to the dean, associate dean and assistant dean are individuals in the School of Pharmacy. University administration will be noted as such.

ACCREDITATION

Notre Dame of Maryland University is accredited by the Middle States Association of Universities and Secondary Schools and by the Maryland State Department of Education.

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IMPORTANT NUMBERS

School of Pharmacy

Office of the Dean.....	410-532-5202, 410-532-5203
Office of Experiential Education.....	410-532-5204
Office of Admissions	410-532-5551
Department of Clinical and Administrative Sciences.....	410-532-5206
Department of Pharmaceutical Sciences.....	410-532-5206
Director of Philanthropy.....	410-532-5564
School IT Helpdesk..... (soptechsupport@ndm.edu)	410-532-5588

Campus Offices

Communication Center (emergencies).....	410-532-6666
(non-emergencies).....	410-532-5360
Alumnae Relations.....	410-532-3184
Athletics, Fitness and Intramurals.....	410-532-3588
Bookstore.....	410-532-5395
Business Office.....	410-532-5365
Student life.....	410-532-5733
Campus Ministry.....	410-532-5565
Academic and Career Enrichment Center (ACE).....	410-532-5387
Counseling Center and Disability Support Services.....	410-532-5384
Doyle Hall Director.....	410-532-3174
Financial Aid.....	410-532-5369
Fitness Center.....	410-532-3190
Gator Alley.....	410-532-5577
Health and Wellness Center.....	410-617-5055
After Hours.....	410-583-9396
Help Desk.....	410-532-5200
Human Resources.....	410-532-5898
Information Technology.....	410-532-5596
International Student Services.....	410-532-3183
International Programs.....	410-532-3196
Language Learning Center.....	410-532-5120
Library.....	410-435-3362

Media Relations.....	410-532-5546
Post Office.....	410-532-5359
President: Dr. Mary Pat Seurkamp.....	410-532-5300
Public Safety.....	410-532-5360
Registrar.....	410-532-5327
	410-532-5152
Residence Life.....	410-532-5733
Sage Dining Services.....	410-532-5727
Student Life Information Center Desk.....	410-532-5725
Student Life.....	410-532-5733
Vice President for Academic Affairs: Sr. Christine De Vinne.....	410-532-5319
Vice President for Enrollment Management: Heidi Roller	410-532-5357
Vice President for Finance and Administration: Tom Maher.....	410-532-5340
Vice President for Mission Sister Eileen O’Dea.....	410-532-5304
Vice President for Student Development: Dr. Patricia Swatfager-Haney.....	410-532-5309
<i>WCND-Radio Station</i>	410-532-5533
<i>WCND-TV Station</i>	410-532-5170
Writing Center.....	410-532-5113

Academic Calendar

Fall 2011

August 5, 2011	Friday	Orientation to IPPEs (P2)
August 8 – August 19, 2011	Monday – Friday	Introductory Practice Experiences
August 17 – August 19, 2011	Wednesday – Friday	New Student Orientation
August 22, 2011	Monday	Classes commence
September 8, 2011	Thursday	Opening Liturgy
August 17 – August 31, 2011	Wednesday- Wednesday	Add/Drop period
September 5, 2011	Monday	Labor Day – no classes
September 6, 2011	Tuesday	Classes resume
October 1, 2011	Saturday	White Coat Ceremony
October 20, 2011	Thursday	Community Day – no classes
November 7 – 11, 2011	Monday-Friday	Registration for spring 2011
November 22, 2011	Tuesday	<i>Follow Thursday class schedule*</i>
November 23-25, 2011	Wednesday-Friday	Thanksgiving break
November 28, 2011	Monday	Classes resume
December 2, 2011	Friday	Last day of semester classes
December 6-12, 2011	Tuesday – Monday	Final exams
December 13 – January 17, 2011	Monday – Tuesday	Winter Break

Spring 2012

January 3, 2012	Tuesday	Orientation to IPPEs (P2)
January 4-17, 2012	Wednesday-Tuesday	Introductory Practice Experiences (P2)
January 16, 2012	Monday	MLK Birthday-no classes or IPPEs
January 18, 2012	Wednesday	First day of classes <i>(follow Monday schedule)*</i>
January 18 – February 1, 2012	Wednesday-Friday	Add/Drop period
March 19-23 , 2012	Monday – Friday	Spring Break
March 26, 2012	Monday	Classes resume
March 28- March 30, 2012	Monday – Friday	Registration for fall 2011
April 5-9, 2012	Thursday-Monday	Easter break
April 10, 2012	Tuesday	Classes resume
May 4, 2012	Friday	Last day of classes
May 8-14, 2012	Tuesday day-Monday	Final exams



The University

The 2011-12 academic year marks a historic transition for Notre Dame of Maryland. On September 9, 2011 – the 116th anniversary of the institution’s first day of class in 1895 – the College becomes Notre Dame of Maryland University. In making this transition, Notre Dame continues to honor the proud traditions of its past. A Catholic liberal arts university, Notre Dame is grounded in a deep sense of history and distinction as the first Catholic women’s college in the country to award the four-year baccalaureate degree. Today, Notre Dame of Maryland University enthusiastically embraces a path forward in leadership in liberal arts, health sciences and education. Notre Dame’s programs reflect its place in history as an institution that anticipates and meets contemporary needs with a visionary and pragmatic education.

Notre Dame students enjoy the University’s beautiful 58-acre landscaped and wooded campus, scenically located in a residential part of Baltimore’s North Charles Street corridor. From the campus, students can easily access resources throughout the city, including a number of neighboring colleges and universities. Notre Dame offers courses at convenient locations throughout Maryland, and even brings its programs into workplaces.

As the University offers its students solutions to meet their needs in a modern world, the University embraces the pioneering spirit of its founders, the School Sisters of Notre Dame. A commitment to academic excellence remains the foundation of the institution. At Notre Dame, scholarship and faith are partners. The University enthusiastically welcomes students, faculty and staff of all faith traditions. Campus-wide programs encourage students to explore, understand and express their personal beliefs and values and to respect those of others.

School of Pharmacy

With greater numbers of America's population aging, and growing advances in medicine creating more pharmaceutical products, our country is facing a critical shortage in one area of health care delivery – qualified pharmacists.

Though pharmacists are seriously needed by community pharmacies, medical centers and other health care facilities to meet today's rising consumer demand, our nation's educational institutions cannot keep pace. With five to ten qualified applicants for every one opening in U.S. pharmacy schools, the need for a new professional school is clear.

In response, Notre Dame launched a bold new initiative in fall 2009 – the School of Pharmacy. Adding to the University's history of firsts, the new School of Pharmacy is the first of its kind created by a women's college in the U.S. In addition, it is Notre Dame's first professional degree program. More importantly, the School reflects Notre Dame's commitment to service to the world by solving social challenges through innovative educational efforts.

The School of Pharmacy is comprised of three academic units - department of clinical and administrative sciences, department of pharmaceutical sciences and office of experiential education. The department of clinical and administrative sciences is comprised of two types of faculty - those who are advanced pharmacy practitioners and those whose expertise include health care policy and advocacy, pharmacy practice management, public health and other relevant social and administrative sciences. The department of pharmaceutical sciences is comprised of faculty with expertise in pharmacology, medicinal chemistry, pharmaceuticals and the biological sciences. The office of experiential education is responsible for the overall operation of introductory and advanced pharmacy practice experiences which spans over the entire curriculum.

Vision

To provide exceptional pharmacy education by creating a model learning community dedicated to the transformation of societal health.

Mission

We educate student pharmacists to be compassionate, ethical professionals who improve medication use and provide quality patient care to a diverse population. We develop leaders and advance public health.

Values

The faculty, staff and student pharmacists pledge to work together to achieve our vision and mission by embracing the values of Altruism, Collaboration, Excellence, Innovation and Integrity.

Accreditation Disclosure Statement

The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by colleges and schools of Pharmacy in the United States and selected non-US sites. For a Doctor of Pharmacy program offered by a new college or school of Pharmacy, ACPE accreditation generally involves three steps: Precandidate accreditation status, Candidate accreditation status, and Full accreditation status. Precandidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Precandidate accreditation status is awarded to a new program of a college or school of Pharmacy that has not yet enrolled students in the professional program and authorizes the school to admit its first class. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled but has not yet had a graduating class. Full accreditation status is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate accreditation status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The Doctor of Pharmacy program of the College of Notre Dame of Maryland, School of Pharmacy was awarded Candidate accreditation status during the June 23-27, 2010, meeting of the ACPE Board of Directors based upon an on-site evaluation conducted April 27-29, 2010. If the program continues to develop as planned, Full accreditation of the Doctor of Pharmacy program will be considered by the Board following the graduation of students from the program.

Precandidate Status

Granting of Precandidate accreditation status brings no rights or privileges of accreditation as associated with either Candidate accreditation status or Full accreditation status. Precandidate accreditation status indicates only that planning has taken into account ACPE standards and guidelines and suggests reasonable assurance of moving to the next step, that of Candidate status. Since Precandidate accreditation status does not create any rights of accreditation under ACPE standards, it is the opinion of ACPE that graduates of programs of colleges or schools of pharmacy that bear Precandidate status do not meet the educational requirements for licensure.

Candidate Status

With respect to clarification of the meaning of Candidate accreditation status, graduates of a program so designated would, in the opinion of ACPE, have the same rights and privileges of those graduates from a fully accredited program. The Candidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans within a defined time period. It should be underscored, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in

accordance with their state statuses and administrative rules. Should Candidate accreditation status be awarded to a program, ACPE would, however, make its position known and make recommendations consistent with that position.

Preaccreditation. A newly instituted Doctor of Pharmacy program of a college or school of Pharmacy may be granted one of two preaccreditation statuses, depending upon its stage of development. In the instance of a newly founded college or school of Pharmacy, the program generally progresses through both statuses. The standards are the same as those employed for accreditation status, however, preaccreditation involves, in large measure, planning in accord with standards and provisions of reasonable assurances for a quality outcome.

- a. Precandidate.** A new program that has no students enrolled but has a Dean may be granted Precandidate accreditation status. The granting of Precandidate status indicates that a college or school's planning for the Doctor of Pharmacy program has taken into account ACPE standards and guidelines and suggests reasonable assurances of moving to the next step, that of Candidate status. Granting of Precandidate status brings no rights or privileges of accreditation. Full public disclosure by the college or school of Pharmacy of the terms and conditions of this accreditation status is required.
- b. Candidate.** A new program that has students enrolled but has not had a graduating class may be granted Candidate status. The granting of Candidate status denotes a developmental program that is expected to mature in accord with stated plans and within a defined time period. Reasonable assurances are expected to be provided that the program may become accredited as programmatic experiences are gained, generally, by the time the first class has graduated. Graduates of a class designated as having Candidate status have the same rights and privileges as graduates of an accredited program.

Upon granting preaccreditation status (Precandidate or Candidate) to a program, or in the event of voluntary withdrawal from preaccreditation, or upon a decision to let preaccreditation lapse, written notification of such action shall be made to the U.S. Secretary of Education, the appropriate state licensing or authorizing agency, the appropriate regional and/or other accrediting agencies, and the public within 30 days. Public notification includes presentation on the ACPE web site.

Complaints or Comments Regarding Program Compliance

The School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE) 135 South LaSalle Street, Suite 4100 Chicago, IL, 60603-4810. The accreditation status of the School is reviewed by ACPE on a regular basis and is open to student and public comment.

The accreditation standards are located on ACPE Web site (www.acpe-accredit.org). Comments or complaints regarding program compliance with the accreditation standards should be submitted to the office of the dean in writing. Complaints will be reviewed on a timely basis, and a response or plan of resolution will be communicated to individuals interested in the issue. Programmatic comments and complaints are kept on file in the office of the vice president for academic affairs and are available for review by ACPE.

ACPE has an obligation to assure itself that any institution which seeks or holds a preaccreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. Complaints from other institutions, students, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint.

The Executive Director shall, based upon the complaint, the response and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including student complaints received or made available, is kept for consideration on file at the Council office. Such record of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require.

The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notice to the institution and opportunity for institutional response, ACPE finds an institution has engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

- a. request that the institution show cause, within a stated time period, why adverse action should not be taken, or
- b. in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing preaccreditation or accreditation status.

A complaint against a college or a school of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director.

Under existing practices, when a complaint is received, it is submitted to the college or school affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the school or college, and the matter is treated as resolved.

Anonymous complaints pertaining to accreditation matters are retained and, depending on circumstances, may or may not be forwarded to the school or college involved, depending somewhat on the severity of the complaint. This decision is made by the Executive Director. Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature charging egregious conduct that may warrant adverse action by the Council, or involves an interpretation which the Executive Director believes should be made by the Council, the complaint will be submitted to the Council for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs (a) and (b) above.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, student, faculty or third party in respect to the application of ACPE's standards, policies and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months.

Campus Facilities

Classrooms and Studios

Notre Dame faculty and students delve into the liberal arts and sciences in a variety of classrooms and laboratories in the University's historic and modern facilities. Fourier Hall serves as the hub for Notre Dame's programs for adult learners, housing the administrative offices for , Graduate Studies, College for Adult Undergraduate Studies and the Renaissance Institute. Also located in Fourier are the business department and the art department, which includes art studios and Gormley Art Gallery.

Gibbons Hall is the oldest building on campus. Built in 1873, it is crowned by Merrick Tower, a Baltimore landmark. Many classes are held in this building, which features high ceilings, gleaming hardwood floors and soaring windows. Administrative and academic offices also are located in Gibbons Hall.

Theresa Hall houses the admissions, financial aid and business offices, Academic and Career Enrichment Center, Campus Ministry and the Counseling Center.

Marikle chapel of the annunciation, the main chapel on campus, is located on the second floor of Theresa hall. The chapel was renovated and rededicated in 2002. The heart of the University community, the chapel is open to all throughout the day and evening for private prayer and reflection. Eucharistic liturgy is held daily during the academic year, and the University community is invited to attend liturgical events held throughout the year.

Traditional LeClerc Hall is the campus cultural center. Its 1,000-seat auditorium is the site for public lectures, concerts, performances and Honors Convocation. LeClerc also houses the music department's classrooms, practice rooms and recital rooms.

Knott Science Center houses the School of Pharmacy and lecture halls and laboratories for biology, chemistry, mathematics, physics, pharmacy and psychology classes. A 240-seat auditorium is used for lectures and performances. A 40,000-square-foot addition houses state-of-the-art labs and classrooms for biology and chemistry. During summer 2010, renovations to the first, second and third floor of the existing building were completed providing additional learning space, and included the creation of: 1) the Pharmacist Care Lab, 2) a Patient Assessment Lab on the first floor, 3) a new high-tech lounge, 4) a new math/computer science office suite, and 5) a new multi-media classroom on the second floor.

The G. Avery Bunting Hall is an approximately 30,000 square-foot addition that houses faculty offices and research laboratory space, an 80-seat, multi-media classroom, small group study rooms and a faculty resource center. The School of Pharmacy Office of Admissions and Experiential Education are also housed in this building.

Campus Computer Technologies

Notre Dame of Maryland University is wired for students, offering Internet- and cable-ready residence hall rooms and classrooms. Each student is assigned a personal e-mail address, computer labs are open seven days a week, and students can access wireless Internet at select campus sites.

The University's main computer center is located in Virginia Kelly Rice Hall and serves as a hub for all campus networking, telecommunications and database administration. It is home to the campus academic and administrative computer facilities, supporting a myriad of applications and database servers, fiber distribution equipment, campus security systems, point of sale/one-card system and the campus digital telephone system.

Students may access the Internet and e-mail from the campus computer labs located in Rice Hall, Doyle and Meletia Lounges and Gator Alley, Internet-accessible classrooms, and the student residence hall rooms. Students may also gain access to the Internet via the University's wireless network in Doyle, Meletia and Knott Science Halls. The networked computer labs feature more than fifty PC workstations and 20 Macs. All PC and Mac workstations support current computer applications including word processing, databases, graphics, multimedia and many specialty applications. Both networks include laser printers, scanners and DVD rewritable drives. Using the latest Web tools, students may browse the Internet, access the Loyola/Notre Dame electronic library system, and communicate with e-mail users around the world.

Loyola/Notre Dame Library

In the valley below Knott Science Center is the Loyola/Notre Dame Library, which provides the information services and resources required to support the education programs of the two Universities. The Library's Web site is the gateway to a wealth of information, including numerous full-text databases, the Library's shared catalog (books from 5 other University libraries can be requested online and will be sent within 48 hours), research guides and tutorials, and the full resources of the Internet. Databases the Library subscribes to can be accessed from any computer on the campus network and are also available off-campus to current students.

The Library has just concluded a major renovation and addition project that has added additional computer workstations and group study spaces, an auditorium, a digital media lab and other state-of-the-art facilities. During summer 2010, the auditorium was renovated to provide additional space for SOP instruction.

The Library's collection consists of more than 400,000 volumes, 820 print and 39,000 electronic periodical subscriptions, and over 16,000 media items (many of which are videos, DVDs and CDs). Books or articles not owned by the Library can be acquired through interlibrary loan. Reference librarians are available seven days a week to guide students using the Library and its resources.

Athletic Facilities

The Marion Burk Knott (MBK) Sports and Activities Complex serves as Notre Dame's athletic center. The Knott Complex features a gymnasium for basketball and volleyball, glass-backed racquetball courts, a walking track, dance and exercise rooms, and a fully equipped athletic training room. The Complex also features offices for the athletics department. A four-lane, 20-yard swimming pool is located in LeClerc Hall, adjacent to MBK.

Students also have access to the University's outdoor facilities which include four tennis courts and two natural grass athletic fields used for intercollegiate soccer, lacrosse and field hockey.

Safety and Security

Members of the office of campus security patrol the campus 24 hours a day, seven days a week. Security officers can be contacted through the campus switchboard by dialing "0" or "5360" or—for emergencies only—"6666." Campus security provides escorts in the evening and during overnight hours. Several emergency sites are located around campus; when the emergency button is activated, the blue light on top of the site oscillates and the caller is in direct, immediate contact with the communication base officer or switchboard. The sites also have a phone pad that can be used to call any campus phone number. To reach someone from security or to call for an escort, dial "5360" from the phone pad. The campus crime report is available at www.ndm.edu or from the office of campus security in Room 002 of Gibbons Hall.

GENERAL INFORMATION

FINANCIAL AID

Disclaimer: due to the possibility of federal regulations changing, please visit our website for up-to-date information.

Tuition and Fees - School of Pharmacy 2011-12

Tuition	\$ 32,524
Consolidated Fee	\$1,760

Financial aid is available to students in the form of low-interest student loans and Maryland State Scholarships. Students interested in receiving financial aid must meet the following eligibility requirements: be enrolled for at least six credits per semester (half time enrollment), be in good academic standing (see Financial Aid Academic Standards Policy), and be a matriculant in a degree program.

Students have access to live financial aid data 24 hours a day on WebAdvisor. New students receive access to WebAdvisor during orientation.

Application Procedure

- Complete the Free Application for Federal Student Aid (www.fafsa.gov; federal school code: 002065)
- If selected for verification, submit the verification worksheet and signed, federal tax return to the Office of Financial Aid
- Be formally admitted (matriculated) to the College.
- A student must check their Notre Dame e-mail for communications from the office of financial aid.

Students are encouraged to apply for financial aid as soon as possible but before the following deadlines: Fall: February 15; Spring: November 15; Summer: May 15.

Returning students who meet eligibility requirements will receive a financial aid award letter via their Notre Dame email account **after they register for classes**. Financial aid award letters for new students will be mailed after the student has paid the enrollment deposit. Financial aid for graduate students includes the Federal Stafford Loan (Subsidized and Unsubsidized), the federal Graduate Plus loan, and Maryland State Scholarships. The amount of aid awarded will be up to the student's cost of attendance.

Financial Aid Academic Standards Policy

Students receiving federal, state, or institutional need-based financial aid must maintain satisfactory academic progress in order to remain eligible for assistance. Satisfactory progress measures cumulative grade point average and course completion rate.

- Students must maintain a 2.0 cumulative grade point average.
- Students must complete at least 75 percent of all attempted credit hours per academic year.

Successful course completion is defined as a grade of A, B+, B, C+, C, D or P (pass). If a student has an incomplete grade at the end of the semester, aid will be extended to the next semester only if all other eligibility requirements are met.

- Students must complete their program of study within a maximum time frame of 150 percent of the published length of the program. For example, if your program requires 42 credits, you would be eligible to receive aid for up to 63 credits (42 x 150%).

Office of Financial Aid reviews Satisfactory Academic Progress (SAP) annually, at the end of the spring semester. If a student is not meeting SAP, the student's eligibility for financial aid is suspended. The student may appeal the suspension. The appeal will be reviewed by a committee. The outcome of the appeal will determine whether the student is granted financial aid probation or if the suspension status remains in effect. If the committee grants the appeal *and* determines the student should be able to achieve SAP by the end of the next term of enrollment, the student will be granted Financial Aid Probation for one semester. Assuming the student is successful during the semester of Financial Aid Probation, he/she regains financial aid eligibility for future enrollment. If the student is not successful during the semester of Financial Aid Probation, his/her eligibility is again suspended. If the committee determines the appeal requires academic support, the School of Pharmacy will be asked to create an Academic Plan for the student. Based on the guidance of the School of Pharmacy, the student may be granted Financial Aid Probation for a defined period of time while achieving the provisions of the Academic Plan. Assuming the student is successful during the Financial Aid Probation, he/she will regain eligibility for future enrollment. If the student is not successful during the Financial Aid Probation period, his/her eligibility is again suspended.

Federal Aid Programs

Subsidized and Unsubsidized Federal Stafford Loans – Pharmacy students who are classified as graduate/professional students can borrow up to \$33,000 each academic year (only \$8,500 of this amount may be subsidized). This is a low-interest, fixed-rate (6.8 percent), need-based loan. Individual student maximums may be less depending on credit load, financial need and other financial aid.

Subsidized Federal Stafford Loan – The federal government pays the interest while the student is enrolled at least half time, during a six-month grace period immediately following separation from school, and during other authorized periods called deferments when payment can be postponed.

Unsubsidized Federal Stafford Loan – This loan is available to students who may not qualify for a Subsidized Federal Stafford Loan or who qualify for less than the full annual amount. The federal government does not pay the interest on the student's behalf.

Graduate PLUS Loan – This low-interest (7.9 percent fixed interest rate), credit-based loan is available to eligible graduate/professional students who have reached their annual loan maximum eligibility under the Stafford Loan Program. Students must file a FAFSA and complete the Graduate PLUS Loan process as described on the Office of Financial Aid website. Students can borrow up to their cost of attendance minus other financial aid received.

Students should complete the loan process by **June 30** each year in order to ensure timely receipt of funds. Instructions and details about the loan process are available on our website at www.ndm.edu/financialaid.

Maryland State Scholarships – Students who are residents of Maryland must complete the Free Application for Federal Student Aid by March 1 to be eligible. Contact your state senator and state delegates in the Maryland State Assembly to be considered for the state legislative scholarships. Students must be enrolled for at least six credits to receive a state legislative scholarship.

Students receiving tuition remissions/reimbursements from their employers and planning on using financial aid as well MUST notify the Office of Financial Aid about upcoming reimbursements promptly to avoid reductions in aid.

Notice to students receiving financial aid for living expenses:

Living expense checks will not be available to the student until enough financial aid is posted to the student's account to create a credit balance. Because aid is posted to student's account on different dates according to the type of aid received, students should not plan for living expense money to be available as soon as classes begin. Students who rely on living expense money from their financial aid are encouraged to apply early and contact a financial aid counselor to determine when living expense money will become available.

Billing Information

Statements are mailed on a monthly basis to the permanent address indicated on the registration form. Payment is generally due approximately one month before the start of the semester for students who took advantage of early registration. Failure to pay by the due date will result in a monthly late payment fee. Failure to pay by the payment due date may bar the student from attending class. Follow-up billings reflecting additional charges, adjustments or outstanding balances continue on a monthly basis.

Financial obligations incurred or billed during a semester must be paid before a student may register, or receive final grades. Transcripts and diplomas will not be released until all financial obligations have been met.

Students should confer with the business office regarding additional payment options. The College reserves the right to require cash or a cashier's check at its discretion.

Monthly Payment Plan FACTS

The FACTS monthly payment plan enables students to register and make monthly payments during the year against their outstanding balance. This option can be used for fall and spring registrations payment only. Payments can be made using a credit card or with a direct debit from checking or savings. Online applications and information about the plan are available on the College's Web site: www.ndm.edu. Click on Financial Aid>Tuition Management to see details regarding the plan. Click on "e-Cashier" to access the application. FACTS information and agreement forms are also available in the business, registrar and Graduate Studies offices.

Employer Tuition Remission Payment Plan

The Employer Tuition Remission Payment Plan enables students to register and partially defer tuition. At the time of registration, all fees and 15% of total tuition is due. The balance of your tuition is payable 45 days after the last class of each semester. See the form for full details and requirements. A “Verification of Employer Tuition Remission Eligibility” form must be completed. The form is available at the College’s Web site: www.ndm.edu > Academics >Records & Registration>Forms>Employer Tuition Eligibility Form.

Payment

Checks for all expenses are made payable to College of Notre Dame. There is a penalty for returned checks and for overdue payments. The College reserves the right to drop from classes, without prior notice, students who do not pay their billed tuition by the due date. Non-payment is not a valid means of withdrawing from classes. If the College exercises its right to drop a student for nonpayment, the student may re-register for a class, with full payment, on a first-come, first-served basis until the first day of class. Space in class will not be reserved. Only those courses still open will be available to students who are reregistering. A new registration form, payment of the \$100 registration/technology fee and full-tuition is required for re-registration. Final transcripts, grade reports and diplomas cannot be released until all financial obligations have been met.

Employer Bill Authorization

Either an employer authorization form or a letter signed by the appropriate official on company letterhead must accompany the registration. Employers must provide detailed information related to their tuition assistance, e.g. total dollars supported, total credits supported, specific courses, etc. Tuition assistance plans that are contingent upon grades will not be administered by the College. Submittal of an employer authorization form or letter will constitute authorization to pay. Employers will be billed after the official drop/add period and payments are due in 30 days.

Tuition Adjustment

Partial tuition adjustment can be made for students who withdraw officially during the early part of the semester. The deadlines for tuition adjustments are listed in each semester’s course schedule book. Students withdraw from a course through the registrar’s office. Course withdrawals are effective on the date the completed written withdrawal with all required signatures is received in the registrar’s office. This date determines both the grade and tuition reimbursement (if any), irrespective of whether the course has begun to meet or whether the student has attended class sessions. Please see the School of Pharmacy Handbook for course withdrawal policies and procedures.

Return of Title IV Funds for Federal Financial Aid Recipients

If a student who receives Title IV funds (Federal Subsidized/Unsubsidized Stafford Loans or PLUS loans) withdraws from all classes for the semester, the College will adjust the tuition according to the College's policy and determine the amount of Title IV funds to be returned to federal programs according to the Return of Title IV Funds Policy. Students receiving financial aid **must** contact the office of financial aid before withdrawing from any course.

If a student who receives Title IV funds withdraws from all classes for the semester, the College will use the following procedure: 1) Determine the withdrawal date. The withdrawal date for the return of Title IV funds is defined as the date that the student begins the withdrawal process or the last day of attendance. For unofficial withdrawals, the withdrawal date is the mid-point of the semester or the last day of attendance. 2) Calculate the percentage of Title IV assistance earned by dividing the number of calendar days completed by the student by the number of calendar days in the semester. If the student withdrawal occurs after the 60 percent point, then the percentage earned is 100 percent. 3) Determine the amount of unearned Title IV assistance. 4) Determine the unearned aid amount applied to costs. 5) Return the lesser of 3 or 4 from above back to the Title IV programs. 6) Determine the amount the student must return by subtracting the amount that the institution returns (5) from the unearned aid amount (3).

Unearned Title IV funds are credited to outstanding balances in the following order:
Unsubsidized Federal Stafford Loans, Subsidized Federal Stafford Loans, and PLUS Loans.

If the College determines that a student must return funds to the Title IV programs, the student will repay according to the loan's terms.

A leave of absence (LOA) is treated as a withdrawal and a return of Title IV funds will be calculated.

A sample Return of Funds worksheet is available upon request.

Veterans Assistance

Initial Enrollment: The veteran must first apply and be admitted to the College. The student must obtain an Application for Program of Education Form (VA form 22-1990) from the Department of Veterans Affairs by visiting the VA Web site at www.gibill.va.gov, or the VA Representative in the registrar's office. After completing the application, the veteran sends a copy of the application or hand delivers the form to the registrar's office. Students must be registered for classes before enrollment certification can be sent to the VA Office.

Re-enrollment: A student who received veterans benefits while attending the college during the preceding fall or spring semester must notify the VA Representative in the registrar's office EACH SEMESTER by completing the Declaration of Intent Form of their intent to use their benefits. This form can be obtained from the VA Representative in the registrar's office. Failure to notify the certifying official of their intent for the semester, may result in non-payment or a change in the amount of the monthly payments.

PLEASE NOTE: If any changes are made to the registration, program or objective, the certifying official must be contacted immediately. A new Request of Change of Program (VA form 22-1995) form needs to be completed prior to registration.

PLEASE NOTE that once the enrollment certification has been made to the Department of Veterans Affairs in Buffalo, NY (DVA), processing takes anywhere from six to ten weeks before payment authorization is made. Tuition and fees are the responsibility of the student and not the VA (with exception of Chapter 30 VA benefits). Allowance checks are sent directly to the student receiving veteran benefits, therefore, the student should be prepared to pay his/her own tuition and fees at the beginning of each term. Checks do not arrive until approximately six to ten weeks after the VA process is completed or after the first month of classes. The College of Notre Dame participates in the FACTS payment plan which is another payment option available to students.

The DVA may be contacted as follows:

Address: (written inquiries or disputes about benefits)

Department of Veterans Affairs

Buffalo Regional Processing Office

P.O. Box 4616 Buffalo, NY 14240-4616 Phone Inquiries: 1-888-GIBILL1 (442-4551) 1-800-827-1000 (Baltimore Regional Office)

E-mail address: buffrpo@vba.va.gov

VA Web page: www.gibill.gov/buffalo

Students that plan on using financial aid MUST notify the office of financial aid about their benefits.

**Please visit the financial aid website at:
www.ndm.edu/financialaid for
Important Financial Aid Deadlines
Financial Aid Checklist Policies and much more**

**Important Financial Aid Deadlines
2011-2012**

January 1, 2011	Students may begin submitting their 2011-2012 FAFSA (Free Application for Federal Student Aid) to the Federal Processor at www.fafsa.ed.gov Make sure to have the FAFSA PIN number available.
February 15, 2011	Notre Dame of Maryland University's priority filing deadline of the FAFSA to be considered for maximum eligibility for aid
March 1, 2011	<input type="checkbox"/> Deadline date to file FAFSA for consideration for state aid (i.e. Senatorial and Delegate Scholarships, Workforce Shortage Grant, Guaranteed Access Grant, Educational Assistance Grant). <input type="checkbox"/> Returning students can begin turning in their verification paperwork.

April 1, 2011	Priority deadline for returning students to submit their verification paperwork.
May 15, 2011	<input type="checkbox"/> Priority deadline to submit verification paperwork for new students. <input type="checkbox"/> Returning students start to receive their Financial Aid Award Letters for the 2011-2012 academic year.
June 30, 2011	Priority deadline to activate loans.
November 15, 2011*	Priority deadline to submit the FAFSA for Spring 2012.
November 23, 2011	Last day to submit verification paperwork for Fall 2011.
December 1, 2011	<input type="checkbox"/> Last day to be packaged with Fall 2011 aid. <input type="checkbox"/> Last day to activate loans for Fall 2011.
January 15, 2012*	Priority deadline to submit verification paperwork for Spring 2012.
February 15, 2012*	Priority deadline to activate Spring 2012 loans.
April 15, 2012*	Last day to submit verification paperwork for Spring 2012.
May 1, 2012	Last day to activate loans for 2011-2012 year.

*Applies to students that begin attendance in the spring 2011.

Financial Aid Checklist

JANUARY 2011-FEBRUARY 2011

- ✓ Submit a Free Application For Student Aid at www.fafsa.ed.gov (February 15 is the priority deadline, our school code is 002065)
- ✓ After FAFSA is submitted you will receive a Student Aid Report (SAR) via e-mail – check it for accuracy and make any necessary changes

MARCH 2011-MAY 2011

- ✓ Submit documents requested by the Office of Financial Aid such as:
 - Verification Documents (**April 1** is the priority deadline)
 - Verification worksheet (online at www.ndm.edu/financialaid/onlineforms)
 - Prior year tax returns and W-2s
- ✓ Register for at least 6 credits per semester to be eligible for aid
- ✓ Receive FINAL financial aid award letter
- ✓ Review requirements for specific awards in the Financial Aid Handbook (www.ndm.edu/financialaid/onlineforms) such as:
 - Full time enrollment
 - Thank you letter
 - Minimum GPA

JUNE 2011-JULY 2011

- ✓ Activate Stafford loans by **June 30** online at www.ndm.edu/financialaid/applyforloans:
 - If borrowing for the first time at CND:
 1. Complete EdTest/Entrance Interview
 2. Apply for Stafford Loan/Complete Master Promissory Note with chosen lender
 - If you are a returning borrower but your previous lender exited the student loan business:
 1. Apply for Stafford Loan/Complete Master Promissory Note with a new lender
- ✓ Use Financial Aid Calculator available at www.ndm.edu/financialaid to determine what (if anything) you will owe after your financial aid is applied. Contact the Business Office (410-532-5440) for questions regarding charges and payment options.

AUGUST 2011

- ✓ If you are accepting Federal Work Study, visit www.ndm.edu/financialaid/typesofaid.

SEPTEMBER 2011-MAY 2012

- ✓ Release of financial aid funds to the Business Office
- ✓ Maintain Satisfactory Academic Progress
 - 2.0 minimum cumulative GPA for undergrads and pharmacy students / 3.0 for graduate students
 - Complete courses registered for (must complete at least 67% of credits attempted)
 - Complete program within 150% of established timeframe
- ✓ Inform the Office of Financial Aid of changes in your situation such as:
 - Change from resident to commuter
 - Change in number of credits registered for
 - Change in program of study
 - Change in family income or size
- ✓ Check WebAdvisor (link from www.ndm.edu) for the status of your aid
- ✓ Know that we will notify you about changes to your aid due to possible revisions.

STUDENT RECORDS

Privacy Rights of Students

Notice is hereby given that Notre Dame of Maryland University is prepared to comply with the provisions of the Family Educational Rights and Privacy Act of 1974 (Public Law 90-247, as amended) and any regulations that may be promulgated there. Students and others who want specific information regarding their rights of access to institutional educational records maintained in their names are advised to contact the registrar in Gibbons Hall.

File Confidentiality and Availability

The official academic records of all students, past and present, are housed in the registrar's office. The official transcript contains identifying information, a complete record of all coursework, transfer credits, academic status and any degree(s) or certificate(s) granted. The transcript is kept as a permanent record of the University. The student's academic folder, which is kept for matriculated students, includes the degree requirement checklist, application for admission, high school transcript(s), standardized test score reports and transcript(s) from University(s) attended. The admission application is also kept as a permanent record of the University.

For non-matriculated students, only a permanent record of course work completed at Notre Dame is retained. These files, including the permanent record, are open for student review upon request. Members of the faculty or administration also have access to the files if they have a legitimate interest in the material and demonstrate a need to know.

Release of Records

Grade Reports

Semester grade reports are accessible to students through their personal WebAdvisor account. A copy of the grade report is accessible to the student's academic advisor.

Transcripts

No transcript will be issued without *written* authorization from the student. No telephone, e-mail or third-person requests will be honored. Transcript requests should be made at least one week in advance of expected delivery. Transcripts will not be released until all financial obligations to the University are met.

Background Checks

Government agencies conducting background checks on potential government employees are provided information upon presentation of a written release from the student. A copy of the release with the agent's name is retained in the student's file. Agents are given information from the file by a member of the registrar's staff, but are not given access to the file itself.

Court requests

The University will honor court subpoenas for information from the official files, if the court has jurisdiction over the University. An attempt will be made to notify the student, at the last known address, of the court's and the University's actions. If the student so requests, copies of the subpoenaed information will be provided.

Records of Deceased Students

The records of deceased students may be released to survivors under the following circumstances. The order of succession for requests is first for the surviving spouse, parent, executor of the estate and eldest surviving child; then the eldest surviving sibling and then any surviving descendent. The requestor must provide as much of the following information as possible: name of the student, social security number, date of attendance at the University and a copy of the death certificate. The requestor must provide the following personal information: name, address, evidence of qualification to receive the records (see order of succession above), phone number, signature and date of the request.

Release of Information

Notre Dame of Maryland University considers the following to be directory information: name, date and place of birth, campus/local/permanent addresses and phone numbers, classification, degrees and awards received, major/concentration, dates of attendance and participation in official activities/sports. Directory information may be released to the general public without prior written consent of the student. To prevent the release of directory information, the student must present a written request to the registrar's office before the first Friday of each semester. The information release hold is valid for one semester and must be submitted at the beginning of each subsequent semester. Holds placed on the release of information, prohibit release of all items of directory information to all outside persons, organizations or agencies.

Photo Release

Notre Dame of Maryland University maintains the right to the use and reproduction of photographs taken of the student while the student is enrolled here, for present and future use in University publications and marketing efforts, without compensation to the student. If the

student does not wish to have his or her photo used, the student must submit a signed statement to the registrar's office before the first Friday of each semester.

Address of Record

All correspondence from University offices is sent to the student's priority address on file in the registrar's office. Any change to this address should be reported to the registrar's office as soon as possible. Failure to keep this address up to date may result in delays in receiving important information. It is the student's responsibility to provide the University with correct address information.



Program

The School of Pharmacy offers the Doctor of Pharmacy degree; the entry-level degree required for practice in the U.S. Students must complete the required 72 credits of pre-requisite coursework at Notre Dame of Maryland University or another institution of higher education and a maximum of 146 credits of course work (4 years) within the School of Pharmacy.

The parent institution of the School of Pharmacy, Notre Dame of Maryland University, has been granted authority by the Maryland Higher Education Commission to confer the Doctor of Pharmacy degree.

Admissions

The School will consider for admission those applicants who possess the academic and professional promise necessary to become outstanding members of the pharmacy profession. The admissions process is highly selective. All applicants must submit an application via the [Pharmacy College Application Service](#) (PharmCAS) and a School of Pharmacy Supplemental Application (see the Application Process section).

The application deadlines are **February 1, 2012** for the PharmCAS application and **March 1, 2012** for the Supplemental Application for applicants seeing admission in fall 2012. Select applicants will be invited for an on-campus interview.

Evaluation of completed applications (PharmCAS and Supplemental applications) will begin in August 2011 and continue until all seats in the class are filled. This initial evaluation will determine which applicants are eligible for an on-campus interview; a final evaluation will determine which applicants are eligible for acceptance. Given the competitive admissions environment, multiple criteria are used to select the most qualified candidates. Grade point averages, PCAT scores, letters of evaluation, professional preparedness and motivation, personal qualities, communication skills, ability to be a team player and decision making will all be considered when reviewing an applicant's file.

For more information, contact Larry Shattuck, director of admissions for the School of Pharmacy, at 410-532-5551 or e-mail lshattuck@ndm.edu or Thomas Epps, admissions recruiter, at 410-532-5597 or e-mail tepps@ndm.edu.

Requirements for Applicants Seeking Admission for Fall 2012

To be considered for admission to the School of Pharmacy, an applicant must:

1. Have completed or be in the process of completing 72 semester hours or 105 quarter hours of non-remedial, prerequisite coursework from a regionally accredited U.S. University or university. The student must earn a grade of C (not C minus) or better in each pre-requisite course.
2. International applicants must complete a minimum of 30 semester hours of non-remedial pre-requisite coursework from a regionally accredited college or university in the United States. Of the 30 semester hours, 15 hours must be in the sciences, six hours in non-remedial English composition, and three hours in speech/public speaking. This additional requirement is waived for applicants who completed their pre-requisite coursework at a post-secondary Canadian institution that uses English as its primary language of instruction and documentation.
3. All pre-pharmacy coursework requirements must be completed by the end of summer session I prior to matriculation to the School of Pharmacy.
4. Earn a minimum cumulative grade point average and science grade point average of 2.50 on a 4.00 scale. PharmCAS calculates the overall and science grade point average. Grades from all non-remedial courses completed post-high school are used to calculate the grade point average.
5. Submit scores from the Pharmacy College Admissions Test (PCAT) directly to PharmCAS using PCAT code 104.

(Note: Only PCAT test scores earned within two years of the planned matriculation year will be accepted.)

6. Possess a people/service orientation as demonstrated through community service or extracurricular activities.
7. Possess the proper motivation for and commitment to the pharmacy profession as demonstrated by previous work, volunteer, or other life experiences.
8. Possess the oral and written communication skills necessary to interact with patients and colleagues.
9. Complete the School of Pharmacy's on-campus interview process (by invitation only).
10. Pass the School of Pharmacy criminal background check.
11. Abide by Notre Dame of Maryland University Substance Abuse Policy.

Pre-Requisite Courses (students completing coursework at other colleges or universities of higher learning)

Course	Semester Credit Hours	Quarter Credit Hours
English	6	6
Speech/Public Speaking	3	4
Ethics (medical ethics preferred)	3	4
Economics	3	4
Calculus	3	4
Statistics	3	4
General Chemistry with lab (for science majors)	8	12
Organic Chemistry with lab (for science majors)	8	12
General Biology with lab (for science majors)	8	12
Microbiology with lab (for science majors)	4	6
Human Anatomy & Physiology (for science majors) ^	8	12
Physics (for science majors – mechanics, heat, force and motion must be included in the course)	3	4
Psychology/political science/social science	6	9
General Education* (divided among humanities, fine arts, foreign language, business, computer sciences, religious studies)	6	9
Total Credits	72	102

^ Students taking science courses at community colleges should check with the School Office of Admissions to determine if the course will meet the pre-requisite requirement. It is unlikely that Anatomy and Physiology and Microbiology at community colleges will meet the pre-requisite requirement and applicants must take the course at a 4-year institution. Please refer to the School's website for pre-requisite course equivalents at select Maryland community colleges and 4-year institutions.

*Science, math, physical education, and health care courses will not satisfy the general education requirement.

Note 1: The Admissions Committee will pay special attention to pre-pharmacy math and science coursework that were taken more than five years ago. Science and math coursework that were taken within five years are preferred.

Pre-Pharmacy Curriculum to Be Followed at Notre Dame of Maryland University

Notre Dame of Maryland University reserves the right to revise the curriculum at any time when deemed necessary and to apply such revisions to registered and accepted students and to new admissions.

Course	Credits
ENG-101 College Writing	3
ENG Literature Course	3
COM-106 or 206 Fundamentals of Oral Communication/Speaking in Professional Settings	3
PHL-330 or PHL 339 Ethics/Medical Ethics	3
ECO-211 or 212 Macro-or-Microeconomics	3
MAT-211 or 212 Calculus I or II	4
MAT-215 Basic Statistics	3
CHEM-110 , 111 General Chemistry	8
CHM-220, 211 Organic Chemistry	8
BIO-111 Fundamentals of Biology	4
BIO-201, 202 Human Anatomy and Physiology I, II *	8
BIO-340 Microbiology †	4
BIO-239 Genetics †	4
PHY 101 or 102 General Physics I or II	4
Social Sciences	6
IDS-100 Perspectives on Education and Culture	3
Elective credits from religious studies, fine arts, humanities, languages, business or interdisciplinary studies, excluding science, mathematics, physical education or health care courses.	3
Total Credits	74

**Students enrolled in the Women's College in fall 2008 and who at the time of admission received 8 transfer credits of anatomy & physiology may use these credits to satisfy the School of Pharmacy pre-requisite requirement when applying to the School of Pharmacy. Students who did not receive transfer credits at the time of admission and all students matriculating in the Women's University fall 2009 and thereafter cannot use credits for anatomy & physiology received from community colleges to satisfy the School of Pharmacy pre-requisite requirement. Additionally, such students are required to take 8 credits of anatomy and physiology at Notre Dame of Maryland University should they wish to apply to the School of Pharmacy.*

‡Students entering fall 2011 and thereafter will be required to take BIO 340 Microbiology.

†Students who have taken BIO 309 Genetics prior to fall 2009 will satisfy this requirement.

The following elective courses are recommended for pre-pharmacy students:

Course	Credits
COM-221 Small Group Communication	3
IDS-100 L Emerging Leaders Lab	1
IDS-200 Foundations of Leadership for Women	3
LSP-210 Spanish for Health Professions	3
PHL-302 Philosophy of Human Nature	3
PHL -330 or PHL-339 Ethics or Medical Ethics	3
PHL-334 Business Ethics	3
POL-102 Introduction to American Politics	3
POL-317 Civic Participation and Leadership	3
POL-401 Political & Economic Globalization	3
POL-440 Global Issues	3
PSY-167 Human Relations in a Culturally Diverse Society	3
PSY-205 Theories of Personality	3
PSY-233 Human Growth & Development	3
RST-306 Christian Bioethics	3
RST-311 World Religions	3
RST-331 Comparative Religious Ethics	3
RST-450 Judaism, Christianity and Islam	3
RST-452 Buddhism and Christianity	3
RST-347 Introduction to Spirituality	3
RST-409 Death & Dying	3

Technical Standards for Admission

The technical standards for admission set forth by the School of Pharmacy outline the non-academic abilities considered essential for students to achieve the level of competence required by the faculty and by the ACPE, the pharmacy-accrediting agency, in order to obtain the Pharm.D. degree.

A candidate must have abilities and skills in five areas: 1) observation; 2) communication; 3) motor; 4) intellectual, conceptual, integrative and quantitative; and 5) behavioral and social. Technological compensation can be made for some limitation in certain of these areas, but a candidate should be able to perform in a reasonably independent manner.

1. **Observation:** The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all of the other senses.
2. **Communication:** The candidate must be able to communicate effectively, efficiently and sensitively in both oral and written form and be able to perceive nonverbal communication.
3. **Motor:** Candidates must be able to coordinate both gross and fine muscular movements, maintain equilibrium and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control and eye-to-hand coordination to perform profession-specific skills and tasks.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** The candidate must be able to problem solve, calculate, reason, analyze, record and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.
5. **Behavioral and Social Attributes:** The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the consistent, prompt completion of all responsibilities and the development of mature, sensitive and effective relationships. Candidates must be able to tolerate physically, mentally and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, interest and motivation to learn are all personal qualities required during the educational process.

Candidates must provide certification that they understand the technical standards upon their acceptance. Candidates who may not meet the technical standards are encouraged to contact the director of admissions to discuss and identify what accommodations, if any, the School of Pharmacy would need to make in order that the candidate might be able to meet the standards.

Professionalism

Pharmacy applicants are expected to act professionally in all of their dealings with admissions office staff and School personnel. Applicants are expected to follow instructions properly and meet deadlines. Responsible behavior, respect for others, good judgment and cooperation are qualities valued by the pharmacy profession. Applicants should demonstrate these qualities beginning with the application process.

Application Process

The School of Pharmacy uses a two-step application process. The applicant must submit both a completed PharmCAS application and a School supplemental application and meet both the PharmCAS application deadline and the School supplemental application deadline.

1. **PharmCAS Application:**
Applicants must apply via the [PharmCAS](http://www.pharmacas.org) application (www.pharmacas.org) which is available usually in June of the academic year preceding the year in which they plan to matriculate. Applicants must send transcripts directly to the offices of PharmCAS.

Applicants who have taken coursework and/or earned a degree from a foreign institution must also submit to PharmCAS an evaluation of their transcripts from one of the following approved foreign transcript evaluation services:

- Education Credential Evaluators (ECE): 414-289-3400, www.ece.org
- World Education Service (WES): 212-966-6311, www.wes.org
- Josef Silny & Associates, Inc.: 305-273-1616, www.jsilny.com

The deadline for submitting the PharmCAS application is **February 1, 2012**. In addition to the on-line application and application fee, applicants are strongly encouraged to also forward official transcripts from all colleges and universities attended to PharmCAS by the February 1st date. PharmCAS will not consider an application complete and will not begin the verification process until all official transcripts are received. The School will only receive complete applications from PharmCAS.

Pharmacy University Admissions Test (PCAT)

Arrange for scores from the Pharmacy College Admissions Test to be sent directly to PharmCAS using PCAT code 104. This exam is offered by Harcourt Assessment (www.pcatweb.info). The School of Pharmacy will only accept test scores received directly from PharmCAS. (See Admission Requirements for more details). PCAT scores sent directly to the Office of Admissions will not be accepted. Only test scores earned within two years of the planned matriculation year will be accepted.

***Note:** *It is highly recommended that applicants take the July, September PCAT exams in the year prior to which they are seeking entry. For first time test takers, January PCAT exams taken in the year in which an applicant seeks entry will not be accepted. Please check with Harcourt Assessment for more details regarding exam dates.*

2. *Letters of Reference*

The applicant must request letters of reference from three individuals to be submitted directly to PharmCAS. The School of Pharmacy will only accept letters received directly from PharmCAS. One letter must be from a University professor who has actually taught the applicant in a science course and the other two letters may be from a pre-health advisor/committee, science or other University professor that taught the applicant, an employer who had direct supervisory responsibilities for the applicant or a health professional who knows the applicant well. Letters of reference must be received by the PharmCAS deadline date of **February 1, 2012**.

3. *Supplemental Application*

After receiving an applicant's processed information from PharmCAS, the School of Pharmacy Office of Admissions will electronically send instructions to applicants who meet the minimum cumulative GPA and science GPA requirement of 2.50 on a 4.00 scale for completion of a Supplemental Application. The deadline for submitting the School supplemental application along with the required fee to the Office of Admissions is on or before **March 1, 2012**. **Note:** *A complete application consisting of the PharmCAS application, verification of transcripts by PharmCAS, PCAT scores (as reported to PharmCAS),*

*three letters of reference (submitted to PharmCAS), and School of Pharmacy Supplemental Application with the application fee must be received in the Office of Admissions **on or before March 1, 2012**. Only completed applications received by the Office of Admissions on or before the deadline date will be reviewed for potential entrance into the program. Applicants are also responsible for notifying the Office of Admissions of any changes in their mailing address or e-mail address. It is important that the Office of Admissions has accurate and current contact information for applicants. Applicants may forfeit their interview invitation or offer of admission if they do not provide current contact information.*

4. ***On-Campus Interview***

Once an applicant's file is complete, the director of admissions and the admissions committee review an applicant's GPA and PCAT scores to determine the applicant's interview eligibility. If they consider the applicant eligible for an on-campus interview, an invitation will be sent to the applicant. All interviews are scheduled on a first-call/first-scheduled basis. No interviews will be granted until an individual's application process is complete.

During the interview process, the applicant will meet with an interview panel consisting of pharmacy faculty members and pharmacists. Panel members will evaluate the applicant's professional motivation and preparedness, personal qualities, communication skills and decision-making ability by rating the applicant on a standardized evaluation scale. The interview panel members will also review each interviewee's PharmCAS and School of Pharmacy Supplemental applications to facilitate the interview process. After reviewing the applicant's completed application and interview evaluation, the admissions committee can recommend accepting, denying, or placing the applicant on an alternate list. This recommendation is then forwarded to the Dean for final approval.

Applications to the School of Pharmacy are processed and reviewed during regular intervals in the admissions cycle until the class is filled.

Note: *An applicant who has been accepted for a given year must matriculate during that year. No admission deferments are allowed. If a student fails to matriculate, the student must reapply the following year if he/she wishes to be admitted to the School.*

5. ***Reapplication Process***

Applicants who are denied admission may re-apply to the School the following academic year. It is strongly recommended that applicants seek guidance from the office of admissions for strengthening their application. If an applicant wishes to re-apply, a new application must be submitted to PharmCAS and the application will be processed in the same manner as any other application.

Transfer Admission From Another Pharmacy School

The School of Pharmacy may accept transfer students from other ACPE-accredited pharmacy schools or colleges as long as these students are in good academic and disciplinary standing and

have legitimate reasons for seeking a transfer. All requests for transfer information should be referred to the office of admissions so that the potential transfer applicant can be counseled prior to submitting an application. To be considered for transfer, a student must meet the School of Pharmacy's general requirements for admission. He/she must also submit the following documents by **March 15, 2012**:

1. A letter to the director of admissions indicating why he/she wishes to transfer and explaining any difficulties encountered at his/her current institution;
2. A completed School of Pharmacy transfer application;
3. Official transcripts from all schools attended – undergraduate, graduate and professional;
4. A catalog and a detailed pharmacy syllabus for any courses for which advanced standing consideration is requested;
5. A letter from the dean of the school or college of pharmacy in which the student is enrolled. The letter must indicate the student's current academic and disciplinary status and/or terms of withdrawal/dismissal;
6. One letter of recommendation from a faculty member at the current school or college of pharmacy;
7. Additional documents or letters of recommendation as determined necessary by the director of admissions or dean of the School of Pharmacy.

The office of admissions will collect and forward the student's portfolio to the office of the dean, School of Pharmacy for review. If the review is positive, the dean or her designee will invite the transferring student for an interview. If the transferring student is admitted and requests advanced standing, the dean's office will forward the student's request to the appropriate faculty. No advanced standing credit will be awarded for professional pharmacy coursework completed at a foreign college or school of pharmacy.

3 + 4 Admission Affiliation Agreements

The School of Pharmacy offers an accelerated 3 + 4 year undergraduate - professional school option leading to the Baccalaureate in Biology or Chemistry and the Doctor of Pharmacy (Pharm.D.) degrees for students attending Notre Dame of Maryland University and the University of Hartford in Hartford, Connecticut. Please refer to the each university's catalog for more information.

Matriculation Process

The matriculation process begins after a student receives notification of his/her acceptance. The student must return his/her signed matriculation agreement. The student must also do the following:

1. Submit deposit monies by the dates designated in his/her matriculation agreement. The entire amount is applied toward the student's first semester's tuition.
2. Submit official final transcripts from all colleges and universities attended post-high school by the deadline of two weeks (14 calendar days) prior to the first day of orientation. For students who are accepted to the School less than one month prior to the first day of classes, they will have 30 calendar days from the date of their acceptance to

submit all official transcripts to the office of admissions. Any special circumstances or requests for exceptions to this policy must be made by the office of the dean of the School. If students fail to submit all official final transcripts by the stated deadline, then their acceptance or continued enrollment in the School may be jeopardized.

Note: PharmCAS does not forward transcripts to the School of Pharmacy.

3. Complete a medical file as requested by the office of the dean.
4. Submit proof of medical and disability insurance coverage. The student may select either a plan offered by a university approved outside carrier or a comparable plan offered by an outside carrier of the student's choice.
5. Non-U.S. citizens/non-permanent residents must provide documentation verifying that sufficient funds have been deposited in a U.S. bank to cover all expenses while attending School of Pharmacy at Notre Dame of Maryland University (for non-U.S. citizens/temporary residents who hold a student visa only).
6. Sign an authorization form allowing for a criminal background check.
7. Sign a Notre Dame of Maryland University Substance Policy statement.
8. Complete a physical exam and submit the appropriate form.
9. Provide documentation that any additional coursework or service requirements stipulated by the admissions committee have been completed.
10. Submit additional documents as requested by the office of admissions.
11. Satisfy Technical Standards for the Program and sign acknowledgment for receipt of these requirements.
12. Sign the School Accreditation Status Statement.
13. Sign authorization for use of academic information for quality improvement purposes.
14. Sign authorization for access to national board examination scores for purposes of programmatic assessment.

If a student either fails to satisfy the above matriculation requirements or omits/falsifies information required on any official admissions documents, the student automatically forfeits his/her seat at the School of Pharmacy. The student receives no further notification from School of Pharmacy relative to this forfeiture.

Criminal Background Check Policy

National concerns regarding the suitability of health care providers have caused many hospitals and other institutions that provide health care services to require disclosure of an individual's criminal history. As of 2004, the Joint Commission of Healthcare Organization (JCAHO) requires criminal background checks for security purposes for all employees, staff and volunteers who supervise care, render treatment and provide services. Many state statutes also require disclosure of an individual's criminal history in order to apply for certain health care licenses/permits/certificates/registrations. Additionally, existence of a criminal history may subject an individual to denial of initial licensure, permit, registrations, revocation or suspension of existing licenses or denial of access to training sites used by the School of Pharmacy.

The primary role of the pharmacist is to provide safe and effective health care to the patients served. Patient safety must be considered in the selection and education of student pharmacists.

The School also has a responsibility to maintain as safe an environment as possible for its students and the practice settings in which they receive education. Therefore, to promote safety and the highest level of integrity in the profession of pharmacy, the School of Pharmacy requires matriculating students to submit to a criminal history background check.

1. All applicants and matriculating students are to submit to a criminal background check prior to matriculation. In addition, students who remain enrolled must submit to a criminal background check annually to remain eligible for continued matriculation. Some students may be required to undergo fingerprinting as part of the criminal background check process as part of applicable state law. The initial and annual criminal background check will be conducted by the Certiphi, Inc. or another School of Pharmacy approved vendor.
2. Additional criminal background checks may be required by health care facilities at which the student will be participating in educational activities as a component of the curriculum or state agencies relevant to the education of the student.
3. Students must disclose all criminal convictions (felony and misdemeanor) regardless of whether or not the felony conviction was subsequently reduced to a misdemeanor. Failure to disclose a conviction, or material misrepresentation of information, is deemed to be falsification of the application and will result in denial of matriculation and/or dismissal from the School and University.
4. Failure to comply with the request to undergo a criminal background check within the stipulated timeline will result in dismissal from the School or revocation of the offer of admission.
5. Students with a positive criminal background history are individually responsible for checking the licensing requirements of any state other than the state of Maryland where the student is interested in participating in clinical rotations to determine whether or not their conviction may be a barrier to participation.
6. The School of Pharmacy does not guarantee clinical rotations or any other off campus activity for students who have a history of felony or misdemeanor convictions. In such cases, the School will confidentially share information about the student's positive criminal background history with potential preceptors and practice site representatives as necessary and on a need-to-know basis and gives the preceptor and site representatives an opportunity to decide whether the student is acceptable to the site. Therefore, scheduling and completion of clinical rotations and graduation may be delayed. In some instances, it will not be possible to arrange for clinical rotations at specific sites.
7. Students are required to disclose to the dean any arrests, criminal charges or convictions against them during their entire period of enrollment as a student at the School of Pharmacy. Such arrests, criminal charges, or convictions may negatively impact a student's ability to obtain and/or complete program requirements.
8. All costs are the responsibility of the student.

Procedure

1. All applicants and matriculating students will be required to undergo a criminal background check by the School of Pharmacy approved vendor, Certiphi, Inc. Newly admitted students will be given a copy of the School's Criminal Background Check Policy.
2. Certiphi, Inc. will contact the student directly to obtain the necessary information to initiate the search. Students will receive an email from studentedition@certiphi.com.
3. Upon completion of the search, results will be released to the student who can view the information securely online. The student will have the opportunity to view the information and to resolve any disputes directly with the vendor. After 10 calendar days, the report will be automatically released to the School.
4. The office of admissions will review all criminal history reports and if a history of a felony or misdemeanor conviction exists, the director of admissions in consultation with the dean or her designee, will determine whether or not the student should be disqualified from matriculation or continued enrollment. Criminal convictions will not automatically disqualify a student from enrollment or continued enrollment. The School will consider such factors, but not limited to, the nature of the crime, the age of the individual at the time the crime was committed, length of time since the conviction, relevance of the conviction to health care. In determining the impact and relevance of the conviction, the following information, but not limited to, may be requested:
 - a. Additional detailed information about the positive criminal background check report.
 - b. Consultation with state licensing agencies about the impact of the misdemeanor or felony conviction on the student's ability to undertake/resume clinical activities.
 - c. Collection of additional data, e.g., Federal Bureau of Investigation fingerprints and report, concerning the positive criminal background check.
 - d. Court charging documents or other official records pertaining to the charge and/or conviction.
5. If a positive criminal history is known by the School prior to or after the student's matriculation, the dean or her designee will meet with the student to discuss the consequences of the positive criminal background investigation on the student's ability to enter or complete the program and graduate so that appropriate action can be taken.
6. Printed records concerning a student's positive criminal background check are stored in a locked confidential file in the office of the dean.

ACADEMICS

Curriculum

School of Pharmacy reserves the right to revise the curriculum at any time when deemed necessary and to apply such revisions to registered and accepted students, and to new admissions.

Year	Fall Semester - (20 credits)	Credits	Spring Semester - (17 credits)	Credits
P-1	PHRD 300: Foundations for Pharmacy Practice	2	PHRD 306: Pharmacist Care Lab II	2
	PHRD 301: Pharmaceutical Calculations	2	PHRD 308: Developing the Leader Within	2
	PHRD 302: Pharmacy & the U.S. Health Care System	3	PHRD 309: Immunology	3
	PHRD 303: Pharmaceutics I & Lab	4	PHRD 310: Care of Diverse Populations	3
	PHRD 304: Pharmacist Care Lab I	2	PHRD 311: Pharmaceutics II & Lab	4
	PHRD 305: Biochemistry	4	PHRD 312: Pharmacy Practice Management	3
	PHRD 307: Applied Biomedical Sciences Workshop	3		
	Fall Semester - (17 Credits)	Credits	Spring Semester- (18-20 credits)	Credits
P-2	PHRD 400: Biopharmaceutics & Clinical Pharmacokinetics	3	PHRD 405: Women's Health Issues	2
	PHRD 401: Clinical Research Design	3	PHRD 406: Pharmacist Care Lab IV	1
	PHRD 404: Pharmacists Care Lab III	1	PHRD 408: Pharmacy Law & Ethics	3
	PHRD 410 or 412: Introductory Pharmacy Practice Experiences I or II	3	PHRD 410 or 412: Introductory Pharmacy Practice Experiences I or II	3

	PHRD 413: Pharmacotherapeutics I -Principles of Medicinal Chemistry & Pharmacology*	2	PHRD 417: Pharmacotherapeutics IV – Infectious Diseases	4
	PHRD 414: Pharmacotherapeutics II Principles of Pharmacotherapeutics	2	PHRD 418: Pharmacotherapeutics V – Gastrointestinal Disorders	2
	PHRD 416: Pharmacotherapeutics III - Self-Care & Dermatologic Disorders	3	PHRD 419: Pharmacotherapeutics VI - Hematologic, Rheumatologic Disorders & Surgery	2
			Professional Elective***	1-3
P-3	Fall Semester - (17-19 credits)	Credits	Spring Semester-(16-18 credits)	Credits
	PHRD504: Pharmacists Care Lab V	1	PHRD 506: Pharmacists Care Lab VI	1
	PHRD 505: Human Resources Management	3	PHRD 508: Complementary Medicine & Human Nutrition	3
	PHRD 507: Public Health	3	PHRD 509: Evidence Based Medicine	2
	PHRD 510: Longitudinal Care I	1	PHRD 512: Longitudinal Care II	1
	PHRD 513: Pharmacotherapeutics VII - Pulmonary Disorders	2	PHRD 516: Pharmacotherapeutics X - Endocrine Disorders & Women's Health	2
	PHRD 514: Pharmacotherapeutics VIII - Cardiovascular Disorders	4	PHRD 517: Pharmacotherapeutics XI - Neoplastic Disorders	2
	PHRD 515: Pharmacotherapeutics IX - Renal Disorders	2	PHRD 518: Pharmacotherapeutics XII - Central Nervous System Disorders	4
	Professional Elective***	1-3	Professional Elective***	1-3

P-4	Summer/Fall/Spring- (36 credits)**	Credits		
	PHRD 700 Advanced Pharmacy Practice Ambulatory Care	5		
	PHRD 701 Advanced Pharmacy Practice Acute Care General Medicine	5		
	PHRD 702 Advanced Health Systems Pharmacy Practice	5		
	PHRD 703 Advanced Community Pharmacy Practice	5		
	PHRD 704 Advanced Pharmacy Practice Elective I	5		
	PHRD 705 Advanced Pharmacy Practice Elective II	5		
	PHRD 706 Advanced Pharmacy Practice Elective III	5		
	PHRD 707 Advanced Pharmacy Practice & Education Capstone	1	Total Program Credits= 144-146	

**All Pharmacotherapeutics courses are taught sequentially within a semester*

***All APPE are five weeks in duration except PHRD 707*

****Students are required to complete a minimum of 6 to 8 hours of professional electives for graduation, which must be accomplished over a minimum of three (3) courses.*

COURSE DESCRIPTIONS

PHRD 300 Foundations for Pharmacy Practice (2 credits)

The purpose of this course is to provide students with the foundational concepts and skills needed to practice pharmacy in the 21st Century as the role of the pharmacist expands and continues to change. In addition to one's knowledge of the scientific basis of practice, the ability to communicate and be an effective team member is critical to the pharmacist's role as an educator, clinician and member of the health care team. As such, the processes of self and group assessment, team development and the use of effective communication strategies will be introduced in this course and reinforced throughout the curriculum. Application of these processes will occur through lecture, discussions, assignments, role-playing and case studies.

Lecture two hours per week.

PHRD 301 Pharmaceutical Calculations (2 credits)

Accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. This course explores the various methods used to perform pharmaceutical calculations required for the usual dosage determinations and solution preparation. This course is an introduction to pharmaceutical prescriptions, the basic technique of calculating, weighing and measuring the ingredients involved in the formulations of various dosage forms. In addition, it provides knowledge in systems of weights and measures, Latin terms, reducing and enlarging formulas, ratio and proportions, various expressions of concentration, intravenous flow rates and dilution factors. Emphasis will also be placed on the skills involved in interpreting prescription and medication orders, and also identifying prescription errors and omissions. *Lecture one hour per week with a problem-solving workshop one hour per week.*

PHRD 302 Pharmacy & the U.S. Healthcare System (3 credits)

This course provides students with a broad overview of the organization, delivery and financing of medical and pharmaceutical care in the U.S. The impact of state and federal policies on the practice and economics of pharmacy practice and the role of the pharmacist in health care legislation will be discussed. *Lecture three hours per week.*

PHRD 303 Pharmaceutics I (4 credits)

This is the first of a two-semester course sequence designed to teach students the basic principles and application of physio-chemical principles necessary for the design, development and preparation of pharmaceutical dosage forms. Students will develop the basic skills and techniques necessary for the compounding of pharmaceutical delivery systems, the appropriate evaluation, documentation and labeling of prescriptions and the mathematical calculations essential to compounding. *Lecture three hours per week, laboratory three hours per week.*
Co-requisite: PHRD 301 Pharmaceutical Calculations

PHRD 304 Pharmacist Care Lab I (2 credits)

This is the first of a six-semester sequence designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. Early introductory pharmacy practice experiences will also be incorporated into Pharmacist Care Lab I. *Laboratory three hours per week.*

PHRD 305 Biochemistry (4 credits)

This course will provide students with a fundamental understanding of the structure, function and catabolism of biomolecules including carbohydrates, lipids, proteins and nucleic acids. Topics covered will include; bioenergetics and metabolism, genes and chromosomes, DNA and RNA metabolism, regulation of gene expression and recombinant DNA technology.
Lecture four hours per week.

PHRD 306 Pharmacist Care Lab II (2 credits)

This is the second of a six-semester sequence designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. Early introductory pharmacy practice experiences will also be incorporated into Pharmacist Care Lab II. *Laboratory three hours per week. Pre-requisite: PHRD 304 Pharmacist Care Lab I*

PHRD 307 Applied Biomedical Sciences Workshop (3 credits)

This course utilizes a small group, problem-based learning approach to teach students the interrelationship between and application of basic biomedical sciences principles to disease pathology, pharmacology, pharmacogenetics, and drug therapy. *Students will be engaged in a workshop two hours per week and formative assessment one hour per week.*

PHRD 308 Developing the Leader Within (2 credits)

As a health care professional, the pharmacist must be able to take a leadership role within his/her own practice, profession and community at large. This course will provide students with the opportunity for self-exploration, exploration of leadership models, and discussion of the relevance of political advocacy to pharmacy practice. This course will incorporate the communication, teamwork and self and group assessment skills that are introduced in Foundations for Pharmacy Practice. *Lecture and application two hours per week.*

Pre-requisite: PHRD 300 Foundations for Pharmacy Practice

PHRD 309 Immunology (3 credits)

This course is an introduction to the organization, function and regulation of the immune system including the basic properties of humoral and cell-mediated immune responses, antigen and antibody structure and function, effector mechanisms, complement, major histocompatibility complexes, and cytotoxic responses. The role of these basic immunology principles in immunodeficiencies, auto-immune disorders, hypersensitivity reactions, immunity issues associated with transplantation, cancer and antibody based drug therapy will also be covered. *Lecture three hours per week.*

PHRD 310 Care of Diverse Populations (3 credits)

This first public health course will introduce the socioeconomic, cultural, ethnic, geographic, and other variables which shape healthcare practice and perception. Students will become versed in common practices, myths, barriers, trends, resources, and care principles of diverse populations. An emphasis will be placed on the development of cultural competence such that students will be able to optimally work with diverse patient populations. Students will be required to participate in community based experiences that supports the course learning goals and objectives. *Lecture three hours per week.*

PHRD 311 Pharmaceutics II (4 credits)

This is the second of a two-semester course sequence designed to teach students the basic principles and application of physio-chemical principles necessary for the design, development and preparation of pharmaceutical dosage forms. Students will develop the basic skills and techniques necessary for the compounding of pharmaceutical delivery systems, the appropriate evaluation, documentation, and labeling of prescriptions and the mathematical calculations essential to compounding. This course will build on the concepts introduced in Pharmaceutics I.

Lecture three hours per week, laboratory three hours per week.

Pre-requisite: PHRD 303 Pharmaceutics I

PHRD 312 Pharmacy Practice Management (3 credits)

This course provides students with an understanding of financial and operations management as it relates to pharmacy practices in community, hospital and other practice settings. Topics such as inventory control, pricing, marketing, business plan development for new services, and management of innovative changes in pharmacy practice will be included.

Lecture three hours per week.

PHRD 400 Biopharmaceutics & Clinical Pharmacokinetics (3 credits)

Biopharmaceutic and basic pharmacokinetic parameters such as absorption, distribution, metabolism and elimination, the relationship between drug concentration and clinical response, impact of patient characteristics and disease states on pharmacokinetic parameters and pharmacokinetic variations across the lifespan will be discussed. Students will learn how to calculate and interpret pharmacokinetic parameters, discuss and explain pharmacokinetic principles, assess factors that affect drug disposition, design and adjust drug dosage regimens, and predict and explain the mechanism(s) involved in drug interactions.

Lecture three hours per week. Pre-requisite: P-2 standing

PHRD 401 Clinical Research Design (3 credits)

This course will introduce the research models and biostatistics that are commonly used in clinical research. Emphasis will be placed on literature evaluation and the application of design models to hypothesis testing in clinical practice. Ethical principles of clinical research and the role of institutional review boards will also be discussed. *Lecture three hours per week.*

PHRD 404 Pharmacist Care Lab III (1 credit)

This is the third of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. *Laboratory three hours per week. Pre-requisite: PHRD 306 Pharmacist Care Lab II*

PHRD 410 Introductory Pharmacy Practice Experiences I (3 credits)

This is the first of a four-course sequence designed to introduce students to a variety of practice settings with particular emphasis on health system practice. The experiences are intended to increase in time and complexity as students progress through the curriculum. This course sequence supplements the introductory experiences that are embedded into Pharmaceutical Care Lab I & II and Care of Diverse Populations. Students will gain experiences with a variety of issues pertinent to health system practice, and will be given an opportunity to reflect and discuss their health system experiences. Faculty will meet with students throughout the week to provide feedback and answer questions arising from their experiences. Communication skills along with the importance of an interdisciplinary approach to patient care will be emphasized throughout the sequence. In this first course, students will complete 125 hours, 80 hours of which will be full-time in a health system setting. Students will spend two weeks, full-time at the assigned practice site followed by 3 hours per week for 15 weeks. *Pre-requisite: P-2 standing.*

PHRD 413 Pharmacotherapeutics I –Principles of Medicinal Chemistry & Pharmacology
(2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. It is designed to provide students with the opportunity to learn, integrate and apply concepts from the four content areas in order to provide the necessary information for pharmaceutical management of a variety of disease states. In this first of twelve modules, basic principles of pharmacology and medicinal chemistry, as they relate to disease state management, are presented and serve as foundational material for subsequent modules. *Pre-requisite PHRD 305 Biochemistry, PHRD 309 Immunology, PHRD 307 Applied Biomedical Sciences Workshop*

PHRD 414 Pharmacotherapeutics II – Principles of Pharmacotherapeutics (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. It is designed to provide students with the opportunity to learn, integrate and apply concepts from the four content areas in order to provide the necessary information for pharmaceutical management of a variety of disease states. In this second of twelve modules basic principles of: absorption, distribution, metabolism and excretion (ADME), homeostasis, drug interactions, drug induced diseases and clinical lab values are presented and serve as foundational material for subsequent modules. Implications and application across the life span will be incorporated. *Pre-requisite PHRD 413 Pharmacotherapeutics I*

PHRD 416 Pharmacotherapeutics III – Self-Care & Dermatologic Disorders (3 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this third of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of fever, eye disorders, cough, cold, allergy and dermatologic disorders. Implications and application across the life span will be incorporated. *Pre-requisites: PHRD 413, 414 Pharmacotherapeutics I and II*

PHRD 405 Women’s Health (2 credits)

This course provides an overview of gender-based medicine and implications of gender-based research on the prevention, diagnosis and treatment of diseases and conditions in women. In addition, health related issues that are unique to women including psychosocial issues that occur during the course of their lifespan will be discussed. Information in this course will supplement information taught in the Pharmacotherapeutics course sequence. *Lecture two hours per week.*

PHRD 406 Pharmacist Care Lab IV (1 credit)

This is the fourth of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to

synthesize information at increasing levels of complexity as they progress through the course sequence. *Laboratory three hours per week. Pre-requisite PHRD 404 Pharmacist Care Lab III*

PHRD 408 Pharmacy Law & Ethics (3 credits)

This course will focus on the study of state and federal statutes, regulations and court decisions which govern the practice of pharmacy and drug distribution. Civil liability and elements of business and contract law will also be addressed. Ethical issues in pharmacy practice facing health care providers, patients and society will also be discussed. Particular emphasis will be placed on examining the integration of pharmacy law and ethics when making patient care decisions. *Lecture three hours per week.*

PHRD 412 Introductory Pharmacy Practice Experiences II (3 credits)

This is the first of a four-course sequence designed to introduce students to a variety of practice settings with particular emphasis on community practice. The experiences are intended to increase in time and complexity as students progress through the curriculum. This course sequence supplements the introductory experiences that are embedded into Pharmaceutical Care Lab I & II and Care of Diverse Populations. Students will gain experiences with a variety of issues pertinent to community practice, and will be given an opportunity to reflect and discuss their health system experiences. Faculty will meet with students throughout the week to provide feedback and answer questions arising from their experiences. Communication skills along with the importance of an interdisciplinary approach to patient care will be emphasized throughout the sequence. In this first course, students will complete 125 hours, 80 hours of which will be full-time in a community setting. Students will spend two weeks, full-time at the assigned practice site followed by 3 hours per week for 15 weeks. *Pre-requisite: P-2 standing.*

PHRD 417 Pharmacotherapeutics IV – Infectious Diseases (4 credits)

Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry and therapeutics. In this fourth of twelve modules, students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of fungal, bacterial and viral diseases. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II*

PHRD 418 Pharmacotherapeutics V Gastrointestinal Disorders (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team-taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry and therapeutics. In this fifth of twelve modules, students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of gastrointestinal disorders. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II*

PHRD 419 Pharmacotherapeutics VI – Hematologic, Rheumatologic Disorders & Surgery (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this sixth of twelve modules students will have the opportunity to learn,

integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of hematological, rheumatological disorders as well as the appropriate utilization of pharmacological substances in surgery. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II*

PHRD 504 Pharmacist Care Lab V (1 credit)

This is the fifth of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. *Laboratory three hours per week. Pre-requisite: PHRD 406 Pharmacist Care Lab IV*

PHRD 505 Human Resource Management (3 credits)

This course will focus on personnel management as it relates to pharmacy practice. Topics such as performance management, effective hiring and recruitment strategies, retaining, motivating, developing and rewarding of employees will be discussed. Information in this course will provide the necessary foundation for students to develop the supervisory skills needed for practice. *Lecture three hours per week. Pre-requisite 312 Pharmacy Practice Management*

PHRD 506 Pharmacist Care Lab VI (1 credit)

This is the sixth of a six-semester sequence is designed to integrate material from the curriculum and introduce selected practice related topics. The goal is for students to develop the ability to apply information as well as practice skills that are taught throughout the curriculum. Emphasis is placed on the use of active learning strategies, case studies, role-plays, and presentations in order to engage students in the learning process. Students are expected to synthesize information at increasing levels of complexity as they progress through the course sequence. *Laboratory three hours per week. Pre-requisite: PHRD504 Pharmacist Care Lab V*

PHRD 507 Public Health (3 credits)

This is the second public health course will build on the materials content from Care of Diverse Populations and early experiential activities. This course focuses on population based health care and the role of pharmacists in public health. The impact of health care disparities, generational differences and health promotion and prevention strategies on population based care will be discussed. Project and community based experiences will be utilized throughout the curriculum so that students can apply or further explore concepts discussed in this course. *Lecture three hours per week. Pre-requisite: PHRD 310 Care of Diverse Population*

PHRD 508 Complementary Medicine & Human Nutrition (3 credits)

This course is designed to introduce students to complementary forms of medicine such as herbal therapy, homeopathy, chiropractic, acupuncture/acupressure, body massage, ayurvedic, and shamanic practices. Emphasis is placed on the student's ability to retrieve and evaluate these forms of complementary medicine with the intent of providing appropriate patient recommendations. This course will also provide students with an overview of nutritional concepts and use of parenteral and enteral nutrition. *Lecture three hours per week. Pre-requisite: PHRD 401 Clinical Research Design*

PHRD 509 Evidence Based Medicine (2 credits)

This course is designed to teach students how to identify, analyze and apply current evidence to clinical practice. Through case examples and drug information questions, students will find, analyze, and apply evidence to solve medication related problems. This course will build upon principles discussed in Clinical Research Design. Application and clinical use of biostatistics will be emphasized. *Lecture two hours per week. Pre-requisite: PHRD 401 Clinical Research Design*

PHRD 510 Longitudinal Care I (1 credit)

This is the third of a four course sequence designed to introduce students to a variety of practice settings with particular emphasis on community, health system, and clinical pharmacy practice. These experiences are intended to increase in time and complexity as students progress through the curriculum. This course sequence supplements the introductory experiences that are embedded into Pharmaceutical Care Lab I & II and Care of Diverse Populations. This service-learning course is designed to provide students with opportunities to deliver pharmaceutical care to an ambulatory patient population on a continuing basis and to develop an understanding of patient specific and social issues surrounding an individual or family's ability to be compliant with health related instructions. Additionally, this course will provide students with a "caring" foundational experience as part of the professionalization process that inculcates the values and ethics of treating people as both humans and individuals. Students will be assigned to a patient or family for the duration of the semester. Each student will make arrangements to visit his/her assigned patient or family on a regular basis for at least one hour and will be required to attend weekly on campus discussion groups. Students are required to write reflections of their patient experiences and document patient interactions through SOAP notes. *Pre-requisite: P-3 standing, PHRD 413, 414: Pharmacotherapeutics I & II, PHRD 410, 412: IPPE I & II*

PHRD 512 Longitudinal Care II (1 credit)

This is the fourth of a four course sequence is designed to introduce students to a variety of practice settings with particular emphasis on community, health system, and clinical pharmacy practice. The experiences are intended to increase in time and complexity as students progress through the curriculum. This course sequence supplements the introductory experiences that are embedded into Pharmaceutical Care Lab I & II and Care of Diverse Populations. This service-learning course is designed to provide students with opportunities to deliver pharmaceutical care to an ambulatory patient population on a continuing basis and to develop an understanding of patient specific and social issues surrounding an individual or family's ability to be compliant with health related instructions. Additionally, this course will provide students with a "caring" foundational experience as part of the professionalization process that inculcates the values and ethics of treating people as both humans and individuals. Students will be assigned to a patient or family for the duration of the semester. Each student will make arrangements to visit his/her assigned patient or family on a regular basis for at least one hour and will be required to attend weekly on campus discussion groups. Students are required to write reflections of their patient experiences and document patient interactions through SOAP notes. *Pre-requisites: P-3 standing, PHRD 413, 414: Pharmacotherapeutics I & II, PHRD 410, 412: IPPE I & II*

PHRD 513 Pharmacotherapeutics VII - Pulmonary Disorders (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this seventh of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of pulmonary disorders. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II*

PHRD 514 Pharmacotherapeutics VIII – Cardiovascular Disorders (4 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this eighth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of cardiovascular disorders. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II*

PHRD 515 Pharmacotherapeutics IX – Renal Disorders (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this ninth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of renal disorders. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II*

PHRD 516 Pharmacotherapeutics X – Endocrine Disorders (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this ninth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of endocrine disorders. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I and II*

PHRD 517 Pharmacotherapeutics XI – Neoplastic Disorders (2 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this eighth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate pharmaceutical management of neoplastic diseases. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics and II*

PHRD 518 Pharmacotherapeutics XII – Central Nervous System Disorders (4 credits)

Pharmacotherapeutics (PT) is a 2-year, team taught, integrated course combining material from four major content areas: pathophysiology, pharmacology, medicinal chemistry, and therapeutics. In this eighth of twelve modules students will have the opportunity to learn, integrate and apply concepts from the four content areas in order to provide appropriate

pharmaceutical management of central nervous system disorders. Implications and application across the life span will be incorporated. *Pre-requisites: P-2 standing; PHRD 413, 414 Pharmacotherapeutics I & II Pharmacotherapeutics I and II*

PHRD 600 History of Pharmacy and Drug Discovery

The History of Pharmacy and Drug Discovery is an elective course designed to provide the student with a general understanding of the development of the profession of pharmacy and its interrelationship with the discovery of critical therapeutic agents. This course will consider the contributions of the ancient Mesopotamian, Egyptian, Chinese, Greek and Roman cultures to the development of Pharmacy. The student will also be exposed to events that lead to the rise of professional pharmacy in Europe during the Renaissance period. The course will focus on the development and rise of professional pharmacy within the United States from the 15th century to modern times. An important aspect of this course will be discussions concerning the development of critical therapeutic agents that revolutionized the treatment of disease and how these discoveries affected the pharmacy profession. Aspects of the scientific process and how it has contributed to these discoveries will also be discussed. (2 credits)

PHRD 601 Fundamentals of Health Coaching

Research shows that health education alone is not enough to motivate people to change health challenging behaviors. Health coaching addresses this need and moves people toward developing life enhancing behaviors. The purpose of this course is to explore evidenced-based models and structures used in health coaching. Students are introduced to the International Coach Federation's core competencies, ethics and scope of practice. In addition, this course addresses the Prochaska Change Model and Motivational Interviewing. Emphasis in this course will be placed on understanding coaching skills and practicing these skills through peer coaching, coaching labs, and coaching observations. (2 credits)

PHRD 602 Research Elective I

This elective course will provide students with an opportunity to develop an appreciation of the scientific method through active participation in a research project. The focus of these discussions will be in the area of pharmaceutical sciences or clinical research, depending upon the expertise of the faculty member. The research project and activities will be decided upon jointly by the faculty member and the student. (1 credit)

PHRD 603 Medical Spanish

Medical Spanish is a course designed to provide students, without prior knowledge of Spanish, functional Spanish language skills that can be used in the pharmacy setting. Emphasis will be placed on developing language skills that facilitate successful patient-pharmacist interactions such as, basic pharmacy terminology regarding the dosage and administration of medications, gathering patient health information, expressing privacy issues and assisting patients with nonprescription needs. Cross-cultural issues and their impact on patient counseling will be discussed. (3 credits)

PHRD 604 Research Elective II

This elective course will provide students with an opportunity to develop an appreciation of the scientific method through active participation in a research project. The focus of these discussions will be in the area of pharmaceutical sciences or clinical research, depending upon

the expertise of the faculty member. The research project and activities will be decided upon jointly by the faculty member and the student. (1 credit)

Advanced Pharmacy Practice Experiences (APPE)

Students must successfully complete all didactic coursework and IPPEs prior to participation in APPE.

PHRD 700 Advanced Pharmacy Practice Ambulatory Care (5 credits)

This rotation is a structured, full-time, 5-week patient care experience in ambulatory care. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and outcomes, to an ambulatory care patient population. Students will have the opportunity to apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Emphasis will be placed on problem-solving, critical thinking, and basic clinical skills such as patient counseling, obtaining medication histories, drug information retrieval and evaluation, and drug therapy monitoring. Interaction and communication with other health care professionals for the promotion of optimal drug therapy are stressed to help the student develop a sound professional approach to the practice of pharmacy. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 701 Advanced Pharmacy Practice Acute Care General Medicine (5 credits)

This rotation is a structured, full-time 5-week patient care experience in adult internal medicine in an institutional acute care setting. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and patient outcomes, to an inpatient population. This will be accomplished by participation in the daily activities of work rounds with the internal medicine team and through consultation with other health care providers involved in the care of patients. Students will have the opportunity to apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Interaction and communication with other health care professionals for the promotion of optimal drug therapy are stressed to help the student develop a sound professional approach to the practice of pharmacy. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 702 Advanced Health Systems Pharmacy Practice (5 credits)

This rotation is a structured, full-time, 5-week pharmacy practice experience in health-system pharmacy. It is designed to provide the student with the opportunity to develop understanding and competence within all aspects of health-system pharmacy. The students will accomplish this through participation in a hospital pharmacy department which provides a variety of services that may include, but not limited to, medication reconciliation, therapeutic pathways, antibiotic surveillance, patient counseling, pharmacokinetic monitoring, parenteral nutrition consults, and interdisciplinary educational sessions. The student will also gain experience in managing the procurement, ordering, dispensing, monitoring, and administration of medication products. Students will also have the opportunity to learn administrative skills through activities such as management of technical staff and supportive personnel, compliance with relevant laws and standards, financial analysis, and health-system policy and procedures. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 703 Advanced Community Pharmacy Practice (5 credits)

This rotation is a structured, full-time, 5-week patient care experience in community practice. It is designed to provide the student with the opportunity to develop and refine the skills necessary to deliver pharmaceutical care, with an emphasis on rational drug therapy and outcomes. Students will have the opportunity to apply their didactic knowledge to various therapeutic issues and disease states encountered in clinical practice. Emphasis will be placed on problem-solving, critical thinking, patient counseling, application of clinical skills, and providing medication therapy management services to patients whenever possible. Opportunities for further development in the use of OTC, alternative therapies, and home diagnostic tests and monitoring systems and durable medical equipment will be provided. Issues related to reimbursement by third parties will be discussed. Skill development in the dispensing process, extemporaneous compounding (depending on the site) is an additional facet of the rotation. In addition, students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into this rotation.

PHRD 704, 705, 706 Advanced Pharmacy Practice Elective I, II, III (5 credits each)

Each elective advanced pharmacy practice experience (APPE) site will provide opportunities for students to develop the advanced pharmacy practice experience program outcomes in areas such as, but not limited to, community, health-system, clinical, industry, and administrative pharmacy practice. These experiences will further develop a student's knowledge and skills in the areas of their practice choice. Interaction with other health care professionals, professionalism, and strong communication skills is strongly emphasized. Students are encouraged to broaden their existing competencies and incorporate their professional and personal goals into these rotations.

PHRD 707 Advanced Pharmacy Practice & Education Capstone (1 credit)

This one week capstone experience will be completed after successful completion of PHRD 700 through PHRD 706. This course will integrate campus based patient care discussions, project poster sessions and community based health promotion & prevention activities. These activities will be developed and led by students under the direct supervision of a faculty member.

Pre-requisites: 700-706

CO-CURRICULAR REQUIREMENTS

In order to maximize opportunities for application of concepts, skills and knowledge learned in the didactic component of the curriculum and to inculcate the values and behavior of a professional, all students are required to complete co-curricular service learning requirements in professional years one through three of the curriculum. Ideally, the activities that student pharmacists engage in will increase in complexity and/or focus on patient care as they develop their skill set and expand their knowledge base. Although the School will strive to provide

opportunities to meet this requirement, students must also identify and/or create opportunities for earning co-curricular hours.

Each student must complete ten (10) co-curricular hours each semester of which seven (7) hours are derived from their participation in the longitudinal AdvoCaring project. The remaining three (3) hours are to be earned through participation in activities that are not associated with a course by which course credit is earned. Activities not associated with a course must receive approval prior to student participation. For additional information regarding co-curricular requirements, please refer to the SOP website.

STUDENT ACADEMIC POLICIES

Grades

The following grade scale will be used in the School:

Course Grade Scale	Course Grade	Corresponding Grade Points
93 - 100	A	4.0
87 - 92	B+	3.5
80 - 86	B	3.0
75 - 79	C+	2.5
70 - 74	C	2.0
60 - 69	D*	1.0
≤ 59	F*	0
Pass	P*	0
	W**	0
	I***	0

**D this is not a grade option for any advanced pharmacy practice experiences and the Pharmacotherapy course sequence.*

A "P" grade for a course is not computed in the student's grade point average, but the credits earned are counted as credits toward graduation.

A "F" grade for a course is included in a student's grade point average.

***W = Withdrawal with written official permission of the faculty by the stated University deadline.*

After the 8th week of the semester, students can only withdraw for medical reasons, supported by written documentation from a physician or other extremely serious circumstances as determined by the dean of the School of Pharmacy in consultation with the course instructor. Students who do not officially withdraw from a course and stops attending class will receive a grade of F.

****I = Incomplete grade is granted only for reasons clearly beyond the student's control and under the following circumstances: a) a serious illness or emergency is preventing the student from completing the work for the course; b) the student must submit all required work to the course instructor by the third week of the following semester. No extensions will be granted. Failure to submit the required work will result in an automatic F grade. The final determination of the I grade is the responsibility of*

the course instructor.

Grade Point Average

Multiplication of the credits for a course by the numeric value for the grade awarded gives the number of quality points earned for a course. Dividing the total number of quality points earned in courses by the total number of credits in these courses gives the grade point average. Transfer credits are not including in the calculation of the grade point average.

Dean's List

Following each semester, the School recognizes students for the Dean's List who have distinguished themselves by achieving a GPA of 3.50 or better for the semester. This applies to full-time didactic coursework only. Students who are on academic or disciplinary probation and/or an academic improvement contract are not eligible for the Dean's List.

Academic Progression

A student must maintain an annual grade point average of 2.00 in the professional program to be considered in good academic standing. A student will be placed on academic probation for any one of the following reasons:

- A student earns an annual grade point average below 2.00
- A student earns a grade of F in one or more courses within an academic year.

A student may be placed on academic probation for the following reason:

- A student earns a grade of D in two or more courses within an academic year.

Academic probation represents notice that continued inadequate academic performance may result in dismissal from the School. At the completion of each academic semester, the student promotion committee will meet to review students' academic progress and performance in relation to School academic policies. Students who are placed on academic probation may be placed on an academic improvement contract in which the student must repeat all courses in which a grade of D or F was earned (courses in which a student receives a grade of C or higher cannot be repeated). This will usually result in extension of the time needed to complete the program. Students are only allowed to be placed on an academic improvement contract only once and/or repeat a course(s) only once. Placement of a student on an academic improvement contract does not modify or limit the Committee's action for dismissal. Thus, a student may be dismissed for academic reasons while on an academic improvement contract. To be returned to good academic standing, after completion of the academic improvement contract, the student must earn an annual grade point average of 2.00 or above at the completion of the academic improvement contract. Such a student re-enters the program and resumes a normal course load. A re-entering student who earns a grade of F in any course or D in two or more courses in an academic year or an annual grade point average of less than 2.00 will be dismissed from the School.

To achieve the status of a second year student (P-2), students must have successfully completed all requisite first year courses and earned an annual didactic GPA of 2.00. To achieve the status

of a third year student (P-3), students must have successfully completed all requisite second year courses and earned an annual didactic GPA of 2.00. To achieve the status of a fourth year student (P-4), students must have successfully completed all requisite third year courses and earned an annual didactic GPA of 2.00.

Pharmacotherapeutics Course Sequence Progression Policy

- A. Criteria for Stopping Progression in the Pharmacotherapeutics Sequence:
1. Failing PHRD 413 or 414, which are prerequisites for all other modules in the Pharmacotherapeutics sequence
 2. Failing more than one module during a semester.
 3. Failing 2 or more modules over a two consecutive semester time frame even if one module is successfully remediated.

**** Any student failing a Pharmacotherapeutics Module will be referred to the Student Promotion & Graduation Committee for review.****

- B. Remediation of Pharmacotherapeutics Modules
1. Students who fail one Pharmacotherapeutics module may be granted, with approval of the Student Promotion & Graduation Committee, an opportunity to remediate that module with an equivalent faculty approved course. Remediation is a process whereby a student repeats a course that is delivered in a non-standard format. Students must complete the remediated course prior to the start of the next academic year. If no appropriate equivalent course can be identified, the student will be required to repeat the failed module the next time it is offered at the SOP. The highest grade that will be awarded for any course completed through the remediation process is a grade of C.
 2. In order for the student to receive credit for a Pharmacotherapeutics course through the remediation process as outlined in (1) above, the student must successfully meet the following criteria:
 - a. Students must achieve a grade of 75% or better in the approved course.
 - b. If the faculty approved course does not include appropriate instruction and assessment in pathophysiology, pharmacology, medicinal chemistry and/or therapeutics the student may, at the discretion of the instructional team, be required to:
 - complete additional coursework outside of the approved course
 - pass separate assessments (oral or written) on the deficient material.
 - c. If a student does not meet the above criteria, they must repeat the module at the SOP, the next time it is offered in alignment with the SOP academic progression policies.
 3. Students may only remediate one module within a two consecutive -semester time frame. If a second module is failed during this time period, the student's progression in the Pharmacotherapeutics sequence will be stopped, and they

will have to repeat the second failed module at the SOP when it is offered again.

Academic Progression and Standards for Pharmacy Practice Experiences

To proceed to Pharmacy Practice Experiences, a student must have earned a passing grade in all didactic courses with an annual didactic grade point average of ≥ 2.00 and have P-2, P-3 or P-4 standing. Eligibility for Introductory Pharmacy Practice Experiences I and II (P-2 year) is determined by the P-1 annual didactic grade point average. Eligibility for Longitudinal Care I and II (P-3) is determined by the P-2 annual didactic grade point average and successful completion of Introductory Practice Experiences I and II. Eligibility for Advanced Pharmacy Practice Experiences (P-4) is determined by the P-3 annual didactic grade point average and successful completion of Introductory Pharmacy Practice Experiences I and II, and Longitudinal Care I and II.

Introductory Pharmacy Practice Experiences (IPPE) I & II are graded on a P/F scale. Students must earn a grade of C or better on advanced pharmacy practice experiences (APPE). If a student fails to earn a grade of C or better, the student promotion committee will require the student to re-take a rotation with additional requirements which may include, but not limited to any one or combination of, completing additional coursework to correct knowledge deficiencies, undergo a period of directed independent study to correct knowledge deficiencies or wait a defined period before repeating a rotation. The time of the re-take will be as early as possible once the student satisfies the Committee's requirements and is subject to availability of sites as determined by the office of experiential education. The retake if granted, must be repeated within 12 calendar months of the receipt of the Committee's decision by the student. Students are only allowed one retake of Introductory Pharmacy Practice Experience and one retake of Advanced Pharmacy Practice Experience. Failure to earn a grade of C or better on a repeat rotation will result in a recommendation for dismissal. Students must achieve an advanced pharmacy practice experience cumulative GPA of 2.00 or above.

Health Standards for Pharmacy Practice Experiences and/or Co-Curricular Activities

All student pharmacists are required to receive an annual influenza vaccination. Prior to participation in any pharmacy practice experience or co-curricular activity, it is the responsibility of the student to provide documentation of vaccination to the Director of the Office of the Dean by the deadline indicated. Students are required to comply with all physical and immunization standards as stipulated by the Office of Experiential Education.

Final Course Grade and Student Promotion Committee Actions Appeal Policy

I. Appeal of Final Course Grades

It is the right and responsibility of the faculty to determine student grades. Only upon clear and convincing evidence presented by the student will a final course grade appeal be granted. Only final course grades can be appealed. Individual assignment grades (exams, quizzes, projects etc.) should be discussed with the instructor throughout the semester.

Prior to entering a formal appeals process a student who questions a final course grade should discuss the issue with the course instructor. If the matter is unresolved after this discussion, the student may appeal the grade to the instructor. If the instructor denies the appeal, the student can appeal to the department chair. If the matter remains unresolved, the student can appeal to the student promotion committee. Should the course instructor be the Department chair, the appeal will go directly to the student promotion committee. A final appeal can be made to the dean if the matter remains unresolved after it has been addressed by the student promotion committee.

Grade appeals will only be granted if the student presents clear and convincing evidence of one or more of the following:

1. Procedural or clerical error in calculating the final grade.
2. Bias on the part of the instructor that had a negative impact on the student's grade.
3. The grade was not given in accordance with the provision set forth in the course syllabus or in the announced course modifications or descriptions for particular projects and assignments.

Final Course Grade Appeal Procedure

1. The student must first attempt to resolve the issue with the course instructor / coordinator.
2. A student seeking a formal appeal is advised to seek guidance from the associate dean for academics and continuous quality improvement. The principle of seeking a reasonable, fair and speedy resolution prevails throughout the process.
3. All formal appeals must be submitted in writing electronically or by hard copy to the appropriate individual (instructor/coordinator, department chair, chair of the student promotion committee, Dean). It is the student's responsibility to assure the receipt of the appeal by the appropriate individuals. If the instructor/coordinator is no longer employed by the School, the student must submit the appeal to the department chair.
4. If the student formally appeals the final course grade, s/he must submit a written appeal, to include rationale/justification for the appeal, to the course instructor/course coordinator within 4 business days from the last date of final exams as provided by the registrar's office.
5. The instructor should notify the student upon receipt of the appeal, but the student is responsible for assuring receipt of the appeal. If the instructor cannot be contacted, the student should notify the department chair of his/her appeal and request assistance for contacting the instructor.
6. The instructor will e-mail a written decision to the student within 3 business days of receiving the appeal. If an instructor fails to provide a decision within 3 business days, the student should notify the department chair to intervene in obtaining the decision or furthering the appeal.
7. After receiving the instructor's decision, the student has 3 business days to appeal the final grade, in writing, to the department chair. It is the student's responsibility to provide evidence to support the appeal. The chair will investigate the appeal. The investigation will include discussing the matter with the instructor, requesting the instructor to support the accuracy and fairness of his/her grading and/or any information that is relevant to the appeal.

8. The department chair has 3 business days from the date of receiving the appeal to render a decision and provide a written decision to all parties.
9. If the chair's decision is to deny the appeal, the student has 3 business days to appeal the grade, in writing, to the Student promotion committee. The Committee will provide a written decision to all parties.
10. If the Committee's decision is to deny the appeal, the student has 3 business days to appeal, in writing, to the dean. The dean will provide a final decision to all parties within 3 business days of receiving the appeal.
11. At any step of the appeals process, the student may be asked to meet with the individual or Committee involved in the determining the resolution of the appeal or the student can request to speak with the instructor/coordinator, department chair, student promotion committee or the dean at the appropriate point in the process.

II. Appeal of Probation, Academic Improvement Contract Actions

Following notification of a decision for placement on an academic improvement contract, a student may appeal, in writing, the decision within three business days to the dean. It is the responsibility of the student to assure receipt of the appeal. The dean makes the final decision on all appeals. The dean may grant an appeal only if a student can demonstrate one of the following: 1) material information not available to the Committee at the time of its initial decision; 2) procedural error; 3) bias of one or Committee members. Following receipt of the appeal, the dean will provide a decision to all parties within 3 business days.

III. Appeal of Academic Dismissal Actions

Following notification of a decision for dismissal, a student may appeal, in writing, the decision within three business days to the dean. The dean may grant an appeal only if a student can demonstrate one of the following: 1) material information not available to the Committee at the time of its initial decision; 2) procedural error; 3) bias of one or Committee members. The dean makes the final decision on all appeals within the School of Pharmacy. A student that has been dismissed from the School of Pharmacy may request to remain at the University to pursue another major. Whether a student will be accepted into another University program is determined by that program director.

Note: *Generally, all timelines for appeals are to be adhered to. However, at the discretion of the School, timelines may be extended if necessary evidence or individuals are not available.*

Graduation Requirements

To qualify for graduation, a student must have satisfied the following requirements:

1. Successfully completed a minimum of 72 semester credit hours of pre-requisite courses, as stipulated, for full admission to the School;
2. Successfully completed the program of professional and experiential coursework approved by the School of Pharmacy;
3. Achieved a cumulative didactic grade point average of 2.00 or greater for all requisite professional coursework;

4. Achieved a cumulative grade point average of 2.00 or greater for all advanced pharmacy practice experiences;
5. Achieved a passing grade for all introductory pharmacy practice experiences;
6. Repeated, upon approval, and earned a passing grade for any required professional courses for which a grade of F was issued;
7. Successfully completed, at a minimum, the last 4 didactic semesters and all pharmacy practice experiences at the School of Pharmacy;
8. Successfully complete all co-curricular and e-portfolio requirements
9. Been recommended for the degree by a majority vote of the Student Promotion & Graduation Committee;
10. Settled all financial accounts with the University;
11. Complete all graduation clearance requirements as instructed by the School and Office of the Registrar.

Graduation Honors

Graduation honors are awarded to candidates for the Doctor of Pharmacy degree who have distinguished themselves by virtue of high academic achievement while enrolled in the professional program of the School. Only grades for didactic courses taken at the School will be included for determining graduation honors. Degrees with are awarded based on the level of academic achievement as follows:

Didactic Course Grade Point Average	Graduation Honor
≥ 3.90	Summa Cum Laude
3.75 - 3.89	Magna Cum Laude
3.50 - 3.74	Cum Laude

HONOR CODE

The Honor Code of Notre Dame of Maryland University has been a tradition since 1936. It is founded on a pledge each student takes to act with integrity in academic and personal life. Based on the personal integrity of the individual and an active concern for others, the Honor Code is motivated by personal values, religious conviction, good taste and the common good. Its purpose is to establish a University community founded on personal honor and mutual trust. This combination of personal commitment and community responsibility helps to strengthen each student as an individual and helps to develop mature powers of judgment and reason, and intellectual and social honesty. The Honor Code signifies the ideal of academic and personal integrity that each student is expected to model. Living the Honor Code strengthens the entire community and cultivates an atmosphere of unity founded on trust.

Belonging to the Notre Dame community is both a privilege and a responsibility. It is a privilege to those who qualify and carry the responsibility to abide by the Honor Code. Adhering to the Honor Code is a responsibility shared by the entire campus community. Its effectiveness depends upon individual acceptance of responsibility and the reciprocal cooperation of students, faculty, staff and administration. Ultimately, each member of the community is expected to assume responsibility for her/his own conduct and to assume reasonable responsibility for the conduct of others. This results in mutual respect and a commitment of each member of the community toward civility. Within the spirit of the Honor Code, this may mean kind and courteous admonition when one observes another's inappropriate conduct. At other times, it means cooperation when authorities are investigating allegations of violations of academic or behavioral standards or encouraging the violators to report themselves.

Notre Dame of Maryland University School of Pharmacy student pharmacists are expected to achieve and display high standards of character. Honesty and ethical behavior are hallmarks of the pharmacy profession and are essential qualities for any person who aspires to be a pharmacist. The pharmacy profession requires pharmacists and student pharmacists to be of impeccable character living professional and private lives that exemplify high standards of ethical conduct. The University Honor Code has been expanded to encompass elements that are specific to student pharmacists and the pharmacy profession. In addition to adherence to the Honor Code, student pharmacists are also expected to adhere to the Pharmacist Code of Ethics and Oath of the Pharmacist. The Honor Code for student pharmacists is outlined below. It is the responsibility of Notre Dame students to understand and adhere to the Honor Code.

HONOR COMMITMENT

I agree to adhere to academic and social integrity in furthering my education, as well as the welfare of Notre Dame of Maryland University, my classmates, and myself. In fulfilling my obligations under the Honor Code, I agree to abide by all academic and social policies and standards at Notre Dame of Maryland University and School of Pharmacy.

I. Academic Standards

A. The Honor Code expects academic honesty and ethical conduct. It assumes that all work submitted is one's own. Therefore, it is agreed that all student pharmacists will:

1. Sign a pledge on quizzes, tests and papers that affirms the student's pledge of academic honesty. The pledge shall be "*I hereby affirm that I have neither given nor received unauthorized help on this exam, paper, or assignment.*" (Signature)
2. Abide by the following examination policy as stated in the School catalog and course syllabi.
 - a. Punctuality - Students are to be seated and ready to take an examination at the posted starting time for the exam. Students arriving after that time may be seated only at the discretion of the instructor. Students arriving after a classmate has finished the exam and left the room will not be seated. Individual faculty may have additional stipulations, please refer to the course syllabi.

- b. Leaving a Test in Progress - When seated for a test, students are expected to remain seated until they have completed the test. Student requests to leave the room of a test in progress require the approval of a proctor. If allowed, a proctor may accompany the student until they are prepared to complete the test.
 - c. Cell Phones and PDAs - All PDAs, cell phones, calculators and other devices that support electronic communication and/or alpha character programming will be turned off and placed with other personal effects during all examinations.
 - d. Test Protocol - Prior to beginning a test, students are expected to remove caps and place all personal effects in a designated space in the room as instructed by the faculty. Additional procedures may be required at the discretion of the proctor.
 - e. Conversation - no conversation is permitted during the testing period.
3. Sign the Honor Pledge in preparation for the White Coat Ceremony in the P1 fall semester. This document will be kept on file in the office of the dean.
4. Not engage in activities that can be deemed to be unethical behavior. Violations of the Honor Code include, but are not limited to, the following acts that violate academic integrity:
- a. Lying - lying is the statement of an untruth with the intent to mislead fellow students, faculty, patients, administrative officials, staff and other professionals. Lying includes "lies of omission" or failure to divulge voluntarily the whole and complete truth. Fabrication or falsification (verbal or written) in any academic or clinical experience is a violation of the Honor Code. Lying also includes any false testimony presented during preliminary or formal hearings.
 - b. Cheating - all tests, quizzes, written work, research or any academic work is conducted under the Honor Code. Cheating is defined as using or attempting to use unauthorized assistance (includes unauthorized collaboration with others), devices, materials, or study aids in or prior to examinations or any other academic work; or preventing others from using authorized assistance, material or study aids. Examples of cheating include 1) acting as a substitute for another in any exam or academic evaluation, 2) providing specific information about a recently given exam or other assignment to another student who thereby gains an unfair advantage in the exam or assignment, 3) permitting one's academic work to be represented as the work of

another, preparing for sale, 4) barter or loan to another such items as unauthorized papers, notes, or abstracts of lectures and readings, 5) destroying or making inaccessible academic resource materials to fellow students.

c. Plagiarism – is defined as representing orally or in writing, in any academic assignment, the words, ideas or works of another as one’s own without customary and proper acknowledgment of the source. Academic assignments that require the use of outside sources generally are not intended to teach students to assemble a collection of ideas and quotes, but rather to synthesize the ideas they find elsewhere in order to construct new knowledge for themselves. Plagiarism is a serious issue that violates most people’s sense of property rights, honest representation and fairness. The following are three separate forms of plagiarism:

- **Deliberate plagiarism** centers on the issue of intentionality. If students deliberately claim another’s language, ideas, or other intellectual or creative work as their own, they are engaged in a form of intellectual theft. This is not tolerated in academic, business and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties.
- **Unintentional plagiarism** often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.
- **Self-plagiarism** occurs when students submit papers or portions of papers presented for another course or school without approval of the course instructor.

See pg 69 of this catalog for guidelines on how to avoid plagiarism.

d. Falsifying, altering or forging any official University/School records or documents, employing official University/School documents or records for purposes of misrepresentation, or causing any official University/School documents or records to be falsified by means of any misrepresentation. Knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects and other academically related work is an example of falsification of data. Falsification also includes the unauthorized use of another

student's audience response system device. Students are to use their assigned device for all course assignments, course and School attendance requirements.

- e. Possessing, buying, selling, removing, receiving or using at any time or in any manner a copy or copies of any exam or other materials, in whole or in part, that is intended to be used as an instrument of evaluation in advance of its administration without prior authorization by the course instructor.

II. Behavioral Standards

The Honor Code is also concerned with social responsibility and assumes that all students are responsible for themselves, other students and their guests on the Notre Dame campus. Students are expected to comply with:

- A. Existing University / School policies
- B. Directions of University/School authorities acting in performance of their duties and/or to identify oneself to these persons when requested to do so.
- C. All published University/ School policies, rules or regulations, including, but not limited to 1) the School of Pharmacy Student Handbook, 2) School of Pharmacy Catalog, 3) Residence Life Handbook
- D. Local, state and federal law on University property or at University/School - sponsored or supervised activities.

Violations of behavioral standards include, but are not limited to:

- 1. Attempted or actual theft of, damage to, and/or trespassing on University property, property of a member of the University community or other personal or public property.
- 2. Theft or other abuse of computer time, computer equipment or facilities, including downloading of files.
- 3. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for those purposes of initiation, admission into affiliation with, or as a condition for continued membership in a group or organization.
- 4. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on University premises.
- 5. Unauthorized gambling, defined as playing games of chance for money.

6. Sexual assault, which includes all forms of sexual contact – rape, inappropriate touching, etc. – carried out against the will of, and/or without the consent of the victim(s). Also, assaults include both the actual use of force and/or the threat of force upon the victim. Rape is forced, manipulated or coerced sexual intercourse.
7. Disruption of the educational process:
 - a. Disruption or obstruction of teaching, research, administration and other University/School activities.
 - b. Participation in campus demonstrations which disrupt the normal operations of the University / School and infringe on the rights of other members of the community.
8. Personal conduct:
 - a. Conduct which is indecent, or encourages others to be disorderly or indecent, or creates a disturbance.
 - b. Physical abuse, hate crimes, verbal abuse, sexual abuse, threats, intimidation, harassment, coercion and/or other conduct which threatens or endangers the health or safety of any person, or is lacking respect for the worth or dignity of a person. (This includes racial, ethnic or sexual harassment or abuse.) For allegations involving sexual harassment, the procedures spelled out in the University's Sexual Harassment Policy will be followed.
9. Any behavior which may endanger patients, clients, or the public, including failure to carry out appropriate or assigned duties where lack of doing so may endanger the health or well-being of a patient or client.
10. Behavior or action that deceives, defrauds, or harms the public and/or profession.
11. Falsifying or through negligence, making incorrect entries or failing to make essential entries in health records.
12. Deliberate deception of a patient or client through failure of the student to identify student status.
13. Failure to maintain client or patient confidentiality
14. Commission of any act which has the effect of bringing the student, the University, the School, or the pharmacy profession into disrepute, including, but not limited to, any departure from or failure to conform to the standards of acceptable and prevailing professional practice and pharmacist code of ethics as outlined by the American Pharmacists Association.
15. Collusion with another in violation of any provision of the Honor Code.
16. Failure to report any violation of the Honor Code or the withholding of

evidence/information pertinent to a case under investigation.

Professionalism

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include: knowledge and skills of the profession, commitment to self-improvement of skills and knowledge, service orientation, pride in the profession, covenantal relationship with patient, creativity and innovation, conscience and trustworthiness, accountability for one's work, ethical sound decision making and leadership. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School. Professionalism is demonstrated by a student who:

Communication and Interpersonal Interactions

- Uses appropriate verbal and non-verbal communication
- Communicates assertively - actively and appropriately engages in dialogue or discussion
- Is non-judgmental - student demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations
- Is respectful - demonstrates regard for self, standardized patients, peers, faculty, staff and University property
- Is empathetic - demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others
- Is diplomatic - is fair and tactful in all dealings with patients, peers, faculty and staff.
- Is confident - acts and communicates in a self-assured manner, yet with modesty and humility
- Is cooperative - i.e. non-argumentative; willing and helpful
- Truthful in all interactions, being straightforward

Work Ethics

- Is punctual
- Is reliable, dependable, accountable for one's actions
- Behaves in an ethical manner
- Produces quality work
- Accepts constructive criticism and modifies behavior if necessary
- Is self-directed in undertaking tasks, self-motivated
- Handles stress - remains calm, levelheaded and composed in critical, stressful or difficult situations
- Is an active learner - seeks knowledge; asks questions, searches for information, takes responsibility for own learning
- Follows through with responsibilities - if task is left incomplete or problem is not resolved, student seeks aid
- Demonstrates a desire to exceed expectations - goes "above and beyond the call of duty", attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities

- Utilizes time efficiently – allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely
- Consistently attends class regardless of whether a mandatory policy is in effect

Appearance

Professional dress and attention to personal hygiene are expected. As consistent with the expectations of the practice environment, attire and personal grooming are expected such that they do not distract from nor compromise the professional integrity of the School of Pharmacy or the pharmacy profession. See dress code policy noted below.

** See course syllabi and School dress code policy to determine if professional dress is required and if additional requirements are in effect.*

Students who violate any part of the professionalism policy as determined by the session /course instructor will incur a **1.0-point deduction from the final course grade for each occurrence within a course**. Faculty members have the prerogative of including additional penalties. All violations of the professionalism policy that incurs a penalty will also be filed in the Office of the dean.

(this description of professionalism is adapted from Hammer D. from University of Washington, American Pharmacists Association, American Board of Internal Medicine)

School Dress Code for Classes, External Events Sponsored by the School, School Functions and Experiential Education

All student pharmacists represent the School and the profession’s future practitioners. Therefore, your appearance should be that of a professional student. Professional attire is required at all times (8:00 AM – 6:00 PM or later if class ends later). Dress requirements for experiential rotations are delineated in the experiential education manual. Faculty members and preceptors have the prerogative to require students in their class, lab or rotation to meet stricter dress requirements than those stated in the dress code. The following is considered professional attire:

- a) men: slacks, collared shirt, dress shoes and socks. A suit coat or sports coat is recommended but not required. Lab coats may be required for courses; students should refer to the course syllabus. **Students will be notified when ties are required.**
- b) women: slacks, skirts, dresses, dress shoes
- c) body piercings should have limited visibility and tattoos should be covered.

Miniskirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are **NOT** professional dress.

The following types of clothing are **not** allowed at any time:

- Hats, caps or other headgear are not to be worn indoors. Head covers that are required for religious purposes or to honor cultural tradition are permitted.
- Tank tops, tube tops, halter tops, spaghetti string or off the shoulder tops
- Clothes that are sheer, low cut, revealing or tops that do not cover to the waist; slacks, skirts or pants that expose skin below the waist

- Short shorts, miniskirts, pajama bottoms
- Flip flops, thong sandals, shower shoes
- Clothing with obscene or lewd text or pictures, depictions of alcohol, drugs or other smoking materials

No policy can be all inclusive; it is expected student pharmacists will abide by the spirit of this policy. Violation of the dress code policy is considered to be a violation of the professionalism policy and sanctions will be enforced as per the School professionalism policy.

School Student Administrative Policies

Absence Reporting Procedure

In the event of serious illness, personal emergency, personal incapacitation, or other exceptional problem of a serious nature that causes a student to be absent from a session requiring mandatory attendance or class, a student must notify one of the following in the School of pharmacy: assistant dean for student affairs, School of Pharmacy department chair, or course coordinator. To be excused from a rotation, the student must notify his/her preceptor and the Office of experiential education. Failure to notify the Office of Experiential Education will result in an unexcused absence and policies detailed in the Experiential Education Manual will apply. Assuming that there is a legitimate reason for a student's absence, the School's Office of the Dean will contact by e-mail or telephone the coordinators of courses in which the student will miss an examination, quiz, or graded assignment, or will send a letter to all appropriate course coordinators that confirms in writing that the student will be absent, the reason for the absence, the courses from which the student will be absent, and the date(s) of the student's absence. This will be done as soon as possible (within 24 hours) after the student has called in. It is the student's responsibility to contact the course coordinator immediately upon his/her return for instructions regarding how the missed session can be made up. If a student fails to follow this procedure, the student is held responsible for the policies stated in course syllabi regarding unexcused absences. Unexcused absences may result in course failure.

Absence (Excused) for Personal/Professional Reasons

The School recognizes that a student may need to be excused from class or rotations for non-illness, nonemergency- related reasons. An Absence Request Form must be completed at least 2 weeks prior to the day the student wishes to be excused. Forms are available on the School of Pharmacy Web site. Completion of the form by the student does not imply the student is excused from classes until the faculty of the affected courses approves the request.

Advanced Standing

All requests for advanced standing by transfer, students are processed on a course-by course basis by the Office of the Dean. To request such consideration, a student must submit a letter of request and the request form to the Office of the Dean in which the student lists a course(s) previously taken, which might be similar in content to a professional course(s) that he/she is scheduled to take. The student must also provide an official course description(s) and a syllabus

(syllabi) of the course(s) previously taken. All requests must be submitted at least 4 weeks prior to the start of the course being considered. Advanced standing will be considered for coursework taken in which a letter grade of C or better has been earned. A C- letter grade is not acceptable for advanced standing consideration. Such course grades are not used in the calculation of the GPA.

Americans with Disabilities Act Statement

Students, who have identified themselves as disabled and have documented their disability, will be provided reasonable accommodations in the course in accordance with section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If accommodations are required, students with disabilities should identify themselves to the College Disability Support Services office [410-532-5434], provide the DSS office with an assessment by an appropriate provider (e.g., medical doctor or licensed psychologist), and present a completed accommodations form from the DSS office to the Assistant Dean of Student Affairs as soon as possible. Course instructors will be notified thereafter. Accommodations will not be provided until documentation is received by the SOP Dean's office.

Attendance and Student Employment

Upon acceptance to the School of Pharmacy, students are expected to devote their entire effort to the academic curriculum. The School actively discourages employment that will conflict with a student's ability to perform while courses/rotations are in session and will not take outside employment or activities into consideration when scheduling classes, examinations, reviews, field trips, individual course, rotation or School functions. Required activities, as well as team project meetings, can be scheduled outside of class time, including weekends, and students are expected to attend these activities/meetings. Class attendance is mandatory for all students during experiential rotations. Refer to student experiential education manual for specific details regarding this policy. Instructors may include additional class attendance policies in course syllabi.

Classroom Food/Drink Policy

Only drinks in closed containers are allowed in all School of Pharmacy facilities or any room in which School of Pharmacy activities are conducted. Only bottled water is allowed in laboratories. Additional stipulations may be stated in course syllabi or posted in instructional spaces.

Eligibility for Participation in Activities

Students who are on academic or disciplinary probation or suspension from the School will have restrictions regarding participation in activities during the academic year. In order for students to be academically eligible to attend professional meetings during the academic year, serve as a class officer, student representative on the Curriculum Committee or the Continuous Quality Improvement Committee, a student must have a cumulative professional GPA of 2.5 or greater and no courses in which a student has received a grade of F that has not been repeated. Additionally, the student must be in good disciplinary standing.

E-mail Communication

All students are required to check their University e-mail account on a daily basis. Official, "in writing" School communications are sent to students over e-mail. Students are responsible for information that is transmitted through this electronic medium. The student School e-mail account is the only electronic mailing address recognized by the School. The School and its employees are not responsible for forwarding e-mail to students at personal e-mail accounts that are not held by the University. Students are not to send campus-wide e-mails without the prior approval of dean or the assistant dean for student affairs.

Faculty Advisor Program

School of Pharmacy assigns a faculty advisor to students in each entering class. In addition to these faculty advisors, the School of Pharmacy dean, assistant dean and associate dean as well as other faculty members and professional staff, are also available to assist students with academic advising, counseling and enrichment. Students are placed into teams upon entry into the School. Each team of students is assigned a faculty advisor who will mentor them throughout the program. School faculty advisors act as liaisons between the faculty and students. Their responsibilities include:

1. Serve as the student's advisor and academic/professional counselor;
2. Oversee and monitor the academic progress and professional growth of the student;
3. Assist the student in seeking academic and personal counseling services provided by the institution;
4. Serve as an advocate for the student; and
5. Counsel the student during his/her selection of a career within the pharmacy profession.

Licensure Requirements

Laws in all states, including the District of Columbia and Puerto Rico, require applicants for licensure to: 1) be of good moral character; 2) be 21 years of age; 3) have graduated from an ACPE-accredited first professional degree program of a University or school of pharmacy; and 4) have passed an examination given by the board of pharmacy. All states, the District of Columbia, Puerto Rico and the Virgin Islands use the North American Pharmacy Licensure Examination (NAPLEX). All jurisdictions require candidates for licensure to have a record of practical experience or internship training acquired under the supervision and instruction of a licensed practitioner. Some states, including Maryland accept the training completed during a formal academic program. Publications concerning the NAPLEX licensure examination and internship experience are available from the NABP Publications Desk, 1600 Feehanville Drive, Mount Prospect, IL 60056; 847-391-4406. For further information regarding licensure, please contact the Maryland Board of Pharmacy (www.mdbop.org), 4201 Patterson Avenue, Baltimore, MD 21215; 410-764-2485.

Transportation and Housing for Experiential Education

It is the student's responsibility to assure that he/she has appropriate arrangements for transportation to/from rotation sites throughout the curriculum. Rotations begin in the first

semester of the professional program. Transportation is not provided by the School. Students are not considered an agent or an employee of the University and are not insured for any accidents or mishaps that may occur during any traveling that is done as part of the student's professional program. The School does not guarantee that all required rotations will take place in the Maryland metropolitan area and students may be required to complete rotations in other cities in Maryland or states. Transportation and housing costs are the student's responsibility.

Tips for Avoiding Plagiarism

Students can avoid plagiarizing by carefully organizing and documenting materials gathered during the research process. Notes attached to these materials, whether in the form of informal notes, photocopied articles, or printouts of electronic sources, should carefully identify the origin of the information. Such attention to detail at every stage of the process will ensure an accurate bibliography that documents all the outside sources consulted and used. Students should follow these general principles when incorporating the ideas and words of others into their writing:

1. The exact language of another person (whether a single distinctive word, phrase, sentence, or paragraph) must be identified as a direct quotation and must be provided with a specific acknowledgment of the source of the quoted matter.
2. Paraphrases and summaries of the language and ideas of another person must be clearly restated in the author's own words, not those of the original source, and must be provided with a specific acknowledgment of the source of the paraphrased or summarized matter.
3. All visual media, including graphs, tables, illustrations, raw data, audio and digital material, are covered by the notion of intellectual property and, like print sources, must be provided with a specific acknowledgment of the source.

4. Sources must be acknowledged using the systematic documentation method required by the instructor for specific assignments and courses.
5. As a general rule, when in doubt, provide acknowledgment for all borrowed material.
6. Guidelines for referencing style in pharmacy academic work can be found on the Loyola Notre Dame Library Web site.
7. Personal communication such as interviews etc. must be referenced.

Faculty and Administration

Payal Agarwal, Ph.D. *assistant professor, pharmaceutical sciences (appointed 2009)*
B.S. (pharmacy), M.s. (pharmaceutics) Dr. H. S. Gour University, Sagar, India
Ph.D. (industrial pharmacy) St. John's University, NY

Kwadwo Amankwa, Pharm.D. *assistant professor, clinical and administrative sciences (appointed 2009)*
Pharm.D. Albany University of Pharmacy, NY

Gilda Anroman, Ph.D. *assistant dean for student affairs (appointed 2009)*
B.S. (biology) Trinity University, Washington D.C.
MAA (applied anthropology), Ph.D. (American Studies) University of Maryland, MD

Paulo Carvalho, Ph.D. *assistant professor, pharmaceutical sciences (appointed 2009)*
Pharm.D., M.S. (medicinal chemistry), Ph.D. (medicinal chemistry) Universidade de Sao Paulo, USP, Brazil

James Culhane, Ph.D., *professor and chair, pharmaceutical sciences (appointed 2008)*
B.A. (chemistry) Washington & Jefferson University; Ph.D. (pharmacology and toxicology) West Virginia University, WV

Nicole Culhane, Pharm.D., BCPS, FCCP *associate professor, clinical and administrative sciences; director of experiential education (appointed 2008)*

B.S. (pharmacy) Rutgers University, NJ
Pharm.D. Medical University of South Carolina

Nathan Culver, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2010)*
A.S., Ferris State University, MI
Pharm.D., Wingate University, NC

Morgan Culver, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2010)*
Pharm.D., Wingate University, NC

Asish Dutta, Ph.D., *assistant professor, pharmaceutical sciences (appointed 2009)*
B.S. (pharmacy), Jadavpur University, Calcutta, India.
Ph.D., University of Mississippi, MS

Michelle Fritsch, Pharm.D., *GCP professor and chair, clinical and administrative sciences (appointed 2008)*
B.S. (pharmacy), Pharm.D. Purdue University, IN

Jane Frumin, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2009)*
Pharm.D., Rutgers University, NJ

Andrea Gauld, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2011)*
Pharm.D., Mercer University, GA
Valerie Hogue, Pharm.D., *CDE, associate dean and professor, clinical and administrative sciences (appointed 2008)*
Pharm.D. Howard University, Washington, D.C.

Imbi Ichile, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2010)*
Pharm.D., Howard University, Washington, D.C.

James Lee, Ph.D. *assistant professor, pharmaceutical sciences (appointed 2008)*
B.S. (biological sciences) State University of New York, NY
Ph.D. (biological sciences) University of Pennsylvania, PA

Anne Lin, Pharm.D., *dean and professor, clinical and administrative sciences (appointed 2008)*
B.S. (pharmacy), Pharm.D. St. John's University, NY

Sharon Park, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2010)*
Pharm.D., University of Maryland , Baltimore, MD

Brian Roland, Pharm.D., *assistant professor, clinical and administrative sciences (appointed 2011)*
Pharm.D., Wilkes University, PA

Simone Weiner, Ph.D., *assistant professor, pharmaceutical sciences (appointed 2010)*
B.S. (pharmacy), Ph.D., Federal University of Rio de Janeiro, Brazil

Stacey Williams, Ph.D., *assistant professor, pharmaceutical sciences (appointed 2010)*
B.A. (chemistry), University of Maryland, Baltimore County, MD

Ph.D. (pharmaceutical sciences) University of Maryland at Baltimore, MD