

School of Pharmacy & Health Sciences

Doctor of Pharmacy Program 2023–2024

*Preparing future pharmacists for
diverse roles across the health care
continuum through a culture of
learning, scholarship, innovation,
advocacy and leadership.*



**FAIRLEIGH
DICKINSON
UNIVERSITY**

Florham Campus



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General Information



FDU Mission

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multidisciplinary, intercultural and ethical understandings necessary to participate, lead and prosper in the global marketplace of ideas, commerce and culture.

Value Statement

As a community of learning, Fairleigh Dickinson University is committed to an educational environment that fosters growth and development, social justice, understanding among people and enrichment for all who study and work at the University.

FDU CARES

Community: We have an educational community that is diverse and demonstrates creativity, enthusiasm and responsibility.

Advantage: We strive to provide the values of education and the opportunity for personal growth and enrichment.

Respect: We care about one another and ourselves and are committed to treating all people with civility and consideration.

Ethics: We believe everyone's rights and freedoms should be respected and that we must act with integrity and accountability.

Support: We endeavor to provide an environment for success based on cooperation, communication and caring.

Brief History

Founded in 1942 by Dr. Peter Sammartino and his wife, Sylvia (Sally), Fairleigh Dickinson University has grown into the largest private university in New Jersey. More than 12,000 students from 44 states in the nation and 80 other countries are enrolled on the University's two campuses in northern New Jersey and its overseas campuses in Wroxton, England, and in Vancouver, British Columbia, Canada. Beginning as a two-year junior college, Fairleigh Dickinson expanded to a four-year curriculum in 1948 to fill the need for higher education in northern New Jersey. In 1954, the first graduate program, a master's degree in business administration, was offered, and Bergen Junior College was purchased as a second campus in Teaneck (Metropolitan Campus). In 1956, Fairleigh Dickinson gained University status and, one year later, the 178-acre Vanderbilt-Twombly estate was acquired to serve as the Madison location (Florham Campus).

FDU became the first American university to own a campus in England when it acquired Wroxton College from Trinity College, Oxford University. Opened in 1965, Wroxton College offers American students an array of graduate and undergraduate programs as well as an enriching cultural experience. Formerly a 13th-century abbey, Wroxton College is now a beautifully restored and modernized Jacobean mansion.

Recognizing that the student profile on most U.S. campuses is changing dramatically, the University's New College of General and Continuing Studies, now known as Petrocelli Center for Continuing Studies, was formed in April 1998 to address the special educational needs of nontraditional students, including adult learners.

In 2000, the Board of Trustees adopted a newly focused mission to prepare students for world citizenship through global education.

The Vancouver Campus, which opened in 2007, offers undergraduate students one of the few opportunities to earn an American college degree while studying in Canada. Because more than 30 percent of Vancouver's residents hail from China and Southeast Asia, Vancouver Campus is particularly attractive to international students from China, Southeast Asia and Pacific Rim countries, but it is open to students from around the world.

Each of the University campuses has developed a unique character and vitality. Students benefit from studying at a comprehensive University that offers a wide range of programs and courses, but they also enjoy an atmosphere of warmth and personal attention usually found at much smaller institutions.

Today, FDU offers nearly 100 degree programs at the associate, baccalaureate, master's and doctoral levels. Its wide range of offerings, coupled with the depth and expertise of its faculty, has Fairleigh Dickinson University poised to serve the citizens of New Jersey and beyond.

Florham Campus

The Florham Campus, located in Morris County, N.J., bridges the towns of Florham Park and Madison. The campus consists of 178 acres, part of Florham, the former country estate of early 20th-century socialites Florence Vanderbilt and Hamilton Twombly. Florham is a contraction of the first names of the couple. The campus has been in existence since 1958.

The Florham Campus is primarily a residential campus, supported by a strong student life program. The campus has active fraternities and sororities, diverse student activities and dynamic Division III and intramural athletic programs. Resident undergraduate students are joined in class by undergraduate commuter and adult and certificate students. Along with graduate students, they utilize first-class educational resources that are either retrofitted into the campus's distinctive and appealing original structures or set in state-of-the-art buildings, several constructed within the last decade.

Historic Landscape and Architecture

Frederick Law Olmsted, renowned designer of New York City's Central Park, planned Florham's landscape. The surviving principal buildings, designed in the Georgian Revival style by the firm McKim, Mead and White in the 1890s, have been adapted for educational uses. The 100-room mansion (now Hennessy Hall), centerpiece of the campus, is the work



of Stanford White and is similar in design to the 17th-century addition to King Henry VIII's Hampton Court Palace in England. Most of the interior decoration, such as the staircases and fireplaces, are of Italian marble, worked by craftsmen brought from the same country. In addition to classrooms and offices, the mansion holds a chestnut-paneled billiard room (now Hartman Lounge) and the magnificent Lenfell Hall drawing room.

Nature

The campus lies on a picturesque ridge; the terminal moraine of the last major glaciation of 10,000 years ago. A diverse collection of specimen trees adds interest and beauty to the scenery. Many large white oaks, some more than 150 years old, shade some areas, and "Fossil Tree Hill" has fine specimens of the ginkgo and the dawn redwood (*metasequoia*). Wildlife is protected on the grounds, and deer, wild turkey and particularly groundhogs are frequently seen. More than 100 species of birds have been listed for the campus. The Periodical Cicada (*magicicada septendecim*) makes a spectacular appearance every 17 years, but is not due again until the summer of 2030.

In Brief

There are more than 2,600 undergraduate and 1,500 graduate students attending the Florham Campus. Minority students comprise about 10 percent of the student population.

Sports include men's Division III programs in baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis and track and field; women's Division III programs in basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis, track and field and volleyball; and intramural sports in aerobics, basketball, bowling, flag football, golf, karate, racquetball, softball, street hockey, tennis, track and field, Timex fitness week and volleyball.

Three out of every four freshmen live in campus housing. First-year students generally are assigned housing in the Twomblys, two traditional-style residence halls with double rooms and a common bath. Upperclass students live in The Village, Park Avenue Residence Hall, featuring apartment-style suites, and the Rutherford Residence Hall.

Campus activities include an active Greek community with national social fraternities and sororities, as well as a national service fraternity. The campus theater produces student-written and directed plays, as well as student productions of major plays.

The Academic Support Center is housed in the Monninger Center for Learning and Research, offering easy access to free tutoring, word-processing support and special seminars.

Graceful Buildings Old and New

Hennessy Hall (The Mansion) is the centerpiece of the campus. This 100-room Georgian-style masterpiece was designed in the 1890s by Stanford White, and replicates a wing in Henry VIII's Hampton Court. Most of its interior decorations (such as staircases and fireplaces) are in Italian marble, worked by craftsmen brought from the same country. The mansion also holds the chestnut-paneled Hartman Lounge (the former billiard room) and Lenfell Hall, then a ballroom and drawing room, now used for meetings and special events.

Today, Hennessy Hall contains classrooms and administrative offices. Visitors to campus also would not want to miss the Italian and Clowney Gardens located along the sides and back of Hennessy Hall.

The Roberta Chiavello Ferguson and Thomas George Ferguson Recreation Center includes a gymnasium with three full-size basketball courts and seating for 2,000 spectators, an elevated jogging track, eight-lane competition swimming pool, racquetball courts, weight rooms and fitness center.

The John and Joan Monninger Center for Learning and Research includes the campus library and sunny Hassan Orangerie, which originally provided the Florham estate with fresh citrus fruit through much of the year. The center has extensive holdings supportive of the campus academic mission and interlibrary loan arrangements with the other FDU New Jersey campus and with library resources nationwide. The Science Building was adapted from the former garage and stables of the estate.

Rutherford Hall, named for the University's first campus and the newest Florham Campus residence hall, opened in September 2003. Approximately 300 upperclassmen enjoy spacious double bedrooms with private bathrooms.

The Stadler, Zenner, Hoffmann-La Roche Academic Building features 20 state-of-the-art classrooms wired for computers and offering interactive-television capabilities, seminar and conference rooms, a psychology laboratory and a student/faculty lounge, which includes a Nathan's snack bar.

Alma Mater

Goodhart-Davis

Praise to thee, O Alma Mater, faithfully we sing,
Hear our joyful voices ringing, Fairleigh Dickinson.
Campus halls, that oft recall us, memories will bring,
Campus lights will ever guide us, when the day is done.

Chorus

Alma Mater, we will cherish, each day of the years,
We were privileged to spend here, tho' our parting nears.

School of Pharmacy & Health Sciences



Mission

The mission of FDU's School of Pharmacy & Health Sciences is to create a values-based, student-centered learning experience that prepares graduates who are committed to improving the health of individuals and populations through leadership roles in pharmacy practice, health care research and related health care fields.

Vision

Preparing future pharmacists for diverse roles across the health care continuum through a culture of learning, scholarship, innovation, advocacy and leadership.

Commitment

The School of Pharmacy & Health Sciences leadership is committed to offering a wide range of options to prepare students for the practice of pharmacy in the 21st century and beyond. Eligible students enrolled within the Doctor of Pharmacy Program entering with a baccalaureate degree will have the opportunity to pursue a concurrent master degree. These master degree programs prepare students for a world of new horizons beyond the traditional realms of pharmacy through the opportunity to develop a broad expertise that spans across many health care fields. All programs of study can be completed without additional time in the program, allowing students to maximize their potential without additional years of commitment beyond the four professional years.

Program Outcomes

Core Tenets

THINK critically, analyze data, detect and solve problems on a path through lifelong learning.

COMMUNICATE knowledge, skills and the confidence to practice pharmacy as an ethical professional and leader.

ADVOCATE and participate as a team member on an interdisciplinary team that may consist of physicians, nurses, pharmacists, ethicists, other health professionals and patients.

LEAD for individual patients and patient populations through the practice of pharmacy.

IMPLEMENT the safe and effective medication-therapy management that individualizes patient care and ensures adherence, and supports the ideas of prevention and wellness.

Preparing Expert Professionals Beyond Medication Safety

The professional graduate curriculum within the program will include classroom, online, laboratory and practice expe-

rience courses to educate the next generation of leaders in pharmacy to embrace the future. Students completing the doctor of pharmacy degree program at FDU will demonstrate competencies in the following areas:

Foundational Knowledge: graduates will possess knowledge, skills, abilities, behaviors and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

- **LEARNER:** Develop, integrate and apply knowledge from the foundational sciences to evaluate scientific literature, explain drug action, solve therapeutic problems and advance population health and patient-centered care.

Essentials for Practice and Care: graduates will possess the knowledge, skills, abilities, behaviors and attitudes necessary to provide patient-centered care, manage medication-use systems, promote health and wellness and describe the influence of population-based care on patient-centered care.

- **CAREGIVER:** Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans and document activities).

- **MANAGER:** Manage patient health care needs using human, financial, technological and physical resources to optimize the safety and efficacy of medication-use systems.

- **PROMOTER:** Design prevention, intervention and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

- **PROVIDER:** Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

Approach to Practice and Care: graduates will have the knowledge, skills, abilities, behaviors and attitudes necessary to solve problems; educate, advocate and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

- **PROBLEM SOLVER:** Identify problems; explore and prioritize potential strategies; and design, implement and evaluate a viable solution.

- **EDUCATOR:** Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

- **ADVOCATE:** Assure that patients' best interests are represented.

- **COLLABORATOR:** Actively participate and engage as a health care team member by demonstrating mutual respect, understanding and values to meet patient-care needs.

- **INCLUDER:** Recognize social determinants of health to diminish disparities and inequities in access to quality care.

- **COMMUNICATOR:** Effectively communicate verbally and nonverbally when interacting with an individual, group or organization.



Personal and Professional Development: graduates will have the knowledge, skills, abilities, behaviors and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship and professionalism.

- **SELF-AWARE:** Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation and emotions that could enhance or limit personal and professional growth.
- **LEADER:** Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- **INNOVATOR:** Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- **PROFESSIONAL:** Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other health care providers and society.

Curriculum

The curriculum will combine classroom learning enhanced by the use of advanced technology, online and practice experience courses to increase active learning and provide time for managing learning opportunities. Courses that provide integration of topics in basic sciences, pathophysiology, pharmacology, pharmaceuticals, therapeutics and patient care will be the foundation of the curriculum. Courses that include topics to advance a student's knowledge and skills in human behaviors, communication, informatics, data analytics, medication safety, leadership and individualized patient care are at the heart of the FDU curriculum.

Students are required to demonstrate competency in the following 11 domains before they are eligible to progress to Advanced Pharmacy Practice Experiences (APPEs):

1. Patient safety;
2. Basic patient assessment;
3. Medication information;
4. Identification and assessment of drug-related problems;
5. Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations and applications of pharmacokinetics;
6. Ethical, professional and legal behavior;
7. General communication abilities;
8. Counseling patients;
9. Drug information and literature research;
10. Health and wellness — public health; and
11. Insurance/prescription drug coverage.

Students who are unsuccessful in their first attempt to demonstrate competency will be provided a second attempt. Students who do not successfully demonstrate competency with the second attempt are required to participate in a learning support session(s). Upon completion of the required session(s), a final (third) attempt will be provided to students. If competency is not achieved with the third

attempt, students may be required to enroll in a remediation course.

FDU Accreditation

Fairleigh Dickinson University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and licensed by the New Jersey Commission on Higher Education.

Pharmacy Accreditation

Fairleigh Dickinson University has been a member of the Middle States Council for Higher Education since 1948 and was last reaffirmed by this organization in 2016, with a 10-year reaffirmation offered during the last review conducted. In May 2009, Fairleigh Dickinson University leadership filed a Substantive Program Change report to Middle States requesting authorization to grant the doctor of pharmacy degree. In September 2009, the University was granted authorization to offer the doctor of pharmacy as one of its degree offerings.

Simultaneously, the University leaders sought approval from the state of New Jersey through its educational governing body, the New Jersey Presidents' Council (NJPC) for approval to award the doctor of pharmacy degree. An application was filed with the Academic Issues Subcommittee of the NJPC in April 2009 and was subsequently approved by the Academic Issues Subcommittee and then by the NJPC at large during their June 2009 meeting.

The Doctor of Pharmacy Program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, (312) 664-3575; fax (312) 664-4652, website www.acpe-accredit.org. For an explanation of the ACPE accreditation process, consult the Office of the Dean or ACPE (www.acpe-accredit.org).

Oath of Student Pharmacists

The revised Oath was adopted by the American Association of Colleges of Pharmacy (AACCP) Board of Directors and the American Pharmacists Association (APhA) Board of Trustees in November 2021.

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will promote inclusion, embrace diversity and advocate for justice to advance health equity.
- I will apply my knowledge, experience and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.



- I will accept the responsibility to improve my professional knowledge, expertise and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

Pledge of Professionalism*

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I as a student of pharmacy, should:

Develop a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing

to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

Foster professional competency through lifelong learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

Support my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.

Incorporate into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

Maintain the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

** Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994.*

General Policies



Background/Security Checks

Admissions Candidates and Admitted Students

Certiphi Screening, Inc. has been selected by the American Association of Colleges of Pharmacy (AACP) as its partner in the provision of a centralized student-screening program for its member institutions. As a member of AACP, Certiphi provides customized background-screening services solely to colleges, universities and health care organizations nationwide. AACP has developed a centralized student background-check program collaboratively with Certiphi® that is designed to streamline the background-check process for both schools and students; to lower the cost to student pharmacists; and to help experiential-practice sites ensure patient safety and compliance with state law and Joint Commission standards regarding student screening.

The AACP student background-check program will run through PharmCAS, AACP's centralized application system and allows the school to select the background-check information needed. The school works collaboratively with Certiphi to upload the pharmacy program students into the Certiphi database for background checking. Background checks will be requested from the candidate upon admission. Results will be submitted directly to the pharmacy program.

The criminal background check will review a person's criminal history seven years prior to the date of application. The check will include the cities and counties of all known residences. The following criteria will be included:

- Social Security number validation
- Felony convictions
- Misdemeanor convictions or felony adjudications involving crimes against persons (physical or sexual abuse)
- Misdemeanor convictions related to moral turpitude (prostitution, public lewdness/exposure, etc.)
- Felony deferred adjudications for the sale, possession, distribution or transfer of narcotics or controlled substances, and involving crimes against persons (physical or sexual abuse)
- Registered sex offenders
- Office of Inspector General of the U.S. Department of Health and Human Services List of Excluded Individuals/Entities
- U.S. General Services Administration List of Parties Excluded from Federal Programs
- Employee Misconduct Registry
- U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN) search. Applicable State Exclusion list, if one.

Before entering the pharmacy program, admitted students will be required to sign a statement of acceptance of the terms and conditions of this Background/Security Checks

and Drug Screening Policy. Students may not attend classes until this statement is signed.

Certificate of Physical Examination

A certificate/proof of a physical examination performed annually between April 1 and April 30 is required for all students in alignment with experiential contract site requirements. The student will incur the cost of all physical examinations, and certification of physical examinations will need to be submitted to the experiential education staff by instructed deadlines.

Dress Code

Students in the pharmacy program must maintain a neat and clean appearance befitting students attending a professional school. Therefore, attire should convey a professional appearance in classes, laboratories or on a pharmacy-related experience. Refer to the course syllabus for specific details.

Students must wear their white clinical jackets during labs and at experiential sites unless otherwise instructed by their preceptor and as requested by administration or faculty during school-related events.

Employed students are not to wear their FDU white lab coat during work hours at their respective places of employment.

Electronic and Other Mobile Devices

The University recognizes that students possess electronic devices with video, camera or voice-recording capabilities. In support of each individual's reasonable expectation of privacy, the copyright and intellectual property laws, the use of these cellular phone features by FDU students must be in conjunction with expressed consent. Students are expressly forbidden to video, use camera or voice recordings without the express consent of the subject(s) being photographed or recorded.

Any student whose use of his/her electronic devices violates another's reasonable expectation of privacy or produces any media as a result of the cellular phone capabilities without express consent may be found in violation of this policy. Violations of this policy may lead to disciplinary action.

Email

All entering students are issued a University email account. Important college and University information will be sent using these email accounts; therefore, it is important for students to check their accounts at least once each day. Any official University business being sent by email will be sent to the student's FDU email address. Students must use their FDU email address for email correspondence within the University. Students are expected to maintain professional behavior in all email correspondence. All students must comply with the University's acceptable use of computer and email.



Immunization Requirements

Immunization requirements apply to both incoming students and student pharmacist-practice experiences.

Health Requirements*	Schedule for Pharmacy Students	Special Notes
Measles/Mumps/Rubella Immunity	Proof of two doses of live vaccine given at least 28 days apart AND serologic confirmation of immunity to measles, mumps and rubella. Laboratory titer results MUST be submitted to school.	If the serology report for measles, mumps or rubella indicates a nonimmune or equivocal status, additional steps may be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences.
Hepatitis B Immunity	Proof of completed hepatitis B vaccination series (3 doses of Engerix-B® or Recombivax HB® or 2 doses of Heplisav-B®) AND serologic confirmation of immunity to hepatitis B virus. Laboratory titer results including antibody to hepatitis B surface antigen (Anti-HBs) MUST be submitted to school.	Students must follow the CDC-recommended vaccination schedule. If the student received the CDC-recommended vaccination schedule and the serology report for hepatitis B indicates a non-immune or equivocal status, additional steps will be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences.
Varicella (Chicken Pox) Immunity	Proof of two-dose vaccination series given at least 28 days apart AND serologic confirmation of immunity to varicella. Laboratory titer results MUST be submitted to school.	If the serology for varicella indicates a nonimmune or equivocal status, additional steps may be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences.
Adult Tdap (tetanus, diphtheria, pertussis) Vaccine	One Tdap vaccine prior to the start of the pharmacy program if Tdap not already received and regardless of interval from last Td vaccination.	After receipt of Tdap vaccine, receive Td vaccine for routine booster every 10 years.
Tuberculosis Screening	FDA-approved blood assay for tuberculosis (QuantIFERON-TB Gold test or T-SPOT TB test) required within four months of starting the pharmacy program. Then, an annual FDA-approved blood assay for tuberculosis is required between April 1 and April 30 of each year of the program.	A chest X-ray alone will not be accepted as a substitute for this test. If the blood assay for tuberculosis is positive, additional steps will be required. Contact the FDU Health Services personnel located at the School of Pharmacy & Health Sciences.
Meningitis Vaccine	Receive the vaccine within five years of starting the pharmacy program.	Required for ALL students living on campus. All other students are encouraged to consider the vaccination on a voluntary basis.
Influenza Vaccine	Annually during the flu season of P2, P3 and P4 years.	Students will be notified by Experiential Education and/or the FDU Health Services personnel located at the School of Pharmacy & Health Sciences regarding the timeframe in which this vaccine should be obtained.
Physical Examination	Prior to starting the pharmacy program. Then annually between April 1 and April 30 of each year of program.	

**Health schedule requirements are subject to change in accordance with various experiential contracts and regulatory compliance guidelines. Although not mandated at this time, students may be required, either by the school or a practice site, to receive vaccination against other epidemic or pandemic outbreaks.*



Food in Academic Settings

Other than drinks, no food is allowed in classrooms unless prior approval is given. Food and drinks are not permitted in laboratories.

Identification

Students must have identification cards with them at all times. Identification will be issued by the University and must be available while on campus and during IPPEs and APPEs.

Medical Exemptions

If the student is claiming an immunization exemption related to a pregnancy or other medical contraindication, the student must provide documentation from his/her health care provider indicating the reason and time limitations that the vaccination is medically contraindicated. This exemption will be reviewed at the beginning of each semester. A medical exemption may result in delayed rotation placement and/or graduation.

Leave of Absence

A leave of absence allows students to interrupt their graduate studies if necessary. A leave of absence is granted for one semester with the privilege of renewal for one more consecutive semester. A request for a leave of absence for the current semester must be received prior to the last day of classes. Request for a leave of absence must be approved in writing by the assistant dean of student affairs and community engagement or his/her designee. (Information on procedures for requesting a leave of absence is available from student affairs.) Students wishing to renew their leave of absence must also do so in writing.

Students who have been granted a leave of absence will be maintained as students in good standing during the semester in which a leave of absence is taken but will be discontinued from graduate study unless the students register the semester following a leave of absence or request and is granted an extension of the leave of absence.

Photography, Recordings and Video Taping

Students wishing to make recordings of lectures in class should consult respective course syllabi. Permission to record classes and lectures may be granted with the intention as a supplement to the educational process and are not a substitute for class attendance, class readings, assignments and projects. They may not be used as a basis for challenging student assessments.

In order to facilitate student learning, recordings will be made of classes that meet in lecture halls and other rooms within the school. Regularly scheduled lectures and class meetings will be recorded. Class recordings will not be disseminated and will be made available to students on-site only in the case of course remediation.

Social Media and Personal Websites

The Doctor of Pharmacy Program recognizes that team members may use social media to participate in discussions. If an individual chooses to identify himself/herself as a pharmacy student while participating in social media discussions, he/she must do so within the guidelines of this policy.

However, students should be aware that the improper and inappropriate use of social media can pose tremendous risks to both the Doctor of Pharmacy Program and the University, including:

- Infringement of third-party intellectual property rights,
- Harassment,
- Privacy violations and
- Potential damage to reputation and brand.

Social media refers to the external online tools used to share content, profiles, opinions and experiences. Social media tools include, but are not limited to:

- Professional networking sites (e.g., LinkedIn, Plaxo);
- Social networking sites (e.g., Facebook, WhatsApp, Reddit);
- Video- and photo-sharing websites (e.g., TikTok, Instagram, Snapchat, YouTube);
- Micro-blogging sites (e.g., Twitter);
- Personal websites and blogs; and
- Forums and discussion boards (e.g., Yahoo! Groups, Google Groups, Yelp).

Disclosure of any confidential material, including but not limited to: academic course content, student or faculty personal information, patient records or other information in violation of Health Insurance Portability and Accountability Act (HIPAA) policy (for a better understanding of HIPAA policies and regulations, see the appropriate documents within the Doctor of Pharmacy Program). If a student is unsure of whether a potential posting is in violation of this policy, consult the Office of Student Affairs before making information public.

Guidelines for Posting and Reposting Material

Be honest. If students are blogging about their work at FDU, they should use their real names, identify their roles within the school and be clear about their roles. Do not pretend to be an acting pharmacist. Also, students should state that their opinions are their own and do not represent those of the Doctor of Pharmacy Program or Fairleigh Dickinson University.

Do not share confidential information.

Write what they know. Just by identifying themselves as student pharmacists, they are creating perceptions about their expertise. Be sure that all content associated with students is consistent with their work and the Doctor of Pharmacy Program.



What students write is their responsibility. Participation on behalf of the school is not a right but an opportunity, so treat it seriously.

Think before posting anything. If students are about to publish something that makes them even the slightest bit uncomfortable, take a minute to review these guidelines and determine what needs to be changed, then fix it.

Use discretion when posting on social media platforms. Any social media access at the student's site should be conducted in accordance with policies and regulations set forth by the site itself. It is recommended that no social media updates be conducted while in the classroom or on site.

Respect everyone. Do not post anything that would be found offensive or intimidating to others, including but not limited to ethnic slurs, sexual innuendos, discriminatory comments, insults, threats or obscenity.

Defer to media relations when needed. Defer to appropriate sources when needed. If students are asked to speak on behalf of the school or University, consult the Division of Student Affairs prior to making a formal comment.

Student Grievances

If a student has a grievance concerning issues other than grades that he/she wishes to pursue, the following protocol should be followed:

- If the grievance involves another student, please refer to the Code of Student Rights, Responsibilities, and Conduct, found in the *Student Handbook*, which can be accessed online at www.fdu.edu/pharmacy/current-students.
- If a student wishes to report a complaint about an employee of the University, faculty or staff or a University vendor, the student should report this complaint to the dean of the School of Pharmacy & Health Sciences. If the student wishes to report a grievance involving an employee of the University, faculty or staff or a University vendor specifically related to a violation of University policies and procedures, harassment and/or discrimination, please contact the University's human resources department at 201-692-2704.

Accreditation Council on Pharmaceutical Education (ACPE) Complaint Policy

Students in the Doctor of Pharmacy Program wishing to file a complaint can do so at any time. It is recommended, however, that students make every effort to solve problems informally, using this guide as a reference.

The 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 & Health Sciences, 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 & Health Sciences, 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 the 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, the ACPE finds an institution has engaged in unethical conduct or that its integrity has been seriously undermined, the ACPE will either:

Request that the institution show cause, within a stated time period, why adverse action should not be taken,
or

In extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing pre-accreditation or accreditation status.

A complaint against a college or a School of Pharmacy & Health Sciences 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, depend-



ing 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, the 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 above.

The 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.

If you wish to file a complaint, access the complaint form online or email: csinfo@acpe-accredit.org.

Technical Standards for Doctor of Pharmacy Program

All students entering into the Doctor of Pharmacy Program must meet all of the eligibility requirements for admission. Because of the nature of the program, in addition to the academic requirements of the program, several additional requirements have been set in place to assure that students receive the highest quality educational experience while simultaneously assuring the safety of their patients and the general public. Final consideration regarding compliance with all technical standards is based upon patient safety, which is a primary focus within the pharmaceutical education curriculum and process. *All students entering into the Doctor of Pharmacy Program must have:*

1. An up-to-date record of immunizations on file with the FDU Office of Student Health Services.

Because students will be practicing in a number of different public health settings, immunization is of critical importance to prevent the spreading of certain communicable diseases. For a list of required immunizations, you may consult the assistant dean of student affairs and community engagement or a member of Experiential Education.

2. A successful criminal background check.

All students must authorize the school to obtain a criminal background check prior to admission into the school. All students may be subject to additional background checks as per the requirements of the school or its experiential affiliation contract requirements. Experiential practice sites may request results of background check(s), which are to be provided by the student. A student's eligibility to enroll in, or disqualification from, the program will be made on an individual basis. No single type of offense will be used as an automatic rescission of acceptance or reason for dismissal. However, the school may rescind an offer of admission to the program if an applicant's background history check reveals that the applicant has committed a serious offense. Serious offenses include, but are not limited to, felonies, drug offenses, forgery, assault, abuse and neglect.

3. Regular access to transportation.

As part of their program, students will regularly travel off-site to practice experiences throughout New Jersey and the region. For this reason, it is essential that a student have regular, on-demand access to transportation to complete the practice experience component of the program.

4. Health care insurance.

All students are required to possess and maintain a health care insurance policy during their enrollment in the program.

Additionally, due to the interactive, critical and technical nature of pharmacy, there are several additional criteria that a candidate must meet in order to complete the classroom, laboratory and practical aspects of the program.

1. Sensory and Observational

Students must be able to observe demonstrations and conduct exercises in a variety of areas related to contemporary pharmacy practice, including, but not limited to:

- Monitoring of drug response and preparation of specialty-dosage forms;
- Observation of demonstrations and experiments in the basic and pharmaceutical sciences, medical illustrations and models;
- Observation of patients accurately at a distance and close at hand, noting nonverbal as well as verbal signals;
- Vision-related observation including, but not limited to, visualizing and discriminating findings on monitoring laboratory and diagnostic tests; reading written and illustrated material; discriminating numbers and patterns associated with diagnostic and monitoring instruments and tests; observing the activities of technical staff operating under their supervision; reading information on a computer screen and small print on packages or package inserts; distinguishing shapes, colors, markings and other characteristics of small objects (e.g. different dosage



forms); and competently using instruments for monitoring drug response; and

- Utilization of other sensory modalities for physical assessment and dispensing, and other forms of practice.

2. Mobility

Students must have the capacity to:

Demonstrate fine and gross motor skills and coordination for the purposes of preparing, compounding and administering medications; interacting with and caring for patients and operating equipment essential to the practice of pharmacy including, but not limited to, compounding prescriptions, filling prescriptions, counting prescription medications, administering medications, preparing intravenous products and administering intramuscular and subcutaneous injections. The student must be able to conduct a physical assessment of a patient by palpation, auscultation and other diagnostic maneuvers. Other motor activities include performing first aid and/or cardiopulmonary resuscitation in the clinical setting.

- Show an ability to function and maneuver within a practice setting, demonstrating the necessary dexterity, stamina, stability and mobility while standing, sitting and walking (either alone or assisting patients in need of support);
- Move or position a patient in a manner that facilitates physical assessment or diagnosis;
- Utilize computer-based information systems with adequate motor function to perform data entry and analysis;
- Transport himself or herself to off-site settings and experiential locations in a timely manner; and
- Respond promptly to urgencies within the practice setting requiring rapid and accurate preparation of appropriate emergency medication and preparation of sterile intravenous medications.

3. Cognition

All students must be able to perform the following, but not limited to:

- Assess, measure, calculate and analyze and process relevant data and facts for the purposes of problem solving and decision making;
- Concentrate for extended periods of time, often in the presence of distractions and high levels of volume;
- Demonstrate the ability to multitask in a stimulating and stressful environment;
- Show the ability to solve problems involving scientific principle and observation with proficiency and accuracy;
- Calculate appropriate dosages for a variety of patient-specific conditions;
- Retain and recall critical information in an appropriate manner; and
- Interpret graphs or charts describing biologic, economic or outcome relationships.

4. Behavioral

Students within the program must:

- Possess the emotional health and stability to fully utilize their intellectual abilities, exercise good decision-making and sound-judgment skills at all times, and develop effective relationships with patients and inter-professional colleagues;
- Demonstrate the ability to work focused and poised in emergency situations coping and adapting to changing environments and displaying flexibility and function in the face of uncertainties inherent in the academic and clinical environments for the safety of their patients and the general public;
- Respond effectively to constructive criticism and evaluation of performance;
Respect and adhere to the American Pharmacists Association Oath of a Pharmacist and code of ethics stated therein;
- Always maintain a level of professionalism and respect for faculty, colleagues and patients; and
- Recognize and demonstrate respect for differences in culture, values and ethics among patients, faculty, peers, clinical and administrative staff and colleagues.

Adhering to these Technical Standards

Enrolled students are expected to maintain and demonstrate all technical standards through their program and in course work, interaction with peers and faculty and in their introductory and advanced pharmacy practice experiences as referenced in experiential syllabi.

The ability to maintain the technical standards is a separate component from academic progression; therefore maintaining a passing grade point ratio is not sufficient.

Enrolled students who are unable to meet one or more of the foregoing standards are subject to action such as remediation, counseling or dismissal from the school.

A student with a medically diagnosed disability may function in the program as long as the condition is under sufficient control to allow meeting the above listed standards with or without reasonable accommodation. Reasonable accommodation means services provided to individuals with documented disabilities that remove or lessen the effect of disability-related barriers. Individuals with documented disabilities who think they may be unable to satisfy one or more of the foregoing standards due to their disability should contact the Office of Disability Support Services at (973) 443-8079 to discuss if reasonable accommodations to meet the technical standards can be made. Reasonable accommodations are only available to individuals with medically diagnosed documented disabilities. The Office of Disability Support Services will work in conjunction with the School of Pharmacy & Health Sciences in evaluating and responding to all requests.

Please note: Due to the student's need to engage with third-party partners in the provision of experiential education por-



tion of the curriculum, it may not be possible for certain accommodations to be met and provided. This could result, under specific circumstances, in a student's inability to progress through this course work or successfully complete the curricular requirements leading to the doctor of pharmacy degree.

It is expected that students will adhere to these technical standards in every aspect of the program. These standards are consistent with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with questions can contact a member of student affairs or the director of admissions for further details and clarifications.

Visitors

Students are welcome to bring guests to the campus but must assume responsibility for the conduct of their guests and must accompany them at all times. If a guest is asked to leave a specific area of the campus, it is the responsibility of the student host to cooperate with the University official making the request. The University reserves the right to exclude all guests from any area on campus in times of impending or actual crises or emergencies, such as hurricanes, campus disruptions or bomb threats and to exclude any guest(s) from any area of the campus for any reason the University deems appropriate.

Academic Regulations



Academic Integrity Policy

Please refer to the Academic Integrity Policy located in the Academic Regulations section of the *FDU Student Handbook*. The *Student Handbook* can be found online under Academic Resources at www.fdu.edu/pharmacy/current-students.

Academic Intervention

Any student who fails an exam or assignment within a didactic course is encouraged to attend the course instructor's in-person or virtual-office hours within 10 days of the return of a failing grade. The student will work with the faculty member to assemble a plan of action for remediation that may include, but is not limited to:

1. One-on-one meetings with the faculty member to review topics of difficulty and go over the assignment in question;
2. Referral to campus support services for help in areas appropriate to its purview (including writing help, basic math skills and some foundational science assistance); and
3. Development of a study plan to supplement course work with additional assignments, review and resources.

Any student failing a midpoint or final evaluation within a practice must contact the assistant dean for experiential education within one week of receipt of the failing grade.

Academic Load

Due to the academic cohort nature of this program, students must maintain full-time academic standing in relation to the progression of the doctor of pharmacy degree. Full-time standing will be defined on a semester-by-semester basis.

Academic load exceptions will only be given through written approval from the dean of the School of Pharmacy & Health Sciences or the Student Affairs and Academic Progression Committee.

Academic Probation*

Good academic standing is defined as achieving cumulative grade point ratio (GPR) of 2.75 or above at the end of any semester and/or remediation period.

The Student Affairs and Academic Progression Committee reviews the progression of all students in the pharmacy program.

1. A student will be placed on academic probation when one or more of the following occurs:
 - The student has failed course(s) or remediation for a course.
 - The student's cumulative grade point ratio (GPR) falls below 2.75.

2. During the time a student is on academic probation, the student must meet with the assistant dean of student affairs and community engagement and/or other deans or their designee(s) to discuss their course of action for returning to good academic standing.
3. Any student who is placed on academic probation or required to meet with the Student Affairs and Academic Progression Committee, must meet with the School of Pharmacy & Health Sciences financial aid counselor to discuss any possible financial aid consequences.
4. A student may be removed from academic probation when the specific cause for being placed on academic probation has been removed, that is:
 - The student passes the course that was previously failed; or
 - The student's GPR is at or above 2.75; or
 - For either cause, the student complies with any additional requirements from the assistant dean of student affairs and community engagement and/or other deans or their designee(s).

Attendance Policy

Students are expected to attend — on time — each and every pharmacy course in which they are enrolled, as attendance and participation are essential to academic progress. Individual instructors may include attendance and class participation in the determination of the final grade. Each instructor will announce his/her grading policies at the beginning of the semester in each didactic course, making clear the weight to be given to attendance and participation in grade determination.

Students are expected to attend — on time — each and every exam. It is the responsibility of the student to notify the instructors or the School of Pharmacy & Health Sciences before the beginning of the exam if unexpected circumstances prevent the student from attending the exam on time. In case of medical emergency, the student must notify the instructors and course coordinator as soon as possible, but it must be within 24 hours of the exam. The students must provide documentation within 72 hours of the exam. Otherwise, no make-up exam or course remediation will be provided to the student. If a student is allowed to take make-up exam(s) after final exams, there may not be an opportunity for remediation, due to scheduling, in the event that the student does not successfully complete the course.

In addition, students should refer to the course syllabi for clarification of attendance and professionalism policy for all experiential courses.

Students must register for courses each semester no later than the deadline set by the Office of Enrollment Services, which is posted on the Academic Calendar found online at www.fdu.edu/pharmacy.

* Portions of this policy have been adapted from the Manchester University College of Pharmacy Academic Probation Policy.



Only registered students are permitted into the classroom — children, guests, pets (except service dogs), etc., are specifically excluded unless written permission is given by the assistant dean of student affairs and community engagement.

Candidacy for a Degree

A Declaration of Candidacy form, accompanied by an appropriate fee, must be filed in the Office of Enrollment Services no later than eight months preceding graduation. Filing dates must be obtained from the Office of Enrollment Services. Degrees are awarded September 1, February 1 and the day of commencement in May.

Course Remediation

Due to the nature of the program, it is critical that students develop a level of mastery within a course of study prior to his/her progression within the program. Any student who does not receive a grade of C or higher for a course will be issued an “Incomplete” grade. The student will then be offered the opportunity to register for an independent study course (one credit, billed at a per-credit rate). If a student declines a course remediation, they will receive a grade of “F” and be required to re-enroll in the course the next academic year when it is offered. This may result in the delay of graduation by one year. No student will be allowed to remediate more than one course per semester. Remediation will take place prior to the start of the following academic semester. Students are limited to a maximum of three remediation courses throughout the course of the Doctor of Pharmacy Program.

Faculty will determine the format and content of the remediation course of study to assist students in the clarification of the course material within the respective course.

Students in need of remediation who are scheduled to participate in IPPEs or APPEs during designated remediation timeframes will be contacted by the experiential education staff to discuss site reassignment. Such reassignments are at the discretion of experiential education and based on site availability.

At the end of the remediation period, students will be given an assessment to determine their mastery of the course material. If a student completes the assessment with a passing score, the “Incomplete” grade for the course will be converted to a C. A student will receive a letter grade for a one-credit, independent study course. If a student does not show proficiency to pass the course, both the “Incomplete” grade and the independent study course grade will be converted to an F and the student will be required to re-enroll in the course.

If the course failure is an IPPE or APPE, there will be no remediation provided. Inability to achieve milestone assessments may require additional IPPE or APPE course work to demonstrate competency. If the student fails an APPE course, the student will be referred to the Student Affairs and Academic Progression Committee immediately. The student

must reenroll in the appropriate IPPE or APPE course during the next academic year, and will be charged at per-credit rate, provided that the student remains in good academic standing. Failure of an APPE rotation will result in delayed graduation.

Course Requirements, Late Assignments and Examinations

Each student is responsible for meeting the requirements as described in each course syllabus distributed at the beginning of each semester.

Cumulative Grade Point Ratio

The student must maintain a cumulative grade point ratio of 2.75 (on a 4.00 scale) throughout the program. Student progress is evaluated at the end of each semester.

Degree Requirements

1. Students must complete all required credits for the pharmacy program.
2. A cumulative GPR of at least 2.75 is required for graduation from the School of Pharmacy & Health Sciences.
3. A graduate program of study must be completed within a period of seven years from the time the student first registers in the pharmacy program.

Dual Degree Programs

Admissions Requirements

1. Students interested in applying for a dual degree must have a cumulative grade point ratio (GPR) of 3.00 or higher after the spring semester of P1 year and meet the GPR and testing requirements of the graduate program.
2. Applications for dual-degree programs will only be considered for admission at the end of the spring semester of P1 year. After this time, no applications for dual degrees will be accepted.
3. Students enrolled in the dual-degree program must maintain a grade point ratio (GPR) of 3.00 or better to remain in their dual-degree master's program.

Master's Degree Requirements

1. Students must complete all required credits for the program at Fairleigh Dickinson University other than those for which transfer credits have been awarded.
2. A cumulative GPR of at least 2.75 is required for graduation from all colleges except the Silberman College of Business, the School of Public and Global Affairs and corporate and organizational communication program (Maxwell Becton College of Arts and Sciences) and the



Henry P. Becton School of Nursing and Allied Health's Doctor of Nursing Practice (DNP) program, which require 3.00. Students who receive two or more C grades will be warned, and if evidence of definite improvement in their academic performance does not ensue, they will be asked to withdraw from graduate study.

3. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study. Exceptions to the five-year limitation must be requested in writing to the dean or the director and the student's major department chairperson or school director. The Silberman College of Business has a seven-year limitation.

Maintenance of Matriculation Status

1. In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. It is recommended that graduate students who find it necessary to absent themselves from a major semester at the institution register for matriculation maintenance, thereby retaining active status. This process also provides the opportunity for the students to avail themselves of the use of various University facilities, i.e., recreational facilities and the libraries.
2. The appropriate graduate department will be notified if a student is no longer eligible to participate in the dual-degree program.
3. If a student withdraws from or changes their dual degree, there may be an impact on the student's original graduation date.
4. If a dual-degree student does not complete the master's degree at the same time they complete the Doctor of Pharmacy degree, they will pay the per-credit tuition rate of the graduate program.

Early Alert

Students are expected to monitor their own progress and academic standing in the courses they take. This will enable them to assure their own compliance with program requirements and their maintenance of acceptable grades. Whenever a student feels the need for academic guidance, he/she is encouraged to contact the instructor of the particular course.

Post-Midterm Grading

Students have the ability to access their grades using Web-Advisor following the midterm examination period. If a student is in jeopardy of failing two or more courses, the student will be contacted by the assistant dean of student affairs and community engagement and/or other deans for an in-person meeting to discuss strategies for success and remediation.

Elective Course Placement

At the end of P1 and P2 academic years, students must meet minimum requirements, which ensure students are on track for successful completion of the Doctor of Pharmacy program. Minimum requirements include a grade of C+ or higher in select courses listed below.

Minimum requirements at the end of each academic year are:

1. P1 year: course grade of C+ or higher in select required pharmacy courses (PHRM6102, PHRM6104, PHRM6211 and PHRM6212)
2. P2 year: course grade of C+ or higher in select required pharmacy courses (PHRM7105, PHRM7106, PHRM7107, PHRM7108) and the elective PHRM7120, if applicable

Students who do not achieve minimum requirements at the end of P1 year may be ineligible for the dual degree and lose their ability to select elective course work during their P2 didactic curriculum. Students who do not achieve minimum requirements by end of P2 year lose their ability to select a portion of their elective course work during their P3 didactic curriculum. Students will be placed into elective courses designed to strengthen skills and knowledge necessary to meet objectives and core tenets of the pharmacy program.

Grade Appeals

Please refer to the Student Grade Appeals/Procedure located in the Academic Regulations section of the *FDU Student Handbook*. The *Student Handbook* can be found online under Academic Resources at www.fdu.edu/pharmacy/current-students.

Grading Policy

Letter grades will be assigned by course instructors (coordinators) based on students' performance. Grading policy is noted in the syllabus of each course.

Progression in the Pharmacy Program

Students must achieve a grade of C or higher in order to pass a course. Students who fail to achieve a minimum cumulative grade point ratio (GPR) of 2.75 at the end of any semester and/or remediation period will be placed on academic probation until they achieve a cumulative GPR of 2.75 or higher. Students placed on academic probation are not considered to be in good academic standing, and thus, are not permitted to enroll and participate in IPPE or APPE courses. Due to potential impact on overall GPR, students who fail a course run the risk of jeopardizing their progression in the Doctor of Pharmacy Program. A course can only be repeated once. A cumulative GPR of 2.75 must be attained by all professional graduate students prior to graduation.



A student will be subjected to academic review from the pharmacy program if he/she fails to:

1. Maintain a cumulative GPR of 2.75,
2. Attend class or
3. Maintain continuous registration.

Any student not achieving a letter grade of C or higher in two or more didactic courses by the end of each semester will have their academic performance reviewed by the Student Affairs and Academic Progression Committee and be notified of the committee's recommendation on progression in the pharmacy program

Fairleigh Dickinson University, through its various faculties or appropriate committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, acceptable standards of academic conduct, acceptable standards of practice in a clinical agency or satisfactory standards of health.

More information on the University's right to discipline students and their rights of appeal or to file a grievance can be found in the *Student Handbook*.

Suspension or Termination from the Pharmacy Program

A student may be suspended or terminated from the Doctor of Pharmacy Program if the student is not in good academic standing at the end of any semester. Action of suspension or termination will be determined following evaluation of in-class performance and a determination by the Student Affairs and Academic Progression Committee. If a student is not seen to be progressing through the program toward successful completion, he/she may be suspended or terminated from the program following a formal hearing with this committee.

Withdrawal

Please refer to the Withdrawal policy located in the Academic Regulations section of the *FDU Student Handbook*. The *Student Handbook* can be found online under Academic Resources at www.fdu.edu/pharmacy/current-students.

Experiential Education



Accreditation and Experiential Overview

Experiential learning is a requirement of the Accreditation Council for Pharmacy Education (ACPE) for completion of the Doctor of Pharmacy degree and comprises approximately one-third of the FDU School of Pharmacy & Health Sciences curriculum. Such learning affords various opportunities for students to apply skills and competencies acquired in didactic course work within a variety of pharmacy-practice settings and direct patient-centered care environments.

Students participate in various site experiences commonly referred to as Introductory Pharmacy Practice Experiences (IPPEs) in the community pharmacy and hospital settings, which take place following the first (P1) and second (P2) school years. Advanced Pharmacy Practice Experiences (APPEs), occur in the fourth (P4) year and consist of four required core experiences (community, institutional, ambulatory care and acute care) and four elective experiences.

Introductory and advanced pharmacy practice experiences are designed for students to enhance and build upon acquired competencies as they progress throughout the curriculum. Students are afforded a variety of health-care practice settings aligning with their didactic coursework encompassing patient care, research, managed care, pharmaceutical technology, regulatory affairs, sterile compounding and others in order to expose students to the numerous career options within the profession of pharmacy. All IPPE and APPE courses are delivered in accordance with specific course syllabi, regardless of the practice site, in order for students to acquire essential competencies for successful progression in the Doctor of Pharmacy program.

For more detailed information related to policies/procedures, requirements and guidelines, refer to the Pharmacy Experiential Education Manual.

Affiliated Site Placement Student Requirements

- Cumulative GPR of 2.75 or higher.
- Evidence of student-pharmacist professional liability insurance for duration of time in program.
- Evidence of personal medical insurance for duration of time in program.
- White coat photo must be uploaded to CORE ELMS.
- Criminal background check(s) with disclosure of adverse findings.
- Drug test(s) with disclosure of adverse findings.
- HIPAA, OSHA, APhA Pharmacy-Based Immunization Delivery Certificate Training Program, CPR and any other trainings/certifications/documentation as required by sites.
- Experiential Education Manual attestation form.

Medical Requirements

- Annual physical examination performed between April 1 and April 30 of each year.
- Annual tuberculosis screening performed between April 1 and April 30 of each year.
- Proof of updated immunizations.
- Blood titers demonstrating immunity to measles, mumps, rubella, varicella and hepatitis B.

Failure to meet any site or FDU School of Pharmacy & Health Sciences specific requirements will jeopardize site placement and subsequent progression in the Doctor of Pharmacy Program. In accordance with ACPE, all student pharmacist practice experiences are required for graduation from FDU School of Pharmacy & Health Sciences. Due to federal and state health regulations, and the health care policies of the practice experience sites, FDU School of Pharmacy & Health Sciences cannot guarantee placement for individuals who do not comply with health screening and immunization requirements. Any student who enrolls in the program knowing that he or she will not submit proof of the required screening or immunization assumes the risk that he or she may be unable to complete the program and obtain the degree. Individuals with questions or concerns about their ability to meet these standards should contact the Experiential Education staff.

Student placement requirements are subject to change at any time to reflect the needs of affiliated institutions and/or practice standards. For most up to date information refer to the Experiential Education Manual.

Background Check/Drug Screening/Student Pharmacist Professional Liability Insurance

Affiliated hospitals and other health care organizations operating under the Joint Commission require criminal background checks and/or drug screenings for all individuals who have direct contact with patients, including pharmacy students placed in IPPE and/or APPE rotations at these sites. In addition, other experiential sites may require background checks and/or drug screenings as per their affiliation agreements with the University.

Enrolled students in the pharmacy program must satisfactorily complete a criminal background check and/or drug screening from approved vendors, prior to participating in scheduled IPPEs and/or APPEs. Background checks and drug screens are performed on at least an annual basis, but may also be required at other times as requested in writing by the University or affiliated site depending upon the specific requirements of those sites. Students are responsible for all associated costs.



All drug screenings and background checks are conducted by an approved vendor, and results are forwarded to Experiential Education. Once received, Experiential Education will notify affiliated sites of completion. Students with disqualifying adverse findings and/or drug screening results will be advised of the outcome. Discrepancies and findings that may deter pharmacy program progression relative to experiential affiliation site contracts will be discussed with the student by a School of Pharmacy & Health Sciences designee. Experiential practice sites may request results of drug screening(s) and/or background check(s), which are to be provided by the student.

Students are also required to obtain student pharmacist professional liability insurance, at their own expense, for the duration of their time in the program. Students will not be able to participate in IPPEs or APPEs until drug test, background check and proof of student pharmacist professional liability insurance requirements have been met as determined by Experiential Education staff in conjunction with experiential site affiliation contracts. Contact Experiential Education for additional information regarding background checks, drug screenings and student pharmacist professional liability insurance.

Background check, drug screening, student pharmacist professional liability insurance requirements are subject to change at any time to reflect the needs of affiliated institutions and/or practice standards. For most up-to-date information refer to the Experiential Education Manual.

Compensation

Students will not accept payment for work performed during IPPEs/APPEs.

Deferment

In the event of unforeseen circumstances during APPE rotations, a request to defer an APPE rotation may be submitted to Experiential Education. The deferral request must be made prior to the start of the rotation. It must be emphasized that a deferment of a rotation may result in a delayed graduation and conferment of diploma.

HIPAA/OSHA/CPR and Immunization Training

Students are required to have CPR certification training, HIPAA training and OSHA training prior to beginning their practice experiences. FDU School of Pharmacy & Health Sciences provides all trainings to students during select courses and/or organized sessions. Recertification of HIPAA and OSHA training occurs prior to the P2, P3 and P4 years.

Recertification of CPR training occurs during the P3 year. The CPR certification must be completed with an approved vendor; no other programs are accepted. If a student misses any training sessions it is his/her responsibility to schedule,

pay for and complete one or all trainings prior to participating in an IPPE or APPE. Students are also required to complete the APhA Pharmacy-Based Immunization Delivery Certificate Training Program prior to starting APPEs.

HIPAA/OSHA/CPR and Immunization Training requirements are subject to change at any time to reflect the needs of affiliated institutions and/or practice standards. For the most up-to-date information refer to the Experiential Education Manual.

Licensure

Intern Licensure

If a student participates in an IPPE/APPE outside of New Jersey, it is the student's responsibility to determine if an internship license is required to participate in the desired state. If an internship license is required, it is the student's responsibility to obtain and maintain the license throughout the out-of-state experience. If the intern license expires or is revoked, the student will be withdrawn from the IPPE/APPE and will receive a failing grade.

Professional Licensure

If a student is planning to become licensed outside the state of New Jersey, it is his/her responsibility to contact the respective state's board of pharmacy for state licensing requirements and to develop a plan to meet those requirements.

Licensure requirements are subject to change at any time to reflect the needs of affiliated institutions and/or practice standards. For the most up-to-date information refer to the Experiential Education Manual.

Post Exposure Prophylaxis (PEP)

In the event that a student or faculty member is exposed to a reportable confirmed or suspected communicable disease, as referenced in the New Jersey Administrative Code 8:57, during their participation in the program, the affiliated site will notify the student as being an individual who may have been in contact with the case during the infectious period of disease and thus exposed to that disease.

Site Placement

Students must be in good academic standing with a GPR ≥ 2.75 for experiential site placement. Sites are assigned through the experiential software, incorporating student preferences and program requirements into a lottery algorithm.

For more detailed information regarding site placement/scheduling process, refer to the Experiential Education Manual.

Due to the complexity of site scheduling, all scheduling issues must be handled by the Experiential Education staff.



Under no circumstances should students contact a preceptor or site directly in an attempt to arrange or change a practice experience.

Students may be subject to additional health clearance requirements set by a particular experiential site.

Didactic Course Remediation and Experiential Placement

Students who fail a didactic course prior to a scheduled IPPE/APPE must remediate that course and have their site reassigned to accommodate faculty remediation schedules. Students are contacted by the Experiential Education staff to discuss site reassignments, which are at the discretion of Experiential Education and based upon site availability. If no alternate placement is available, the student will com-

plete the experiential course during the next available course offering once the student is eligible based on placement requirements. In the event remediation is needed, previously granted special requests are not honored.

Students in need of remediation of a P3 course are not permitted to begin the APPE sequence until all didactic requirements are fulfilled. This may result in postponement of one or more APPE rotations and a delayed graduation. Upon successful completion of the remediated course, students are placed at an available site as determined by Experiential Education staff.

Students failing one or more didactic course will be placed on academic probation and will not be eligible for experiential placement until they are determined to be in good academic standing.