INTRODUCTION

The Mission of the Purdue University College of Pharmacy is to: 1) educate and train students to become leading pharmacists and scientists, 2) advance scientific discovery and development, and 3) maximize global health outcomes through patient care and public service. You, along with talented and diverse faculty and staff, will work within a contemporary and innovative curriculum to advance healthcare locally, regionally and globally.

The profession of pharmacy plays a vital role in serving the health needs of the American people. Pharmacists are the most accessible members of the healthcare team and the authority on medication use. With authority comes responsibility. Faculty and students work together in our structured programs to produce competent, responsible, caring pharmacists and pharmaceutical scientists.

This handbook is intended as a welcome to the College of Pharmacy and a source of information regarding College of Pharmacy policies and procedures. There is information for BSPS students, as well as students in the professional program. It informs you of our philosophy and defines the rules that govern our actions. Familiarize yourself with this handbook and learn more about your College. It is intended to benefit you.

Patricia L. Darbishire, PharmD
Associate Dean for Academic Affairs

The information contained in this handbook is subject to change as a result of action by federal and/or state governments, the trustees of Purdue University, and the administration of Purdue University. Questions concerning the contents of this document should be directed to Dr. Darbishire, Associate Dean for Academic Affairs (darbishi@purdue.edu).
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COLLEGE FACULTY AND STAFF PHOTOS

In this handbook you will find photos of the College faculty and staff. Take the initiative to meet with them and seek their advice on the various aspects of our programs and your future career.

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<th>COLLEGE ADMINISTRATION AND PROFESSIONAL STAFF</th>
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**OFFICE OF STUDENT SERVICES**

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### PURDUE UNIVERSITY PHARMACY STAFF

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### DEPARTMENT OF INDUSTRIAL AND PHYSICAL PHARMACY

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MISSION AND VISION OF THE COLLEGE OF PHARMACY

Mission Statement
The Mission of the Purdue University College of Pharmacy is to:
1. Educate and train students to become leading pharmacists and scientists,
2. Advance scientific discovery and development, and
3. Maximize global health outcomes through patient care and public service.

We will accomplish this mission through learning, discovery and engagement by:
- Attracting and retaining talented and diverse faculty, staff and students.
- Delivering a contemporary and innovative professional curriculum that empowers students to advance pharmacy's contribution to healthcare and to provide excellent patient care.
- Generating, integrating, and applying knowledge across disciplines to advance discovery, learning and engagement in pharmacy and pharmaceutical sciences.
- Producing world class scientists for academia and industry.
- Establishing new synergies: partnerships, collaborations and strategic alliances at the local, regional, national and global levels.

Vision Statement
The Vision for Purdue University College of Pharmacy is to transform the practice and science of pharmacy to lead advances in human health.

Indicators that the Vision is being achieved:
- The number of discovery-based initiatives with clinical, scientific and/or economic impact has increased.
- Our faculty, staff, students and alumni are engaged across colleges, healthcare systems, industrial partners and professional associations to address healthcare needs.
- Faculty, staff, students and alumni pursue and achieve positions of leadership that impact education, research, policy, and delivery of care related to human health.
- The education of students incorporates knowledge of cultural differences in healthcare delivery and effectiveness.
- We are providing access for a diverse student population that fosters a culture of inclusiveness and success.
- Purdue is a global model for leading enhancements in human health.
- Our graduates are proactively recruited by leading employers.
- There is an increase in the number of students entering advanced professional training and/or post-graduate education.
- Medication safety and practice are enhanced as a result of our collaborative efforts with other professionals to develop and manage systems.
- The number of new synergies (partnerships, collaborations and strategic alliances at the local, regional, national and global levels) has increased.
COST & FINANCIAL AID INFORMATION FOR THE COLLEGE OF PHARMACY

For information regarding tuition and fees associated with the College of Pharmacy programs, please see the information on the Funding Your Admission page. Additionally, PharmD students should also check out the Expenses for the P4 Year page.

All financial aid for students at Purdue is processed through the Division of Financial Aid, located in Schleman Hall (Student Services Building).

Most types of aid are based upon financial need and satisfactory academic progress. The State Student Assistance Commission of Indiana offers both scholarships and grants to Indiana residents who demonstrate financial need and are attending Indiana colleges and universities. All incoming resident freshmen should contact their high school counselor for an application. A student who meets the eligibility requirements may renew this award annually by submitting a Financial Aid Form before the designated priority date by demonstrating financial need. In general, students admitted to the Doctor of Pharmacy program will not be considered for need-based programs administered by the Division of Financial Aid.

A limited number of scholarships have been established specifically for students in the College of Pharmacy. Most of these are awarded on the basis of scholastic performance and/or need and are handled through both the College of Pharmacy and the Division of Financial Aid. An application form must be completed to be considered for scholarships administered through the College of Pharmacy.

ACADEMIC ADVISING AND COUNSELING

An important factor in a pharmacy student's success in college is the help he or she has available from advising and counseling, and the degree to which such services are used. Every student has an assigned academic advisor during the entire college program. Get to know your advisor and use that person's experience and advice in planning your college progress.

The Office of Student Services (Room 156) serves as a valuable resource for students. Printed and video materials and resource links are available on a wide variety of subjects, including pharmacy career options, post-graduate opportunities, other colleges on campus, and student services available on campus. Information is also available in the Student Services section of the College’s web-site. Seven academic advisors staff the office. Once a student is admitted to the College, he or she is assigned an individual academic advisor.

Advisors help in planning schedules and must approve the courses which each student selects at registration. They advise on electives and assist in determining the best schedule for a student to take. The advisor is the first person to go to when a student is having academic or personal problems, and should be considered a personal friend. Remember, your advisor is interested in you, and has the experience and ability to give you help when you need it.

Other counseling resources include qualified faculty and staff, graduate students, and older undergraduate students who are employed on the men's and women's residence halls' counseling staffs and live in the halls to assist students with their personal and scholastic problems.
Staff members of the University Office of the Dean of Students are available to advise you about matters of personal or general concern. They can, for example, offer assistance or refer you to specialized help in such areas as career options, study habits, housing, scholarships, financial aid, part-time employment, campus activities, and home and community relationships. Support services which may be called upon for specialized help include the Student Health Center and staff psychiatrists, the Counseling and Psychological Services Center, and the Disability Resource Center. Part of your growth process is recognizing a problem exists and learning to seek and accept help when it is needed.

ATTENDANCE POLICIES

Instructors are expected to establish and clearly communicate attendance policies relevant to individual courses. These policies must be consistent with University policy.

In general, students should notify the Assistant Dean for Student Affairs if absent from a scheduled course activity for reasons beyond his/her control (e.g., illness, family emergency, bereavement). For other personal reasons, the student should discuss the situation with the course instructor since only an instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. Individual course policies may state expected notification periods.

For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Assistant Dean for Student Affairs, who will notify the student's instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor's decision regarding the students' academic work and performance in any given course.

Regardless of whether these absences are anticipated or unanticipated, instructors are to allow for absences in accordance with the University Student Bereavement Policy and in all other cases, are encouraged to accommodate the student. In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up later. The student should always consult with the instructor to determine the potential impact of any absence.

Students holding the opinion that they have been wrongly denied an excused absence or the opportunity to make up missed work should contact the head of the department offering the course to resolve the conflict.

Refer to the specific situations below in cases of illness or an unavoidable event. When possible, students should provide the notifications described below, prior to missing classes, an exam, quiz or assignment due date.
If a student is absent for a period of less than three school days and/or misses an examination, quiz or other graded assignment
The student should contact the instructor to make up missed work. No notification to the Assistant Dean for Student Affairs or ODOS is necessary.

If a student is absent for three to five school days
The student must notify the course instructor(s) and the Assistant Dean for Student Affairs.

If a student is absent for more than one week or misses multiple examinations or assignments
The student must notify the Assistant Dean for Student Affairs, who will notify the student’s course instructors on behalf of the student AND the University Dean of Students Office. The student must make contact with each instructor upon return to class.

Non-illness absences, avoidable absences, and University-approved events
These types of absences are subject to the same policies described above. Students should review the course syllabus and adhere to the strictest guidelines, whether in the course syllabus or described above.

If an anticipated absence is due to a University-approved event (e.g., professional meeting, athletics, national competition), the student should contact the Assistant Dean for Student Affairs, who will contact the course instructor(s) on behalf of the student. However, the course instructor will make the final decision on whether to excuse the absence. Family vacations or other travel, weddings, or other personal events are not approved absences unless granted by the course instructor. Students may not extend time off with an absence on the days preceding or following a designated University or College break. Questions regarding the College absence policy should be directed to the Associate Dean for Academic Affairs.

Conflicts with religious observances
The College values a community with diverse backgrounds and traditions and recognizes that conflicts between regularly scheduled curricular activities and religious observances of some members of our community can arise. Instructors are encouraged to cooperate with students in dealing with work missed due to absences resulting from participation in religious observances. Students requesting special consideration must make this known to instructors well in advance, minimize the length of the absence, and be flexible in arranging alternative times to complete any missed assignments. Students holding the opinion that they have wrongly been denied an excused absence or the opportunity to make up missed work due to an absence for a religious observance should contact the head of the department offering the course to attempt to resolve the conflict.

ACADEMIC MONITORING
Introduction
Curricular requirements approved by the faculty for the Doctor of Pharmacy and B.S. in the Pharmaceutical Sciences specify the core courses, their sequencing and prerequisites, which in the faculty's judgment represent an optimal educational plan for students to develop the capabilities expected of our College's graduates. Individual aspects of the student’s background, current academic progress and/or career plans may lead him/her to inquire if an individual exception or modification of this general curricular plan might provide an acceptable alternative means of achieving the College's educational intent for that particular student. The Dean’s Office of the College, with advisory input
from the faculty, is responsible for administering the College's academic programs and thus, ultimately, approving or disapproving individual student requests for exceptions to curricular requirements.

**Monitoring student satisfactory completion of prerequisite courses**

As a matter of routine, at the time grades are submitted to the Registrar, instructors of core courses submit to the Associate Dean for Academic Affairs a list of those students receiving a grade of D or F in that course. Prior to the beginning of the next semester, the Office of Student Services will work with those students who have not passed courses that are stated prerequisites of a core course to ensure the students are enrolled in the appropriate course work. The performance of students who received a D grade, but are not failing, will be monitored by the Associate Dean for Academic Affairs and the student’s academic advisor.

**STUDENT REQUEST FOR WAIVER OF PREREQUISITE OR SUBSTITUTION OF COURSES**

The student should make the request to their academic advisor and supply the appropriate syllabi. The advisor will request a review and recommendation from the course instructor/coordinator. The advisor will then forward the instructor’s recommendation and provide any additional input to the Assistant Dean for Student Affairs, who will make the final determination, communicate the outcome to the student, and ensure documentation in the student’s permanent file.

**ACADEMIC ISSUES WITHIN THE CORE CURRICULUM**

*Academic difficulty in a core course*

A student in academic difficulty in a given core course must take responsibility to discuss his/her difficulty with the course instructor and identify approaches to improve performance. The student should also confer with his/her advisor to assess underlying reasons for difficulty and determine a course of action.

*Dropping a course*

In the event of a voluntary or required decision to drop a course, the student should see his/her advisor to discuss the reason for dropping and the ramifications of doing so with respect to academic progression and financial aid status.

*Out-of-phase students*

A student who becomes out-of-phase with the core curriculum must meet with his/her advisor as soon as possible to develop an alternate plan for efficient sequencing of courses to complete the curriculum. This alternate plan of study agreed upon by the student and advisor should be signed by both with a copy being placed in the student's file. Although the College will make an attempt to avoid schedule conflicts for classes that need to be completed by out-of-phase students, there is no guarantee that schedule conflicts will not occur in subsequent semesters for an out-of-phase student attempting to complete required core courses. Additionally, out-of-phase students, especially those required to add an additional year of study, should discuss financial aid implications with a counselor in the Division of Financial Aid.
Moving between the PharmD and BSPS Programs

Students must be classified as either undergraduate status (BSPS or Pre-Pharmacy) or professional program status (PharmD) for purposes of registration and tuition assessment. The Associate Dean for Academic Affairs may grant a maximum one year deferral to students in the PharmD program wishing to move to the BSPS program, but the student will continue to be coded as a professional student and remains responsible for paying the additional PharmD differential general service fee. Likewise, students who choose to withdraw from the PharmD program, for purposes including completion of a BSPS degree (at the undergraduate general service tuition and fee rate), should recognize there is no guarantee of readmission to the professional program. A student wishing to return to the PharmD program at a later date will be required to reapply through the readmissions process. Readmission is determined by a committee of faculty members whose primary concern is the student’s likelihood of success. The committee carefully examines what measures the student has taken to overcome any situations leading to the initial withdrawal, as well as any effects of a long term absence.

Approved, as modified, by the faculty in 2010; Updated 2014 and 2018.

GRADE APPEALS

The College of Pharmacy has a grade appeals system as a part of the University-wide system for cases where a student has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice or other improper conditions such as mechanical error or assignment of a grade inconsistent with those assigned other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty. Before an appeal is filed, informal attempts must be made to resolve grade grievances and appeals at the lowest level - course instructor, department head.

The initiation of a formal grade appeal must be made within 30 days after the start of the regular semester following the one in which the questioned grade was given. The initial step is to file a notice of intention to appeal with the chairperson of the College Grade Appeals Committee. The Assistant Dean for Learning and Assessment serves as the non-voting Chair of the committee. The student will then have a maximum of another 30 days to resolve the situation with the instructor or department head. If a mutually acceptable decision is not reached, the student must file a detailed written statement of allegations, facts, and circumstances with the committee chairperson within the 30 day limit.

After receipt of the student's statement, the Grade Appeals committee will make a determination as to whether there is adequate justification to convene a formal hearing. If a hearing is to be held, all parties involved will have the opportunity to present evidence and ask questions as outlined in the University Regulations. If the results of the hearing are still not acceptable a further appeal may be made to the University Grade Appeals Committee. In appealing a grade, the burden of proof is on the student, except in cases of alleged academic dishonesty, where the instructor must support the allegation.

Materials are available to the student appealing a grade to aid in the preparation of a statement and case for a hearing. Specific procedures on filing an appeal can be found in the pamphlet entitled University Regulations, A Reference Book for Students, Staff, and Faculty: Academic Conduct, and Student Organization. Specific guidance is also available from the Associate Dean for Academic Affairs. The Grade Appeals Committee in the College consists of both faculty and student members.
GUIDELINES FOR RESOLVING STUDENT-INSTRUCTOR CONFLICTS

Problems, conflicts, and crises may develop between students and instructors. These issues range from questions about course material and problems with grading to suggestions for possible course improvements. Pharmacy Student Council has addressed the issue on conflict resolution and established guidelines to facilitate interaction between students and instructors. The following information presents the recommended guidelines.

Summary
Student-instructor crisis can take several forms, including:

- Problems with grading
- Questions about course material
- Suggestions for course improvements
- Problems with instructional format
- Personal/family problems
- Personality conflicts between student and instructor

Do's of Crisis Resolution
1. Address as soon as possible.
2. Address on an individual basis.
3. Speak with the instructor about the problem, questions, or crisis.
4. Be open to the instructor's point of view.
5. Meet with the course coordinator if you feel that your crisis was not resolved by the instructor.
6. Ask questions in class.
7. Use teaching assistants as sources of information.
8. Give constructive criticism that will aid instructors in their efforts to help students understand.
9. If you do not receive a satisfactory response, you may discuss the issue with the instructor's department head.

Don'ts of Crisis Resolution
1. Ignore the situation.
2. Involve others in the situation.
3. Go over the instructor's head until you have sought the help of the instructor without avail.
4. Be hypercritical of the instructor.
5. Expect the instructor to change his/her personality.
6. Wait until the last minute.
7. Rely on others to take care of your problems.

If you have suggestions or questions, please contact a member of Pharmacy Student Council.

Recommended by the Pharmacy Student Council, October 1988; Reaffirmed March 2001.
INSTRUCTOR EVALUATION

At Purdue University instructors are evaluated for promotion on the basis of their performance in three areas, teaching, research, and service. Assessment of teaching is conducted in a variety of ways, including:

- Student evaluation of lectures for the teaching process (organization of the course or instructor for class), learning outcomes (whether or not students learned or interest was stimulated through the course), and the ability of the instructor to facilitate learning for a diverse student population.
  
  For example: Instructor seems well prepared for lecture, displays a clear understanding of the material, has an effective teaching style, stresses practical application of the material, handout materials are valuable and complement lecture material

- End-of-semester evaluations of courses through the course evaluation system.

- Evaluation of the course and lectures or labs by the Center for Instructional Excellence (CIE)

- Focus groups completed by the Dean and/or Associate Dean for Academic Affairs of the College of Pharmacy through semester-end discussions with student focus groups

- Peer assessment by a senior faculty member including observation and feedback on classroom performance as well as a review of handout (objectives, clarity, content, references) and examination material.

Honest evaluation of teaching by students is very important to the individual instructor for his/her own development. When you are given a teaching evaluation for an instructor, please assess every characteristic fairly based upon the instructor’s performance. When you give written feedback, please include specific suggestions for improvement, not just criticism. This will both aid in instructor improvement and will assure that those deserving recognition receive it.

STUDENT COMPLAINTS

Student complaints about any aspect of the College’s programs should be discussed with the Associate Dean for Academic Affairs. Any student complaint filed in writing will be promptly responded to by the College. Processes are in place through the College committee structure to review and act upon certain types of complaints, including those related to responsibilities of the following committees: Admissions, Academic Standards and Readmissions, the Curriculum, Grade Appeals, Student Cases (for disciplinary actions), Experiential Programs, and the Library. The Associate Dean for Academic Affairs can advise students on the appropriate procedures to follow in resolving complaints related to the above committees or complaints that do not specifically fall under the responsibilities of the committees listed above. The Associate Dean for Academic Affairs can also explain the appeal processes that are associated with decisions that are made with respect to student complaints. The College is accredited by the Accreditation Council for Pharmacy Education (ACPE) via a set of written standards, policies and procedures published by the Council. Any complaints related to the accreditation standards may be directed to that organization if not resolved through the College’s complaint process.
This request represents permission for the named below to access certain information which would otherwise be considered confidential, and not subject to release without permission, under the terms of the Family and Educational Rights and Privacy Act.

Name of Student Allowing Access: ____________________________________________

Purpose of this Requested Access: ____________________________________________

Date of Request for Access: _________________________________________________

Name of Person Requesting Access: __________________________________________

Signature of Student: _______________________________________________________

Note: The items listed herein are among those which are topics traditionally not available as directory information and may be included in a letter of recommendation. Many of these are recorded only in your college file to which you are hereby granting the requestor access. This list is not intended to be all-inclusive. By darkening in the circle next to the information, you are indicating the information is **NOT** to be released. Conversely, by leaving the circle open, you are permitting release of that information. In that manner, it will not be possible for this form to be altered in a way which would adversely affect the rights of the person allowing access to this information.

Indicate by darkening the circles for each item which you **DO NOT WANT RELEASED**:

- Grade Point Average (GPA), Graduation Index (Professional Program GPA)
- Grade Point Average (GPA), Semester
- Individual Course Grade(s) (Specify: ___________________________________________ )
- Grade Point Average (GPA) in an area e.g.
  - MCMP
  - PHPR/CLPH
  - PHAD
  - IPPH
  - Other _______________________
- College of Pharmacy Activities
- Campus Activities
- Non-College related activities (e.g. church, civic organizations, service clubs, etc.)
- Honors and awards
- Advisor notes and comments
- Other recommendations
- Professional application
- __________________________

**THIS INSTRUMENT (REQUEST) is to be used only by the individual named and for the purpose indicated above on the single date of request for access designated and may not be shared for any other purpose.**

This instrument (request) will subsequently be retained in the student file.

OSS Signature __________________________Date signed __________________________

Waiver of Rights to Access or View any recommendation made pursuant to this request:

- **I DO** or  **I Do NOT** (darken one and sign below) voluntarily waive my rights which would otherwise be permitted by the Family Educational Rights and Privacy Act of 1974 to view any recommendation made pursuant to this request.

Student Signature __________________________Date Signed __________________________
EATING, DRINKING AND SMOKING IN BUILDING

The Pharmacy Building is a smoke-free facility; therefore, smoking is prohibited in all areas of the building. In accordance with University regulations, drinking of beverages and eating of food is not permitted at any time in the laboratories.

A student lounge on the second floor of the Pharmacy Building is open to all pharmacy students. This is an area for relaxation and visiting. Vending machines provide snacks and drinks. Students should keep this area, as all areas of the pharmacy building, clean and neat.

SOCIAL MEDIA AND TECHNOLOGY GUIDANCE

This information is an extension of the University-Sponsored Social Media Outlets Policy.

Purpose
The College of Pharmacy recognizes that online blogs, social networking websites, and applications including, but not limited to, Facebook, Twitter, YouTube (hereafter collectively referred to as social media) are widely used as methods of communication. The College of Pharmacy supports the use of social media as tools to engage current students, prospective students, alumni, faculty, and staff. This guidance applies to students as well as faculty and staff of the College of Pharmacy who engage in internet conversations for college-related purposes or activities.

User Responsibility
Easy accessibility of social media sites allows undesignated users to gain access to sites despite privatization measures. Do not post information that deals with confidential information, suggests participation in academic dishonesty, contains explicit sexual references, utilizes profanity, contain references to illegal drugs or abuse of alcohol, or can be interpreted to be disparaging of faculty or students. Avoid comments related to patients or protected personal information.

Posts about the University by users should not claim nor imply they are speaking on behalf of Purdue College of Pharmacy unless authorized to do so by the Associate Dean for Academic Affairs.

Best Practices
- Do not post confidential or proprietary information about the university, faculty, staff, students, clinical facilities, patients/clients, or others with whom one has contact with as a representative of Purdue College of Pharmacy.
- Do not share the personal health information of other individuals. Distribution of sensitive and confidential information is protected under HIPAA and FERPA through any communication channels, including social media. Solely removing an individual’s name does not constitute proper de-identification of protected information. Readers may still be able to identify specific individuals based on age, gender, race, diagnosis, date of evaluation, type of treatment, or photographs.
- Do not ignore copyright and intellectual property rights of others and of the university. For guidance, visit the University’s Libraries site or seek consultation through the Copyright Office.
- Adhere to all applicable university privacy and confidentiality policies
Consequences

• Violations of patient/client privacy will be subject to HIPAA procedures/guidelines and consequences.

• Faculty, staff, or students who share protected information do so at the risk of disciplinary action.

• Each user is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Users may also be liable if individual postings include confidential or copyrighted information, including music, videos, or text.

In conclusion, social media posts are a reflection of your professionalism. If you identify yourself as a faculty, staff, or student of the College, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Ultimately, you have sole responsibility for what you post. Be smart about protecting yourself, yours and others privacy, and confidential information.

Information you never intended to have distributed beyond your friends can surface months or years later, impacting employment opportunities, current employment, and your life long career. You cannot put toothpaste back in the tube. Even with closed forums, such as a class Facebook page, posts may be discoverable in legal proceedings.

Inappropriate postings on social networks, no matter who they are intended for, that come to the attention of the College, will be acted upon by the Associate Dean of Academic Affairs and may result in a disciplinary process.

*Students should also review the Purdue University Statements on Integrity and Academic Integrity, the Purdue University Code of Honor, the Purdue University Student Bill of Rights, and the College of Pharmacy Academic Dishonesty Guidelines and Procedures for additional related information.*

**JOB SEARCH – BUILDING YOUR CAREER REPUTATION**

Whether you are a freshman or soon-to-be graduate, take charge of your professional goals. Learning to network, cultivating your resume and cover letter, and developing interview skills are just a few parts to career success. Your career begins as a student – make sure that you are taking the necessary steps to prepare along the way.

Here are some tips to make preparing for the job search easier and more effective:

• Utilize the College of Pharmacy and University Career Services.
  o Mrs. Jennifer Dexter, Career Development Manager for the College of Pharmacy dexterj@purdue.edu, 765-496-6156
  o To develop your career planning and to take advantage of Pharm.D. and BSPS specific career resources, make an appointment with the Career Development Manager online or stop in the weekly walk-in hours every Tuesday from 2-5 p.m.
  o Create your MyCCO account with the Center for Career Opportunities. Schedule or stop in the CCO for career help at Young Hall 132.
  o Attend the Pharmacy Days Career Fair.
• For detailed employment resources, information on careers and career development tips, visit the Employment and Resources section of the Office of Student Services to explore.

• Understand and exhibit professional standards (patient centered care, collaborating with others, effective communication, professional appearance, manners and attitude, maintain and develop professional knowledge and skills, use of professional judgement, professional behavior, respect confidentiality and privacy, demonstrate leadership and global thinking).

• Three recommendations for job search success: Make a Plan, Work the Plan, and Network.

References:
Students are encouraged to develop outside interests and activities in addition to academic study. A well-balanced college career includes extracurricular involvement, as well as classroom and laboratory work. Students have opportunities to obtain military training; join social and honorary fraternities, sororities and clubs; participate in intercollegiate and recreational sports; the Purdue Bands and Musical Organizations; and a number of honorary societies. Students may engage in the social activities centered in the Purdue Memorial Union, participate in radio broadcasting over Purdue Station WBAA, take part in the University Theatre, do staff work and writing for student publications, and enter into all the various extracurricular affairs of the campus.

College student organizations include:

**American Pharmaceutical Association, Academy of Students of Pharmacy (APhA-ASP).** As the student branch of APhA, the Purdue chapter is also affiliated with the Indiana Pharmacists Association (IPA). Membership is extended to all students in the professional and pre-professional program. Its objectives are to encourage and provide for student participation in national, state, and local association affairs; to encourage scholarly, scientific, and professional activity and performance among pharmacy students; to provide a forum for discussion and familiarize students with issues confronting the profession.

**American Association of Pharmaceutical Scientists.** Purdue's student AAPS chapter promotes a dynamic international forum for the exchange of knowledge among graduate students in pharmaceutical science and other related disciplines. The chapter follows the mission of the national organization: to advance the capacity of pharmaceutical scientists to develop products and therapies that improve global health. We host a variety of professional development and networking events, which allow our members the opportunity to interact with and learn from alumni and industry leaders.

**Christian Pharmacists Fellowship International (CPFI).** Our mission is to serve Christ and the world through pharmacy. We strive to motivate and equip pharmacy students to practice faith in Jesus Christ in their personal and professional lives. We strive through all our activities to encourage and teach a global Christian worldview and how to use our skills and education as pharmacists to better serve others, both in our country and around the world. We want our members to be cognizant of the issues of the world and what being a follower of Christ means in the field of pharmacy.

**College of Pharmacy Career Development Committee.** The purpose of the College of Pharmacy Career Development Committee is to advance career development and career services within the College of Pharmacy in order to provide students with the best preparation for future professional endeavors. The duties of the organization include, but are not limited to, hosting the Pharmacy Days Career Fair/Showcase, serving as liaisons between students and the college, and promoting activities that advance the career development of pharmacy students.

**College of Psychiatric and Neurologic Pharmacists (CPNP).** CPNP Purdue is a recognized student chapter of the national College of Psychiatric and Neurologic Pharmacists organization. CPNP Purdue is a student-driven organization focusing on outreach to, community services for, and education of persons with psychiatric and neurologic disorders. Eligible students are PharmD students in the P1-P4 years with an interest in working with people with mental illnesses.
**Indiana Pharmacists Association - Indiana Academy of Student Pharmacists (IPA-IASP):** IPA-IASP is a student branch of the state association, Indiana Pharmacists Association. All pre-pharmacy and pharmacy students who are members of the state association are eligible to join. The organization works to connect students to events and opportunities at the state level, as well as to other Purdue students also involved in IPA.

**Industry Pharmacists Organization (IPhO).** Established in 2012, Purdue's chapter of IPhO was among the first in the country. Our goal is to inform and empower students as they pursue opportunities within the pharmaceutical industry. By providing networking outlets, professional development opportunities, and educational resources, our chapter promotes the many roles that Pharm.D. graduates hold within industry. All pre-pharmacy and professional students are welcome.

**International Society for Pharmaceutical Engineering (ISPE).** As part of the world’s largest global association for pharmaceutical sciences, ISPE Purdue Chapter seeks to offer students diverse pharmaceutical opportunities to develop their interest in the industry. Purdue Chapter offers mentors, networking with other students and industry personages and many more valuable resources by hosting several social events and industrial visits. We also help members with finding internships and jobs opportunities in the pharmaceutical industry. Membership is open to anyone in the College of Pharmacy or the Schools of Engineering.

**International Society for Pharmacoeconomics and Outcomes Research.** ISPOR’s mission is to develop an understanding of opportunities in outcomes research and pharmacoeconomics and serves as a networking and educational tool for students interested in these areas. The Purdue chapter serves both graduate and undergraduate students interested in these areas. Our chapter holds social events and seminars, attends ISPOR annual conference, participates in the ISPOR Student Research Competition, and has won the first place in 2018 and 2019 representing Purdue.

**Kappa Epsilon.** Pi Chapter of Kappa Epsilon is a national professional fraternity. Members are chosen on the basis of scholarship, character, and leadership. The object and purpose of this professional fraternity is to promote women in pharmacy and to foster professional consciousness. Membership provides opportunities for leadership development, community service, and fellowship.

**Kappa Psi.** Pi Chapter of Kappa Psi Pharmaceutical Fraternity is a professional fraternity. Each year a new group of men and women is pledged from the sophomore, junior, and senior classes in the College of Pharmacy. The pledges are selected by the members on the basis of character, leadership, scholarship, and interest in furthering the profession of pharmacy. The various activities encountered through Kappa Psi offer the active member fellowship with their college colleagues and an opportunity to become involved in community projects, both socially and professionally.

**National Community Pharmacists Association (NCPA).** Purdue University NCPA Student Chapter provides a forum for pharmacy students to learn about the many career opportunities available in independent pharmacy practice. Student chapter members participate in NCPA on a national level, are involved in community service, promote independent pharmacy and stimulate interest in ownership, and advocate legislative action. Pharmacy students who are currently enrolled and in good standing may join as active members, and prepharmacy students may join as associate members.

**Pediatric Pharmacy Education Done by Students (PPEDS).** Pediatric Pharmacy Education Done by Students is a student-run organization which promotes interest and awareness in pediatric medication.
management. Activities consist of hosting panels in which pharmacists speak about careers in pediatric pharmacy, volunteering in children’s outreach programs, shadowing pediatric pharmacists in a variety of settings, touring local children’s hospitals, and representing pediatric interests in college activities and events.

**Pharmaceutical Sciences Club.** The Pharmaceutical Sciences Club is an organization formed to encourage students in the Pharmaceutical Sciences and Doctor of Pharmacy program to explore career opportunities in the pharmaceutical industry. Membership is open to all students in the College.

**Pharmacy President’s Council.** This council is composed of the President of each of the college student organizations. This is a forum for exchange of information between student organizations and the Associate Dean for Academic Affairs.

**Pharmacy Student Council.** The Pharmacy Student Council serves as a communication resource between students and the faculty. It consists of two representatives from each class, including the prepharmacy students (elected by each class in November to serve a one year term), and representatives from each student organization within the College. Pharmacy Student Council maintains the calendar for fundraising events and has been involved with improvements within the College such as adding vending machines to the student lounge area. Service activities include sponsoring the Pharmacy First Nighter each fall and hosting the annual Rx Gala. The Pharmacy Student Council also serves as an advisory group in matters pertaining to educational, professional, and extracurricular activities within the College.

**Phi Delta Chi.** Phi Delta Chi is America’s second oldest professional fraternity in pharmacy. It is a co-ed fraternity and annually pledges both men and women who are 1st year prepharmacy students all the way up to 3rd professional year students. Phi Delta Chi, *a lifelong experience*, promotes scholastic, professional, and social growth in its Brothers. We strive to provide quality service to our patients, thereby advancing public health and strengthening ourselves as health professionals. Phi Delta Chi strives to produce Leaders in Pharmacy that work with a national network of Brothers to advance the profession.

**Phi Lambda Sigma.** The Alpha Rho Chapter of Phi Lambda Sigma promotes and recognizes the development of leadership qualities in pharmacy. The Society encourages participation in all pharmacy activities; members are selected by peer recognition. Students considered for membership must have completed 90 hours of scholastic work and have attained a scholastic grade point average of 2.50. Members have demonstrated dedicated service and leadership to the advancement of pharmacy. Faculty, professional staff, and alumni are also eligible for membership.

**Pre-pharmacy Club.** The pre-pharmacy club provides an information exchange and mutual support forum for students enrolled in the pre-pharmacy program. Membership is open to all students considering application to the Doctor of Pharmacy program.

**Purdue Academy of Managed Care Pharmacy (PAMCP).** PAMCP is the Purdue student chapter of the Academy of Managed Care Pharmacy, the national organization dedicated to providing improved quality of life for patients through appropriate and accessible medication therapy. The chapter’s purpose is to allow students to explore the career options in managed care and other
areas where the management of pharmaceutical therapy related to population health (as opposed to individual patients) is the major concern.

Purdue Pharmacy Ambassadors (PPA). Purdue Pharmacy Ambassadors is an organization that is open to all students within the College of Pharmacy. Members of this organization assist with the recruitment of prospective students into the College of Pharmacy’s undergraduate programs by giving building tours, speaking on student panels, and much more. PPA is also dedicated to assisting current students by hosting professional development events such as the PharmD application review and mock interviews for the professional program.

Purdue Student Society of Health-System Pharmacists (PSSHP). This organization, established in 1990, provides an opportunity for students to become knowledgeable about providing pharmaceutical care in hospitals and other institutions. In addition, students have the opportunity to observe pharmacy practice in an organized health care setting. Membership and participation in the Indiana Society of Hospital Pharmacists and the American Society of Health-System Pharmacists is encouraged both as a student and upon graduation.

Rho Chi. The Alpha Zeta Chapter of Rho Chi is part of a national honorary pharmaceutical society. Eligibility for membership is limited to upper class professional and graduate students in pharmacy and is based on high attainment in scholarship, character, personality, and leadership - being limited to a maximum of 20% of each class. Each fall, Rho Chi hosts a silent auction to raise money for student scholarships, while the initiation banquet for new members is held annually in the spring.

Student National Pharmaceutical Association (SNPhA). SNPhA is an educational service association of pharmacy students who are concerned about the profession of pharmacy, healthcare issues, and the poor minority representation in these areas. The purpose of SNPhA is to plan, organize, coordinate, and execute programs geared toward the improvement of the health, educational, and social environment of minority communities. We offer student members the opportunity to develop leadership and professional skills, focusing on volunteer and professional opportunities to serve the underserved populations.

Student Society of Nuclear Pharmacy, Purdue Student Chapter. This organization, established in 1993, extends membership to students who are enrolled in prepharmacy or pharmacy curricula with an interest in nuclear pharmacy. The organization’s objectives are to give the students a better opportunity to learn about the profession through contact with their peers and invited speakers and through participation in Society functions. The Society also serves to improve communications between the students and the companies and individuals involved in nuclear pharmacy practice.

Student Society of Veterinary Hospital Pharmacists (SSVHP). The Student Society of Veterinary Hospital Pharmacists is an organization that provides pharmacy students with meaningful and unique opportunities to explore the growing field of veterinary pharmacy. SSVHP engages pharmacy students in the field of veterinary pharmacy by working to increase awareness of the need for more veterinary pharmacists in the near future as well as the need for better knowledge of animal pharmaceutical care, holding campus-wide fundraising events for local animal shelters and wildlife facilities, and enhancing the exchange of ideas among veterinary pharmacists and pharmacy students.
FUND RAISING GUIDELINES FOR STUDENT ORGANIZATIONS

General Guidelines

- The Associate Dean for Academic Affairs has the authority to enforce all guidelines set forth in this document and will arbitrate any disputes that arise.
- Pharmacy Student Council maintains the list of items sold and the reservation calendar. It is the responsibility of a student organization to ensure an item for sale is on this list and a reservation is on the calendar. Student organizations may reserve sales times up to two weeks in advance.
- No more than two organizations can sell items at one time outside RHPH Room 172.
- Each organization may sell up to three times during a semester.
- Each organization can sell for up 14 calendar days and wait for another 7 days before selling again.
- All organizations selling items must abide by rules set forth by the Business Office for Student Organizations (BOSO) regarding advance filing of planned sales, as well as obtaining required permissions from the University if using the words “Purdue University”, the University logo or seal or other restricted words or images. Students may use the College of Pharmacy logo without specific permission so long as the item design has been approved by the student organization advisor and the Associate Dean for Academic Affairs.
- Items or sales for a specific social event, fund-raisers for a charity, and membership drives may be conducted at any time.

Products

- Organizations hold exclusive rights to sell specific items they have designed/developed, unless permission is given by the organization to allow another group to sell the item. Clothing and personal items (e.g., t-shirts, jackets, water bottles) with different designs/logos may be sold by any organization. If an organization does not sell a specific item they designed for a three-year period, another organization may sell the item after notifying Student Council.
- The type and design of merchandise must maintain the professional image of the student organization, College of Pharmacy, and Purdue University. Organizations must review their proposed item design with their organization’s advisor and the Associate Dean for Academic Affairs.

Distribution

- Organizations should utilize order forms and have product samples available for viewing when possible.
- Tables are signed in and out in the Office of Student Services. The last person to sell an item should return the table.
- Organizations may share table space with the permission of the organization which first reserved the space.
- Per the Fire Marshall, tables may be set up in the following places: 1) between the benches across from RHPH 172, along the wall by RHPH 162, and in the student lounge area.
- Tables may not be left unattended at any time.
- Organizations are held responsible for damage or theft of tables and chairs while checked out.

TRAVEL FUNDING AND OTHER SUPPORT

Junior and Senior BSPS students and First and Second Professional Year Students may apply for $300 of travel support to a regional or national pharmacy conference or meeting.

Third and Fourth Professional Year Students may apply for $300 of travel support to a regional or national pharmacy conference or meeting, independent of receiving $300 of travel support during the first or second professional year.

Additional Information

- Total funding from the Dean’s office is limited on an annual basis.
- Following funding approval, the student must incur the expenses before reimbursement occurs.
- Travel awards are based on actual expenses. For instance, if the student spends only $200 of the $300 award, the remaining $100 is forfeited.
- Travel awards may not be combined/banked. If a student does not use their initial travel award opportunity, it cannot be saved for use during the third or fourth professional year. Exception: Travel to an international pharmacy convention/meeting. In this instance, $600 may be awarded at one time if the student has not previously used funding. Students are then no longer eligible for additional travel support, other than for assigned international experiential rotations.
- Funds may only be applied to official business receipts for transportation, meeting registration, and hotel/lodging expenses.

Procedures

To request Dean’s travel support, email Mrs. Brooke Furrer at furrerb@purdue.edu with the following information. Students will receive approval by email.

- Student’s name
- Student’s year in the professional program when traveling
- Name of the meeting/conference
- City/state of meeting
- URL for the meeting agenda
- Anticipated travel dates
- Description of student’s role at the meeting (e.g., attendee, poster or podium presenter)

To obtain reimbursement for expenses after travel, forward receipts and a copy of the email approval to Mrs. Brooke Furrer at furrerb@purdue.edu (Pharmacy Dean’s Office, RHPH 104A).

Funds are requested and distributed through the Purdue Division of Financial Aid and released to the student’s MyPurdue account. Any outstanding fees owed to Purdue will be deducted by the University prior to distribution to the student.

International Travel during Experiential Rotations

PharmD students assigned to an international advanced pharmacy practice experience (APPE) rotation at the start of the experiential year may be eligible for funding to assist with airfare for one experience. Funding is appropriated in March/April for the experience year and awarded following submission of airfare receipt.
Student Funding for Regional or National Competitions
Faculty may request consideration for additional support for students who represent the College at regional, national, or international pharmacy competitions. Send requests to Mrs. Brooke Furrer at furrerb@purdue.edu. The Associate Dean for Academic Affairs will consider requests based on need and available funding.

Speaker or Special Event Funding
Student Organization Presidents, with support from Faculty Advisors, may request funding for special speakers or events open and advertised to the College. Send requests to Mrs. Brooke Furrer at furrerb@purdue.edu. The Associate Dean for Academic Affairs will consider requests based on need and available funding.

Travel Support for Faculty Advisors at Pharmacy Student Organization Meetings
One faculty advisor per student organization who oversees 10 or more students at a student organization’s national or regional meeting may apply for up to $1,000 in travel support on an annual basis. Limit of one-time funding per student organization annually. Advisors receiving travel support must attend College pharmacy receptions or other functions held in conjunction with the meeting. Reimbursement is provided after expenses are incurred.

Procedure for Student Organization Advisors
Email Mrs. Brooke Furrer at furrerb@purdue.edu to request College travel support. Include the following information in your email request. Advisors will receive approval by email.

- Advisor name
- Name of student organization meeting
- City/state of meeting
- URL for the meeting agenda
- Anticipated travel dates
- Anticipated number of the student organization’s members in attendance

To obtain reimbursement for expenses following the meeting, provide the following items to Mrs. Brooke Furrer at furrerb@purdue.edu (Pharmacy Dean’s Office, RPHH 104A).

- Final list of students in attendance at the meeting
- Copy of the email approval from Mrs. Brooke Furrer
- Travel receipts for transportation, meeting registration, and/or hotel.
  *No other expenses are reimbursable.

Student organizations and their faculty advisors must ensure that all travel and events are approved and required forms are completed with the Purdue Business Office for Student Organizations (BOSO). See Purdue requirements at Purdue BOSO.
EMERGENCY PROCEDURES

Any individual who needs emergency assistance should immediately dial 911 from any public or campus telephone.

The Building Emergency Plan focuses on two basic and immediate warning notifications:

- **Fire Alarms** mean to *immediately evacuate* the building and proceed to an Emergency Assembly Area outside the building. Do **NOT** use elevators.

- **All Hazards Emergency Warning Sirens** means to *immediately seek shelter (Shelter In Place)* in a safe location within closest facility/building.

“Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, earthquake, release of hazardous materials in the outside air, or a civil disturbance. When you hear the sirens immediately go inside a building to a safe location and use all communication means available to find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

Additional warning notifications will follow using Purdue ALERT...the campus emergency warning notification system. An e-mail will be sent to all people with a purdue.edu address. Purdue staff and students may sign up to receive an emergency notification text message. Visit the Purdue News Service web-site to sign up for the text system. The Purdue home page is the focal point of the most complete information in all campus-wide emergencies.

*Purdue’s Emergency Procedures Guide* will be referenced for all emergencies.

**Tornado Safety Policies and Procedures**

The University’s exterior warning sirens are an integral part of the Tippecanoe Emergency Management Agency’s siren system. As such, they are used to alert people to not only tornado warnings, but other potentially life threatening disasters (i.e. chemical releases). Consequently, when the sirens are activated for other than test purposes, people should quickly tune to local TV and radio stations for further information as to what action is required.

Presently, all sirens in the County may sound at once, although not everyone may be affected by a particular emergency. Future plans are to purchase and install equipment, which will group the sirens into several geographical activation zones to avoid inconveniencing everyone unnecessarily. It is important to remember that the warning sirens are our primary means of announcing a tornado warning.

Be familiar with the terminology used on weather bulletins broadcast by radio and television stations.

a. A "Tornado Watch" is issued when atmospheric conditions are favorable for the formation of tornadoes in a given area. Under these conditions keep informed by listening to radio or television.

b. A "Tornado Warning" indicates that a tornado has been sighted and poses a definite threat to a given area.

When a "Tornado Warning" has been announced for Tippecanoe County, the following activities should be interrupted and the necessary safeguards initiated immediately. You may have only a few minutes in which to act.

a. Classes should cease immediately. Students and faculty should shut off lab equipment for which they are responsible and proceed to the closest sheltered area.
b. All University business and activities, except for emergency services, will terminate. Students, staff, and faculty should proceed to the closest sheltered area until the warning expires.
c. All normal activities in University residence halls will cease. The building occupants should proceed to sheltered areas.

In seeking a sheltered area you should.

a. Proceed to the basement of any building that has a basement or sub walk. Position yourself in the safest portion of the area away from glass. Be prepared to kneel facing a wall and cover your head.
b. In high rise (four stories or more) buildings, vacate the top floor and move to a lower floor or to the basement. Position yourself in an interior corridor away from glass. Be prepared to kneel facing the wall and cover your head.
c. Occupants of wood frame buildings or brick buildings with wood floors should leave the building and go directly to a more substantial concrete building, preferably with a basement.
OATH OF A PHARMACIST

The Oath was adopted by the AACP House of Delegates in July 2007 and approved by the American Pharmacists Association.

- "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 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 lifelong obligation to improve my professional knowledge and competence.
- 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.”
Doctor of Pharmacy students must adhere to technical standards, professional standards, and academic standards. Each are described below.

Please be aware that information regarding student deficiencies in technical, professional or academic performance may be shared among instructors or preceptors on a need-to-know basis only. The Assistant Dean for Experiential Education, and the Associate Dean for Academic Affairs or their representatives may authorize such information sharing if it is believed to be in the best interest of the student or the program. Instructors and preceptors are encouraged to work with the student to address identified deficiencies.

**TECHNICAL STANDARDS**

The following technical standards describe the non-academic qualifications required, in addition to academic and professional performance, which the College of Pharmacy considers essential for admission to and continuance in the Doctor of Pharmacy (PharmD) program. Technical standards are divided into the following inter-related and overlapping categories: Observational, Communication, Motor, Intellectual, and Behavioral and Social Attributes. Students currently enrolled in the program who believe that they are not able to continue to meet these technical standards should immediately meet with the Associate Dean for Academic Affairs of the College as well as the University Disability Resource Center for evaluation. Students pursuing the Doctor of Pharmacy degree who lack the ability to comply with these standards at the expected level for their stage in the program are subject to dismissal from the College. If a student’s inability to satisfy a technical standard is of a temporary nature, as documented by the student’s health care provider, reasonable effort will be made to provide the opportunity for satisfactory completion of the curriculum.

**Prospective Students**
The Admissions Committee of the College of Pharmacy shall extend an offer of admission contingent upon the ability to satisfy the required technical standards described in this document. If a prospective student’s ability to satisfy the technical standards is questioned, the individual shall be required to demonstrate the questioned ability in the presence of no less than three faculty members of the Admissions Committee. Where possible, these skills shall be demonstrated in the appropriate curriculum setting; where this is not possible, the simulation shall approach the actual setting to the maximum degree possible.

**Current Students**
Faculty members of the College of Pharmacy shall determine that each student enrolled in a didactic or experiential course for which the faculty member is responsible satisfies the technical standards required for the particular course. If a student’s ability to satisfy the technical standards is questioned, the student shall be required to demonstrate the questioned ability or abilities in the presence of no less than three faculty members familiar with that activity. In the case of a didactic course the student shall demonstrate the questioned ability to faculty members selected from the College’s Academic Standards and Readmissions Committee. If the questioned ability or abilities are related to performance in an experiential course, the faculty members shall be selected from the College’s Experiential Learning Academic Standards Committee. Experiential courses include all Introductory Pharmacy Practice Experiences (IPPE) or Advanced Pharmacy Practice Experiences (APPE).
The methods used to demonstrate questioned abilities will vary depending upon the specific ability, but may include: patient case study presentations, laboratory simulations, and observed patient or health care professional interactions. Some abilities may not be easily demonstrated in a simulated or controlled interaction situation, including certain of those within the technical standards areas of Communication, Intellectual, and Behavioral and Social Attributes. In these instances the Academic Standards and Readmissions Committee or the Experiential Learning Academic Standards Committee will make a determination as to whether the student meets the technical standard through review of the results of Professional Activity Observation report forms, mid-rotation and end-of-rotation evaluation forms, and other written documentation provided by preceptors, faculty, pharmacists or other health care providers.

When a prospective or enrolled student is required to demonstrate an ability to satisfy a technical standard, the applicant/student shall be informed in writing of the determination within ten days of the demonstration. Review and appeal of decisions relating to the technical standards described in this document shall reside with the College Student Cases Committee. Review and appeal of performance related to academic standards shall follow the procedure set forth by the Purdue University Grade Appeals System as described in the University Regulations Handbook.

The Purdue College of Pharmacy, in conjunction with the University Disability Resource Center, will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The College has established these technical standards in an effort to provide a framework to balance potential competing interests: 1) rights of applicants and students; 2) safety of students, their co-workers, and patients; 3) significant experiential learning clinical training component of the curriculum; 4) requirements imposed upon the College by the Accreditation Council for Pharmacy Education; and 5) conditions of intern registration established by the Indiana State Board of Pharmacy. These competing interests and the nature of the educational activities in the Doctor of Pharmacy program may prevent some prospective students with disabilities and enrolled students with disabilities from qualifying for admission and/or continuation in the program.

The technical standards set forth in this document are the minimum standards that allow an individual to perform at the minimal acceptable level in the identified activity. Applicants and students must be able to satisfy, with or without the use of appropriate auxiliary aids (including prosthetic devices), the following technical standards which relate to physical, cognitive, and behavioral abilities relevant to successful completion of the Doctor of Pharmacy program.

Observational
Students must be able to observe lectures, demonstrations, experiments, and read information on a computer screen and make observations in practice-based activities. Students must be able to distinguish and select from among various medication dosage forms and strengths. Observation of the technical quality of manufactured as well as compounded medications is required. Students must be able to directly and accurately observe a patient’s physical condition at a distance and close-at-hand to gather data. Students must be able to note and interpret non-verbal communication cues displayed by the patient.
Communication
These skills include the appropriate use of spoken and written English, as well as the ability to use computers as a tool for communication. A student must be able to communicate professionally in an effective and empathetic manner with patients, caregivers, faculty and staff, peers, preceptors, and all members of the health care team. Students must be able to elicit a medical and medication history and correctly interpret the information obtained to develop an accurate patient care plan. Students must be able to document drug therapy consultations and pharmacist interventions in an appropriate, professionally written format that meets commonly accepted standards for exchange of information among health care professionals. Students must be able to complete professional communication activities in an efficient manner taking into account the response time required to deliver optimal pharmacy services.

Motor
Students must have the motor skills necessary to perform basic tasks involved in the training for and practice of pharmacy. These skills include all aspects of processing the various types of medication orders/prescriptions and compounding medications; the safe and aseptic handling of sterile pharmaceutical preparations; and the proper operation and demonstration of the use of equipment such as peak flow meters and glucose monitors. Students must also be able to use diagnostic equipment for basic patient assessment activities, and provide emergency treatment to patients such as cardiopulmonary resuscitation and first aid treatment. Students must be able to use computer-based information systems to retrieve and enter patient and non-patient specific healthcare related data.

Intellectual
Students must be able to measure, calculate, reason and analyze, and be able to demonstrate these abilities in a variety of educational and practice settings. Students must be able to synthesize and rapidly apply complex information in a multi-task setting. As appropriate for each stage of their education, students must demonstrate a fundamental and continuing ability to use analytical reasoning to independently and in collaboration with other health care professionals solve clinical problems and explain health care situations. Information must be obtained, retrieved, evaluated and delivered in an efficient manner appropriate to the situation and safety of the patient.

Behavioral and Social Attributes
Students must exercise good judgment and maintain professional ethical standards, to complete patient care responsibilities promptly and safely, and to relate to others with courtesy, compassion, maturity, and respect for their dignity. Students must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in clinical situations. Students must be able to effectively function individually and in teams in situations of emotional and physical stress. Students are expected to attend and arrive punctually for each educational component, including laboratory and clinical experiences. Students must be able to modify their behavior in response to constructive criticism. Faculty, staff, administrators, preceptors, and others use the Professional Activity Observation Report to track student behaviors and social attributes. A copy of this report form is found in the Student Handbook along with additional expectations with respect to student ethics and conduct. The Student Handbook may be accessed on the College web site (www.pharmacy.purdue.edu).
Academic Adjustments and Auxiliary Aids and Services for Students with Disabilities
The University, the College of Pharmacy and the Disability Resource Center, are all committed to creating an inclusive campus community that provides academic adjustments and auxiliary aids and services to enable qualified students with documented disabilities to fully participate in all University programs and activities. Methods to achieve access or equal opportunity are called academic adjustments, auxiliary aids and services, and reasonable accommodations, and may be provided to individuals with disabilities that remove or lessen the effect of disability-related barriers. Examples of auxiliary aids and services include providing sign language interpreters, assistive technology, and making a facility or event physically accessible. Individuals without disabilities are not eligible for academic adjustments, auxiliary aids and services or reasonable accommodations. It is the student’s responsibility to notify the Disability Resource Center in a timely manner to determine if he or she is eligible for academic adjustments and/or auxiliary aids and services. Students with questions or concerns about their ability to meet these technical standards are encouraged to contact the Associate Dean for Academic Affairs of the College and/or the Disability Resource Office for further guidance.

Computer Competencies for Students Entering the College
All students entering the College will be expected to have the following minimal competencies in the use of computers.

1. Basic operations of personal computers and file management in at least one operating environment, including keyboard operations, copying and formatting, saving work, opening files and launching applications
2. Word processor operations (e.g., Word), data spreadsheets (e.g., Excel), and slide presentations (e.g., PowerPoint)

PROFESSIONAL STANDARDS

Student Ethics and Conduct
Of high importance is the responsible use of values and ethical principles. The student is expected to demonstrate positive personal values and ethical principles in professional and social contexts. Most students enter our program with a well-developed value system that grows throughout their college experience and professional education. As a result, there is little need for emphasis on disciplinary procedures. However, there are certain behaviors, such as dishonesty and illicit substance use, which are not tolerated and receive swift and decisive attention to ensure these behaviors are not repeated. To ensure there is no ambiguity with regard to unprofessional and unacceptable behaviors, our disciplinary policies with regard to specific problems are presented in some detail.

The foremost privilege and responsibility of the profession of pharmacy is to selflessly serve humanity and promote public health and welfare. Given such important privilege and responsibility, pharmacy students are expected to present and conduct themselves in a manner commensurate with a health care professional. Students in our professional or pharmaceutical sciences programs must recognize that the standards for professional and ethical conduct are higher than that for the general University student body. Unprofessional conduct includes engaging in any activity that is disruptive or threatening to other students, that inhibits or diminishes the opportunity for other students to learn, or that results in an unfair advantage/disadvantage for a student (e.g., academic dishonesty).
As it is the responsibility of pharmacists to adhere to standards of practice, requirements of the law, and to report unprofessional, unethical, or unlawful behaviors, it is the responsibility of pharmacy students in a professional program to report suspicious actions or behaviors to the proper course instructor or a College administrator. These conversations are held confidential and the student’s identity remains anonymous. Students in the pharmaceutical sciences program are expected to adhere to the same standards. Students who observe unprofessional or unethical behaviors or incidents are also encouraged to address the situation directly with the fellow student. Failure to adhere to and report unprofessional and unethical behaviors tarnishes the reputation of the entire student body, the College of Pharmacy, and the University.

Classroom Conduct and Dress
Students are expected to exhibit professional conduct, dress, and respect for others throughout their time in the curriculum. Disruptive behavior in the classroom is defined as repeated, continuous, or multiple behaviors that prevent an instructor from teaching and/or prevent students from learning. Students should not engage in activities that disrupt class. Students must be courteous, considerate, and respectful of others by being in their seats before class begins. Students arriving late or leaving early disrupt both faculty and fellow students. If space permits, the last row of seats in the lecture room will be reserved for students who arrive late or leave class early. Any student under the influence of any intoxicating substance should not attend class. Any occurrence of unprofessional conduct will result in the student’s immediate removal from the classroom and likely additional penalties, such as a failing grade in the course, and referral to the Associate Dean for Academic Affairs for further action. Students should use good judgment when selecting attire to wear to class. Clothing with printed material should be in good taste. Business casual attire is suggested when outside speakers are invited into the classroom.

Criticisms or suggestions regarding the curriculum, individual courses, or instructors must be constructive and utilize appropriate channels. Criticizing an instructor in class, or the use of abusive language or behaviors during class is inconsistent with the demeanor of an aspiring professional. Concerns about aspects of a particular course should be addressed with the course instructor in person, and not by email. Students are also encouraged to utilize their Pharmacy Student Council representatives to address issues of interest to the entire class or student body, or visit the Associate Dean for Academic Affairs.

Awareness of and Respect for Diversity
Respect is demonstrated by being considerate, courteous, and professional to everyone, and by maintaining confidentiality of patient information. The College of Pharmacy supports an environment wherein all individuals (students, staff, faculty, preceptors, administrators, and guests) can work as partners to achieve goals. It is expected that students will be respectful to others who may have differences that include, but are not limited to: religious and/or nontraditional medical beliefs and practices, socioeconomic status, sexual orientation, ethnicity, language, physical, emotional and intellectual disabilities, racial background, age, gender and cultural background.

Academic Dishonesty
Academic honesty is an expectation for pharmacy students. Dishonesty is not tolerated and appropriate punitive actions are taken in these cases. Historically, very few students in the College of Pharmacy exhibit academic dishonesty on tests, reports, homework assignments and
presentations. Dishonesty includes, but is not limited to, (1) plagiarism: using another’s words, ideas, or paraphrases and implying that they are your own or the exact duplication of printed material from journal or text, without the use of quotation marks and appropriate reference to the author; (2) cheating: using hidden notes, accessing electronic devices, or examining another person’s responses in order to answer questions on a quiz or test; (3) ringers: having another person fulfill your assignment (e.g., lab, quiz, or written work); (4) using non-allowed references or aids during on-line quizzes.

Learning and understanding are facilitated by exploring subjects together. Several minds grappling with a difficult concept or complex material can produce a deeper understanding. Students are encouraged to form study groups, but the work students turn in must be their own and should reflect the problem-solving and written communications skills of the individual student. Students have a responsibility to enforce honesty standards in the College. Students should speak with their instructors and/or the Associate Dean for Academic Affairs on a confidential basis regarding cases of suspected dishonesty.

Since the degree of academic dishonesty varies from case to case - such as “wandering eyes” to the premeditated preparation and use of detailed crib notes - specific penalties cannot be provided here. In general, a first offense will result in actions ranging from failure of an examination or assignment to failure of the course. A second offense generally results in dismissal from the College. All offenses are reported to the Associate Dean for Academic Affairs and typically to the University’s Office of the Dean of Students. Penalties are imposed only after a careful investigation and private hearing with the offender. The underlying goal is to encourage learning and professional growth among each student in the College of Pharmacy. The following section outlines the academic dishonesty guidelines and procedures used within the College.

**Academic Dishonesty Guidelines and Procedures**

The philosophy, guidelines and procedures for deterring academic dishonesty and for dealing with alleged incidences of academic dishonesty within the College of Pharmacy closely follow that of the Dean of Students. The College and Faculty subscribe to the principle that students come to Purdue University and apply for admission to the College of Pharmacy in order to acquire an education that involves growth in effectiveness and efficiency within their academic and personal development pursuits. The learning and assessment activities associated with courses in the curriculum are designed to foster growth. Toward that end, the faculty adopted specific foundational and professional abilities that represent goals of the pharmacy curriculum. These outcome ability goals become the purpose for learning and assessment within the curriculum.

A clear distinction is made for students in what constitutes:

- Appropriate collaborative activities and use of informational resources as strategies for learning and growth, and,

- Inappropriate collaboration and use of information resources as a means to circumvent the goals of a particular learning or assessment activity.

The Dean of Students Academic Dishonesty brochure describes various types of inappropriate behavior in this regard, including: copying, giving or receiving answers from another during an exam or quiz, altering answers on a scored test and submitting it for regrade, plagiarizing in written papers or presentations, collaborating on assignments when not allowed and fabricating data. These clear examples of academic dishonesty will be addressed decisively. Penalties, as outlined in the course syllabus, are levied for confirmed or admitted cases of academic dishonesty.
The College of Pharmacy attests to professional licensing boards in pharmacy, the professional preparedness and character of each pharmacy graduate who applies for professional licensure. To help fulfill this responsibility, the College of Pharmacy has adopted a centralized process for monitoring and acting on cases of unprofessional behavior. The process is designed to be instructive for a first offense, and a significant deterrent to a second offense as a basis for dismissal from the professional program.

Specifically in the case of academic dishonesty, the incident is first addressed at the course level by the instructor, who reports the incident to the Associate Dean for Academic Affairs (who, in turn, may inform the University Dean of Students office). The Associate Dean for Academic Affairs meets with the student in the company of the course instructor or the student’s academic advisor. The following points are discussed in regard to a first offense:

- The situation leading to the dishonest action
- Importance of accepting responsibility for poor judgment and the course penalty
- What the student has learned from the incident and any follow-up processes

A first offense generally results in a second opportunity to move forward in the curriculum. The meeting concludes with the student’s understanding that it is the College’s responsibility to attest to the student’s professional character, therefore a second offense is unacceptable and will result in dismissal from the professional program. The discussion and confidential record of the incident is held in the Dean’s office. Upon graduation, this confidential file on the student’s incident is destroyed.

**Misuse of Substances Policy**

Recreational use or inappropriate transfer of medications or illicit drugs is a serious offense and students should carefully consider their actions when situations for misuse or abuse present themselves. Pharmacy students are expected to exhibit professional behaviors both “on and off the court”, similar to student athletes. Some reports indicate that students in healthcare professions are more likely than college-age peers to have substance use issues due to a variety of factors, including high stress, a rigorous curriculum, high student debt, easy access to medications, and extensive drug knowledge.

One of the primary aims of this policy is to also protect and maintain public safety and trust in the pharmacy profession by discouraging impaired practice. Because pharmacists and students pharmacists take an oath to protect the public, and an impaired pharmacist can be dangerous to themselves and others, drug abuse is taken very seriously. With that said, the College recognizes that students may be reluctant to seek assistance due to fear of ramifications. We highly encourage students to utilize confidential campus resources such as CAPS and seek appropriate treatment. The College provides confidential assistance to those students who self-report substance use issues, or are reported by peers, staff, instructors, preceptors, administrators, or others. The College will make reasonable efforts to assist in maintaining the student’s academic status, provided that the student fully complies with all requirements.

At the time of publication, the Purdue College of Pharmacy does not perform random screening or testing for drugs; however, drug screens are generally required as a condition of participation in experiential education settings and will be required upon suspicion of inappropriate drug use in any academic setting. Students who refuse to participate in a drug screen or test when requested by the Dean’s office may be dismissed from the College, as it is imperative the College ensures
public safety and restricts impaired practice. In the event of a positive drug screen, the student will be referred to and evaluated by a professional in a drug assistance program and may be referred to a treatment program. The Indiana State Department of Administration and the Indiana Board of Pharmacy have chosen Parkdale Center for Professionals (a Recovery Treatment Center) in Chesterton, Indiana to monitor all board ordered and self-referred impaired pharmacists and student pharmacists through the Indiana Professionals Recovery Program (IPRP).

A student determined to have substance use disorder may be required to sign a contract with the College and/or with IPRP effective for the remainder of the student’s education and after graduation. Random drug testing may be required as part of a recovery agreement. Students must comply with their individualized treatment program, the College’s academic and ethical standards, and any additional requirements prescribed by the College or IPRP.

The following behaviors, among others, are cause for reasonable suspicion and are legitimate reasons to express concern to the Associate Dean for Academic Affairs or another representative to the College.

Continued or repeated:
- Declining academic performance
- Poor interpersonal relations
- Diminishing lifestyle, appearance, and/or hygiene
- Defensive behaviors such as withdrawal, blame, denial, hostility, aggression, and grandiosity
- Behaviors that conflict with known personal values
- Marked changes in study patterns
- Legal and/or financial issues surrounding substances
- High absenteeism, which often involves:
  - Excessive tardiness and/or leaving class early
  - Peculiar and increasingly improbable excuses for absences
  - Actual physical illness or report of vague illnesses
  - Walking the halls during class; frequent trips to water fountain or restroom
  - Frequent, unscheduled short-term absences; Monday and Friday absences

We believe this policy will in many cases, provide Purdue pharmacy students suffering from substance abuse disorder an opportunity to complete the Purdue professional pharmacy program and uphold all elements in the Oath of a Pharmacist. A parallel operational policy is in place for students enrolled in the Pharmaceutical Sciences program.

The ability to continue in the Doctor of Pharmacy program does not guarantee that the Indiana Board of Pharmacy or the Board of Pharmacy in any other state will allow the student to sit for licensure.

Students should be aware that participation in a recovery program does not grant immunity from any legal proceedings for criminal acts involving drug misuse or illegal behaviors, such as theft of controlled or legend drugs for personal abuse or intent to distribute, or use of false documents to obtain such substances. These instances, among others, may also be addressed under the University’s Code of Student Conduct as professional or ethical violations and result in suspension or expulsion from the University.
Misuse of Alcohol Policy
Alcoholic beverages are legal for consumption in persons over 21 years of age, yet healthcare professionals and society-at-large recognize alcohol as a drug. When misused, alcohol may cause untold harm in terms of accidents, death, and alcoholism for persons susceptible to this disease. Responsible use of alcohol is a principle stressed within our College for the benefit of our students, the profession of pharmacy, and public safety. Underage drinking, peer pressure that encourages others to drink, drinking games, and drinking and driving can have serious consequences both personally and professionally. Legal repercussions from these behaviors may affect a student’s ability to progress in the professional program. Some experiential training sites will not accept students whose professional license is on probationary status from an alcohol or other drug-related offense, no matter their academic standing in the College of Pharmacy. Misuse of alcohol also presents liability concerns for university campus organizations and their members. Each of the College's professional fraternities has specific policies in place to discourage the misuse of alcohol.

We expect that pharmacy students will demonstrate positive leadership and set an example for peers. For those who need assistance, the College of Pharmacy has a positive, confidential process to help students with alcohol-related problems (refer to the previously discussed policy on substance use). Please notify the Dean's Office if you or a classmate appears to need assistance with alcohol-related issues.

ACADEMIC STANDARDS

Rationale
Students are selected for admission to the Pharm.D. program on the basis of (a) evidence of academic potential and readiness to handle the curriculum in a satisfactory manner and (b) evidence of motivation to pursue that goal. Once admitted, students who experience academic difficulties are encouraged to determine the nature and extent of the underlying problem(s) so that remedial steps can be taken as early as possible.

An academic progress review conducted at the end of each semester is intended to identify and assist students whose grade records reveal a pattern of academic difficulties. Directed counseling involving academic advisors and/or the Associate Dean for Academic Affairs assures that these particular students take steps to evaluate their problems and formulate plans for remedial action. Students are encouraged to evaluate their academic progress, seek help for developing problems, enhance study skills, and develop self-discipline.

To facilitate student monitoring of academic progress and initiative in resolving an academic problem, it is important to define that level of performance which is acceptable and predictive of continued satisfactory progress in the College. The Academic Standards Policies described in this document identify a C grade in core courses as the minimal level of performance that the faculty deems necessary for continued satisfactory progress. In this context, a grade of D or F represents an unsatisfactory level of attainment of the course objectives. D grades, although passing, represent a clear warning that the student is responsible for remedying those deficiencies to avoid compounding the problem in subsequent professional courses that build upon that background.
Exceptions to the policies described in this document will be made only in cases where serious illness, a medical emergency, or death of an immediate family member clearly caused a precipitous drop in academic performance. In such cases, the student may petition the Academic Standards and Readmissions Committee for an expedited review of their academic standing and program continuation eligibility.

This document addresses academic standards and readmission policies for students enrolled in the first three years of didactic and laboratory courses in the professional program. Academic standards and readmission policies for students involved in experiential education course work are addressed in a separate document and are administered by the Experiential Learning Academic Standards Committee.

**Core Course GPA**
To facilitate assessment of student progress in the College, GPA will be assessed for (a) the core courses and (b) overall (including core and non-core courses). These grade point averages will be calculated beginning with the grades earned in the first professional year for Doctor of Pharmacy students. GPA will be assessed and monitored for each semester and over the entire course of study in the Pharm.D. program (cumulative).

GPA will be computed following the usual University procedures with regard to grades for repeated courses and with regard to credits transferred from other institutions for core course equivalents. The Office of the Registrar will provide the information needed to assist the Office of the Associate Dean for Academic Affairs with GPA computations.

Performance in courses taken during a summer session does not affect GPA/academic standards in terms of grade calculations or probation status.

Successful completion (grade of C or better) of an approved alternative core course through another university results in removal of any previous grade for that course on the student’s College record and the student’s College grade index is recalculated at the end of the semester subsequent to completion of the alternative course.

**Academic Progression**
Refer to the PharmD prerequisite list to see what grades are needed to progress to each subsequent year. Any failure, and in some cases a D grade, will lead to an additional year for degree completion.

**Probation**
Students whose semester core course GPA, cumulative core course GPA, or overall GPA falls below 2.0 at the end of any semester will be placed on academic probation by the College.

If a student receives one D or F grade in a core course, the student will be placed on probation by the College.
Dismissal

Two consecutive semesters with either a semester or cumulative core course GPA below 2.0 will result in dismissal from the College.

A student who cumulatively receives: (a) two or more D or F grades in core courses, or (b) two or more D or F grades in non-core courses without replacing the D or F grades by retaking the courses will be dismissed by the College.

All students will be afforded one probationary semester.

Explanation:
- Students who receive one or more D or F grades will go on probation. Another D or F grade in a different course will result in dismissal – but all students are afforded one probationary period, so if a student receives two or more D or F grades in ONE semester, s/he will go on probation immediately at the end of that semester but is not dismissed. Another D or F grade in the next or any subsequent semester without replacement of the previous D or F grade(s) would result in dismissal.
- Consistent with university policies, a poor grade (D or F) can be replaced if the student re-enrolls in the course and earns a C or better. Although a D grade does not have to be repeated per university policies, students should be advised of the risk of “carrying” a D forward – because another D or F will result in dismissal. This brings the focus on achieving a minimum level of competence (C or better) in ALL core courses.
- The Ds/Fs that are counted apply to separate courses. As such, if a student receives an F and retakes the course and receives a D, this counts as only one D/F. This student is encouraged to re-take the course again, to reduce risk of dismissal if a D or F is earned in a different course.

A student who earns probation status a total of three times while enrolled in the professional program, regardless of whether D or F grades are replaced, will be dismissed from the College.

Students who either fail core courses or drop them because of poor academic performance (i.e., drop a course during the allowed withdrawal period with a WF grade) will be allowed only one additional enrollment for repeating the course (or its equivalent). Failure at the second attempt will result in dismissal from the College. Students dismissed for this reason and subsequently readmitted will be allowed to take the course only one more time.

Students dismissed at the end of either the fall or spring semester should contact their pharmacy academic advisor for assistance in the revision of their next semester's schedule, as appropriate. Students who are dismissed may apply for readmission through the Pharmacy Readmissions Committee as outlined in Section V.

Students dismissed from the College in accordance with these Policies and who are not below the University’s scholastic deficiency level may apply for transfer to another academic program. During the period of dismissal, students planning to apply for readmission to the pharmacy program may take courses at Purdue or at another institution. Although dismissed students cannot normally take courses taught within the College of Pharmacy, they may take a course equivalent (approved by the established College procedure) in order to remedy academic deficiencies and acquire documentation for a readmission decision.
READMISSION

Students without a Bachelor’s degree, who are dropped from the Pharm.D. program, at any time, for academic under-performance, must complete a Bachelor’s of Science degree from an accredited US college or university before they may be considered for readmission. The degree must be in a STEM related field, and the overall GPA at time of graduation must be at least 3.0. The content and rigor of the course work must demonstrate that the student has resolved the issues that led to academic under-performance.

Students with a Bachelor’s degree, who are dropped from the PharmD program, at any time, for academic under-performance, must complete 30 credit hours of high-level math/science related course work at an accredited US college or university, with a GPA of 3.20 or greater before they may be considered for readmission. The content and rigor of the course work must demonstrate that the student has resolved the issues that led to academic under-performance.

At least one year must elapse from the time of dismissal before the student is eligible to apply for readmission.

A letter of intent to apply for readmission must be sent to the Readmissions Committee, Office of the Dean, by June 1st or November 1st of the semester prior to anticipated enrollment in the PharmD program. Late applications will not be considered. The letter must outline the steps that have been taken by the student to fulfill the requirements for application for readmission. The Readmissions Committee will review the information provided by the student, and decide if readmission will be offered. The Readmissions Committee will consist of the Associate Dean for Academic Affairs, and a total of 7 faculty with representation from each of the Departments of the College of Pharmacy. The primary academic advisor or his/her designee from the Office of Student Services for the student seeking readmission will be invited to serve as an ad hoc (non-voting) member of the committee.

Students who are dismissed from the College or absent for a period of 2 years or more and are readmitted may have stipulations placed upon their readmission. These stipulations may include a requirement that a student repeat course(s) previously taken, regardless of the grades earned in the course(s). Students may be required to repeat an entire year or years of the professional program. Other stipulations may include, but are not limited to: regular follow-up with an advisor or faculty member; seeking out specific medical or psychological care; and participation in specified study or help groups.

Students who are readmitted to the College following dismissal in accordance with the Academic Standards Policies will be readmitted on probation, with the following understanding:
  o If a student is dropped from the Pharm.D. program a second time, they will not be allowed to apply for re-admission at Purdue University, College of Pharmacy.
  o A semester core course GPA below 2.0 in the first semester after readmission or receipt of any combination of two or more D or F grades in core courses in that semester will result in dismissal.
If a semester core course GPA of 2.0 or better is attained and fewer than two D or F grades are earned in the first semester after readmission, students will not be dismissed even if the cumulative core course GPA remains below 2.0. Students will have two semesters after readmission to bring the core course GPA to 2.0 or above. Thereafter, the basic policy of dismissal following two consecutive semesters with a cumulative or semester core course GPA below 2.0 or receipt of any combination of two or more D or F grades in core courses will apply.

Graduation
A minimum cumulative core course GPA of 2.0 will be required of each student to be certified for graduation in the College.

Notification
Students placed on probation or subject to dismissal in accordance with these policies will be notified promptly in writing from the Dean's Office with copies sent to the appropriate academic advisors and the University Dean of Students Office. These students are encouraged to utilize counseling services from the College and from the Office of the Dean of Students.

Appeals
In administering the Academic Standards Policies, student appeals relating to grades received in a core course will be handled in accordance with the University Grade Appeal System; student appeals relating to administration of the policies themselves will be referred to the Office of the Associate Dean for Academic Affairs.

Approved by the faculty, Spring 2011. Readmission standards revised and approved by the faculty, Fall 2011. Revision approved by the faculty, Fall 2013. Updated 2018.
This form documents outstanding and deficient professional abilities and behaviors. After completing the form and reviewing it with the student if applicable, forward the form to the Associate Dean for Academic Affairs for P1-P4 students and the Experiential Learning Office for P-4 students.

Student: _______________________________       Date of Observation: _______________

Classification:   P-1     P-2    P-3    P-4     Course Name/#: _______________________________

Place/type of occurrence:      ____ Lecture/Classroom
                                  ____ Laboratory/Recitation
                                  ____ Introductory Pharmacy Practice Experience
                                  ____ Advanced Pharmacy Practice Experience
                                  ____ Extra-Curricular Activity
                                  ____ Individual Encounter
                                  ____ Other: _________________

Detailed description of observation:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Student response (if any):  __________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Action taken (if any): ______________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Author signature: _________________________________________________ Date: ___ /___/___

Student signature: ________________________________________________ Date: ___ /___/___
DOCTOR OF PHARMACY OUTCOMES

As a guide to the educational plans of the professional curriculum, the Faculty has adopted Outcome Ability Goals for the Doctor of Pharmacy program. Students develop these outcomes as they progress through the pre-pharmacy and PharmD programs.

Approved by the Faculty, May 2016

1. Conceptual Competence and Scientific Comprehension. The student must demonstrate comprehension of the theoretical and scientific foundations of the profession. The student will be able to integrate fundamental concepts from the pharmaceutical sciences, clinical sciences, social/behavioral sciences and economics and apply these to individual practice settings.

2. Critical Thinking and Decision-Making. The student must examine issues rationally and logically; shall acquire, evaluate, and synthesize information and knowledge relevant to an identified problem; and make logical, safe, and ethical decisions in both familiar and unfamiliar contexts.

3. Communication Skills and Abilities. The student must read, write, speak, listen, and use appropriate technologies to send and respond effectively to communications for varied audiences and purposes.

4. Information Literacy. The student must retrieve, analyze, and interpret the professional literature, critically evaluate the scientific credibility of information, utilize information technology and distribution systems that promote the safe use of medications, and provide evidence-based medication and health information to healthcare professionals and the public.

5. Practice-Based Competency. The student will develop a foundational set of skills and abilities to provide consistent and comprehensive patient-centered care to all individuals regardless of demographic characteristics, disease state or therapeutic requirements.

6. Team-Based Competency. The student will learn to collaborate and integrate effectively with pharmacists and other healthcare professionals to provide optimal health care services to patients.

7. Leadership Skills and Abilities. The student will acquire knowledge of leadership traits and skills through curricular and co-curricular activities and develop skills and abilities that will enable him/her to lead or actively contribute to organizational improvement.

8. Professionalism and Ethics. The student must demonstrate sensitivity to personal values and ethical principles in professional and social contexts.

9. Cultural Competence and Social Awareness. The student must demonstrate an understanding of self, the strengths and challenges of cultural diversity, and utilize culturally sensitive and effective skills in delivering patient-centered care.

10. Population Health Management. The student will promote health improvement, wellness and disease prevention by understanding and applying population-based data, processes and strategies to design individual and population-specific, evidence-based disease prevention and management programs.

11. Self-Aware and Career Ready. The student will apply his/her knowledge, skills and abilities by engaging in experiences and activities that challenge the student to systematically evaluate and continually develop his/her abilities and goals in order to enter into and thrive in his/her chosen career path.
**DOCTOR OF PHARMACY CURRICULUM**

*Beginning Fall 2019 for the Class of 2023*

### Pre-Pharmacy Curriculum

(Pre-Pharmacy) minimum requirement 60 Credit Hours, including the courses below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 11000</td>
<td>Fundamentals Biology I</td>
<td>(4)</td>
</tr>
<tr>
<td>CHM 12901</td>
<td>Gen. Chemistry with Biological Focus</td>
<td>(5)</td>
</tr>
<tr>
<td>MA 16010</td>
<td>Applied Calculus I</td>
<td>(3)</td>
</tr>
<tr>
<td>PHRM 10000</td>
<td>Pre-Doctor of Pharmacy Orientation I</td>
<td>(3)</td>
</tr>
<tr>
<td>STAT 30100</td>
<td>Elementary Statistical Methods</td>
<td>(3)</td>
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### 1st Professional Year

#### 1st Professional Year - Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PHRM 82000</td>
<td>Professional Program Lab I</td>
<td>(2)</td>
</tr>
<tr>
<td>PHRM 82200</td>
<td>Pharmacy Skills/Patient Counseling</td>
<td>(2)</td>
</tr>
<tr>
<td>PHRM 82400</td>
<td>Pathopharmacology &amp; Drug Action</td>
<td>(3)</td>
</tr>
<tr>
<td>PHRM 82600</td>
<td>Intro to Patient-Centered Care</td>
<td>(4)</td>
</tr>
<tr>
<td>PHRM 82800</td>
<td>Dosage Forms I</td>
<td>(3)</td>
</tr>
<tr>
<td>PHRM 83400</td>
<td>Pharmaceutical Calculations</td>
<td>(1)</td>
</tr>
<tr>
<td>PHRM 83600</td>
<td>Biochemistry for Pharm Sciences II</td>
<td>(2)</td>
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<tr>
<td>PHRM 83800</td>
<td>Interprofessional Education Experience</td>
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#### 1st Professional Year - Semester 2

<table>
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<tr>
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<tr>
<td>BIOL 11100</td>
<td>Fundamentals Biology II</td>
<td>(4)</td>
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<tr>
<td>MA 16020</td>
<td>Applied Calculus II</td>
<td>(3)</td>
</tr>
<tr>
<td>MCPH 20400</td>
<td>Organic Chemistry I</td>
<td>(4)</td>
</tr>
<tr>
<td>Written Communication UCC Selective</td>
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</table>

### 2nd Professional Year

#### 2nd Professional Year - Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PHRM 84200</td>
<td>Community Pharmacy - IPPE</td>
<td>(4)</td>
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#### 2nd Professional Year - Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>PHRM 84000</td>
<td>Professional Program Lab III</td>
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</tr>
<tr>
<td>PHRM 84400</td>
<td>Integrated Pharmacotherapy II</td>
<td>(6)</td>
</tr>
<tr>
<td>PHRM 84800</td>
<td>Drug Info. and Literature Eval.</td>
<td>(3)</td>
</tr>
<tr>
<td>PHRM 85300</td>
<td>Public Health Pharmacy</td>
<td>(3)</td>
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<tr>
<td>PHRM 85400</td>
<td>Interprofessional Education Experience</td>
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#### 2nd Professional Year - Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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### 3rd Professional Year

#### 3rd Professional Year - Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PHRM 86200</td>
<td>Institutional Pharmacy - IPPE</td>
<td>(4)</td>
</tr>
<tr>
<td>PHRM 87400</td>
<td>Interprofessional Education Experience V</td>
<td>(5)</td>
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#### 3rd Professional Year - Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHRM 84000</td>
<td>Professional Program Lab V</td>
<td>(2)</td>
</tr>
<tr>
<td>PHRM 84400</td>
<td>Integrated Pharmacotherapy IV</td>
<td>(6)</td>
</tr>
<tr>
<td>PHRM 86600</td>
<td>Biotech/Adv. Parenteral Dosage Forms</td>
<td>(2)</td>
</tr>
<tr>
<td>PHRM 86800</td>
<td>Patient Safety &amp; Informatics</td>
<td>(3)</td>
</tr>
<tr>
<td>PHRM 87000</td>
<td>Health Policy Applications</td>
<td>(1)</td>
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</table>

#### 3rd Professional Year - Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
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### 4th Professional Year

#### 4th Professional Year - Summer and Semesters 7 & 8

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHRM 88000</td>
<td>Advanced Pharmacy Practice Experience</td>
<td>(40)</td>
</tr>
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</table>

This plan of study represents one option for completing degree requirements. Please meet with a College of Pharmacy academic advisor to determine the most appropriate plan of study.

1. Optional/Strongly recommended for WL Campus Students
2. Credits may vary; consult with advisor recommended
3. Must have cumulative GPA of 2.5 or higher to enroll
4. Semester 1 or 2
5. Final IPE requirement will be listed on myPurduePlan as a
CURRICULUM FOR STUDENTS ENTERING THE PharmD PROGRAM PRIOR TO 2019

Due to the changes in curriculum over the last few years, please refer to the following list for your specific year.

- P2 students who entered the program in 2018 should follow this curriculum - Class of 2022
- P3 students who entered the program in 2017 should follow this curriculum - Class of 2021
- P4 students who entered the program in 2016 should follow this curriculum - Class of 2020

Students should use myPurduePlan to verify course requirements for their specific plan of study catalog term (e.g., Fall 2018).

ELECTIVE REQUIREMENTS FOR PHARM.D. PROGRAM

Students enrolled in the Pharm.D. program must take no less than eleven (11) hours of electives. A maximum of six (6) credit hours of the eleven (11) electives may be taken on a pass/no pass (P/NP) basis. The 11 credits of electives may be taken any time beginning with the fall semester of the first professional year. Advanced pharmacy practice experiences do not qualify as electives. If a student receives a waiver for a core course (e.g., immunization certification, biochemistry II, or for students who take P1 courses while in the BSPS program) additional elective credits must be completed to meet the graduation requirement of 140 total credits.
### PHARM.D. PREREQUISITES

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course to be</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 - Semester 1</td>
<td>All courses</td>
<td>P1 Standing</td>
</tr>
<tr>
<td></td>
<td>PHRM 821</td>
<td>PHRM 820, 824, 826, 836</td>
</tr>
<tr>
<td></td>
<td>PHRM 822</td>
<td>P1 Standing</td>
</tr>
<tr>
<td></td>
<td>PHRM 825</td>
<td>PHRM 824, 826, 836 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 829</td>
<td>PHRM 828 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 831</td>
<td>P1 Standing</td>
</tr>
<tr>
<td></td>
<td>PHRM 835</td>
<td>PHRM 825 (may be taken concurrently)</td>
</tr>
<tr>
<td></td>
<td>PHRM 839</td>
<td>PHRM 838 (P), P1 Standing</td>
</tr>
<tr>
<td>P1 - Semester 2</td>
<td>PHRM 840</td>
<td>PHRM 821, 822, 825 (C-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 842</td>
<td>Passing grades in ALL P1 Courses</td>
</tr>
<tr>
<td></td>
<td>PHRM 844</td>
<td>PHRM 825, 835 (C-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 848</td>
<td>PHRM 825 (C-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 852</td>
<td>PHRM 824, 826 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 854</td>
<td>PHRM 839 (P), P2 Standing</td>
</tr>
<tr>
<td>P2- SEMESTER 3</td>
<td>PHRM 841</td>
<td>PHRM 844 (C-), PHRM 840, 846 (D-)</td>
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<tr>
<td></td>
<td>PHRM 842</td>
<td>Passing grades in ALL P1 Courses</td>
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<td></td>
<td>PHRM 845</td>
<td>PHRM 844 (C-), PHRM 835 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 847</td>
<td>PHRM 844 (C-), PHRM 835 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 849</td>
<td>PHRM 831 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 855</td>
<td>PHRM 854 (P), P2 Standing</td>
</tr>
<tr>
<td>P2- SEMESTER 4</td>
<td>PHRM 860</td>
<td>PHRM 841, 845 (D-)</td>
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<td></td>
<td>PHRM 862</td>
<td>Passing grades in ALL P2 Courses</td>
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<tr>
<td></td>
<td>PHRM 864</td>
<td>PHRM 845 (C-)</td>
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<tr>
<td></td>
<td>PHRM 866</td>
<td>PHRM 845 (C-), PHRM 847 (D-)</td>
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<tr>
<td></td>
<td>PHRM 868</td>
<td>PHRM 845 (C-), PHRM 848 (D-)</td>
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<td></td>
<td>PHRM 870</td>
<td>PHRM 831, 849, 852 (D-)</td>
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<tr>
<td></td>
<td>PHRM 874</td>
<td>PHRM 854, P3 Standing</td>
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<td>P3-SEMESTER 5</td>
<td>PHRM 861</td>
<td>PHRM 864 (C-), PHRM 860, 866, 868 (D-)</td>
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<tr>
<td></td>
<td>PHRM 862</td>
<td>Passing grades in ALL P2 Courses</td>
</tr>
<tr>
<td></td>
<td>PHRM 865</td>
<td>PHRM 864 (C-), PHRM 866, 868 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 867</td>
<td>PHRM 864 (C-), PHRM 842, 862 (P)</td>
</tr>
<tr>
<td></td>
<td>PHRM 869</td>
<td>PHRM 849, 870 (D-)</td>
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<td>PHRM 871</td>
<td>PHRM 831, 849, 870 (D-)</td>
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<tr>
<td></td>
<td>PHRM 874</td>
<td>PHRM 854, P3 Standing</td>
</tr>
<tr>
<td>P3-SEMESTER 6</td>
<td>PHRM 880</td>
<td>Passing grades in ALL P1-P3 didactic and experiential coursework</td>
</tr>
</tbody>
</table>

Prerequisites subject to change pending filing of final course approvals with the Office of the Registrar. Students entering the Doctor of Pharmacy program prior to Fall 2019 should consult the Student Handbook for their entering class year or contact the Associate Dean for Academic Affairs for information on course prerequisites.
PRACTICAL EXPERIENCE IN THE PHARM.D. PROGRAM

The practical experience portion of the pharmacy curriculum for the Doctor of Pharmacy includes the following:

**Introductory Pharmacy Practice Experience**

The 10-credit hour introductory pharmacy practice experience (IPPE) program includes a series of transitional experiential courses that focus on active learning in the P1 through P3 years of the curriculum. Students complete their first, semester-long IPPE course in the Purdue University Pharmacy during the fall or spring semester of the P1 year. Students are then placed in an off-campus, 4-week experience in a community and institutional pharmacy setting during the second and third professional years, respectively. Community and institutional pharmacy placements are made in July, August or January of the P2 and P3 year, prior to the start of the didactic curriculum. Experiences are conducted under the guidance of preceptors (pharmacist mentors) in order to develop students’ foundational knowledge, attitudes and skills related to patient-centered pharmacy practice. Students must satisfactorily complete the three IPPE courses to be eligible to participate in APPEs during the P4 year.

**Advanced Pharmacy Practice Experience**

PharmD students complete 40 weeks of Advanced Pharmacy Practice Experiences (APPE) during the 4th professional year of the program. This final year begins in May and continues through the following April. These experiences are conducted as follows:

- 4 weeks Hospital
- 4 weeks Community pharmacy
- 8 weeks Ambulatory care
- 8 weeks Inpatient experience
- 16 weeks General Elective rotations (4 of which must be an additional patient care experience)

**Advanced Hospital and Community Pharmacy Experiences (4 weeks each/8 week total)**

These experiences build upon the basic foundations learned in the IPPEs and are designed to provide students with the opportunity to experience clinical services and patient care initiatives within the hospital and community pharmacy settings.

**Other Advanced Practice Experiences (32 weeks in total)**

These experiences focus on the provision of clinical services and direct patient care activities or involvement in administrative/drug information/or industrial settings, and include:

- 8 weeks inpatient (e.g., adult medicine, infectious disease, critical care, nephrology) - served as two 4-week experiences at different institutions
- 8 weeks ambulatory (e.g., family practice clinic, community pharmacy) - served as two 4-week experiences at different sites
- 16 weeks electives - patient care or non-patient care (e.g., consulting, home care, drug information, administration, academic) – generally four 4-week experiences at different sites

The Indiana Board of Pharmacy accepts hours completed during IPPEs and APPEs as fulfillment of the practical experience requirement for licensure within the state. An Indiana Intern Registration is required for granting of licensure credit.
PRACTICE EXPERIENCE EVALUATION AND PERFORMANCE POLICY

Introductory Pharmacy Practice Experiences – Evaluation
Students completing Introductory Pharmacy Practice Experiences (IPPE) are evaluated on satisfactory completion of assignments, professional work habits and abilities, oral and written communication skills, knowledge, practice skills, and achievement of specific competencies. The preceptor should inform the student of specific deficiencies and document them in writing (with date) as soon as possible (preferably by mid-rotation). The student should be made aware of the deficiencies in time to correct them before the final evaluation is completed. If the student does not improve to the satisfaction of the preceptor and a grade of Not Pass (NP) is recommended, the preceptor must notify the IPPE Director. The IPPE Director determines the student’s final grade based on criteria stated in the course manual. A final grade of NP will require the student to repeat the experience and may lead to the student being “out of phase” in the professional program. Students receiving a NP grade must meet with the IPPE Director, the Associate Dean for Academic Affairs, and/or the Experiential Learning Academic Standards Committee (ELASC)* to discuss the failed rotation and to develop a plan to encourage future rotation success. Any additional costs associated with a repeated experience (e.g., course registration, housing, or transportation) are the student’s responsibility. All student appeals for experiential grades will be handled through the University grade appeals process.

Advanced Pharmacy Practice Experiences – Evaluation
Students enrolled in the Advanced Pharmacy Practice Experiences (APPE) will be evaluated on clinical knowledge, professional work habits and abilities, oral and written communication skills, and must continue to meet all technical standards as set forth by the College for program continuation (See Technical Standards for Admission and Program Continuation in the Student Handbook). The preceptor must document in writing and inform the student of any deficiencies identified during the experience (preferably during the midpoint evaluation) that could result in a failing grade so that the student is aware of the deficiencies and has time to correct them before the final evaluation is completed. Any behavior that would constitute negligence on behalf of the student should be included in this written documentation with specific details and events. At the conclusion of each APPE, the preceptor will complete an online evaluation of the student’s performance and provide a recommendation to the College regarding the student’s status for that individual rotation. The APPE Director will then assign a grade of Pass (P) or Not Pass (NP) based on the preceptor’s recommendation and evaluation. If a NP grade is recommended by the preceptor and assigned by the College, the student will be required to complete an additional, faculty-precepted rotation during the summer session of the next experiential year (May-July) or in the student’s off month if it has not yet occurred and there is rotation site availability. If the experience must be made up in the summer, this will automatically delay the student’s graduation. Students receiving a NP grade must meet with the Experiential Learning Director(s), the Associate Dean for Academic Affairs, and/or the Experiential Learning Academic Standards Committee (ELASC)* to discuss the failed experience and to develop a plan to encourage future rotation success. Any additional costs associated with a repeated experience (e.g., course registration, housing, transportation) will be the student’s responsibility. All student appeals for grades will be handled through the University grade appeals process.
Program Dismissal
Any student who receives a failing grade for 2 (second or third year) IPPE rotations, 2 APPE rotations, or 1 IPPE and 1 APPE rotation will be dismissed from the Doctor of Pharmacy Program and will be subject to the following:

1. Students dismissed from the program may apply for readmission through the ELASC.
2. Dismissed students may be required to remain out of the program for a certain period of time prior to readmission.
3. Students who are readmitted to the program following dismissal will be readmitted with the following understanding:
   a. Unless the ELASC determines otherwise, and if one or more of the failing grades involves an APPE rotation, the student must repeat the entire year of advanced practice rotations. Students readmitted to the program will be responsible for all costs associated with the rotations.
   b. A single failing grade assigned for any experiential rotation following readmission will result in dismissal from the program.
4. Students who are dismissed from the College and are readmitted may have stipulations placed on their readmission. These stipulations may include, but are not limited to, a requirement that they repeat certain courses/rotations (regardless of grades previously earned on those rotations/courses), attend regular follow-up sessions with the experiential learning directors or regional faculty coordinators, share previous evaluations with current preceptors, or seek out specified medical or psychological care.

* The ELASC membership is composed of the Associate Dean for Academic Affairs, the Assistant Dean for Experiential Education and three faculty members with APPE precepting experience.

Policy, as revised, approved by the Experiential Learning Advisory Committee, November 2012, Modified June 2014.

CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING

Students admitted to the Doctor of Pharmacy Program are required to undergo a criminal background check prior to beginning the professional program. Information will be provided by PharmCAS (Certiphi) to entering students regarding the steps to be taken to complete this process and the documentation that is required to be submitted. Some practice sites may require that a student submit to an updated criminal background check or screening processes for substance abuse/misuse use as a condition for placement and/or participation at the health care site. Students enrolled in the Bachelor of Science in the Pharmaceutical Sciences Program may be required to undergo criminal background checks and/or drug screening as a requirement for participation in summer or academic year internship programs, depending upon site requirements. It is College policy that students are financially responsible for fulfilling these criminal background check and drug screen requirements.

IMMUNIZATIONS

Affiliation agreements between the College and the institutions providing practice experiences require that all students comply with the public health policies that are in effect for personnel providing patient
care at those institutions. This includes being inoculated against, and having evidence of the absence of specific contagious diseases. The student is financially responsible for these immunizations and submitting the appropriate documentation to the College. Immunizations may be obtained from a health care provider of the student’s choice. Specific information regarding these immunization requirements will be provided to students upon admission to the Doctor of Pharmacy Program. Students enrolled in the Bachelor of Science in the Pharmaceutical Sciences Program may be required to complete specific immunization requirements for participation in summer or academic year internship or co-op programs, depending upon site requirements.

INDIANA INTERN REGISTRATION

Students participating in Introductory Pharmacy Practice Experiences (IPPE) and Advanced Pharmacy Practice Experiences (APPE) must have a current Indiana Intern Registration. The Purdue curriculum includes all the practical recognized experience hours necessary for an individual to become licensed in the State of Indiana. However, some states require additional experience hours or hours outside of the established curriculum for licensure eligibility. Students obtain their registration from the Indiana Board of Pharmacy by completing an application form and paying the appropriate fee after beginning first professional year classes. Students will receive the necessary form during the first professional year orientation program. It is the responsibility of the student to ensure he/she has a current intern registration prior to beginning any IPPE or APPE. Renewal of the intern registration is the responsibility of the student.

MALPRACTICE INSURANCE

All students who will be enrolled in practical experience programs are required to have malpractice insurance obtained by the College of Pharmacy.

What Is Covered?
Coverage is provided from August 1 (or whenever the policy is purchased after August 1) through July 31 of the following year, for malpractice liability while participating in the pharmacy education program. This includes under the definition of malpractice -- error, omission, or negligence in the performance of duties as a student in all IPPEs and APPEs. Students in the Pharm.D. program are required to carry malpractice insurance throughout their time in the professional program and will be assessed an annual fee that will provide for the malpractice insurance.

Limits of Coverage
The insurance carrier will pay up to $1,000,000 to any one person making a successful claim against you, and up to $3,000,000 in any one policy year, regardless of the number of claims or persons involved. The pharmacy education program includes all practical experience programs conducted as a part of the College or University requirements for a degree in pharmacy. Coverage does not extend to pharmacy-related activities outside of the professional program (e.g., volunteer work, internships, other paid employment).

Important Feature
Expert legal counsel and claims adjustors are available to you in all sections of the country to aid and defend you, without cost to you, if a claim is filed or threatened against you. All court costs are paid for you. Your first need, if sued, will be the services of an attorney, the cost of which is covered by this policy. If the event (negligence) which leads to a law suit occurs during the coverage period, it will be the
responsibility of the insurance carrier to defend even if the law suit is actually filed after the coverage has been discontinued.

Evidence of Coverage
Each student covered by the policy may obtain an identification card referring to the master contract through the Office of Student Services.

Cost
The cost varies and is determined each year (approximately $20.00) and is included in your fees and tuition paid each semester. No student will be permitted in any of the experience courses without malpractice insurance.
BSPS PROGRAM INFORMATION

BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES OUTCOMES

As a guide to the educational plans of the College’s pharmaceutical sciences curriculum, the Faculty has adopted Outcome Ability Goals for the Pharmaceutical Sciences program. Students develop these program-specific outcomes as they progress through the BSPS program. 

Approved by the faculty, February 19, 2010; reaffirmed May 2017.

Students of the Purdue University Bachelor of Science in Pharmaceutical Sciences program will be able to demonstrate:

1. **A broad knowledge of pharmaceutical and related sciences**
   The student will demonstrate:
   - a basic understanding of chemistry, biology, physics, and mathematics relevant to pharmaceutical sciences
   - an understanding of pharmaceutics, pharmacology, toxicology, medicinal chemistry, therapeutics, and pharmacokinetics.

2. **An understanding of drug discovery, development, and commercialization**
   With this knowledge, the student will:
   - be able to demonstrate a high-level understanding of the key stages in drug discovery, development, and commercialization.
   - demonstrate an ability to relate applicable scientific disciplines to each stage of drug discovery, development, and commercialization.
   - be able to identify the legal and regulatory issues that affect: a) development, b) conduct of research studies used in each phase of drug product development, and c) commercialization.
   - be able to identify the questions addressed by research studies used in each phase of drug product development, and the decision-makers who use this information.
   - be able to synthesize this information to create a preliminary drug development research plan for all phases of a new compound's life cycle.
   - be able to identify the potential roles of BSPS graduates in drug discovery, development, and commercialization.

3. **Effective written and oral communication skills**
   For all students in the pharmaceutical sciences, the ability to effectively communicate via both written and oral media is essential. The need to integrate knowledge and learning in this field requires students to be able to share technical concepts and information with colleagues as well as non-experts. Mastery of oral/written communication will be achieved through a multifaceted approach in both the classroom as well as through practical experiences. Students will be required to apply their technical skill base to produce written documents and oral presentations demonstrating an ability to be clear, concise and show a logical progression of thought. Both individually generated and team-produced documents and presentation skills will be developed and evaluated.
The student will:
- demonstrate proficiency in technical writing and presentations.
- demonstrate knowledge and proficiency with current audio-visual presentation technologies.
- demonstrate an ability to communicate scientific knowledge in non-expert/lay terms.
- develop examples of scientific communications (e.g., abstract, manuscripts, reports, poster presentations).
- demonstrate an ability to critically and constructively evaluate the presentations of others.

4. **An ability to integrate and apply knowledge to solve problems**
The program will provide opportunities for the student to develop basic problem solving skills including the use of statistical analysis. The curriculum will utilize individual and team projects to strengthen skills in issue identification, root cause analysis, and solution development.

The student will:
- demonstrate the ability to solve technical problems by integrating multi-disciplinary scientific knowledge and interpersonal skills developed through classroom and team project experiences.
- develop interpersonal skills such as influencing others, negotiating and working with others, conflict management, and informal/formal leading of others through the problem solving process.

5. **An ability to contribute in various roles on effective teams**
The student will:
- demonstrate a road-map level understanding of the interconnection between the scientific, clinical, and filing processes that in parallel constitute the backbone of pharmaceutical development.
- demonstrate a general understanding of how different areas of expertise must come together in order to discover and develop pharmaceutical products at the level of multi-participant collaboration.
- demonstrate an ability to engage in productive professional/technical interactions with specialists from different areas that come together in pharmaceutical development.
- demonstrate an ability to become a leading specialist in at least one of the areas of the pharmaceutical sciences that are integral part of pharmaceutical development.

6. **Ethical and socially responsible conduct**
Evidence of this conduct will come from an ability to identify and exhibit ethical, socially responsible, and socially aware behaviors in the classroom, workplace, and society in general.

The student will:
- demonstrate awareness of cultural and social diversity through interactions with others.
- demonstrate a sense of self, community, and citizenship.
- demonstrate sensitivity to personal values and ethical principles in professional and social contexts.
- develop an understanding of social, economic, and professional responses to change in the pharmaceutical industry.
STUDENT ETHICS AND CONDUCT

Of high importance is the responsible use of values and ethical principles. The student is expected to demonstrate positive personal values and ethical principles in professional and social contexts. Most students enter our program with a well-developed value system that grows throughout their college experience and professional education. As a result, there is little need for emphasis on disciplinary procedures. However, there are certain behaviors, such as dishonesty and illicit substance use, which are not tolerated and receive swift and decisive attention to ensure these behaviors are not be repeated. To ensure there is no ambiguity with regard to unprofessional and unacceptable behaviors, our disciplinary policies with regard to specific problems are presented in some detail.

Classroom Conduct

Students are expected to exhibit professional conduct and respect for others throughout their time in the curriculum. Disruptive behavior in the classroom is defined as repeated, continuous, or multiple behaviors that prevent an instructor from teaching and/or prevent students from learning. Students should not engage in activities that disrupt class. Students must be courteous, considerate, and respectful of others by being in their seats before class begins. Students arriving late or leaving early disrupt both faculty and fellow students. If space permits, the last row of seats in the lecture room will be reserved for students who arrive late or leave class early. Any student under the influence of any intoxicating substance should not attend class. Any occurrence of unprofessional conduct will result in the student’s immediate removal from the classroom and likely additional penalties, such as a failing grade in the course, and referral to the Associate Dean for Academic Affairs for further action. Students should use good judgment and when selecting attire to wear to class. Clothing with printed material should be in good taste. Business casual attire is suggested when outside speakers are invited into the classroom.

Criticisms or suggestions regarding the curriculum, individual courses, or instructors must be constructive and utilize appropriate channels. Criticizing an instructor in class, or the use of abusive language or behaviors during class is inconsistent with the demeanor of an aspiring professional. Concerns about aspects of a particular course should be addressed with the course instructor in person, and not by email. Students are also encouraged to utilize their Pharmacy Student Council representatives to address issues of interest to the entire class or student body, or visit the Associate Dean for Academic Affairs.

Awareness of and Respect for Diversity

Respect is demonstrated by being considerate, courteous, and professional to everyone, and by maintaining confidentiality of patient information. The College of Pharmacy supports an environment wherein all individuals (students, staff, faculty, preceptors, administrators, and guests) can work as partners to achieve goals. It is expected that students will be respectful to others who may have differences that include, but are not limited to: religious and/or nontraditional medical beliefs and practices, socioeconomic status, sexual orientation, ethnicity, language, physical, emotional and intellectual disabilities, racial background, age, gender and cultural background.

Academic Dishonesty

Academic honesty is an expectation for all students. Dishonesty is not tolerated and appropriate punitive actions are taken in these cases. Historically, very few students in the BSPS program exhibit academic dishonesty on tests, reports, homework assignments and presentations. Dishonesty includes, but is not limited to, (1) plagiarism: using another’s words, ideas, or paraphrases and implying that they are your own or the exact duplication of printed material from journal or text, without the use of quotation marks and appropriate reference to the author; (2) cheating: using hidden notes, accessing electronic devices, or examining another person’s responses in order to answer questions on a quiz or test; (3) ringers: having
another person fulfill your assignment (e.g., lab, quiz, or written work); (4) using non-allowed references or aids during on-line quizzes.

Learning and understanding are facilitated by exploring subjects together. Several minds grappling with a difficult concept or complex material can produce a deeper understanding. Students are encouraged to form study groups, but the work students turn in must be their own and should reflect the problem-solving and written communications skills of the individual student. Students have a responsibility to enforce honesty standards in the College. Students should speak with their instructors and/or the Associate Dean for Academic Affairs on a confidential basis regarding cases of suspected dishonesty. Since the degree of academic dishonesty varies from case to case - such as “wandering eyes” to the premeditated preparation and use of detailed crib notes - specific penalties cannot be provided here. In general, a first offense will result in actions ranging from failure of an examination or assignment to failure of the course. A second offense generally results in dismissal from the College. All offenses are reported to the Associate Dean for Academic Affairs and typically to the University’s Office of the Dean of Students. Penalties are imposed only after a careful investigation and private hearing with the offender. The underlying goal is to encourage learning and professional growth among each student in the College of Pharmacy.

**Misuse of Substances and Alcohol Policy**

Students enrolled in the BSPS program must adhere to [University policies](#) on drug and alcohol use.
BACHELOR OF SCIENCE in PHARMACEUTICAL SCIENCES CURRICULUM

*Beginning Fall 2019 for the Class of 2023
(Required completion of 120 credit hours, including University Core and elective hours)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(4)</strong> BIOL 11000 Fundamentals Biology I</td>
<td><strong>(4)</strong> BIOL 11000 Fundamentals Biology II</td>
</tr>
<tr>
<td><strong>(5)</strong> CHM 12901 Gen Chem w/ Bio focus</td>
<td><strong>(3)</strong> MA 16020 Applied Calculus II</td>
</tr>
<tr>
<td><strong>(3)</strong> MA 16010 Applied Calculus I</td>
<td><strong>(3-4)</strong> Written Communication UCC Selective</td>
</tr>
<tr>
<td><strong>(3)</strong> Oral Communication UCC Selective</td>
<td><strong>(14-15)</strong></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(3)</strong> BIOL 30100 Anatomy &amp; Physiology I</td>
<td><strong>(3)</strong> AGEC 21700 Economics</td>
</tr>
<tr>
<td><strong>(4)</strong> MCMP 20500 Organic Chemistry II</td>
<td><strong>(4)</strong> PHYS 22000 General Physics I</td>
</tr>
<tr>
<td><strong>(4)</strong> BIOL 22100 Intro to Microbiology</td>
<td><strong>(3)</strong> BIOL 30200 Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td><strong>(3)</strong> STAT 30100 Elementary Statistical Methods</td>
<td><strong>(3)</strong> MCMP 20800 Biochem for Pharm Sci</td>
</tr>
<tr>
<td><strong>(1)</strong> Electives</td>
<td><strong>(3)</strong> MCMP 42200 Immunology</td>
</tr>
<tr>
<td><strong>(15)</strong></td>
<td><strong>(16)</strong></td>
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<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
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</thead>
<tbody>
<tr>
<td><strong>(3)</strong> ENGL 42100 Technical Writing</td>
<td><strong>(4)</strong> CHM 37200 Physical Chemistry</td>
</tr>
<tr>
<td><strong>(3)</strong> PHRM 82800 Dosage Forms I</td>
<td><strong>(2)</strong> PHRM 82900 Dosage Forms II</td>
</tr>
<tr>
<td><strong>(2)</strong> PHRM 83600 Biochem for Pharm Sci II</td>
<td><strong>(3)</strong> Pharmacy Special Interest Selective</td>
</tr>
<tr>
<td><strong>(3)</strong> Humanities UCC Selective</td>
<td><strong>(6)</strong> Electives</td>
</tr>
<tr>
<td><strong>(14)</strong></td>
<td><strong>(16)</strong></td>
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<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(3)</strong> PHRM 46000 Drug Discovery &amp; Dev I</td>
<td><strong>(3)</strong> MCMP 54400 Drug Classes/Mechanisms</td>
</tr>
<tr>
<td><strong>(3)</strong> Leadership Selective</td>
<td><strong>(3)</strong> PHRM 46100 Drug Discovery &amp; Dev II</td>
</tr>
<tr>
<td><strong>(3)</strong> Pharmacy Special Interest Selective</td>
<td><strong>(2)</strong> PHRM 48500 Intercult. &amp; Global Health Iss.</td>
</tr>
<tr>
<td><strong>(3)</strong> Science, Technology &amp; Society UCC Selective</td>
<td><strong>(6)</strong> Electives</td>
</tr>
<tr>
<td><strong>(2-3)</strong> Electives</td>
<td><strong>(14)</strong></td>
</tr>
<tr>
<td><strong>(14-15)</strong></td>
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</tr>
</tbody>
</table>

1. Fulfills University Undergraduate Core Curriculum Requirement. See reverse for options/details.
2. Optional, but strongly recommended for Pharmaceutical Sciences
3. Must have cumulative GPA of 2.5 or higher to
4. See reverse for Pharmacy Leadership and Special Interest Selective options

This plan of study represents one option for completing degree requirements. Undergraduate Core Curriculum courses, Pharmacy Special Interest Selectives and general electives may be taken in any semester. Please meet with a College of Pharmacy academic advisor to determine the most appropriate plan of study.

CURRICULUM FOR STUDENTS ENTERING THE BSPS PROGRAM PRIOR TO 2019
Due to the changes in curriculum over the last few years, please refer to the following list for your specific year.

- students who entered the program in 2018 should follow this curriculum - Class of 2022
- students who entered the program in 2017 should follow this curriculum - Class of 2021
- students who entered the program in 2016 should follow this curriculum - Class of 2020

Students should use myPurduePlan to verify course requirements for their specific plan of study catalog term (e.g. Fall 2018).
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CHM 12901</td>
<td>Calculus I (concurrent enrollment) or ALEKS ≥ 85%; SAT ≥ 650; ACT ≥ 29</td>
</tr>
<tr>
<td></td>
<td>MA 16010</td>
<td>ALEKS ≥ 75%; SAT ≥ 620; ACT 26 or MA 15400/15800 (C-)</td>
</tr>
<tr>
<td></td>
<td>BIOL 11000</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Oral Comm. Selective</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>IPPH 10000</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>MCMP 20400</td>
<td>CHM 12901 (C-) (or equiv)</td>
</tr>
<tr>
<td></td>
<td>MA 16020</td>
<td>Calculus I (C-)</td>
</tr>
<tr>
<td></td>
<td>BIOL 11100</td>
<td>BIOL 11000 (D-)</td>
</tr>
<tr>
<td></td>
<td>Written Comm.</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>MCMP 20500</td>
<td>2.5 min. GPA + MCMP 20400 (C-) or CHM 25500 + 25501 (C-)</td>
</tr>
<tr>
<td></td>
<td>BIOL 30100</td>
<td>BIOL 1100 (or equiv) (D-) + CHM 12901 (or equiv) (D-)</td>
</tr>
<tr>
<td></td>
<td>BIOL 22100</td>
<td>One semester each of general Biology (D-) &amp; general Chemistry (D-)</td>
</tr>
<tr>
<td></td>
<td>STAT 30100</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>MCMP 20800</td>
<td>2.5 min. GPA + MCMP 20500 or CHM 25600 + 25601 (C-)</td>
</tr>
<tr>
<td></td>
<td>BIOL 30200</td>
<td>BIOL 30100 (C-) + BIOL 1100 (or equiv) (D) + CHM 12901 (or equiv) (D)</td>
</tr>
<tr>
<td></td>
<td>PHYS 22000</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>MCMP 42200</td>
<td>2.5 min GPA + MCMP 20500 (or equiv) (C-) + BIOL 22100 (D) (can be taken concurrently)</td>
</tr>
<tr>
<td></td>
<td>AGEC 21700</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>PHRM 82400</td>
<td>MCMP 20800 or equiv + MCMP 42200*</td>
</tr>
<tr>
<td></td>
<td>PHRM 82800</td>
<td>Calc I + MCMP 20500 or equiv*</td>
</tr>
<tr>
<td></td>
<td>PHRM 83600</td>
<td>MCMP 20800 or equiv*</td>
</tr>
<tr>
<td></td>
<td>ENGL 42100</td>
<td>ENGL 10600 or equiv. (D-)</td>
</tr>
<tr>
<td></td>
<td>Humanities Selective</td>
<td>course dependent - see myPurdue</td>
</tr>
<tr>
<td></td>
<td>CHM 37200</td>
<td>Calc II + PHYS I +CHM 12901 or (equiv) (D)</td>
</tr>
<tr>
<td></td>
<td>PHRM 82900</td>
<td>PHRM 828 (C-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 20100</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Pharmacy Special Interest Selective</td>
<td>course dependent - see myPurdue</td>
</tr>
<tr>
<td></td>
<td>PHRM 46000</td>
<td>CHM 37200 (D-) + PHRM 82400 (D-) + PHRM 82900 (D-) + PHRM 83600 (D-)</td>
</tr>
<tr>
<td></td>
<td>Science, Technology &amp; Society Selective</td>
<td>course dependent - see myPurdue</td>
</tr>
<tr>
<td></td>
<td>Leadership Selective</td>
<td>course dependent - see myPurdue</td>
</tr>
<tr>
<td></td>
<td>Pharmacy Special Interest Selective</td>
<td>course dependent - see myPurdue</td>
</tr>
<tr>
<td></td>
<td>PHRM 46100</td>
<td>PHRM 46000*, PHRM 82800 + PHRM 82900 (D-)</td>
</tr>
<tr>
<td></td>
<td>MCMP 54400</td>
<td>MCMP 57000 (D-) or MCMP 82400 (D-)</td>
</tr>
<tr>
<td></td>
<td>PHRM 48500</td>
<td>Classification 5+*</td>
</tr>
</tbody>
</table>

Prerequisites subject to change pending filing of final course approvals with the Office of the Registrar. Students entering the BSPS program prior to Fall 2019 should consult the Student Handbook for their entering class year or contact the Associate Dean for Academic Affairs for information on course prerequisites.

* Pre-requisites not listed in MyPurdue, but still enforced by the College.
### Undergraduate Core Curriculum (UCC) Recommendation/Options

<table>
<thead>
<tr>
<th>UCC Requirement</th>
<th>Course Recommendation/Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Cultures: Behavioral/Social Sciences (BSS)</td>
<td>AGEC 21700 Economics*</td>
</tr>
<tr>
<td>Human Cultures: Humanities (HUM)</td>
<td>Multiple Options – See Advisor/UCC Website</td>
</tr>
<tr>
<td>Information Literacy (IL)</td>
<td>STAT 30100 Elementary Statistical Methods*</td>
</tr>
<tr>
<td>Oral Communication (OR)</td>
<td>Multiple Options – See Advisor/UCC Website</td>
</tr>
<tr>
<td>Quantitative Reasoning (QR)</td>
<td>MA 16010 Applied Calculus I*</td>
</tr>
<tr>
<td>Science (SCI)</td>
<td>BIOL 11000 Fundamentals of Biology I*</td>
</tr>
<tr>
<td>Science (SCI)</td>
<td>CHM 12901 General Chemistry with a Biological Focus*</td>
</tr>
<tr>
<td>Science, Technology &amp; Society (STS)</td>
<td>Multiple Options – See Advisor/UCC Website</td>
</tr>
<tr>
<td>Written Communication (WC)</td>
<td>Multiple Options – See Advisor/UCC Website</td>
</tr>
</tbody>
</table>

*Fulfills a program requirement in addition to a UCC requirement.

### RECOMMENDED PHARMACY SPECIAL INTEREST & LEADERSHIP SELECTIVE OPTIONS

#### Pharmacy Special Interest Selectives**

- **Industrial and Physical Pharmacy:** CHM 32100; IPPH 56200, 58000, 58300; PHRM 49500; STAT 51200, 51400; TLI 11100, 52200; EPICS; Co-Op
- **Medicinal Chemistry and Molecular Pharmacology:** MCMP 57000; PHRM 49500; STAT 51200, 51400; EPICS; Co-Op
- **Pharmacy, General:** PHAD 55600; PHRM 42500, 49500; EPICS
- **Business/Management:** CSR 30900; IT 53500; EDPS 31600, 31700; ENTR 20000, 31000; MGMT 30400, 32300; OBHR 30000; TLI 11200, 21400, 23500, 31400, 31600, 33400, 52000
- **Sales:** AGEC 33100; COM 31400, 31800; CSR 20900, 33100, 34400; TLI 34300
- **Law School:** COM 31200, 31400, 31800, 32500; HIST 33300, 33400, 38200, 38300; MGMT 45500; PHIL 11100, 12000, 15000, 26000; POL 10100, 22000, 22300, 36000, 43500, 46100, 46200; SOC 324000, 34300, 35000, 37400, 41900, 42000; THTR 13300
- **Medical School:** ANTH 34000; HIST 30200; HORT 12100; HSCI 30500, 42000; PHYS 22100, 23400; PSY 12000; SOC 10000, 57100, 57200, 57300, 57400, 57600

#### Leadership Selectives**

- **Leadership:** AGEC 43500, COM 42300; CSR 30900; EDPS 30000, 31500, 31600, 31700; OBHR 66200; OLS 27400, 29900, 38400, 38600, 38800, 45600, 48400, 48500, 48600, 48700, 58000, 58200, 58900, TLI 11200, 15200, 21300, 25300, 35600, 45800

**Course descriptions are available via myPurdue. Pre-requisites may apply – check for restrictions on myPurdue. Additional options may be approved – please check with your academic advisor.

Pharmacy related student organizational involvement, internships, Co-ops, research experience, and volunteer work are strongly recommended as a complement to the plan of study and to ensure that students are competitive for career or advanced educational opportunities. Please meet with an academic advisor in the College of Pharmacy to map your route to success.

### APPLICATION TO PHARM.D. PROGRAM BY PHARMACEUTICAL SCIENCE STUDENTS

Students enrolled in the Bachelor of Science in the Pharmaceutical Sciences may apply for admission to the Pharm.D. program following established procedures. This application process is competitive and successful completion of courses in the pharmaceutical sciences curriculum is only one factor considered in selecting students for the Pharm.D. program. The course sequencing and classroom/laboratory capacity of the Pharm.D. program is such that, once admitted, it will take a pharmaceutical sciences student the full four years to complete the Pharm.D. program. However, credit will be given for any Pharm.D. core course completed while enrolled as a pharmaceutical sciences student. Students who receive credit for core courses must complete the corresponding number of elective credits while enrolled in the Pharm.D. program to meet the graduation requirement of 140 total hours.