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**SIGNED
ACKNOWLEDGEMENTS**

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF PHARMACY**

This student handbook is the property of:

Student Name: _____

Student Email Address: _____

Faculty Advisor: _____

Advisor Email Address: _____

Advisor Telephone Number: _____

The most up-to-date version of the Jefferson School of Pharmacy (JSP) Student Handbook may be found online. Revisions to the Handbook may occur as necessary. All members of the JSP community will be alerted to such changes through their Jefferson Email account.

**THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF PHARMACY**

Acknowledgement of Receipt of Student Handbook

My signature below acknowledges receipt of the Jefferson School of Pharmacy (JSP) Student Handbook. I understand that I am responsible for reading and abiding by the materials contained within the JSP Student Handbook, which contain important information needed during my student experiences at Thomas Jefferson University. I also understand that Thomas Jefferson University and JSP reserve the right to amend or eliminate any information described herein as circumstances may require without prior notice to persons who might thereby be affected. I understand that the provisions of this handbook are not and may not be regarded as contractual between the University or School and its students or employees.

Signed: _____ Date: _____

Printed Name: _____

INTRODUCTION TO THE JEFFERSON SCHOOL OF PHARMACY (JSP)

**JEFFERSON SCHOOL OF PHARMACY
ADMINISTRATION**

Rebecca S. Finley, PharmD, MS, FASHP
Founding Dean

Elena M. Umland, PharmD
Associate Dean for Academic Affairs

Mary M. Hess, PharmD, FASHP, FCCM
Associate Dean for Student Affairs

Brian Swift, PharmD, MBA
Associate Dean for Professional Affairs
Chief Pharmacy Officer, Thomas Jefferson University Hospital

Cynthia A. Sanoski, PharmD, FCCP, BCPS
Chair, Department of Pharmacy Practice

Ashiwel S. Undieh, PhD
Chair, Department of Pharmaceutical Sciences

Gerald E. Meyer, PharmD, MBA, FASHP
Director, Experiential Education

Stephen Doll, BA
Assistant to the Dean

MESSAGE FROM THE DEAN

On behalf of the Faculty and Staff of the Jefferson School of Pharmacy, I would like to welcome you to the Jefferson School of Pharmacy and Thomas Jefferson University. Our vision for the Doctor of Pharmacy Program (PharmD) at Jefferson is that our graduates will be prepared to collaborate with other health care professionals to provide exemplary patient-focused care and that they will be recognized for their leadership skills, cultural competency and social responsibility. The curriculum of the PharmD program is structured to assist you in understanding why the basic sciences, clinical information, pharmaceutical sciences and the administrative and social sciences are each important components of pharmacy practice. In addition, you will have the opportunity to apply what you learn in the classrooms and labs across a variety of pharmacy practice settings during the experiential portions of the program – working side by side with practicing pharmacists and caring for patients. Importantly, leadership skills integrated with a commitment to enriching our community and improving the health of our population are very important attributes of any health care professional. Through planned activities in the curriculum as well as the broad array of extracurricular activities, you will have the chance to start doing this as a student at Jefferson.

Be assured that the highest priority of our Faculty and Staff is your success at Jefferson. We are all committed to providing you support and guidance throughout your tenure at Jefferson and are confident that it will be a rewarding foundation for your professional careers. Our faculty includes accomplished teachers who are representing both dedicated clinicians and researchers who share with me a deep commitment to improving the lives of patients through the advancement of health science and health care practice. We are all excited to have this opportunity to share our experience and our passion for pharmacy practice and research with you.

This Student Handbook is just one of several tools designed to assist you while at Jefferson. Within it you will find important information regarding resources available to you at Jefferson as well as policies and procedures that provide the framework for the Jefferson community. I urge you to review it carefully and keep it handy as a resource throughout the year.

Lastly, we value your feedback and sincerely hope that you will assist us in improving the academic program and the Jefferson community for future students. Please let us know if there is additional information that would be helpful in future additions of this Handbook. We also invite and appreciate your feedback both through the formal evaluation processes as well as through informal recommendations regarding how we can enhance this experience for you and your colleagues.

Best wishes for a very successful year.

Rebecca S. Finley, PharmD, MS, FASHP
Founding Dean

**JEFFERSON SCHOOL OF PHARMACY
FACULTY AND STAFF**

Department of Pharmaceutical Sciences

Ashiwel S. Undieh, PhD
Chair, Department of Pharmaceutical Sciences
Professor, Jefferson School of Pharmacy

Jerome Buescher, PhD
Professor, Jefferson Medical College

Prashant Chikhale, BS, MS, PhD
Associate Professor, Jefferson School of Pharmacy

Tao Lowe, PhD
Associate Professor, Jefferson School of Pharmacy

Vincent Njar, PhD
Professor, Jefferson School of Pharmacy

Peter Ronner, PhD
Professor, Jefferson Medical College

Douglas Tilley, PhD
Assistant Professor, Jefferson School of Pharmacy

Omar Tliba, DVM, PhD
Assistant Professor, Jefferson School of Pharmacy

Erica Lynch, Administrative Assistant to the Chair

Department of Pharmacy Practice

Cynthia A. Sanoski, PharmD, BCPS, FCCP
Chair, Department of Pharmacy Practice
Associate Professor, Jefferson School of Pharmacy

Gina DeSevo, PharmD
Assistant Professor Jefferson School of Pharmacy

Amy E. Egras, PharmD, BCPS
Assistant Professor, Jefferson School of Pharmacy

Rebecca S. Finley, PharmD, MS
Dean, Jefferson School of Pharmacy
Professor, Jefferson School of Pharmacy

Emily Hajjar, PharmD, BCPS, CGP
Assistant Professor, Jefferson School of Pharmacy

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Associate Dean for Student Affairs, Jefferson School of Pharmacy
Associate Professor, Jefferson School of Pharmacy

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Field Coordinator, Experiential Education
Clinical Instructor, Jefferson School of Pharmacy

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Assistant Professor, Jefferson School of Pharmacy

Jacqueline Klootwyk, PharmD
Assistant Professor, Jefferson School of Pharmacy

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Assistant Professor, Jefferson School of Pharmacy

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Associate Professor of Administration

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Assistant Professor, Jefferson Medical College

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Vice President / Chief of Pharmacy and Accreditation, Thomas Jefferson University Hospital
Associate Dean for Professional Affairs, Jefferson School of Pharmacy

Elena M. Umland, PharmD
Associate Dean for Academic Affairs, Jefferson School of Pharmacy
Associate Professor, Jefferson School of Pharmacy

Cindy J. Wordell, PharmD
Assistant Director of Pharmacy for Medication Use Policy, Research and Clinical Services,
Thomas Jefferson University Hospital

Corrine Young, PharmD
Assistant Professor, Jefferson School of Pharmacy

Anne Reiley, Administrative Assistant to the Chair

Melissa Marcucci, Administrative Assistant to the Director of Experiential Education

MISSION OF THE JEFFERSON SCHOOL OF PHARMACY

The mission of the Jefferson School of Pharmacy (JSP) is to prepare its students for careers in the profession of pharmacy. Through the provision of a learner-centered, interdisciplinary curriculum, our students will develop the requisite knowledge, skills, and attitudes to provide excellent patient-centered and population-based care. Consistent with the mission of Thomas Jefferson University, we strive to develop in our students a sense of social, personal and professional responsibility.

VISION OF THE JEFFERSON SCHOOL OF PHARMACY

The JSP will consistently demonstrate its ability to provide a superb environment that fosters collaborative relationships with health care practitioners and scientists that result in the advancement of patient care and safety, educational methodologies, and research. It will be recognized as a premier organization that advances the profession of pharmacy through our graduates and our faculty.

- Our graduates will be recognized for their: ability to provide outstanding patient-centered and population-based care; leadership skills; cultural competency; social responsibility; and commitment to maintaining professional competence throughout their careers.
- Our faculty will be recognized for their: strong commitment to the advancement of pharmacy and graduate education, patient care, and research; leadership in the professional societies and educational organizations; and strong commitment to the improvement of our community through service initiatives.

JEFFERSON SCHOOL OF PHARMACY CORE VALUES

The JSP is committed to:

- maintaining a culture that fosters integrity, respect, social responsibility, diversity, and compassion;
- a learner-centered educational environment that recognizes the importance of lifelong learning;
- meeting the diverse needs of and fostering positive morale among our students, faculty and staff;
- preparing and encouraging our students to pursue postgraduate education and training programs;
- the continued professional development and mentoring of our students, faculty and staff;
- the development of leadership skills among students, faculty and staff;
- a research-rich environment that stimulates the advancement of science, patient care and safety, and educational effectiveness; and,
- maintaining an ongoing assessment program that results in the continuous improvement of our educational program, research endeavors, and infrastructure in an effort to support our mission and vision.

Joint Commission of Pharmacy Practitioners (JCPP)
Future Vision of Pharmacy Practice
November 10, 2004
(Available at <http://www.ascp.com/advocacy/coalitions/jcpp.cfm>)

Vision Statement

Pharmacists will be the health care professionals responsible for providing patient care that ensures optimal medication therapy outcomes.

Pharmacy Practice in 2015

The Foundations of Pharmacy Practice. Pharmacy education will prepare pharmacists to provide patient-centered and population-based care that optimizes medication therapy; to manage health system resources to improve therapeutic outcomes; and to promote health improvement, wellness, and disease prevention. Pharmacists will develop and maintain:

- a commitment to care for, and care about, patients.
- an in-depth knowledge of medications, and the biomedical, sociobehavioral, and clinical sciences.
- the ability to apply evidence-based therapeutic principles and guidelines, evolving sciences and emerging technologies, and relevant legal, ethical, social, cultural, economic, and professional issues to contemporary pharmacy practice.

How Pharmacists Will Practice. Pharmacists will have the authority and autonomy to manage medication therapy and will be accountable for patients' therapeutic outcomes. In doing so, they will communicate and collaborate with patients, care givers, health care professionals, and qualified support personnel. As experts regarding medication use, pharmacists will be responsible for:

- rational use of medications, including the measurement and assurance of medication therapy outcomes.
- promotion of wellness, health improvement, and disease prevention.
- design and oversight of safe, accurate, and timely medication distribution systems.

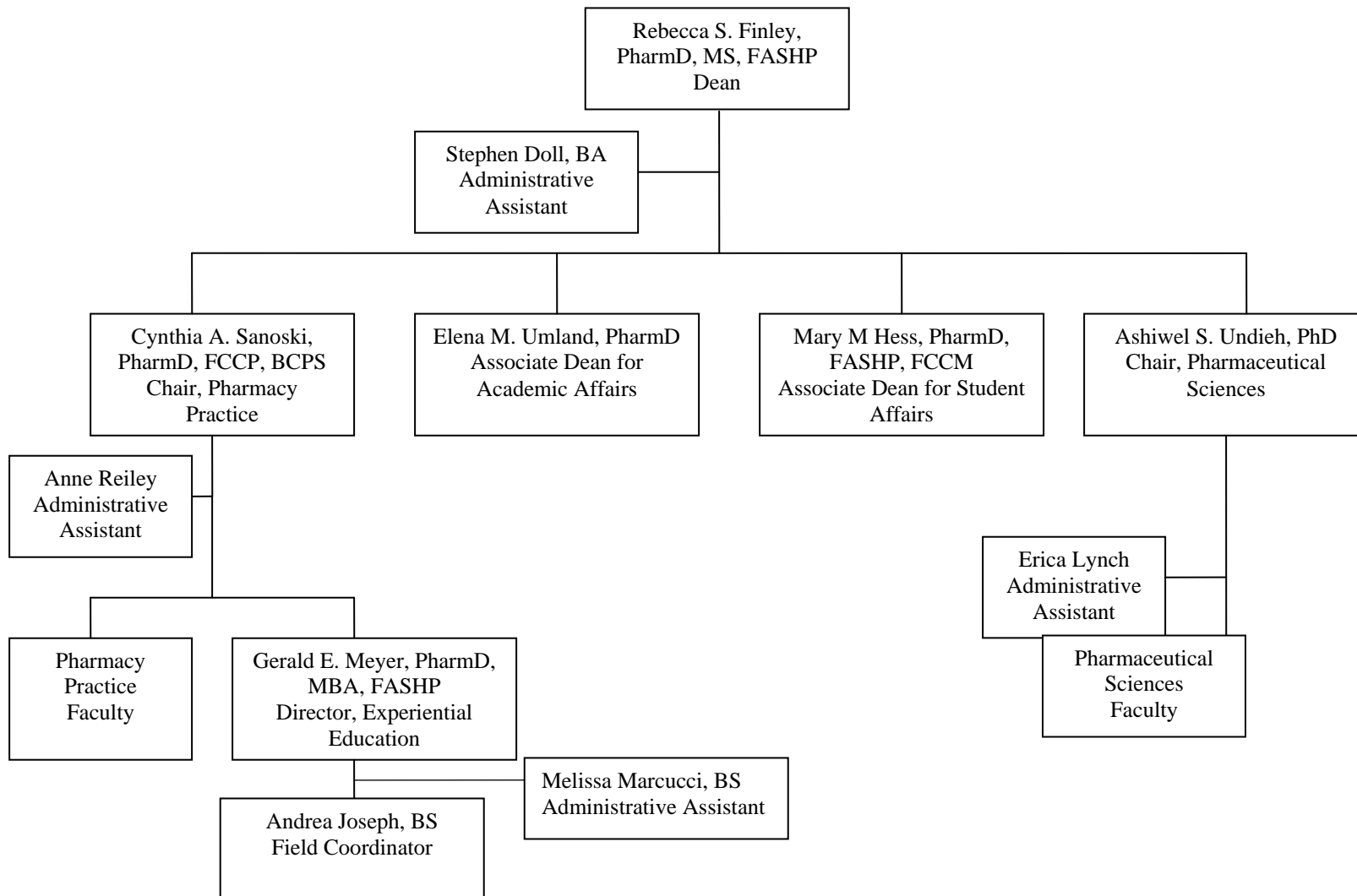
Working cooperatively with practitioners of other disciplines to care for patients, pharmacists will be:

- the most trusted and accessible source of medications, and related devices and supplies.
- the primary source for unbiased information and advice regarding the safe, appropriate, and cost-effective use of medications.
- valued patient care providers whom health care systems and payers recognize as having responsibility for assuring the desired outcomes of medication use.

How Pharmacy Practice Will Benefit Society. Pharmacists will achieve public recognition that they are essential to the provision of effective health care by ensuring that:

- medication therapy management is readily available to all patients.
- desired patient outcomes are more frequently achieved.
- overuse, underuse, and misuse of medications are minimized.
- medication-related public health goals are more effectively achieved.
- cost-effectiveness of medication therapy is optimized.

Jefferson School of Pharmacy Organizational Chart



SCHOOL AND UNIVERSITY SERVICES

Dear Jefferson Student:

We are pleased to present you with the Jefferson School of Pharmacy Student Handbook. It includes information on campus resources, official University and School academic policies and procedures and the Code of Conduct.

While we have attempted to provide you with a comprehensive handbook, it does not stand alone. The 2009–10 Academic Catalog is a vital resource for official University, School, and faculty and course information. The Student Organization Directory also provides a wealth of information on campus programs that will be of interest to you.

We look forward to serving you and wish you success in the 2009–10 academic year.

Rebecca S. Finley, PharmD, MS
Dean

Mary M. Hess, PharmD, FASHP, FCCM
Associate Dean for Student Affairs

Brian Swift, PharmD, MBA
Associate Dean for Professional Affairs

Elena M. Umland, PharmD
Associate Dean for Academic Affairs

SCHOOL AND UNIVERSITY SERVICES

ACTIVITIES OFFICE

Room B-67
Jefferson Alumni Hall
1020 Locust Street
(215) 503-7743

Office Hours
Monday–Friday

8:00 am–6:00 pm

The University Activities Office coordinates social, cultural and recreational programs for the entire Jefferson community. Students are encouraged to participate in many events occurring regularly throughout the year, including movie nights, entertainment programs, co-curricular programs and workshops. The Activities Office also offers a variety of ticket sales to professional sporting events, amusement parks, museums, performing arts and cultural attractions.

The Activities Office also provides administrative services to student organizations. Staff members assist students in the establishment of new organizations; provide resources and advice regarding event planning and budget management; and maintain files of each student group's bylaws, constitution, and contact information. A Jefferson Student Leadership Manual is available, which provides basic leadership skill information, campus resource information and University policies. The Activities Office also publishes the annual Student Organization Directory, which includes descriptions of more than 100 campus organizations and groups.

STAFF

Director
Assistant Director, Activities Office and Bookstore
Administrative Coordinator

Patricia S. Haas
Kim Caltagirone
Samantha Michlovitz

**JEFFERSON-INDEPENDENCE BLUE CROSS
WELLNESS CENTER**

Lower Level
Jefferson Alumni Hall
1020 Locust Street
(215) 503-7949

The Activities Office is responsible for managing the Jefferson-Independence Blue Cross Wellness Center, Jefferson's multipurpose recreation and fitness facility, and its many programs and services. The facility is located in the lower levels of Jefferson Alumni Hall.

FACILITIES

- Group Exercise Studios
- Weight and Cardiovascular Training Areas
- Gymnasium
- Men's and Women's Locker Rooms
- Racquetball Court
- Sauna
- Swimming Pool
- Massage Studio

SERVICES AVAILABLE

- Group Exercise Classes
- Co-curricular Courses such as Dance Lessons, SCUBA Certification, Swim Lessons and Tennis Instruction
- Fitness Testing/Exercise Prescriptions
- Intramural Sports Leagues
- Massage Therapy
- Personal Fitness Training

FACILITY HOURS OF OPERATION

Monday–Friday	6:00 am–10:00 pm
Saturday	10:00 am–6:00 pm
Sunday	10:00 am–10:00 pm

THE STAFF

Fitness Specialist	Brittany Wright
Recreation Specialist	Justin Holman

ALUMNI AFFAIRS

Office of Alumni Relations
Edison Building, Room 612
130 S. 9th Street
(215) 503-7709

HOURS

Monday–Friday	8:00 am–5:00 pm
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The Office of Alumni Relations aims to increase affinity and foster connectedness to Jefferson through a broad range of programs, services and initiatives while also providing opportunities for alumni and students to actively engage in supporting the mission of Thomas Jefferson University.

Upon graduation, all alumni become members of the Jefferson Alumni Association. They are encouraged to register for the Online Community at www.alumnicconnections.com/olc/pub/JFD/ to stay connected with former classmates, find out about events and sign up for permanent email forwarding.

THE STAFF

Associate Director	Melissa Chirinos
--------------------	------------------

JEFFERSON MEDICAL AND HEALTH SCIENCE BOOKSTORE

1009 Chestnut Street
(215) 955-7922
www.jefferson.edu/bookstore

HOURS

Monday–Friday 7:00 am–5:30 pm
Saturday 9:00 am–1:00 pm
The store is closed on Sunday and all University holidays.

The Jefferson Bookstore is operated for the service, convenience and benefit of students, faculty and employees.

SERVICES AVAILABLE

- Text and reference books
- Laboratory and diagnostic supplies
- Computer accessories, supplies and software
- Stationery materials
- Best seller, consumer health and local interest books
- Student uniforms and lab coats
- Name tags and patches
- Stamps
- Jefferson clothing and gift items
- Magazines and snacks

The Bookstore offers a 10% discount off the publisher’s list price of all books. Special orders are accepted for all books. The 10% discount is also available on most titles purchased online at the Jefferson Bookstore at www.jefferson.edu/bookstore.

Commuter Services and Photo ID are also located in the Bookstore.

THE STAFF

Director Patricia S. Haas
Assistant Director and Merchandise Manager Charity Marshall

CAREER DEVELOPMENT

Career Development Center
Edison Building, Room 707
(215) 503-5805
www.jefferson.edu/JCHPcareer

HOURS

Monday–Friday 8:00 am–5:00 pm

The Career Development Center (CDC) assists students and alumni with career planning, job searching and career development through individual counseling sessions and group workshops. The CDC helps students prepare for work in a variety of healthcare settings including hospitals, agencies, laboratories, rehabilitation centers, corporations and private practices. The Center also assists students in finding part-time employment.

SERVICES AVAILABLE

- Individual Career Counseling
- Career and Interest Inventory Assessments
- Career Planning Workshops
- Mock Interviews
- Career Resource Library
- On-campus Job Fairs
- Job Listings and Employer Contacts
- Long-distance Job Search Assistance
- Networking Opportunities
- On-line resume posting, job search service exclusively for Jefferson students and alumni
- Resume Assistance

For detailed information about the Career Development Center and its programs and services, we invite you to pick up these publications:

- Career Fair Employer Directories
- Job Search Handbook
- Resume Writing Handbook
- Interviewing Skills Handbook
- Evaluating a Job Offer Handbook

THE STAFF

Director
Administrative Assistant

Dayna Dunsmoor
Amelia DiValerio

COMMUTER SERVICES/MASS TRANSIT/PARKING

Jefferson Bookstore
1009 Chestnut Street
(215) 955-6417
www.jefferson.edu/cso

HOURS

Monday–Friday 7:00 am–5:30 pm

Saturday 9:00 am–1:00 pm

The store is closed on Sunday and all University holidays.

SERVICES AVAILABLE

Commuter Services provides mass transit and parking information and savings on these services to eligible Jefferson students and employees.

Benefits include maps and schedules of bus and rail line routes; discounts on SEPTA, New Jersey Transit and PATCO products as well as discounts with selected local parking garages.

Mass Transit items provided at discount prices include:

- SEPTA tokens (5- and 10-packs); Trans/Trail Passes; 10-trip Regional Rail Line Tickets; Day Passes
- PATCO Freedom Pass
- New Jersey Transit One-way and Monthly Tickets

Discounted Campus Area Parking

Restricted daily and limited monthly parking is available at several locations on or near the campus.

FINANCIAL AID

University Office of Financial Aid
College Building, Room G-1
(215) 955-2867
www.jefferson.edu/financialaid

HOURS

Monday, Tuesday, Thursday, Friday 8:30 am - 5:00 pm
Wednesday 8:30 – Noon

The University Office of Financial Aid identifies and helps students apply for possible sources of funding including grants, scholarships, loans and work study to help meet the cost of education.

SERVICES AVAILABLE

- Counsels students on financial aid
- Assists in completing financial aid forms
- Collects applications for all types of financial aid
- Awards loans/grants/work-study
- Provides debt management educational services
- Conducts Federal Stafford/Unsubsidized Stafford/PLUS Entrance/Exit Interviews
- Provides Federal Work Study (FWS) job placement and processes FWS time sheets for payment
- Certifies Stafford/Unsubsidized Stafford/PLUS/alternative loan applications
- Applies aid awards to student accounts

For detailed information about the Office of Financial Aid and its services, visit our website:
www.jefferson.edu/financialaid/

THE STAFF

Director	Susan McFadden
Coordinator	Melissa Cadet
Coordinator	Brian Eicholtz
Coordinator	Ryan Pauline
Loan Coordinator	Thomas Stewart
Administrative Coordinator	Jacquelyne Roundtree
Financial Aid Assistant	Kristin Mozzachio

HEALTH SERVICES

University Health Services
833 Chestnut Street, Suite 205
(215) 955-6835

HOURS

Monday–Friday 7:30 am–4:00 pm

Jefferson students can take advantage of a wide range of medical and health services right on campus. The comprehensive fee covers basic health care. Laboratory, emergency room visits, X-ray and specialist referral charges are billed to your insurance. Students are personally responsible for fees not covered by their health insurance. Jefferson's Emergency and Trauma Center is available for urgent medical problems when our office is closed.

Here are some of the basic services we provide:

- General medical care and advice
- Immunizations: hepatitis B vaccine; annual flu vaccine
- Mandatory annual tuberculosis screening
- Exposure protocol for students exposed to blood borne pathogens
- Referrals to specialists

THE STAFF

Medical Director	Ellen O'Connor, M.D.
Office Coordinator	Ilene Spector

HOUSING AND RESIDENCE LIFE

Department of Housing and Residence Life
Orlowitz Building, Room 103
1000 Walnut Street
(215) 955-8913
www.jefferson.edu/housing

HOURS

Monday–Friday	9:00 am–5:00 pm
Desk Coverage	24 hours, 7 days/week

The Department of Housing and Residence Life assigns student housing, coordinates building services, and provides an active Residence Life program in the University's two apartment buildings (Barringer and Orlowitz) and the combined office/residence hall (Martin).

SERVICES AVAILABLE

Residence Life

- Live-in staff
- Social, developmental and recreational programming
- 24-hour resident advising program
- Liaison with numerous campus services

Assignment/Contracts

- Guaranteed housing for eligible first-year students
- Financial aid-based fee deferments

Property Management

- 24-hour emergency maintenance service

Short-term Housing

- Shared or private residence hall accommodations
- Private suite accommodations

Off-campus housing information is also available.

THE STAFF

Director of Housing & and Residence Life	Deirdre Dana Savarese
Assistant Director for Residence Life	Patricia Cristiano

PHOTO ID CENTER

Jefferson Bookstore
1009 Chestnut Street
(215) 955-7942

HOURS

Monday–Friday	7:00 am–5:30 pm
Saturday	By Appointment

SERVICES AVAILABLE

Photo identification cards are issued to all new students within one week prior to the start of classes. Photos for identification cards are taken at Orientation for all new students. Each student must present a valid government-issued photo ID i.e. passport, driver's license, military ID, for photo verification purposes at the time that they have their picture taken.

Identification cards must be displayed at all times on campus and in hospital facilities. The initial ID card is provided at no charge. If a student's identification card is lost or damaged, replacement cards can be obtained from the Photo ID Center. A replacement fee of \$15.00 will be charged for any card that replaces the initial card.

INTERNATIONAL STUDENT SERVICES

Office of International Exchange Services
Jefferson Alumni Hall, Room M-70
(215) 503-4335/4024/4023
www.jefferson.edu/oies

The University sets a high priority on the exchange of ideas related to education, research and patient care with members of the international community. We welcome people from other countries to study, work and engage in research at Jefferson and encourage students to study abroad.

OIES assists departments that want to bring international students to Jefferson, serves as the central resource for international students, provides support for the University's international initiatives, and assists those who wish to study or do research abroad.

The Office works closely with all University divisions to coordinate the immigration requirements and orientation of our international students and other visitors.

Practical information on the process of settling in the area, local public transportation, housing, tax responsibilities and cultural and historic sites is available to new international students. OIES publishes the *Handbook for International Students*, which contains useful information about both Jefferson and Philadelphia.

THE STAFF

Director	Janice Bogen
Assistant Director	Lesley Tyson
International Student and Scholar Advisor	Eugenia Kim
Administrative Coordinator	Open

SCOTT MEMORIAL LIBRARY AND LEARNING RESOURCES CENTERS

Scott Memorial Library 1020 Walnut Street Philadelphia, PA 19107	Edison LRC 130 S. 9th Street, Suite 1300 Philadelphia, PA 19107
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Website: <http://jeffline.jefferson.edu>

AISR Administration	(215) 503-8848
Scott Library Reference Desk	(215) 503-8150
Scott Library LRC	(215) 503-8407
Edison LRC	(215) 503-7563

Academic and Instructional Support and Resources (AISR) provides a full range of services in support of the information needs of the University in the areas of research, education, and clinical care. Its departments include the Scott Memorial Library, Learning Resources, Education Services and Medical Media Services.

The Scott Memorial Library collection reflects the University's interests in the life sciences, clinical medicine, patient education, and the history of the health sciences. The print collection exceeds 220,000 volumes. A thorough reference collection includes a wide variety of information resources in electronic format. A collection of leisure reading materials is available. Also, via interlibrary loan, provided at no cost, Jefferson students can obtain materials from other libraries. The Library is staffed some 100 hours per week; however, users have twenty-four hour access to the first and fourth floors. The first floor of the Library houses the 'Library Café,' a 24-hour facility with comfortable seating, food and beverage vending, wireless network access and three public computers.

JEFFLINE, the online knowledge system of AISR, provides a wide variety of electronic resources, including specialized databases, over 5,200 electronic journals in the sciences, and 300 electronic books. The Learning Resources Centers provides access to videos, models, and other non-print materials and two electronic classrooms. One is located in the Scott Library and the other on the thirteenth floor of the Edison Building. Overall, AISR provides more than 250 publicly-accessible computers.

AISR's staff of professional instructional designers, artists, educators, animators and computer programmers consults with faculty on the design and development of new educational software. An extensive offering of workshops, seminars, and graduate courses in the area of knowledge management is available for students.

THE STAFF

University Librarian and Director of Academic Information Services and Research	Edward W. Tawyea
---	------------------

Computer Labs

Computers are available for student use.

Building/Room	Computers	Hours of Operation *
Scott 307 (LRC)	30	Mon-Fri 9am-8pm Sat 11am-7pm, Sun 12noon-10pm
Jefferson Alumni Hall (JAH) 311	15	Open 24 hours a day, 7 days a week
Edison 1309 (LRC)	14	Mon-Thurs 8am-8:30pm, Fri 8am-5pm Sat and Sun Closed
Edison 1310 (LRC)	21	Mon-Thurs 8am-8:30pm, Fri 8am-5pm Sat and Sun Closed
Edison 1311 (LRC)	21	Mon-Thurs 8am-8:30pm, Fri 8am-5pm Sat and Sun Closed
Edison 1313 (LRC)	10	Mon-Thurs 8am-8:30pm, Fri 8am-5pm Sat and Sun Closed

***Please visit <http://jeffline.jefferson.edu/LR/hours.html> for any updates or changes to the hours of operation.**

Information Technology

http://www.jefferson.edu/jeffit/stu_res.cfm

Student Resources Available through Jeff-IT

Unified Login: The Campus Key is a unique login name and password provided to each faculty and staff member at TJU and Thomas Jefferson University Hospital. You will need your Campus Key to get into personalized sections of the University's Internet portal (Pulse), e-mail, student records, library databases and more.

Campus Portal: Pulse, <http://pulse.jefferson.edu>, is the official web portal of TJU. It serves as the single location for all faculty, staff and students to access on-line information at the University. Using one's Campus Key, many TJU resources may be accessed from any computer with an Internet connection, including courses in which the student is enrolled, organizations to which a student belongs, current news releases, latest research developments, clinical care information and more. Easy to follow instructions exist for personalizing one's Pulse page. For problems related to Blackboard, Banner and other IT issues, students may contact the TJU Technical Assistance Center at X3-7975

Wireless Access: The Student Wireless Network is available in all three dorms (Orlowitz, Barringer, and Martin) as well as Jeff Alumni Hall Mezzanine and the first four floors of Scott Library. Services that are currently available through the wireless network are Email, World Wide Web, Instant Messaging (AIM, ICQ, MSN Instant Messenger, Yahoo! Instant Messenger), Telnet, SSH, and FTP. If students experience wireless problems, they may call the Jeff IT Service Desk at X3-7600 for assistance. For web-based help with wireless issues, please visit the *Student IT Support* link under Pulse.

Academic Research Network: Jeff-IT has installed a separate Academic Research Network (ARN) for clients who wish to have Internet access without accessing secure clinical services. The ARN was created to afford students the opportunity to access the Internet at TJU without compromising the University's security policies for the clinical network, which houses confidential patient data. Jeff-IT has expanded this service to researchers and is working to increase the availability of the ARN throughout the campus.

Internet Access Service: Thomas Jefferson University offers free access to the Internet through 173 public access computers located at various locations on campus. Jeffersonians and their affiliates, as well as the general public are welcome to use the public computers by following the simple instructions posted at each computer. Library and Learning Resource Center staff members are available for assistance with obtaining guest passes for computer access as well as assistance with locating and accessing public computers.

Student Support Walk-In Center: Located on the 3rd floor of the Edison building, this office provides technical support including technology sales and service and provides assistance in trouble-shooting technical difficulties. It does not provide repair services.

Lecture Recordings

Many of the courses delivered in JSP's Doctor of Pharmacy program will be utilizing the lecture recording system. Access to recorded lectures may benefit students in several ways. It can allow students to give their full attention to the instructor during the lecture rather than trying to quickly transcribe what the instructor is saying. Students are able to review the lecture as often as they want, helping with difficult content. Only students enrolled in a course will have access to the recordings. Typically, the recordings and course content in Pulse are kept until students in that class-year graduate.

RECORDS AND REGISTRATION

University Office of the Registrar
Thomas Jefferson University
1015 Walnut Street, Room G-22 Curtis
Philadelphia, PA 19107

(215) 503-8734
(215) 923-6974 (fax)

Email: university.registrar@jefferson.edu
Web Site: www.jefferson.edu/registrar/
Banner Web: <https://banner.jefferson.edu/>

WALK-IN AND TELEPHONE HOURS

Monday, Tuesday, Thursday, Friday 8:30 am–5:00 pm
Wednesday 8:30 – Noon

Emails may be sent to our office at any time. Normal response time is within two business days.

The University Office of the Registrar provides students, faculty, administration and alumni with information and services related to academic records, course scheduling and enrollment, classroom assignments and graduation.

SERVICES AVAILABLE

- Academic Records (Student Records)
- Academic Calendar, Course and Final Examination Schedules
- Classroom Assignments
- Course Enrollment Services
 - Registration, Drop/Add, Course Withdrawal
 - Status Changes (Leave of Absence/Withdrawal)
- Enrollment Certification Services
 - Professional Licensure Certification
 - Student Loan Deferments
 - Veterans Administration Education Benefits
- Grade Recording and Grade Reports
- Graduation Services
 - Certification of Degree Requirements
 - Student/Faculty Regalia
- Student Transcripts
- Transfer Credit Evaluation

THE STAFF

University Registrar	Raelynn Cooter, Ph.D.
Senior Associate University Registrar and University Director of Student Records	David R. Clawson
Associate Registrar	Sheryl T. High
Associate Registrar	Kris Peluszak
Assistant Registrar	Mary Tighe

SECURITY

Department of Security
Security Response Center, Gibbon—2nd Floor East
(215) 955-8888 (24 hours)

Security Administration, Room 402 Edison Building

IMPORTANT PHONE NUMBERS

On-Campus Emergency (Including Fire and Medical)	811
To Report a Crime	(215) 955-8888
Investigations	(215) 955-8175 or (215) 955-6331
Student/Employee I.D. Center	(215) 955-7942

The Department of Security works closely with the officers of the Philadelphia Police Department and places a high priority on your personal safety. In accordance with campus security regulations, we now operate a sexual assault victim program. We also conduct numerous presentations on specific security issues for both students and employees. Here are some of the many resources we maintain for your safety and well-being in most Jefferson facilities:

- 28 emergency phones throughout campus
- Automated front and fire door locking devices
- Central dispatch for on-campus emergencies
- Closed-circuit TV and alarm monitoring
- Sexual Assault Victim Program
- 24-hour-a-day front-desk staffing
- Student-Employee Identification Badges
- Victim's Assistance Counselor

The full text of our policies is available to you in the Department of Security's administration offices, 402 Edison.

THE STAFF

Director Robert B. Hendrick, CPP

The staff includes two managers, nine shift supervisors, two investigator and 93 field officers.

STUDENT ACCOUNTS

Tuition/Cashier's Office
Thomas Jefferson University
1020 Walnut Street, Suite 521 Scott
Philadelphia, PA 19107
(215) 503-7669

Student Loan Office
Scott Library Building, Room 521
(215) 503-7226

HOURS

Monday–Friday 9:00 am–5:00 pm

SERVICES AVAILABLE

- Answering inquiries concerning payment and fees
- Providing Promissory Notes for endorsement
- Invoicing and Collection of Tuition Billings
- Distributing refunds to students
- Processing loan checks for payment
- Providing referrals or answers for payment plans
- Managing the collection of student loans obtained through Thomas Jefferson University
- Processing correspondence received from graduates pertaining to student loans (deferments, cancellations, loan verification forms)

THE STAFF

Director	Angela Pagano
Tuition Coordinators	Wendy Christian
	Rebecca Reynolds
	Tyeisha Rogers

STUDENT SERVICES

Office of Student Affairs
Edison Building, Room 709
(215) 503-8189

HOURS

Monday–Friday 8:00 am–5:00 pm
Other hours available by appointment.

The Office of Student Affairs is responsible for student programs, academic support services, disability services, student conduct administration and counseling. The major responsibility is to coordinate the delivery of services to students to assure successful student retention.

SERVICES AVAILABLE

- Orientation
- Personal Counseling Referrals
- Academic Support Services
- Disability Accommodation
- Reading and Study Skills Workshops
- Test Taking Skills Workshops
- Writing Center
- Leadership Development Programming
- Health Insurance Administration
- Issuance of Lockers

THE STAFF

Assistant Vice President for Student Life
Director of Student Programs
Academic Development Specialist

William Thygeson, PhD
Jennifer Gronsky
Jennifer Fogerty

**ACADEMIC CALENDAR
2009-2010**

ACADEMIC CALENDAR, 2009–2010 (The Academic Calendar may be electronically accessed via the Pulse Website.)

2009 FALL SEMESTER

09/01	Tue	JSP Welcome Day for the Class of 2013
09/02	Wed	Classes Begin
09/07	Mon	Labor Day Holiday
09/16	Wed	Drop/Add Period Ends
09/22	Tue	Last Date to Remove an "I" Grade from Previous Term
10/21	Wed	Last Date to Withdraw with a Grade of "W"
11/09	Mon	On-line Registration for Spring Semester Begins (Anticipated)
11/25	Wed	Thanksgiving Holidays Begin/No Classes Scheduled
11/28	Sat	Thanksgiving Holidays End/Classes Resume
12/11	Fri	Classes End
12/12	Sat	Final Examinations Begin
12/17	Thu	Final Examinations End
12/22	Tue	Grades Due in Registrar's Office, 9:00 am
12/31	Thu	On-line Registration for Spring Semester Ends
12/31	Thu	Last Date to File Application for Graduation

2010 SPRING SEMESTER

01/11	Mon	Classes Begin
01/25	Mon	Drop/Add Period Ends
01/29	Fri	Last Date to Remove an "I" Grade from Previous Term
02/26	Fri	Last Date to Withdraw with a Grade of "W"
03/01	Mon	Spring Recess Begins/No Classes Scheduled
03/08	Mon	Spring Recess Ends/Classes Resume
03/22	Mon	On-line Registration for Summer/Fall Semesters Begins (Anticipated)
04/30	Fri	Classes End
05/03	Mon	Final Examinations Begin
05/04	Tue	On-line Registration for Summer Semester Ends
05/08	Sat	Final Examinations End
05/10	Mon	Senior Grades Due in Registrar's Office, 9:00 am
05/12	Wed	All Other Grades Due in Registrar's Office, 9:00 am
05/25	Tue	Commencement Exercises

2010 SUMMER SESSION—First Session (5 Weeks)

05/17	Mon	Classes Begin
05/25	Tue	Drop/Add Period Ends
05/31	Mon	Holiday, Memorial Day
06/01	Tue	Last Date to Withdraw with a Grade of "W"
06/14	Mon	Last Date to Remove an "I" Grade from Previous Term
06/21	Mon	Classes End
06/22	Tue	Final Examinations Begin
06/23	Wed	Final Examinations End
06/25	Fri	Grades Due in Registrar's Office, 9:00 am

2010 SUMMER SESSION—Second Session (6 Weeks)

07/06	Tue	Classes Begin
07/13	Tue	Drop/Add Period Ends
07/27	Tue	Last Date to Withdraw with a Grade of "W"
07/29	Thu	Last Date to Remove an "I" Grade from Previous Term
08/13	Fri	Classes End
08/16-17	M/T	Final Examinations
08/19	Thu	Grades Due in Registrar's Office, 9:00 am
08/22	Sun	Online Registration for Fall Semester Ends

**JSP
PROGRAM OF STUDY**

JSP PROGRAM OF STUDY

Prerequisite Course Requirements

Students must have successfully completed a minimum of 68 credits of prepharmacy coursework prior to beginning the Doctor of Pharmacy program at JSP. The following basic science and math courses are required: Anatomy and Physiology I and II, Biology I and II, Calculus I, Chemistry I and II, Organic Chemistry I and II, Physics I and II, and Microbiology (including a laboratory component). These courses must have been completed within 5 years of admission to JSP. Students are also required to have completed a College Composition course, 9 credit hours of Social Science coursework, and 9 credit hours of coursework in the Humanities.

Curriculum Goals

The curriculum at JSP will prepare its graduates to provide patient-centered and population-based care that ensures optimal health outcomes. It will also prepare its graduates to practice in diverse patient care environments and to become valued members of the health care team. Its graduates will embrace the need for life-long, self-directed learning.

Curriculum Objectives

The JSP curriculum goals will be met by:

- Identification of the key curricular outcomes to be achieved by our students;
- Vertical integration of the necessary knowledge, attitudes, and skills necessary for achieving the key curricular outcomes throughout the curriculum;
- Ensuring that students know the curricular outcomes and have an understanding of the relationship between knowledge, attitudes, and skills and these outcomes;
- Consistent incorporation of active learning throughout the curriculum via modes that may include, but are not limited to, the use of educational technology, small group discussions, learning communities, and online coursework and discussions;
- Development of interprofessional educational coursework in the classroom and experiential settings;
- Creation of introductory and advanced pharmacy practice experiences in a variety of patient care settings;
- Utilization of end-of-year performance assessments throughout the curriculum;
- Development of student portfolios to aid in their professional development; and
- Incorporation of assessment into the School's planning process for providing continuous curricular revision and development.

Curriculum Plan/Outline by Year

First Year – P1

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Biochemistry	3	Biostatistics	3
Immunology	3	IPPE II – Community pharmacy	*1
IPPEI: Healthcare-related service learning	*1	Medicinal Chemistry	2
Healthcare Communications and Patient Counseling	2	Molecular and Cell Biology	3
Healthcare Delivery Systems	2	Pathophysiology II	3
Pathophysiology I	3	Pharmacy Practice II	1
Pharmacy Practice I	1	Physical Assessment and Clinical Skills	3
Preventive Healthcare and Self-Care Issues	2		
Total Credits	17		16

Second Year – P2

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Drug Information and Literature Evaluation	3	Clinical Diagnosis / Pharmacotherapy I : Introductory Pharmacotherapy Principles / Renal Module	2
IPPE III - Hospital/Institutional Pharmacy	*1	Clinical Diagnosis / Pharmacotherapy I I : Introductory Pharmacotherapy Principles / Cardiovascular Module	2
Medication Safety	2	Biopharmaceutics and Principles of Clinical Pharmacokinetics	3
Pharmaceutics and Drug Delivery Systems	3	IPPE IV – Outpatient/Ambulatory Care Clinic	1
Pharmaceutics Lab	1	Pharmacology II	3
Pharmacology I : Autonomic and Cardiovascular Pharmacology	3	Pharmacy Practice IV	1
Pharmacy Management: Theory and Applications	3	Pharmacy Practice Lab I	1
Pharmacy Practice III	1	Professional Elective(s)	3
Total Credits	17		16

Third Year – P3

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Clinical Diagnosis / Pharmacotherapy III and IV	6 (3 Credits/Module)	Clinical Diagnosis / Pharmacotherapy V and VI	6 (3 Credits/Module)
IPPE V - Inpatient, Direct Patient Care	*2	Integrated Practice Applications	1
Pharmacology III	3	IPPE VI – ‘Elective’	*2
Pharmacy Grand Rounds	2	Pharmacoeconomics and Health Outcomes	3
Pharmacy Practice Lab II	1	Pharmacy Practice Lab III	1
Professional Elective(s)	3	Professional Seminar I	2
		Professional Elective(s)	3
Total Credits	17		18

Fourth Year – P4

Advanced Pharmacy Practice Experiences (APPEs)	
4 Core (Community Pharmacy, Hospital/Health System Pharmacy, Ambulatory Care, Inpatient/Acute Care)	
2 Open – 1 direct patient care, 1 free (6 X 6 weeks each x 40 hours/week = 1440 hours)	36 credits
Pharmacy Law	1 credit
Professional Seminar II	2 credits
Total Credits	39

Total Curriculum Credits = 140

* = Without regard to semester

IPPE = Introductory Pharmacy Practice Experience

Curriculum Outcomes

Upon completion of the Doctor of Pharmacy program at JSP, students will have and/or exhibit the following in functioning as effective members of the health care team in the provision of patient-centered and population-based care.

- The knowledge, understanding and application of the biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and clinical sciences.
- The ability to think critically and problem solve.
- Effective communication through both written and verbal means.
- The highest level of professional, legal, and ethical behavior.
- The professional acumen to identify and analyze emerging health-related issues.
- A working knowledge of how legislation, regulations and related programs affect the practice of pharmacy.

Evaluation of Curricular Outcomes

Self-Assessment

Rubrics (presented on subsequent pages) have been developed by the faculty to evaluate the curricular outcomes of written communications, verbal communications, and critical thinking and problem solving. Students will be asked to perform a self-assessment of their personal level of skill in each of these areas, relative to expected level of performance in that particular academic year, at the start and end of each academic year. The rubrics have been developed such that the expectations are further elevated in each subsequent year of the Program.

Similarly, students will be asked to perform a less formal self-assessment of their abilities related to both curricular outcomes and study skills for discussion with their academic advisor.

Student Evaluations of Courses

In addition to garnering information regarding course delivery and assessment, students are asked to provide their own assessment of how well the courses meet their stated objectives related to curricular outcomes. More information regarding student course evaluations are included in the Section titled General Statements/ Policies Applicable to Program.

Pharmacy Curriculum Outcomes Assessment (PCOA)®

All students in the JSP will take the PCOA® exam on an annual basis. This exam, a 220-item multiple choice paper-and-pencil assessment, is administered during the Spring semester of each academic year. The exam, developed by the National Association of Boards of Pharmacy (NABP)® is composed of the four major content areas identified in the ACPE Accreditation Standards 2007. These areas include: basic biomedical sciences (21%); pharmaceutical sciences (28.5%); social, behavioral, and administrative pharmacy sciences (14.5%); and clinical sciences (36%). JSP's participation in this national exam will provide us with benchmarking data and information to identify our areas of curricular strength and areas for which we may require improvement.

Rubrics

The JSP rubrics evaluating student progress in the skill areas of written communication, verbal communication, and critical thinking/problem solving were developed using an iterative process and with the input of practitioners and faculty. These rubrics will serve to provide students with specific feedback relative to the elements that contribute to the achievement of each of these curricular outcomes. They will serve to provide the faculty in JSP with feedback relative to the effectiveness of the curriculum. The following pages illustrate the rubric that will be used throughout the first 3 years of the curriculum.

VERBAL COMMUNICATION – P1

The elements contributing to the curricular outcome of verbal communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Presentation Style					
1. Transition and flow	Presentation lacks any transitions and lacks logical flow.	Presentation includes the poor use of transitions and demonstrates significant gaps in logical flow.	Presentation includes the infrequent use of transition and flows logically for most of it.	Presentation includes the occasional use of smooth transitions and flows logically for most of it.	
2. Use of verbal distractors	Excessive use of verbal distractors (e.g., ahs, ums, ok) to the extent that the impact of the presentation is lost.	Moderate use of verbal distractors (e.g., ahs, ums, ok) to the extent that the impact of the presentation is diminished.	Moderate use of verbal distractors (e.g., ahs, ums, ok) but the impact of the presentation is preserved.	Minimal use of verbal distractors (e.g., ahs, ums, ok).	
3. Pace	Inappropriate pace (i.e., too fast or too slow) throughout the entire presentation.	Appropriate pace through <50% of the presentation.	Appropriate pace through 50-75% of the presentation.	Appropriate pace through >75% of the presentation.	
4. Voice projection	Too loud/too soft throughout the entire presentation.	Appropriate voice projections through < 50% of the presentation.	Appropriate voice projection through 50-75% of the presentation.	Appropriate voice projection through > 75% of the presentation.	
5. Use of nonverbal distractors	Excessive use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) to the extent that the impact of the presentation is lost.	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) to the extent that the impact of the presentation is diminished.	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) but the impact of the presentation is preserved.	Minimal use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	
6. Eye contact	Avoiding eye contact with the audience throughout the entire presentation.	Maintains eye contact and scans the audience through <50% of the presentation.	Maintains eye contact and scans the audience through 50-75% of the presentation.	Maintains eye contact and scans the audience through >75% of the presentation.	
Presentation Content					
7. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
8. Audience comprehension	Student fails to recognize when the audience does not understand.	Student partially recognizes when the audience does not understand but fails to make appropriate adjustments.	Student partially recognizes when the audience does not understand and attempts to make appropriate adjustments.	Student fully recognizes when the audience does not understand and attempts to make appropriate adjustments.	
9. Pertinence of Information	< 25% of the material presented is essential to the topic and objectives.	25-49% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	The work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion.	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

VERBAL COMMUNICATION – P2

The elements contributing to the curricular outcome of verbal communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Presentation Style					
1. Transition and flow	Presentation includes the poor use of transitions and demonstrates significant gaps in logical flow.	Presentation includes the infrequent use of transition and flows logically for most of it.	Presentation includes the occasional use of smooth transitions and flows logically for most of it.	Presentation includes the frequent use of smooth transitions and flows logically for most of it.	
2. Use of verbal distractors	Moderate use of verbal distractors (e.g., ahs, ums, ok) to the extent that the impact of the presentation is diminished.	Moderate use of verbal distractors (e.g., ahs, ums, ok) but the impact of the presentation is preserved.	Minimal, but noticeable, use of verbal distractors (e.g., ahs, ums, ok).	Minimal use of verbal distractors (e.g., ahs, ums, ok), but not noticeable.	
3. Pace	Inappropriate pace (i.e., too fast or too slow) throughout the entire presentation.	Appropriate pace through <50% of the presentation.	Appropriate pace through 50-75% of the presentation.	Appropriate pace through >75% of the presentation.	
4. Voice projection	Too loud/too soft throughout the entire presentation.	Appropriate voice projections through <50% of the presentation.	Appropriate voice projection through 50-75% of the presentation.	Appropriate voice projection through >75% of the presentation.	
5. Use of nonverbal distractors	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) to the extent that the impact of the presentation is diminished.	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) but the impact of the presentation is preserved.	Minimal, but noticeable, use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	Minimal use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use), but not noticeable.	
6. Eye contact	Avoiding eye contact with the audience throughout the entire presentation.	Maintains eye contact and scans the audience through <50% of the presentation.	Maintains eye contact and scans the audience through 50-75% of the presentation.	Maintains eye contact and scans the audience through >75% of the presentation.	
Presentation Content					
7. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
8. Audience comprehension	Student partially recognizes when the audience does not understand but fails to make appropriate adjustments.	Student partially recognizes when the audience does not understand and makes some appropriate adjustments.	Student fully recognizes when the audience does not understand and makes some appropriate adjustments.	Student fully recognizes when the audience does not understand and makes mostly appropriate adjustments.	
9. Pertinence of Information	< 25% of the material presented is essential to the topic and objectives.	25-49% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	The work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

VERBAL COMMUNICATION – P3

The elements contributing to the curricular outcome of verbal communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Presentation Style					
1. Transition and flow	Presentation includes the infrequent use of transition and flows logically for most of it.	Presentation includes the occasional use of smooth transitions and flows logically for most of it.	Presentation includes the frequent use of smooth transitions and flows logically for most of it.	Entire presentation includes the use of smooth transitions and flows logically.	
2. Use of verbal distractors	Moderate use of verbal distractors (e.g., ahs, ums, ok) but the impact of the presentation is preserved.	Minimal, but noticeable, use of verbal distractors (e.g., ahs, ums, ok).	Use of verbal distractors (e.g., ahs, ums, ok) not noticeable.	Presentation is completely devoid of the use of verbal distractors (e.g., ahs, ums, ok).	
3. Pace	Inappropriate pace (i.e., too fast or too slow) throughout the entire presentation.	Appropriate pace through <50% of the presentation.	Appropriate pace through 50-75% of the presentation.	Appropriate pace through >75% of the presentation.	
4. Voice projection	Too loud/too soft throughout the entire presentation.	Appropriate voice projections through <50% of the presentation.	Appropriate voice projection through 50-75% of the presentation.	Appropriate voice projection through >75% of the presentation.	
5. Use of nonverbal distractors	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) but the impact of the presentation is preserved.	Minimal, but noticeable, use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	Minimal use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use), but not noticeable.	Presentation is completely devoid of the use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	
6. Eye contact	Maintains eye contact and scans the audience through < 50% of the presentation.	Maintains eye contact and scans the audience through 50-75% of the presentation.	Maintains eye contact and scans the audience through 76-99% of the presentation.	Maintains eye contact and scans the audience throughout the entire presentation.	
Presentation Content					
7. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
8. Audience comprehension	Student fails to recognize when the audience does not understand.	Student partially recognizes when the audience does not understand but fails to make appropriate adjustments.	Student fully recognizes when the audience does not understand and attempts to make appropriate adjustments.	Student fully recognizes when the audience does not understand and to makes appropriate adjustments.	
9. Pertinence of Information	<50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	76-99% of the material presented is essential to the topic and objectives.	All material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	Overall conclusion is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

WRITTEN COMMUNICATION – P1

The elements contributing to the curricular outcome of written communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student’s performance. Identify the student’s overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Writing Proficiency					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work lacks any transitions and lacks logical flow.	Written work includes the use of smooth transitions <50% of the time and demonstrates significant gaps in logical flow.	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions ≥50% of the time and flows logically for most of it.	
4. Reference format	No references are present.	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	
5. Reference citation	No references are present.	<50% of the references are accurately cited within the document.	50-75% of the references are accurately cited within the document.	76-99% of the references are accurately cited within the document.	
Writing Content					
6. Reference relevance	None of the references are related to the topic.	<50% of the references are related to the topic OR </=50% of the critical references are included.	50-75% or less of the references are related to the topic OR 75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	
7. Reference credibility	None of the references are credible.	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
9. Pertinence of Information	<25% of the material presented is essential to the topic and objectives.	25-50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Written work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

WRITTEN COMMUNICATION – P2

The elements contributing to the curricular outcome of written communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student’s performance. Identify the student’s overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Writing Proficiency					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work includes the poor use of transitions and demonstrates significant gaps in logical flow.	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 51-75% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 76-99% of the time and flows logically for most of it.	
4. Reference format	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	All references are in the correct format.	
5. Reference citation	<50% of the references are accurately cited.	50-75% of the references are accurately cited.	76-99% of the references are accurately cited within the document.	All references are accurately cited within the document.	
Writing Content					
6. Reference relevance	<50% of the references are related to the topic OR <50% of the critical references are included.	50-75% or less of the references are related to the topic OR 51-75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	All references are related to the topic and all critical references are included.	
7. Reference credibility	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	All references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
9. Pertinence of Information	<25% of the material presented is essential to the topic and objectives.	25-49% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Written work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

WRITTEN COMMUNICATION – P3

The elements contributing to the curricular outcome of written communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student’s performance. Identify the student’s overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Writing Proficiency					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 50-75% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 76-99% of the time and flows logically for most of it.	Entire written work includes the use of smooth transitions and flows logically.	
4. Reference format	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	All references are in the correct format.	
5. Reference citation	<50% of the references are accurately cited.	50-75% of the references are accurately cited.	76-99% of the references are accurately cited within the document.	All references are accurately cited within the document.	
Writing Content					
6. Reference relevance	<50% of the references are related to the topic OR <50% of the critical references are included.	50-75% or less of the references are related to the topic OR 51-75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	All references are related to the topic and all critical references are included.	
7. Reference credibility	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	All references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
9. Pertinence of information	<50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	76-99% of the material presented is essential to the topic and objectives.	All material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion.	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	Overall conclusion is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

CRITICAL THINKING / PROBLEM SOLVING – P1

The elements contributing to the curricular outcome of critical thinking / problem solving will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student’s performance. Identify the student’s overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
1. Problem identification	Identifies <50% of the major problems.	Identifies 50-75% of the major problem(s) independently or with assistance.	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	
2. Problem prioritization	Prioritizes <50% of the major problems.	Independently prioritizes 50-75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	
3. Identifies solutions	Identifies <50% of the possible solutions.	Independently identifies 50-75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	
4. Evidence evaluation	Fails to identify appropriate evidence.	Requires assistance in identifying appropriate evidence OR inaccurately evaluates the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not supported by the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	

CRITICAL THINKING / PROBLEM SOLVING – P2

The elements contributing to the curricular outcome of critical thinking / problem solving will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student’s performance. Identify the student’s overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
1. Problem identification	Identifies <50% of the major problems.	Identifies 50-75% of the major problem(s) independently or with assistance.	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	
2. Problem prioritization	Prioritizes <50% of the major problems.	Independently prioritizes 50-75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	
3. Identifies solutions	Identifies <50% of the possible solutions.	Independently identifies 50-75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	
4. Evidence evaluation	Fails to identify appropriate evidence.	Requires assistance in identifying appropriate evidence OR inaccurately evaluates the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not supported by the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	

CRITICAL THINKING / PROBLEM SOLVING – P3

The elements contributing to the curricular outcome of critical thinking / problem solving will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student’s performance. Identify the student’s overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
1. Problem identification	Independently identifies <75% of the major problem(s) OR requires assistance in identifying the major problem(s).	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	Independently identifies all problems, incorporating knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	
2. Problem prioritization	Independently prioritizes <75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	Independently prioritizes all problems, incorporating knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	
3. Identifies solutions	Independently identifies <75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	Independently identifies all plausible situation and/or case-specific solutions.	
4. Evidence evaluation	Fails to identify or requires assistance in identifying appropriate evidence OR inaccurately evaluates or fails to evaluate the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	Independently identifies the most appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	The rationale to the solution(s) is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

General Statements / Policies Applicable to Program

Classroom Materials and Handouts

Blackboard is the repository for classroom-related materials, handouts, and assignments. Such materials and handouts will not be provided by faculty in the classroom; rather, it is the responsibility of the student to print these items out and bring them along to class should they so choose.

Student Evaluations of Courses and Faculty

It is the professional responsibility of all students to participate in the end-of-semester course evaluation process and to complete faculty evaluations as they are posted throughout and at the end of the semester. All evaluations are posted to the class Blackboard page in Pulse and notification and reminder e-mails regarding these are sent out through the Associate Dean for Academic Affairs. The feedback provided to course coordinators and faculty is of extreme importance in JSP's continuous quality improvement. It is expected that students will voice their comments and criticisms in a constructive manner and it should be noted that the expression of criticism or problems through the use of abusive language or disruptive behavior directed toward a class or an instructor is inconsistent with the demeanor aspiring professionals should be seeking to develop.

Criminal Background Checks

It is a requirement of JSP that criminal background checks be performed on all students on an annual basis for continued participation in the IPPEs and APPEs.

Health Insurance Portability and Accountability Act (HIPAA)

JSP requires that all students complete annual HIPAA training for continued participation in the IPPEs and APPEs.

Annual Health Status Requirements

JSP requires that all students receive annual PPD placements for continued enrollment in JSP and continued participation in the IPPEs and APPEs.

Cell Phone/Personal Electronic Device/Laptop Computer Policy

Students are permitted to carry cell phones and have them turned on during class and while at off-campus sites in the event that the Jeff ALERT system is activated. It is requested, however, that they remain in a silent mode, i.e., vibrate, quiet, etc in order to minimize any distraction that they may cause. Use of cell phones (e.g., taking phone calls, instant or text-messaging) during class is strongly discouraged as a courtesy to your colleagues and the faculty facilitating learning in the classroom. Instructors reserve the right to prohibit the use of cell phones/pagers during exams or other structured assessments. At these times, other mechanisms of alerting the class regarding emergencies would be implemented. Also as a courtesy to faculty and peers, if a laptop computer is brought to class, please refrain from using it for any activities outside of what is required in the classroom. The use of MP3 players while in the classroom is prohibited.

Internet Access and Email

Jefferson will issue each student a campus-key (your user name to access restricted content) and an email account. The campus-key will be used to access course content (on Pulse/Blackboard), library resources (Jeffline), Banner (registration, official grades, contact information), and email. All official correspondence from TJU and JSP Schools will be sent to jefferson.edu e-mail addresses. It is the responsibility of all students to check their jefferson.edu e-mail account on a regular basis. It is recommended that this account be checked daily during the work week. E-mail is the primary mode of communication for official University and School announcements as well as for course-specific correspondence. It is the policy of TJU Faculty that they are not responsible for replying to any non-jefferson.edu email addresses.

Weather Emergency Policy

Cancellations due to weather or other emergency will be announced on the KYW AM radio (school closing number: day 173, night 2173), on the TJU emergency hotline (1-800-858-8806).

ACADEMIC POLICIES AND PROCEDURES

ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of the student to be familiar with and observe the academic regulations of the Jefferson School of Pharmacy (JSP) in all matters of course registration, dropping and adding courses, withdrawal from courses and/or the School.

Academic Advising in JSP

Mission Statement:

The mission of the JSP student advisement program is to provide assistance to students toward attainment of academic and professional goals.

General Description:

Student advisement is a shared responsibility among the faculty advisor, student, and Administration of the JSP.

Faculty advisors serve in this capacity and will have approximately 8-10 students assigned to them. Students should stay with the same faculty advisor until graduation unless they request a change in writing to the Associate Dean for Student Affairs.

School of Pharmacy Responsibilities:

It is the responsibility of the School of Pharmacy to ensure that the faculty provide accurate information and effective advice to students. The School is responsible for:

- providing students, faculty, and other advising staff with accurate information in the Student Handbook and other publications
- maintaining records of students' academic progress and advising conferences
- providing the resources necessary for the maintenance of an effective advisement network

Student Responsibilities:

Students are ultimately responsible for knowing and fulfilling all requirements for graduation, as stated in this Handbook. In order to meet that goal, they are responsible for:

- attending the Orientation program for the School of Pharmacy as an entering student
- taking full advantage of the opportunities for student advisement provided by the School of Pharmacy
- conferring with their advisor on a regular basis and keeping in touch with the advisor between scheduled visits.
- knowing the requirements for completion of the JSP Doctor of Pharmacy degree
- maintaining their own personal academic records including the University Catalog of their term of admission, transcripts, degree audits, evaluation of transfer work, and notes of previous advisement sessions

Preparing for the Advisement Session:

In order to make the best use of your time and to best serve you, it is important for you to come to your appointment prepared. Here are some tips to help you plan for your advising appointment:

- **Bring a list of your questions or topics to your advising appointment.** Think about the big picture, don't just think about what you need to do to get through the semester, think about how your choices will impact your future and your career.
- **Academic advising is more than preparing your schedule for the upcoming semester.** Feel free to discuss academic and other professional matters with your advisor. To get the most out of your advising relationship, get to know your advisor and let your advisor get to know you. Be willing to identify and discuss your difficulties and come up with ideas for addressing them. Then follow up on the plan you and your advisor agree upon. Your advisor is also interested in hearing about your successes!
- **Learn the School of Pharmacy curriculum and policies.** Your advisor is here to help you navigate your way through your education. Ultimately, it is your responsibility to make sure that you are meeting all requirements and policies required by the School of Pharmacy. If you don't understand something, ask! It is also a good idea to verify rumors that are circulating.

- **Expect referrals from your advisor.** Your advisor works hard to understand the services available to you within the School of Pharmacy. Because advisors try to discuss more than course schedules with students, your advisor can be your resource to navigating the campus. If you feel overwhelmed or you are having any trouble, ask for advice. Your advisor will help you get the support services you need, but he or she won't know to help if you don't ask.

Grading System

At the close of an academic term, each instructor assigns a letter grade indicating the quality of a student's work in the course.

The following is the grading system used in JSP, including the quality points assigned for use in the calculation of the grade point average (GPA).

GRADE	Percentage	Quality Points
A+	97.5-100	4.0
A	92.5-97.4	4.0
A-	89.5-92.4	3.7
B+	86.5-89.4	3.3
B	82.5-86.4	3.0
B-	79.5-82.4	2.7
C+	76.5-79.4	2.3
C	72.5-76.4	2.0
C-	69.5-72.4	1.7
D+	66.5-69.4	1.3
D	62.5-66.4	1.0
D-	59.5-62.4	0.7
F	<=59.4	0.0
WF*	0.0	

GRADES NOT CALCULATED IN THE GRADE POINT AVERAGE (GPA)

AU	Audit	Instructor permission required; no credit awarded.
CR	Credit	Awarded for successful completion of a challenge examination.
I	Incomplete	Awarded only when the student has done course work at a satisfactory level. Failure to remove an incomplete grade prior to the end of the 6th week following the conclusion of the final exam (or as determined by the department if the course is a pre-requisite) will result in a grade of F.
IP	In Progress	Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., selected clinical practical). The final course grade and credit are awarded in the term of completion.
N	No Credit	When it is impossible to complete work in a given course, the student may submit a written application for a grade of N, within one academic term, through the instructor to the Dean. If the request is approved, the student will be awarded a grade of N. No credit is awarded.
NC	No Credit	Did not achieve passing score on a challenge examination.
P	Pass	Satisfactory completion of a course graded on a Pass/Fail basis.
T	Transfer Credit	Transfer credit awarded.
W/WP/WF	Withdrawal	Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of W. After the deadline, a student who withdraws receives a grade of WP (Withdrew Passing) or WF* (Withdrew Failing), depending upon the level of performance in the course at the time. WF is calculated in the student's GPA.

Grade Point Average Calculation

The grade point average (GPA) is computed in the following manner:

1. Multiply the number of Quality Points for each grade by the Credit Hour value assigned to each course attempted.
2. Divide the sum of these products by the total number of credits attempted.

Posting of Assessments

Each course has its own Blackboard shell on the Pulse Website. Assessment results, including exam and course grades, will be posted by the course coordinator and/or instructors to the Gradebook on that course's page. Please see individual course syllabi for further details. Final course grades will be posted to Banner Web.

The cumulative GPA is based on the grades earned in all courses taken and applied towards completion of the Doctor of Pharmacy degree except for the following circumstances:

Repeated Courses

If a student must repeat a course (see JSP Academic Standards below), the initial credits attempted, credits earned and quality points are included in the GPA. The repeated course grade also appears on the transcript and is averaged into the student's semester and cumulative GPA.

Admission to a Second TJU Program

A graduate of one program of the University who is admitted to a second program has a cumulative GPA for the second program computed only on the grades earned in courses taken after the completion of the first program.

JSP Academic Progression Standards

- Students enrolled in the Doctor of Pharmacy program must successfully complete all courses which are prerequisites for subsequent courses in the curriculum in order to progress in the curriculum.
- The minimum passing grade is a C in letter-graded courses and a Pass in all Pass/Fail courses.
- A student earning an F in any academic course will be dismissed from the program.
- Any student who earns below a C in any letter-graded course will be placed on academic probation for that semester and must either repeat the course in its entirety or participate in the Second Chance option as noted below, if applicable. The student must earn a grade of C or better in order to successfully complete the course and progress.
- If the student earns a grade of less than a C in the same course twice, he/she will be dismissed from the Doctor of Pharmacy program.
- Any student whose **cumulative GPA falls below 3.0** will be placed on academic probation. He/she will have two semesters to bring the cumulative GPA to 3.0 or higher.
- If the student's cumulative GPA falls below 3.0 for more than two semesters (consecutive OR nonconsecutive) during their tenure in the Doctor of Pharmacy program, he/she will be dismissed from the program.
- Actions related to JSP academic probation and dismissal must be reviewed by both the JSP Committee on Student Affairs and the Office of the Dean before action can be.

Standards Specific to Progression from year P3 to year P4

- Students must earn a 3.0 cumulative GPA by the end of the P3 year in order to progress into the P4 year.
- If a student fails to meet the 3.0 cumulative GPA by the end of the P3 year, he/she will be dismissed from the Doctor of Pharmacy program.

Consideration for Degree Conference

- Candidates for the Doctor of Pharmacy degree must complete all program credits, all competency requirements in the Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs) and all other program requirements.

Dismissal from the Doctor of Pharmacy Program

To summarize the above, a student may be dismissed from the Doctor of Pharmacy program for the following reasons:

- Earning a grade of less than a C in the same course twice
- Earning a grade of F in any course or Introductory/Advanced Pharmacy Practice Experience
- Inability to achieve a cumulative GPA of 3.0 by the end of the P3 year
- Exceeding two semesters (consecutive OR nonconsecutive) of academic probation stemming from a cumulative GPA of < 3.0 and/or earning a grade of less than a C in any graded course

Any student who has been dismissed from the Doctor of Pharmacy Program is eligible to apply for readmission. Any student dismissed from JSP because of academic underachievement, and subsequently readmitted to JSP, must achieve a semester grade point average of 3.00 for the semester in which he or she was readmitted. If the student fails to do so, he or she will be dismissed. Furthermore, if such a student has a cumulative grade point average of < 3.0 at the end of the semester in which he or she was readmitted, he or she must raise the cumulative grade point average to a 3.0 or greater by the end of the following semester or be dismissed.

JSP Second Chance Option

Policy

The Second Chance Option applies only to required letter-graded courses; it does not apply to courses that are identified as Pass/Fail. A student who earns a grade of less than a C in a letter-graded course may be given another opportunity to demonstrate competency in that course by taking a single comprehensive assessment.

Eligibility to participate requires that:

1. The student has earned a final grade in the course of 59.5-72.4%; and
2. The student has not exceeded the number of Second Chance attempts as outlined here:
 - o A student may not invoke the Second Chance Option for the same course more than once.

The maximum grade that the student can receive for the course for which they invoked the Second Chance Option is a C.

- o If the student is successful (earning a 72.5% or better), a grade of C will be earned for the course.
- o If the student is unsuccessful (earning a 72.4% or less), the original grade earned in the course stands, and the student must repeat the course at JSP the next time the course is offered.

Procedure

1. Each faculty member will identify in their syllabus/course outline the format of the cumulative, Second Chance Option for their course (e.g., multiple choice questions, short-answer format, essay format, a combination, verbal challenge, etc.)
2. Any student invoking the Second Chance Option must file a written request using the Second Chance Option Request Form (available on the JSP Students webpage in Banner) with the Course Coordinator and the Associate Dean for Student Affairs no later than five business days after the grades are posted by the Registrar's Office on the student record (Banner Web).
3. The Course Coordinator and the Associate Dean for Student Affairs will determine whether the student has met the criteria for participation in the Second Chance Option and will notify the student regarding eligibility to participate in the Second Chance Option in a timely manner.
4. For the Fall semester, the Second Chance Option will be administered no later than the Tuesday of the last full week prior to the resumption of Spring classes. For the Spring semester the Second Chance Option will be administered after the conclusion of the semester on a date to be determined by the Dean's office in conjunction with the Course Coordinator.

JSP Academic Integrity Policy

The Administration and Faculty of JSP believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical education. Integrity and honesty are especially valued in the healthcare professions because of their responsibilities to patients.

Because we are committed to educating practitioners who provide the highest quality of health care, the JSP Administration and Faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. The following policy on academic integrity defines dishonesty and describes the procedures for responding to charges of academic dishonesty in the School.

Forms of Academic Dishonesty

Plagiarism

As stated in the American Medical Association Manual of Style (2007), "In plagiarism, an author documents or reports ideas, words, data, or graphics, whether published or unpublished, of another as his or her own and without giving appropriate credit."

When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Examples of plagiarism include, but are not limited to:

1. Quoting another person's actual words, complete sentences or paragraphs, or entire pieces of written work without acknowledgment of the source.
2. Using another person's ideas, opinions or theories, even if they are completely paraphrased in one's own words, without acknowledgment of the source.
3. Noting the original source of only a part of what is borrowed.
4. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.
5. Copying another student's essay test answers.
6. Copying, or allowing another student to copy, a computer file that contains another student's assignment and submitting it, in part or in its entirety, as one's own.
7. Working together on an assignment, sharing the computer files and programs involved and then submitting individual copies of the assignment as one's own individual work. Students are urged to consult with individual faculty members if in doubt.

Fabrication

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to:

1. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
2. Listing sources in a bibliography not directly used in the academic exercise.
3. Submission in a paper, thesis, lab report or other academic exercise of falsified, invented or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin or function of such data or evidence.
4. Submitting as one's own any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he or she has not mastered. Examples include but are not limited to:

1. Copying from another student's test paper or allowing another student to copy from a test paper.
2. Using the course textbook or other material such as a notebook brought to a class meeting but not authorized for use during a test.
3. Collaborating during a test with any other person by receiving information without authority, or collaborating with others on projects where such collaboration is not expressly permitted.
4. Using or possessing specifically prepared materials during a test, e.g., notes, formula lists, notes written on the student's clothing, etc., that are not authorized.
5. Taking a test for someone else or permitting someone else to take a test in one's place.
6. Tapping pencils or other objects or otherwise signaling in code.
7. Entering any office or opening a file to obtain a test or answer key.
8. Viewing test materials on a secretary's or faculty member's desk.
9. Passing quiz/test questions or answers from one student to another, even after the test is completed.
10. Copying a posted answer key without permission.
11. Discussing test questions or answers outside the examination room while the test is in progress.

Academic Misconduct

Academic misconduct is the intentional violation of University policies, by tampering with grades, or taking part in obtaining or distributing any part of an unadministered test. Examples include, but are not limited to:

1. Stealing, buying or otherwise obtaining all or part of an unadministered test.
2. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
3. Bribing any other person to obtain an unadministered test including answers to an unadministered test.
4. Entering a building or office for the purpose of changing a grade in a grade book, on a test or on other work for which a grade is given.

5. Changing, altering or being an accessory to the changing and/or altering of a grade in a grade book, on a test, in a computer, on a "change of grade" form or other official academic records of the University which relate to grades.
6. Entering a building or office for the purpose of obtaining an unadministered test.
7. Continuing to work on an examination or project after the specified allotted time has elapsed.
8. Signing into classes for others.

Academic Dishonesty in Clinical Settings

Academic dishonesty in the clinic is characterized by deliberate, deceitful intention to (1) obtain information from another source and claim as one's own, (2) fabricate clinical data or information, or (3) misrepresent one's own actions or the actions of another in order to avoid sanctions. Examples include, but are not limited to:

1. Looking up in a log book, equivalent source or consulting a professional for a diagnosis or treatment plan on an assigned unknown case without authorization from the clinical instructor.
2. Using a correlated histopathologic or clinical diagnosis in lieu of his or her own clinical or technical interpretation.
3. Reporting results without performance of a test or procedure.
4. Providing unauthorized information to other students on clinical assignments.
5. Changing answers on work sheets or patient records after they have been reviewed and/or submitted.
6. Misrepresenting one's own or another's identity.
7. Feigning illness or emergency to avoid a clinical rotation or assignment.
8. Signing into rotation for another student when absent.
9. Communicating confidential information to a person not involved in the patient's care without authorization.
10. Misrepresenting any aspect of patient care or documentation.

Sanctions

Two possible sanctions exist for cases of academic dishonesty. Option A outlines adjudication of cases at the discretion of the faculty. Cases may alternatively be referred directly to the Judicial Board for adjudication under Option B of these guidelines.

Option A

Option A is limited to one or more of the following, by choice of the faculty member:

- a verbal reprimand
- a written reprimand
- a grade of zero for an assignment or examination
- a requirement that the student repeat the work affected by the academic dishonesty
- a statement concerning the action to be sent to the JSP Dean's Office by the instructor.

No notation of faculty action will appear on the student's transcript. However, the School may choose to keep documentation in the student's file and this may be taken into account if the student is involved in another incident of academic dishonesty.

When the instructor chooses to have the student repeat the assignment, the instructor will tell the student the maximum grade that may be assigned for the repeated assignment. For example, it is acceptable for the instructor to assign no more than a minimal passing grade to a repeated assignment, if successfully completed by the student.

The student may contest the instructor's allegation by requesting a hearing with the TJU Judicial Board. Any such request must be made within five (5) working days from the time the student has been informed of the charge and the instructor's recommended resolution. The instructor's initial penalty will be considered in assessing a penalty for a guilty finding by the TJU Judicial Board.

Option B

Option B is direct referral of the charge by the faculty member to the TJU Judicial Board for adjudication. Information concerning procedures for requesting a judicial hearing is found in the Code of Conduct section of this Handbook (see "Judicial System").

The contents of sections on Academic Dishonesty were taken wholly or adapted in part with permission from "The Academic Honesty & Dishonesty" brochure prepared by the Dean of Students Office, 218 Hullihen Hall, University of Delaware, Newark, Delaware, (302) 831-2117.

Revised June 20, 1997

Clinical Probation and Dismissal

Because patient well being is a major concern of the University, it is necessary that certain actions be taken when a student's clinical practice poses a potential threat to patient health, welfare or safety. Therefore, students are subject to the School's regulations governing clinical practice and may be placed on probation by the School and/or recommended for dismissal for unsafe clinical behavior as defined by the School. Unsafe clinical practice is described below. Students who wish to appeal a decision of clinical dismissal for unsafe clinical performance may do so by following the provisions of the Appeal Process for Dismissal Due to Unsafe Clinical Performance.

Unsafe clinical practice encompasses behavior (omission or commission) which threatens or has the potential to threaten the physical, mental, emotional, or environmental safety of patients, family members, other students, faculty members, or other healthcare providers in the patient care setting.

Unsafe clinical practice can include, but is not limited to:

- (1) lack of preparation, unsafe clinical judgment, or deficits in problem-solving ability;
- (2) unsupervised or unauthorized clinical practice or unauthorized presence in a clinical facility;
- (3) violation of any provision within the Pharmacy Act;
- (4) falsification of documentation;
- (5) inappropriate or unauthorized use of equipment, supplies, data, clinical information systems, or communications systems;
- (6) gross interference with the educational process or health care services;
- (7) gross impairment (physical or cognitive) by illicit or prescription drugs, chemicals, or alcohol in patient care settings;
- (8) creating unnecessary risk of exposure to or harm from environmental, chemical- and/or biohazards in patient care settings; and
- (9) verbally abusive, physically threatening or harmful behavior toward patients or other health care providers .

Confidentiality of Student Records

Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student's records are the property of the University but may be released upon the written request of the student.

The records of the student are held in trust by the University and are maintained in a confidential manner.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (more commonly known as "The Buckley Amendment" or FERPA) is a federal law that affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the University Director of Student Records a written request that identifies the record(s) they wish to inspect. The University Director of Student Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Director of Student Records to whom the request was submitted, he or she shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes is inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to School officials with legitimate educational interests. A School official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University, at its discretion, may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thomas Jefferson University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington DC, 20202-4605

The University, at its discretion, may provide directory (public) information in accordance with the provisions of the Act to include: the student's name, address, telephone listing, date and place of birth, major field of study, academic schedule, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, identification photo, University e-mail address and previous educational institutions attended by the student. Students wanting directory information withheld should notify the University Director of Student Records in writing within two weeks of each year's initial academic enrollment.

Revisions and clarifications will be published as experience with the law and Jefferson's policy warrant.

Missed Coursework

Policy

Consistent attendance in class, for all laboratory and clinical experiences, and for all course assessments (including, but not limited to, examinations), reflects professional behavior. It is expected that students participate in all such events. In the case of an emergency (such as an acute debilitating illness or unanticipated family emergency), a student may be excused from participating in such events. Students anticipating or otherwise missing more than 3 days of classes are required to notify the Dean's Office so that appropriate arrangements can be made.

Procedure

The student is responsible for being familiar with all of the content included in the course syllabus. Specific procedures regarding missed coursework, outlined by the Course Coordinator, can be found in each course syllabus. Students missing more than 3 days of classes must contact the Deans' Office.

Course Attendance

As noted above in Section B, Subsection 4 (Missed Coursework), consistent attendance in class, for all laboratory and clinical experiences, and for all course assessments (including, but not limited to, examinations), reflects professional behavior. It is expected that students participate in all such events. Please refer to individual course syllabi for policies specific to each course.

Course Drop/Add

Once registered, students may drop or add a course until the deadline published in the Academic Calendar. The Drop/Add period during the Fall and Spring Semesters is normally a two-week period. For Summer Sessions and other accelerated terms, it is proportionately less. The Drop/Add deadline is published in the Academic Calendar.

To make a schedule change, the student must complete a Drop/Add form. The Drop/Add form must be received in the University Office of the Registrar by the deadline date.

Course Withdrawal

After the conclusion of the Drop/Add period, a student may withdraw from a course by completing a Course Withdrawal Form. A student who withdraws from a course prior to the deadline published in the academic calendar will receive a grade of "W."

A student who withdraws from a course after the deadline published in the academic calendar will receive a grade of "WP" (withdrew Passing) or "WF" (withdrew Failing), depending upon the level of work at the time of the withdrawal. A grade of "WF" is calculated in the grade point average in the same manner as a failing grade.

NOTE: Students who do not officially drop or withdraw from a course according to the procedures described above but stop attending classes will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course drop or withdrawal.

Transfer Credit Policy

Policy

Academic credit may be given for courses successfully completed with a grade of B or better at other academic institutions. Coursework completed prior to matriculation may not apply towards the professional elective courses within the JSP curriculum. In cases where the approval to transfer credits has been granted, no grade will appear on the student's transcript. Credit hours will be awarded. Transfer credits are not utilized in determining a student's grade point average. Students are encouraged to discuss transferring course credit with their academic advisor and/or the Associate Dean for Academic Affairs.

Procedure

1. The student must submit a written request to the JSP Associate Dean for Academic Affairs.
2. The request should include the course title, number of credits, course description, and syllabus from the outside institution.
3. The Dean's office will communicate the decision to approve or deny the credit transfer request to the student within 14 calendar of receiving the written request.
4. If the decision is made to transfer credit, the student will be asked to produce an official transcript from the outside institution.

Disability Accommodation

In an effort to assist students with special needs, the University has approved the following procedures:

- A student requesting accommodation for a disability must submit to the Office of Student Life documentation of that disability that is three years old or less from an appropriate disabilities specialist.
- The student must provide documentation of accommodations (if any) provided at previous academic institutions.
- The student must request specific accommodations based on the foregoing information. Representatives of the Office of Student Life will meet with faculty in the student's school or department to determine the appropriateness of the requested accommodation. Deliberations may include other University officials and additional learning disabilities specialists.
- Representatives of the Office of Student Life and/or the School will meet with the student to arrange appropriate accommodations.

Questions regarding the Disability Accommodation policy should be directed to the Office of Student Life at (215) 503-8189.

Student Complaints, Appeals and Grievances

Students who feel they have been treated unfairly in the academic program or in non-academic disciplinary actions have the right to initiate the appeal process as described by the Grade Appeal Protocol and the Code of Conduct (see Judicial System). Students may also make informal complaints or formal grievances regarding other issues such as academic or non-academic policies or procedures, curricular issues, extracurricular issues, or facilities. In such cases, students are strongly encouraged to provide feedback in a constructive manner and first attempt to resolve their disputes with the appropriate Faculty or Staff. The Dean or the Associates Deans and Faculty Advisors are available to assist students in determining the potential courses of action available to them.(See Student Grievance Procedure) Students also have the right to file complaints related to topics covered by the ACPE Accreditation Standards directly to ACPE (see Complaints Policy for the Accreditation Council for Pharmacy Education).

GRADE APPEAL PROTOCOL

I. Grade Appeals Board

The Schools of Health Professions, Nursing, Pharmacy and Population Health shall collectively support a Grade Appeals Board.

A. Membership

1. A member of the administration designated by the Senior Vice President for Academic Affairs
2. Two faculty members from each school. Each school should designate two alternates. An alternate may serve on the Board in case one of the school's faculty designees is unavailable.
3. Two students from each school. Each school shall identify two alternates. An alternate may serve on the Board in case one of the school's student designees is unavailable.

The Board, by a majority vote of its members, will elect one member as Chair at the beginning of the academic year.

B. Responsibilities

A Grade Appeals Hearing Panel, as set forth in Section III, Paragraph 11 a., shall provide a hearing for students who, following the established grade appeal guidelines, wish to present evidence that their level of achievement is, or has been, other than as adjudged by the School. The Grade Appeals Hearing Panel will also hear appeals of dismissal for unsafe clinical practice. The hearing procedures followed by the Grade Appeals Hearing Panel are set forth below.

II. Bases for Grade Appeal

The grade appeal protocol affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned under the following circumstances:

- Caprice: The faculty member has arrived at the grade or rendered a decision without considering all the pertinent facts involved or has deliberately ignored these facts.
- Prejudice: A faculty member has arrived at the grade or rendered a decision based on reasoning which is influenced by irrelevant information having no bearing on the decision.
- Mechanical error: The grade has been inaccurately assigned due to clerical error on the part of the instructor or computer.
- Assignment of a grade inconsistent with criteria used to assign grades to other students: The grade was given using criteria different from criteria used to grade all other students in the class.

Reduction of a grade for alleged academic dishonesty does not follow this protocol. It must be appealed to the Judicial Board on Student Conduct.

For a grade appeal, the burden of proof is on the student. The student must be prepared to state reasons for believing the grade assignment was inappropriate and provide documentation of the alleged impropriety. Examples of documentation include but are not limited to: course outlines, handouts, logs, completed assignments, any written feedback given by the faculty on written work and/or witnesses. The student will be able to review all material relevant to the case from his or her department file.

III. Steps of Grade Appeal

The following steps of grade appeal are established and adopted by the faculty:

1. The appeal period begins on the day that the student's grade is posted by the Office of the Registrar.
2. The student shall file the Notice of Course Grade Appeal form with the course instructor or faculty member in charge of the course. Forms are available in the School's Office of Student Affairs or the Office of the Assistant Vice President for Student Life.
3. The Associate Dean for Student Affairs will decide if the student may continue in class during the appeal period. The instructor recommending that the student should not continue in the academic program must clearly document that the student poses a safety risk to others and/or has engaged in disruptive behavior towards other students, faculty, clinical instructors and/or patients.
4. The student will attempt to resolve the situation with the course instructor.
5. If a mutually acceptable decision is not reached between student and instructor, the student must provide the Associate Dean for Student Affairs with a detailed written statement of allegations, facts and circumstances. The faculty member shall make all pertinent grading records available to the Associate Dean for Student Affairs.
6. After receipt of the student's detailed statement, the Associate Dean for Student Affairs shall meet with the student to discuss the appeal. A written report of the decision of the Associate Dean for Student Affairs regarding the appeal shall be sent to the student and the course instructor.
7. If the Associate Dean for Student Affairs denies the appeal, the student may then appeal to the Dean of the School.
8. The student must provide the Dean with a detailed written statement of allegations, facts and circumstances. The Associate Dean for Student Affairs and faculty member shall make all reports addressing the denial of appeal and pertinent grading records available to the Dean.
9. If the Dean denies the appeal, the student may then appeal to the Grade Appeals Board. The following must be submitted to the Chair of the Grade Appeals Board:
 - a. a signed Notice of Course Grade Appeal (the form is available in the Office of the Associate Dean for Student Affairs or the Office of the Assistant Vice President for Student Life);
 - b. a detailed written statement explaining the basis for the appeal setting forth one or more of the circumstances described in the first paragraph of this Protocol. The statement must include a specific account of all alleged procedural irregularities and a chronology of significant events related to the appeal;
 - c. a copy of the course syllabus;
 - d. copies of other pertinent documents and any other evidence that may have a bearing on the grade in question. These may include, but are not limited to, School/Department regulations, tests, papers, clinical records or evaluations, journals, handouts, and/or correspondence to/from the instructor;
 - e. a proposed list of witnesses who have agreed to testify at the hearing (if the Board determines that a hearing is warranted) and for each a brief summary of his/her testimony and its relevance to the charge that an inappropriate grade has been assigned.

10. The Board will review the evidence and may request new evidence to clarify any issue pertinent to the case. The Board reserves the right to deny a hearing if the evidence submitted by the appellant does not clearly demonstrate the possibility of procedural irregularity. The Board Chair will notify both parties in writing of the decision, including the time, date, location and conduct of the hearing (unless denied). The Board will appoint a Grade Appeals Hearing Panel consisting of the Chair of the Grade Appeals Board who shall chair the Grade Appeals Hearing Panel, two additional faculty members and two student representatives. A representative of the Office of the Senior Vice President for Academic Affairs shall also serve on the Panel. The Panel will determine which proposed witnesses may testify at the hearing.
11. Attendance at the hearing is required of the following individuals and is closed to all others:
 - a. All members of the Grade Appeals Hearing Panel shall be present or represented and shall serve with full voting rights. A representative of the Office of the Senior Vice President for Academic Affairs shall serve on the Panel in a non-voting capacity. None of the faculty members on the Grade Appeals Hearing Panel may be from the School from which the Appeal originates. A Board member or representative must withdraw from the proceedings if involved with the grade in any capacity or otherwise cannot remain unbiased. The Chair of the Board shall appoint another representative to maintain the Hearing Panel's structure in accordance with this Protocol.
 - b. The appellant and appellee shall be present. If either party is unable to attend due to extraordinary circumstance such as, but not limited to, severe illness, death in the immediate family or professional obligation that cannot be rescheduled, the Board Chair must be notified immediately. The hearing will be rescheduled within five days of the originally scheduled date.
 - c. Witnesses called by either party and approved by the Hearing Panel.
 - d. A non-Board member provided by the office of the SVPAA who may schedule the hearing and will record the discussion and prepare a summary of the proceedings.
12. The hearing shall be conducted in the following manner:
 - a. The appellant and appellee must represent themselves.
 - b. The appellant will have the opportunity to state the nature of the grievance in detail and present supporting witnesses.
 - c. The appellee will be given the opportunity to respond to the appellant's statement and present supporting witnesses and evidence.
 - d. Hearing Panel members may question the appellant, appellee and witnesses.
 - e. The appellant, appellee and witnesses are excused.
 - f. Following a period of closed deliberation, the decision of the Hearing Panel will be determined by a simple majority vote. A written report of the decision citing the most pertinent information pertaining to the decision will be forwarded to the appellant and the School Dean.
13. If the decision of the Grade Appeals Hearing Panel is not acceptable to either party, the appellant may file a written notice of appeal with the Senior Vice President for Academic Affairs. The appeal must be based on either a lack of due process or new information not available at the time of the hearing. Such a request shall be granted or denied at the discretion of the Senior Vice President for Academic Affairs based on an analysis of whether the new information is likely to make a significant and substantial difference in the initial disposition of the case or whether the due process provided to the student was inconsistent with University procedures.
14. If the request for the appeal is approved, the Senior Vice President for Academic Affairs shall meet with the appellant to try to resolve the situation. In advance of the appeal meeting, the Senior Vice President for Academic Affairs may request any additional records or documentation that he/she feels are relevant to the case.
15. The written decision of the Senior Vice President for Academic Affairs shall be sent to the appellant, the Dean and the Chair of the Grade Appeals Board. The decision of the Senior Vice President for Academic Affairs shall be final and binding.

The student is encouraged to seek the assistance of the School Dean or the Office of the Assistant Vice President for Student Life to provide further explanation of the grade appeal process.

IV. Time Frame for Grade Appeal

The maximum time frame allowed for the appeal period is normally 50 days (business days, Monday–Friday). The Department Chair or School Dean, Chair of the Grade Appeals Board or Senior Vice President for Academic Affairs may extend the time frame if extenuating circumstances warrant additional time.

The following guidelines are recommended:

- The student may file written notice of appeal no later than five business days after the grades are posted by the Registrar's Office on the student record (Banner Web).
- The course instructor will render a written decision to the student within three business days from the date the appeal is filed with the course instructor.
- The student must file notice of further appeal with the Associate Dean for Student Affairs within three business days of receipt of the course instructor's decision.
- The Associate Dean for Student Affairs will render a written decision within three business days of delivery of the notice of appeal.
- The student must file notice of further appeal with the Dean within three business days of receipt of the Associate Dean for Student Affairs' decision.
- The Dean will render a written decision within three business days of delivery of the notice of appeal.
- The student must file written notice of further appeal with the Chair of the Grade Appeals Board within three business days of notification of the Dean's decision.
- The Grade Appeals Board will meet within five business days of receipt of the notice of appeal to determine if a hearing is warranted.
- If the Board determines that a hearing is warranted, the appeal will be presented at a hearing within five business days after the Board meeting.
- The Chair of the Board will render the decision within five business days after the hearing.
- The student may file a written request for an appeal of the Board's decision to the Senior Vice President for Academic Affairs within three business days of receipt of the decision. The appeal must be based on either a lack of due process or new information not available at the time of the hearing.
- If the request for the appeal is approved, the Senior Vice President for Academic Affairs will meet with the student within three business days of the notice of appeal.
- The Senior Vice President for Academic Affairs will render a decision within five business days after the meeting. Reasonable efforts should be made to complete the process within the 50-day time period.

Appeal Process for Dismissal Due to Unsafe Clinical Performance

The process outlined below is to be used by students appealing a School decision to dismiss due to unsafe clinical performance. Otherwise, students who are appealing a grade must refer to the "Grade Appeal Protocol."

A student who is dismissed from a program because of unsafe performance may appeal the decision of the faculty if he or she believes that the decision was based on:

- Caprice: The faculty member has rendered a decision without considering all the pertinent facts, has deliberately ignored these facts or has inconsistently applied departmental policy.
- Prejudice: A faculty member has rendered a decision based on reasoning which is influenced by irrelevant information, attitudes or beliefs having no bearing on the decision.

The burden of proof is on the student, who must be prepared to substantiate reasons for arguing that the dismissal decision was based on caprice or prejudice. The student will be able to review all material relevant to the case from his or her departmental file so that he or she can provide documentation to support his or her position.

A student may seek additional information on the process from the Associate Dean for Student Affairs, who will further explain the guidelines outlined in this appeal protocol.

The time frame for the entire appeal process will not exceed 60 class days, unless a decision to extend the time frame is made by the JSP Dean, as appropriate, the Chairman of the Grade Appeals Board, or the Senior Vice President for Academic Affairs. Each of the following steps of the dismissal appeal process has been approved by the faculty. Each must be completed sequentially and as specified below in order to proceed with the appeal.

1. The appeal period begins on the day the student receives written notice from the JSP Dean of the decision to dismiss.
2. Within seven class days of this notification, the student wishing to appeal must file the Notice of Appeal of Dismissal Due to Unsafe Clinical Performance form together with written documentation of the basis for the appeal with the JSP Dean. Forms are available in the JSP Dean's Office.
3. Upon receipt of the student's notice of appeal, the JSP Dean will decide if the student may continue in class during the appeal period.
4. Within three class days after receipt of the student's detailed statement, the JSP Dean, or his or her designee, shall review all documentation submitted by the student as well as any additional material furnished by the faculty member and issue a written decision on the student's appeal. During this process the JSP Dean may, at his or her discretion, interview any parties with relevant information.
5. Within five class days of notification of the decision by the JSP Dean, either party (student or faculty member involved in making the decision and hereinafter referred to as "appellant") may proceed with an appeal by completing the following three steps as detailed below:
 - a. The appellant must file a letter setting forth the grounds for appeal with the Chairman of the Grade Appeals Board and the JSP School Dean
 - b. The appellant must submit all evidence compiled to date to support the grounds for appeal to the Chairman of the Grade Appeals Board.
 - c. The appellant must supply to the Chairman of the Grade Appeals Board a list of all witnesses expected to give testimony, a brief description of their testimony and the relevance of their testimony to the charge of caprice or prejudice.
6. Within five class days of receipt of the appellant's letter setting forth the grounds for appeal, the JSP Dean must submit the following to the Chairman of the Grade Appeals Board:
 - a. The appellant letter setting forth the grounds for appeal with the Chairman of the Grade Appeals Board and the JSP Dean.
 - b. A chronological accounting of the events that led to the decision.
 - c. A listing of all witnesses the School plans to produce and their relevance to the case.
 - d. A copy of any relevant School policies or procedures regarding unsafe clinical practice and a statement of how that policy was applied.
7. Documentation from the appellant and the School will be circulated to the members of the Grade Appeals Board for review. The Board members will review the evidence and may request new evidence to clarify any issue pertinent to the case.

The Grade Appeals Board will meet within 10 class days of receipt of the documents described in Item 6 of this Protocol to decide if the evidence justifies a hearing. The Chair of the Grade Appeals Board will notify the appellant, appellee and the Office of the Dean of the committee's decision. If a hearing is indicated, the Chair of the Grade Appeals Board will also indicate the time and place of the hearing. In addition, the Board will render a decision about which proposed witnesses may testify at the hearing. Only those witnesses whose testimony is determined by the Grade Appeals Board to be relevant to the charge of caprice or prejudice may attend the hearing. The use of patients as witnesses is inadvisable.

8. If a hearing is indicated, the Grade Appeals Board will conduct a hearing within 10 class days of the decision to do so. Attendance at the hearing is required of the following individuals and closed to all others:
 - a. All faculty members assigned to the Grade Appeals Board, or designees, must be present, unless such faculty member was a decision maker or had prior significant contact with the appellant. If so, an alternate shall be appointed immediately by the Chair of the Grade Appeals Board to take the original faculty member's place at the hearing.
 - b. All student members or student alternates to the Grade Appeals Board must be present. If one of the student committee members is involved in the case, or is familiar with a matriculated student involved in the case, he or she will be excused from the proceedings and an alternate will be appointed by the Chair of the Grade Appeals Board.
 - c. One non-Board member who will take minutes of the proceedings and not vote must be present.
 - d. The appellant and appellee must be present at the hearing. If either party is unable to attend due to extraordinary circumstance, the Chair of the Grade Appeals Board must be notified immediately. The hearing will be rescheduled as soon as possible, consistent with the specified appeal process time frame.

- e. Witnesses whose testimony is determined by the Grade Appeals Board to be relevant to the charge of caprice or prejudice may attend the hearing.
9. The hearing shall be conducted in the following manner:
 - a. The appellant and appellee must represent themselves. Other representatives, such as family members or attorneys, may not be present at the hearing.
 - b. The appellant will have the opportunity to state the nature of the grievance in detail.
 - c. The appellee will be given the opportunity to respond to the appellant's statement and present supporting evidence for his or her position.
 - d. The Board members may question the appellant and appellee.
 - e. The appellant and appellee shall be excused.
 - f. The Board will make a decision following a period of closed deliberation. The period of closed deliberation may require the Board to reconvene in particularly difficult cases. Once the deliberation is concluded, the decision of the Board will be determined by a simple majority vote. A written report of the decision citing the most relevant information pertaining to the decision will be forwarded to both parties by registered mail no later than two class days after the decision is reached.
 - g. The JSP Dean and the University Senior Vice President for Academic Affairs will be notified of the Board decision and all supporting information no later than two class days after the decision is made.
10. If the decision of the Grade Appeals Board is not acceptable to either party, the appellant or appellee may file a written notice of appeal, stating specific grounds, with the JSP Dean and the University Senior Vice President for Academic Affairs within three class days of receipt of such decision.
11. The Senior Vice President for Academic Affairs will meet with the appellant to try to resolve the situation. In advance of the appeal meeting, the Dean may request any additional records or documentation that the Dean believes may be relevant to the case.
12. The written decision of the Senior Vice President for Academic Affairs shall be sent to both parties, the Department Chairman or School Dean and the Chairman of the Grade Appeals Board. The decision of the Dean shall be final and binding.

Student Complaints and Grievance Procedure

For student grievances other than grades or dismissal due to unsafe clinical performance, students are encouraged to address the problem at the point closest to the issue. The student is encouraged to attempt to resolve the dispute directly with the faculty or staff member. If dissatisfied with the outcome, the student may meet with the Department Chair, then the Associate Dean for Academic Affairs or Students Affairs as appropriate, then the JSP Dean who will attempt to mediate the situation. If the student is still dissatisfied with the outcome, he/she may meet with the University Senior Vice President for Academic Affairs. The University Senior Vice President for Academic Affairs is the final authority in hearing student grievances. All parties are encouraged to address the issue promptly in writing (within three [(3)] class days whenever possible) so that resolution of the grievance should require no more than three weeks.

Records of the grievance are kept by the respective faculty and administrative personnel and do not become part of the student's permanent record.

Complaints Policy for the Accreditation Council for Pharmacy Education (ACPE)

The following has been taken directly from <http://www.acpe-accredit.org/students/complaints.asp>

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

The Executive Director shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including

student complaints received or made available, is kept for consideration on file at the Council office. Such record of complaints is considered during scheduled evaluations, or a special evaluation, as the case may require.

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

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

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

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

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

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

If you wish to file a complaint, please e-mail: csinfo@acpe-accredit.org (regarding a professional degree program)

Graduation

A student must complete the specific total credits and course requirements in the Doctor of Pharmacy program and achieve a cumulative grade point average of at least 3.00 on all attempted work to qualify for graduation from the University.

Full-time students are required to complete their course of study within four years of the date of matriculation. Part-time students are required to complete their course of study within six years of the date of matriculation. An extension may be granted in the event of extenuating circumstances, such as a documented medical illness.

Residence Requirements for Graduation

A student must earn a minimum of 30 semester credits on campus immediately preceding graduation for a degree to be conferred.

Application for Graduation

The official awarding of degrees takes place three times each year: at the Commencement Exercises following the conclusion of the spring semester, in August/September at the conclusion of the summer semester, and in December at the conclusion of the fall semester. Students who expect to meet the requirements for graduation must file an application form with the University Office of the Registrar. These forms are normally filed during the fall semester but must be received no later than the deadline published in the Academic Calendar.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements. A student who does not qualify for graduation in time for Commencement Exercises may participate in the next academic year's graduation program.

Attendance at Commencement Exercises is required, unless excused by the Associate Dean for Student Affairs. Written petition for permission to graduate in absentia must be submitted at least one month in advance of the Commencement Exercises.

Leave of Absence

When personal circumstances make a temporary absence from the School advisable and when intent to return is evident, a leave of absence may be granted to students who file the Student Status Change Form available in the University Office of the Registrar. Permission of the School Dean is required. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

Students who fail to return to the School at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the School.

Readmission Procedure

Students withdrawn or dismissed from the School may, within two (2) years of the withdrawal or dismissal, re-apply directly to the School by submitting a written request directly to the School Dean. All others wishing to continue their studies must re-apply through the Office of Admission.

Registration

Prior to each registration period, students are provided with detailed instructions and materials for registration. With the assistance and guidance of a faculty advisor, students must register for classes according to the schedule published in the Academic Calendar.

Any registration made after the conclusion of the official registration period will require payment of a \$25.00 late registration fee.

Satisfactory Academic Progress Policy - Federal Title IV Programs

Policy Statement

In order to receive payment for any Title IV Financial Aid Program, students must maintain satisfactory progress in their chosen program of study. If a student transfers to another program of study at the University, academic work in the prior program may be considered in determining satisfactory progress.

Students receiving aid for the first time must have been making satisfactory progress prior to receiving Title IV aid.

Students are considered to be maintaining satisfactory progress in their program of study if they successfully complete 70 percent of the credits attempted while receiving Title IV Funds.

The Satisfactory Academic Progress Policy will be applied at the end of each academic term.

Students who do not demonstrate satisfactory progress are not eligible to receive further Title IV Funds until they have re-established satisfactory progress.

To re-establish satisfactory progress, students must successfully complete, without receiving Title IV Funds, at least 70 percent of the attempted credits which fulfill degree requirements during one academic term.

When satisfactory progress is re-established, the Satisfactory Progress Policy will again be applied at the end of the semester. Application of the policy will continue until students complete or terminate their education.

Students who are placed on academic probation are permitted to continue on aid as long as they are making progress in accordance with School regulations. Students are required to complete their course of study in no more than 150% of the standard time frame required by the academic program. An extension may be granted by the Office of Financial Aid in the event of extenuating circumstances. The death of a family member or documented medical illness is examples of unusual and extenuating circumstances.

Students who are asked to withdraw from a major but who are permitted to remain in the School taking nonprofessional required courses and/or professional courses in the major with permission of the School may not continue on financial aid.

If students feel that they are not fairly judged or have extenuating circumstances, they may request a review of their individual circumstances by the Director of Financial Aid. In the event that students are not satisfied with a decision made by the Director, they may appeal to the School Dean or his/her designee. A subsequent appeal may be made to the Senior Vice President for Academic Affairs, who will render the final decision.

In the event of highly unusual or extenuating circumstances which result in the student not maintaining satisfactory progress, the Director of Financial Aid may waive or adjust the Satisfactory Academic Progress Policy on an individual basis. The death of a family member or documented medical illness is examples of unusual and extenuating circumstances.

Definitions

Title IV Programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Family Education Loan Programs.

Title IV Funds: Any payment originating from the Federal Title IV Financial Aid Programs.

Credits Attempted: A credit will be considered attempted only for those courses in which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the School after the specified drop/add period does not exclude those credits from being considered as attempted. Required courses that are repeated will not be aided, but these credits will be considered in calculation of credits attempted for satisfactory progress. Non-credit, remedial courses or challenge examinations are not aided and are not considered as credits attempted.

Temporary letter grades such as I, IP or NR will be considered at the time the final grade is received. These credits will be evaluated with the other credits the student attempted during the academic term the course was originally intended to be completed.

Successful Completion: A credit will be considered successfully completed if the student receives a letter grade of A+, A, A-, B+, B, B-, C+, C, C -, D+, D, D-, or P. A credit for which a student receives the grade W, WP, WF, F, NC or N will not be considered successfully completed. Graduate students must maintain a minimum Grade Point Average of 3.00.

Satisfactory Progress Table

The following table will be used to measure satisfactory progress for the Federal Title IV Financial Aid Programs.

Number of Credits Attempted*	Number of Credits which must be successfully completed for satisfactory progress
1	1
2	2
3	3
4	3
5	4
6	4
7	5
8	6
9	6
10	7
11	8
12	8
13	9
14	10
15	11
16	11
17	12
18	13
19	13
20	14

- See definition of "Credits Attempted" above.

Financial Aid Refund

Title IV Aid*

For each Title IV aid recipient who withdraws, the school must calculate the amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled. The School must return any portion of unearned Title IV funds for which the School is responsible.

The School must also advise the student of the amount of unearned Title IV grant aid that he or she must return, if applicable. The student (or parent, in the case of a PLUS Loan) must repay any unearned funds that the School did not return according to the normal terms of the loan.

If a student has completed more than 60% of the payment period, he or she is considered to have earned 100% of the Title IV grant and loan aid received for the payment period. In this case, no funds need to be returned to the Title IV aid programs.

However, if a student withdraws before completing more than 60% of the payment period or period of enrollment, the amount of any Title IV loan and grant aid that the student received for the payment period or period of enrollment must be recalculated to reflect the portion of the payment period that he or she completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the applicable Title IV aid programs.

- * Title IV programs of aid include Federal Pell, Federal SEOG, Federal Perkins, Federal Work Study Program, Federal Grad PLUS and Federal Family Education Loan Program (Stafford).

State Grant

Refunds/prorations of state grant funds are calculated according to the specific regulations of the sponsoring state. Programs of financial aid described herein are subject to change due to federal, state, local or institutional regulations or funding.

Student Identification Cards

All TJU students are issued photo identification cards to be carried at all times on campus. Students will be notified of a date and time to have their identification cards made. If a student's identification card is lost or damaged, replacement cards can be secured for a fee by contacting the Photo ID Center in the Jefferson Bookstore, (215) 955-7942.

Student Directory

For the convenience of the University community, the student directory is made available on the University's website each year. The directory includes local and home addresses, photographs and telephone numbers of all students registered as of the fall academic term.

Students wanting directory information withheld should notify the University Office of the Registrar in writing within two weeks of each year's initial academic enrollment.

Transcripts

Upon the written request of the student, the University Office of the Registrar will issue a transcript (a copy of the student's academic record). Transcript requests carry a processing charge of \$5.00 per copy.

An official transcript bears the signature of the University Director of Student Records. A student who requests a personal copy will be issued an unofficial copy, stamped with the notation "Issued to Student."

Official transcripts will be issued to students only if documentation is presented that the receiving institution requires the student to include the transcript with other documents (such as an admissions application for graduate school).

In such cases, the official transcript will be noted as "Issued to Student in a Sealed Envelope" with the signature of the University Director of Student Records written across the flap.

To request a transcript, a student must pick up and complete the Transcript Request Form in the University Office of the Registrar, specifying where the transcript should be forwarded. Although transcripts are normally processed within a few days, students should allow for a processing time of up to 10 working days, particularly during peak periods such as registration, drop-add, grade reporting and commencement.

The University reserves the right to deny transcript requests of students who have not fully satisfied all financial obligations to the University.

Withdrawal from the School

A student may initiate withdrawal from JSP by due notice if not subject to dismissal because of failure or disciplinary action. If a withdrawal is initiated, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

In order to withdraw, the student must obtain a Student Status Change Form from the University Office of the Registrar. The date that the form is filed, and not the date of the last class attendance, is considered the official day of withdrawal.

A student matriculated in the Doctor of Pharmacy degree program who fails to enroll for any academic semester without having been granted a leave of absence will be given an administrative withdrawal at the conclusion of the Drop/Add period for that semester.

A student who withdraws voluntarily from the School must reapply to the Office of Admission to re-enroll. If readmitted, the student is subject to the academic and curricular requirements in place at the time of readmission. NOTE: Students who have been dismissed from JSP and who seek readmission must apply directly to the Dean of the school.

CODE OF CONDUCT

CODE OF CONDUCT

Student Rights, Freedoms and Responsibilities General Statement

Thomas Jefferson University is a not-for-profit academic health center that exists to provide excellent educational programs and experiences for future health care professionals; to contribute substantially to the research, development, and introduction of improved methods of health care; and to provide high quality health care in a cost-effective manner. For the University to function as a harmonious unit, certain guidelines must be established by which the interactions of individuals within the University may be coordinated. This document outlines the rights, freedoms and responsibilities of all students matriculating at Thomas Jefferson University.

PREAMBLE

In addition to those rights and responsibilities ensured by the Constitution of the United States and those limitations imposed by federal, state and local laws, are special rights and responsibilities acquired by students because they are members of the University community. Besides clarifying these special rights and responsibilities, this document enumerates the means by which abuse of these rights and responsibilities will be treated by the University.

I. Academic Freedom

Because intellectual development is best fostered in an atmosphere of active engagement in the educational process, each faculty member should encourage free discussion, free inquiry and free expression regarding issues within the domain of the instructor's course or program. Students are free to take reasoned exception to the data or to views offered in any course of study and to reserve judgment about matters of opinion.

II. Evaluation

A. Students are evaluated on the basis of:

1. their academic and clinical performance,
2. adherence to professional standards, and
3. compliance with standards of student conduct articulated by the college in which the course was taken.

B. The use of information unrelated to the standards of evaluation is inappropriate. Students may appeal an evaluation that they allege is not based on these criteria. The appeal should take place through the appeal process of that college.

C. A faculty member should excuse himself or herself from evaluating a student if the faculty member believes that he or she cannot make an objective evaluation as a result of his or her possession of information unrelated to the standards of evaluation.

III. Protection Against Improper Disclosure

Ordinarily, information obtained from students in the course of counseling, teaching or advisory meetings shall be treated as confidential. Under certain circumstances it may not be possible to maintain confidentiality of such information. Such circumstances include, but are not limited to, situations where a student's communication indicates potential harm to the student or to another party, or where maintaining the confidentiality would prevent a faculty member from fulfilling his or her responsibility to protect society and the reputation and integrity of the institution. In such situations the faculty member or advisor has the obligation to take appropriate follow-up action, safeguarding, to the extent possible, the confidential nature of the information. In instances of doctor-patient, religious or other privileged interactions, the guidelines controlling those special situations pertain.

IV. Student Records

Thomas Jefferson University complies with The Family Education Rights and Privacy Act (FERPA) in its maintenance of student records. The policy statement on FERPA is on file and available in the University Office of the Registrar.

V. Student Organizations

- A. Students are free to organize and join associations that promote their common interests. Organizations that operate in a manner consistent with the University's mission, regulations and policies, including its non-discrimination policies, and meet the requirements below may be recognized by the University. If recognized, such organizations may seek funding from University sources. The requirements for recognition are:
1. The membership policies and actions of a student organization shall be developed only by vote of those persons who are matriculated students of Thomas Jefferson University.
 2. Each student organization that seeks recognition by the University is required to submit to the JSP Associate Dean for Student Affairs complete bylaws, a statement of purpose, criteria for membership, rules of procedure, a current list of officers and members, and the name of a designated faculty or administrative staff advisor. Any changes in the preceding modus operandi or advisor must be submitted to the JSP Associate Dean for Student Affairs within two weeks of the change. Such organizations must annually resubmit for recognition and/or funding.
 3. The advisor shall be chosen with his or her consent. Advisors will advise organizations about University policies and procedures. However, the advisor does not have the authority to control the policy of such organizations.
 4. Recognized organizations must refrain from:
 - a) using the organization for the financial enrichment of any officer, member or affiliate of the student organization
 - b) directly or indirectly using University resources for the express benefit of external affiliates
 - c) maintaining outside bank accounts (Accounting for such organizations will be through the TJU controller's office or the Commons Board)
 - d) using the name of the University or any of its divisions on private bank accounts
 - e) entering or attempting to enter into contractual obligations on behalf of the University or any of its divisions or departments without prior written authorization from the appropriate University senior officer or his or her designee. The organization's advisor may not give such consent
 - f) soliciting funds outside of the University without the written approval by the JSP Associate Dean for Student Affairs
- B. A campus student organization may be affiliated with a parent or corresponding extramural organization, but the campus student organization must:
1. disclose to the University oversight body such extramural affiliations,
 2. provide the constitution and bylaws of any affiliated organization, and
 3. certify that all conditions for affiliation meet the standards of the University.
- C. A student who misrepresents his or her own or a group's relationship with the University or violates any of the School's or the University's rules shall be subject to the sanctions described in the section on Discipline (section XII) in this document.
- D. Students groups that are not recognized by the University
1. may not represent themselves as affiliated with the University or any of its parts
 2. may not receive funds from the University
 3. may use University facilities only if they meet the requirements for use of University facilities by outside parties and meet the requirements stated in section V. A. 4.

VI. Freedom of Inquiry and Expression

- A. Students and student organizations may discuss all questions of interest to them; may express their opinions privately and publicly, so long as they make it clear that they speak only for themselves and not for the University or their School; and may support causes so long as these activities do not violate civil law or rules, policies and procedures of Thomas Jefferson University or their School, or adversely affect the operations of the University.

- B. The right of free speech and expression does not include activity that may endanger the safety of any member of this University community or damage any of the University community's physical facilities, nor does it include any activity that disrupts or obstructs the functions of the University or threatens such disruption or obstruction. Moreover, modes of expression, including, but not limited to, electronic transmissions that are unlawful or indecent or that are grossly offensive on matters such as race, color, national and ethnic origin, religion, sexual orientation, sex, age, disability or veteran status are inconsistent with accepted norms of conduct of the University and are subject to the sanctions described in the section on Discipline (section XII).
- C. Recognized student organizations may invite speakers on campus as long as the organization:
 1. provides adequate advanced written notice to the pertinent office of student affairs (the JSP Associate Dean for Student Affairs) and receives written approval from the same office.
 2. bears the cost of any additional services deemed necessary by the inviting organization and/or by the office of student affairs.
 3. follows institutional procedures.
 4. ensures decorum appropriate to an academic community.
 5. states in all promotional literature and activities that its sponsorship of guest speakers does not imply approval or endorsement of the speakers' views by the University.

VII. Student Publications

- A. Publications of recognized student organizations

Publications written or distributed by organizations that are recognized or financed in any way by the University have editorial freedom but shall be subject to the canons of responsible journalism and review by the organization's advisor. These canons include, but are not limited to, the prohibition of undocumented allegations, the avoidance of libel, respect for the good name of individuals and the University, the requirements of civil law and University policies and procedures. The University retains the right to impose discipline for good cause on the managers, editors and writers of student publications.
- B. Publications of unrecognized student organizations
 1. The publications of student organizations that are financially independent and not recognized by any University oversight may not represent themselves as affiliated with the University or any part of the University and may not use the name of the University or any of its parts in the group's communications without prior written authorization.
 2. The University views the publications of unrecognized organizations as the product of a group of students who are individually responsible for their own actions and those of the unrecognized group.
- C. Distribution of handbills, posters, pamphlets or other written material
 1. University Policy for Posters

Student organizations, individual students, and departments wishing to post information on the campus of Thomas Jefferson University must secure authorization from the Activities Office, Jefferson Alumni Hall, Room B100. Postings may not be derogatory or vulgar in content, nor may they promote alcohol as per PA Code Section 498. Content must comply with all applicable University policies. If the sponsoring group or individual does not follow the policies stated below, the group may lose its right to post information on the campus of Thomas Jefferson University in the future. Specific information regarding postings on the TJU campus may be found in the policy entitled "Posting Policy 102.38" that may be accessed in Pulse the University Policy tab.
 2. Handbills and pamphlets that in any way invoke the name of the University or any of its parts must clearly display the following disclaimer: "Not endorsed by Thomas Jefferson University." University recognized organizations may distribute materials meeting the preceding guidelines, but only in public areas. Distribution in classrooms or offices is prohibited. Organizations that are not formally recognized by the University may not distribute such materials anywhere on Jefferson property or at any Jefferson event without prior written permission from the JSP Associate Dean for Student Affairs.

3. The location of indoor distribution of written material may be restricted to preserve safety, security and the orderly conduct of scheduled events.

VIII. Student Participation in Institutional Government

As constituents of Thomas Jefferson University, students are encouraged to express their views, through established channels, on issues of institutional policy and on matters of general interest to the student body. Further, by means of active membership on faculty and administrative committees, the student body participates in the formulation and application of institutional policy as it affects academic and student affairs.

IX. Off-Campus Activities

It is the policy of Thomas Jefferson University to comply with all federal, state and local laws and regulations. The University will not shield from action by civil authorities any employee, student or faculty member involved in an illegal activity. Furthermore, as stated in the University's Search Policy (Policy 119.01), the University reserves the right to investigate any campus facilities or personal belongings if it has information to support a reasonable belief that an illicit activity is occurring.

X. Standards of Conduct

- A. Students enrolled at Thomas Jefferson University are required to follow a code of behavior consonant with the high standards of the medical and health sciences professions and the reputation of the University. Standards of professional behavior include honesty, integrity, civility and, where possible, assistance to one's colleagues with problems or in distress. In addition, students shall comply with all rules and regulations duly established within their respective colleges.
- B. Misconduct includes, but is not limited to:
 1. Dishonesty, such as cheating, committing plagiarism, knowingly furnishing false information or engaging in unethical conduct in research.
 2. Forgery, alteration or misuse of documents, records or identification that are pertinent to the student's role at the University.
 3. Abuse, malicious misuse, damage or destruction of University property.
 4. Abuse of, assault and battery upon or threat of force or violence against any member of the University community.
 5. Theft or misappropriation of, or damage to, any property either temporarily or permanently located on campus.
 6. Commission and subsequent conviction of any felony or misdemeanor.
 7. Obstruction or disruption of teaching, research, administration, disciplinary procedures or any other authorized activities of the University on campus, or creation of an unreasonable risk of harm to any member of the University community (premises owned or controlled by Jefferson or premises on which students pursue activities in their roles as students of the University).
 8. Unauthorized entry into, occupation of or obstruction of any building, structure or part thereof at any time and anywhere on campus.
 9. Falsification of or failure to provide personal identification when requested by an authorized official or by a faculty member of the University when such request is consistent with the rules and regulations of the institution.
 10. Violation of any other duly established rules and regulations of the University.

XI. Investigation of Misconduct

- A. Where appropriate, the University shall investigate allegations of misconduct, as defined above. Such investigations may be performed by appropriate administration authorities including, but not limited to, the Office of Student Affairs, Security and the respective School deans or their designees.

- B. Where an allegation of misconduct gives authorities reasonable cause to believe that a search is needed, the search will be performed in accordance with the Jefferson Search Policy (Policy 119.01).
- C. The University may conduct other forms of investigation as needed before the matter is referred for discipline.

XII. Discipline

The degrees of discipline include, but are not limited to: reprimand, disciplinary probation, suspension and dismissal. Suspension and dismissal are prerogatives of the Dean of the student's college or school upon the recommendation of the Judicial Board of the University.

The discipline process described in this document is separate from other mechanisms (e.g., the Student Code of Professional Conduct Committee of Jefferson Medical College) charged to consider allegations of inappropriate conduct in the respective colleges and schools. In the event of a conflict between such a mechanism to review professional conduct and the Judicial Board, the Judicial Board's decisions shall have precedence.

Reprimand.

Reprimand is a written or verbal admonition to a student for improper behavior that constitutes a minor offense. It may be issued by an administrator or by any member of the Judicial Board. Written reprimands may be reported to the faculty advisor and the School Dean. The Dean, at his or her discretion, may or may not make a reprimand part of a student's permanent official record, and if so, shall notify the student, allowing the student to attach written comment.

Disciplinary Probation.

A student may be placed on disciplinary probation by the JSP Dean upon recommendation by the Judicial Board for not longer than one academic year. During that time the student may remain on campus.

The Judicial Board shall determine the duration of said probation, the conditions governing it and whether it will become part of the student's record.

Suspension.

Suspension represents temporary separation from the University for misconduct. Suspension may be for a variable period of time and with certain conditions attached, but in no case shall it exceed one academic year in addition to the year in which the case is decided. Suspension may be invoked only by the JSP Dean upon recommendation of the Judicial Board. During the procedures of the Judicial Board, the Dean in his or her sole judgment may suspend a student if there is a risk of significant harm to University community or property.

Dismissal.

Dismissal for misconduct from any one college or school in the University is mandatory exclusion from all colleges and schools of the University. The dismissal may be permanent or with a right to apply for readmission. Dismissal will be invoked only by the relevant college or school Dean or Dean's delegate following the recommendation of the Judicial Board. If the right of application has been allowed, the Dean of the college or school will entertain the application for readmission to the college or school. Under no circumstance shall the student be allowed to apply less than one year following dismissal.

Pending the outcome of an appeal of the decision to dismiss, the student in question may be temporarily separated from the University by the Dean of the college or school in which the student is enrolled.

XIII. Judicial System

A. Judicial Boards on Student Conduct

1. *Definition.* Each College of Thomas Jefferson University shall have a standing faculty-student board designated as the Judicial Board to hear allegations of misconduct as defined in the document on Student Rights, Freedoms and Responsibilities. The Schools of Health Professions, Nursing, Pharmacy and Population Health shall collectively support a Judicial Board. Additional boards may be impaneled by the appropriate body as needed at the request of the College/School Dean or Senior Vice President for Academic Affairs (SVPAA) in situations he or she deems necessary to safeguard in a particular case the student's rights to a speedy resolution of an alleged infraction. Provision for overlap in the existing Boards shall be made if the infractions being heard are related in a material way.
2. *Board Membership.* For Jefferson Schools: The process of appointment to the Board shall be as follows: Each school dean shall nominate two faculty and two students to be appointed to the Board by the SVPAA. Board members will be selected from this group to participate in specific hearings (the "Hearing Panel"). In most cases, faculty and students from the same school as the accused will not be selected to participate in that hearing. A member of the University administration shall be appointed to the Board by the SVPAA.
For Jefferson Colleges: The same process of appointment to the Board shall be followed as that customarily followed for all faculty-student committees of the respective college.
For All Colleges and Schools: Each Hearing Panel shall consist of
 - a. a member of the University administration designated by the dean of the respective college or the SVPAA
 - b. two faculty members of the college or schools
 - c. two students enrolled in the college or schools
3. *Quorum.* In all cases, a quorum of the Hearing Panel shall consist of five members, or alternates in the same proportion as previously specified. All decisions of the Hearing Panel of the Board shall require a majority vote of the members present, except for dismissal or suspension, which requires an affirmative vote of at least four of those present.

B. *Board Procedure.* The Board, by majority vote of the whole Board, shall elect one of its members as chair at the beginning of the academic year. The Board may also designate a secretary to record the discussion and prepare a summary of the proceedings. The chair will be responsible for selecting Board members to serve on each Hearing Panel. Whenever possible, the chair of the Board will conduct the hearing as chair of the Hearing Panel. The summary of Hearing Panel proceedings must be approved by the Hearing Panel and must be prepared for each session. The Hearing Panel or the accused with the Hearing Panel's concurrence may call any person whom it deems to possess relevant information concerning the matter before the Hearing Panel.

C. Conduct of Hearing.

1. *Initiation of Hearing.* The hearing of an alleged offender shall be initiated by a written charge from the College/School Dean or SVPAA to the chair of the Judicial Board. Ordinarily the initial hearing should take place within 15 business days of the receipt of the charge by the Board.
2. *Notice of Offense.* The chair of the Board, after consultation with the College/School Dean or SVPAA, shall give written notice of any alleged infraction of student conduct to the alleged offender at least five business days prior to the convening of the Hearing Panel to hear such case. Such written notice shall consist of the following: a list of witnesses, the specific allegations, the basis for the charges, notice that he or she has the right to an advisor as described in Section C.3, and a Waiver form (see C.3, below). In addition, the alleged offender shall be given specific notice of the penalties that may be imposed.
3. *Representation at the Hearing.* In all cases the alleged offender shall have the right to have present an advisor of his or her own choosing. If the alleged offender desires to appear before the Hearing Panel without legal counsel, he or she must submit to the chair of the Hearing Panel the signed Waiver of the right to counsel no later than 48 hours before the time of the hearing, stating that he or she does so with full knowledge and intent to do so. Under no circumstances is Thomas Jefferson University, or any of its colleges or schools, required to retain counsel on behalf of the alleged offender or pay the cost of any party producing information on behalf of the accused. Should counsel for the alleged offender be present, the chair of the Hearing Panel shall inform the counsel that his or her role is solely that of an advisor to his or her client and may not participate in the hearing.

4. *Appointment of Hearing Officer.* In any case, the Hearing Panel shall have the right to appoint a Hearing Officer to conduct the examination of witnesses from among the faculty or staff of the respective college or any other person, as it may deem appropriate.
5. *Board Review.* After the conclusion of the hearing, the Hearing Panel will meet to review all relevant facts and circumstances and reach a decision about appropriate action, if any.

D. *Disposition of the Hearing Panel's Decision.* The decision of the Hearing Panel shall be communicated to the Dean of the pertinent college/school by the chair of the Judicial Board within seven (7) business days. The Dean, after due consideration of all relevant factors, will take one of the following actions within seven (7) business days:

- Accept the Hearing Panel's decision and forward it to the student.
- Mitigate the Hearing Panel's decision in a manner he or she deems appropriate.
- Refer the matter back to the Hearing Panel for additional consideration.

E. *Appeal.* The alleged offender may appeal the disposition of his or her case to the College/School Dean within ten (10) business days following receipt of the action by the Dean. The appeal must be based on either a lack of due process or new information not available at the time of the hearing. Such a request shall be granted or denied at the discretion of the Dean within five (5) business days after its receipt based on an analysis of whether the new information is likely to make a significant and substantial difference in the initial disposition of the case or whether the due process provided to the student was consistent with University procedures. Should the request be granted, a new hearing will be conducted as described in section XIII C, unless the Hearing Panel decides without a hearing to reduce or eliminate the sanction set forth in its initial decision. The final disposition of the appeal will be made known to the alleged offender in accordance with the time requirements set forth in XIII D above.

F. *Appeal to President.* Each alleged offender shall have the right to a final appeal to the President of Thomas Jefferson University within fifteen (15) business days of the rendering of a final decision by the Dean. The President may consider claims by the student of arbitrary or capricious behavior, the appropriateness of the penalty and the extent of due process afforded. Upon such appeal, the President may:

1. affirm the decision of the Dean,
2. require the Dean to reconsider the decision or rehear the case,
3. reduce the severity of the penalty.

All decisions of the President are final. In reaching his or her decision, the President may discuss the case with any witness, the alleged offender or any participant in the process.

XIV. Amendment

This document of Student Rights, Freedoms and Responsibilities may be amended by:

A. PRESENTATION of a proposed amendment to a joint committee appointed by the President and composed of student, administrative and faculty representatives from all colleges and schools in the University. The presentation must originate from one or more of the following sources:

1. any student interest group whose proposed amendment is endorsed by ten (10) percent of a college's or school's student body matriculated in a degree-granting program, or
2. any faculty group whose proposed amendment is endorsed by ten percent of a college's or school's full-time, fully-salaried faculty, or
3. the Dean of a college or school, or
4. the President of the University.

This joint committee will then determine if the proposed amendment is in accordance with the goals of the University and is in the best interest of the University, the faculties and the student body as a whole. The joint committee shall be responsible for making available to the student body the minutes of its meetings. Acceptance by the committee requires two-thirds majority.

B. RATIFICATION by majority vote of each of the college's and school's student representative bodies and the appropriate faculty bodies of all colleges and schools, as determined by the Deans of the respective colleges and schools will be necessary before the proposed amendment can be presented to the Board of Trustees of the University for final approval.

XV. Board Approval

All amendments to this document will become official only upon approval by the Board of Trustees. This document was approved by the Board of Trustees on February 2, 1970 and amended on May 6, 1996.

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- B. RATIFICATION by majority vote of each of the three college's and school's student representative bodies and the appropriate faculty bodies of all three colleges and schools, as determined by the Deans of the respective colleges will be necessary before the proposed amendment can be presented to the Board of Trustees of the University for final approval.

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Student Alcohol Policy

Thomas Jefferson University does not endorse the use of alcohol at student functions. However, student organizations may decide that it is appropriate to serve alcohol after carefully considering all circumstances. Any organization or group of students that sponsors an event where alcohol is served is expected to conform to this Policy.

The laws of the Commonwealth of Pennsylvania regulate the sale, service, possession and consumption of alcoholic beverages on Jefferson's campus regulate the sale, service, possession and consumption of alcoholic beverages on Jefferson's campus. All members of the University community are responsible for knowing, understanding and obeying these laws, regulations and ordinances. The University does not have the authority to alter the laws or to secure exemption from them.

In accordance with Pennsylvania law, no individual under 21 years of age (i.e. legal age) may possess or consume alcoholic beverages in or on University property. Persons 21 years of age or older may possess and consume alcohol only within the privacy of their on-campus residences or in common areas as specified below. The University neither condones nor shields from prosecution the actions of those individuals who serve alcohol to persons under the legal age in violation of Pennsylvania law.

The use of alcoholic beverages at social functions for students at Jefferson is restricted to those functions open to members of sponsoring organizations or groups and their invited guests, where the service of alcohol is restricted to areas designated by the authorizing body, as defined below. In all cases, state laws governing the dispensing of alcoholic beverages must be observed.

Authority to Use Alcohol

No alcohol is to be consumed by any student in any common campus area without permission to do so from the appropriate authority. Alcohol may not be served at outdoor locations on campus. Exceptions may be made only by the Office of the President. Students seeking to hold a function where alcohol is to be served must obtain written authorization to do so not less than five days in advance of the function, as follows:

- a. for those events under the supervision of the Activities Office, approval must be obtained from the Director of the Activities Office;
- b. for the University's Housing facilities, approval must be obtained from the Department of Housing and Residence Life by completing the Community Lounge Reservation Request Form; and
- c. if an organization desires to serve alcohol at a function held in an area other than those specified above, approval must be obtained from the designated Student Affairs Officer of the college or school with which the organization is associated.
- d. A representative of the authorizing office must be present or on call at the event.

The organization or group must designate one person over the legal age who will not consume alcohol at the function and who will be the sponsor for the function.

Disciplinary Action

Any student who violates this Policy will be subject to disciplinary action as outlined in the individual college or school student handbooks.

VIOLATION OF THIS POLICY MAY RESULT IN SUSPENSION OR DISMISSAL FROM THE UNIVERSITY.

Procedures

If the appropriate authority permits the consumption of alcohol at any student function at Thomas Jefferson University, then the following procedures, as well as any additional procedures required by the sponsoring organization, or the University, must be followed.

A. Promotional Literature

1. The University will not distribute, post or mail any student function's advertisements that mention alcohol.
2. The sponsoring organization or group will post a legible sign at the function stating that individuals under the age of 21 years or those who appear to be intoxicated will not be permitted to consume or possess alcoholic beverages. This poster will be placed in a clear and conspicuous location at all functions where alcohol is served. The poster will read as follows: "No one under 21 years of age or who appears to be intoxicated will be served an alcoholic beverage. Any individual requesting alcohol must, prior to being served, show photograph identification that includes the date of birth. Noncompliant individuals will be asked to leave the premises immediately. This may include anyone over 21 years of age serving alcohol to someone less than 21 years of age."

B. Party Procedures

1. Only those beverages served by the sponsoring organization or group are allowed at the event.
2. Non-alcoholic beverages such as soda must be made available at no cost to anyone attending the event.
3. Alcohol will not be sold by the sponsoring organization. Thomas Jefferson University does not maintain a liquor license and is not in the business of selling alcohol.
4. The sponsor will ensure that identification is provided at the point of service of alcohol [please refer to Promotional Literature, item #2].
5. No one under the age of 21 years will be permitted to serve alcohol.
6. The sponsoring organization or group will have full discretion to refuse to serve alcoholic beverages to anyone whose age is questionable or who is suspected of being "under the influence."
7. The sponsoring organization will provide sufficient food for all persons present.
8. The service of alcohol will be discontinued at least thirty minutes prior to the end of the event.
9. At any function where alcoholic beverages are served, at least one person will be formally designated by the sponsoring group to be responsible for ensuring adherence to these procedures.

- C. Underage Student/Guest Participation
Students or guests under the age of 21 years may be allowed to participate at these functions pursuant to the following procedures:
1. Underage attendees will not consume or possess any alcoholic beverages anywhere within the University property; and
 2. Any attendee who attempts to provide an alcoholic beverage to someone less than 21 years of age will be removed from the event and will face disciplinary action, including the possibility of suspension or dismissal from the University.
- D. Guest Responsibility
1. Jefferson students are responsible for their guests at all times.
 2. If a guest violates this Policy or any other rule, or displays unruly/ inappropriate behavior, he or she will be asked to leave the event. In that instance, the Jefferson student who brought the “offender” may also face expulsion from the event and/or disciplinary action.
- E. In the Event of an Incident
1. Security will be notified by the event’s sponsor if there are problems related to the enforcement of this Policy e.g. if an individual refuses to leave, or if a disturbance develops.
 2. An Incident Report will be written for any alcohol-related incident. These reports will be sent to the designated Student Affairs Officer of the student’s college for review and possible disciplinary action.
- F. Organizations
A student organization sponsoring an event where alcohol will be served may not use the Jefferson name to advertise alcohol at the event.

Unlawful Possession, Use or Distribution of Illicit Drugs or Alcohol

Background

The Federal Government requires institutions of higher education to certify that they have adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. The policies addressing both students and employees are contained in University policies number 102.22the following: Alcohol Sale and Use, 102.23 Drug Sale and Use, 102.28 Student Alcohol Policy, and 102.29 Drug and Alcohol Policy. To comply further with the act, the following information is being made available to all students and employees in the University.

STANDARDS OF CONDUCT

Alcoholic Beverages

Pennsylvania law forbids a person less than twenty-one years of age to attempt to purchase, consume, possess or transport any alcoholic or malt or brewed beverage within the Commonwealth. Violation of this law could result in disciplinary action including suspension or dismissal from the University.

Thomas Jefferson University policy 102.28 addresses the University’s position regarding possession and use of alcoholic beverages by students. Policy 102.29 includes a statement on possession and use of alcoholic beverages by employees.

Drugs

The laws of the Commonwealth of Pennsylvania and of the United States prohibit the use, possession, sale and traffic of marijuana and illicit drugs. Controlled substances fall into seven categories: marijuana (marijuana, hashish); stimulants (amphetamines, cocaine); depressants (barbiturates, tranquilizers, hypnotics); hallucinogens (acid, PCP); opiates or narcotics (heroin, morphine, opium, codeine); inhalants (sprays, solvents, glue); and designer drugs (synthetic drugs similar in effect to stimulants, hallucinogens and narcotics). This list is not comprehensive; omitted substances may be illegal and fall under the designation of controlled substances.

The University will not shield any student or employee from actions of civil authorities arising from any unlawful acts committed by the student or employee. The University complies with the civil laws concerning controlled substances.

The willful possession, merchandising or consumption of drugs, other than for medicinal purposes, may result in suspension or dismissal from the University. The University reserves the right to investigate any student's housing facility or belongings if it has information which would lead to a reasonable belief that any illegal or illicit activity is taking place.

Legal Sanctions for the Unlawful Possession or Distribution of Illicit Drugs and Alcohol

In addition to University sanctions, the University complies with all state and federal drug and alcohol control laws. State and federal sanctions include both fines and imprisonment. A summary of state and federal criminal sanctions is available in the Office of Student Affairs, 708 Edison.

Health Risks of Alcohol and Drug Abuse

The health risks of alcohol and drug abuse are serious and extensive. Detailed information is available in the Office of Student Affairs.

Drug or Alcohol Counseling, Treatment and Rehabilitation

Students in need of counseling, treatment or rehabilitation services should contact the University Health Services for initial screening, treatment and referral. The University does not provide free drug or alcohol rehabilitation programs. Students are referred to appropriate hospital or community agencies for these services.

Employees should contact either the University Health Services or FirstCall Employee Assistance Program, a confidential referral organization retained by the University.

Disciplinary Sanctions

It is expected that students and employees of Thomas Jefferson University will comply with all Thomas Jefferson University policies and the laws regulating alcohol and illicit drugs. Those students who fail to comply will be subject to disciplinary action as published in the Statement of Student Rights, Freedoms and Responsibilities. Employees who fail to comply will be subject to disciplinary action as published in the Thomas Jefferson University Policy Manual. These disciplinary sanctions may include suspension or dismissal from the University and/ or the completion of an appropriate rehabilitation program.

This information is furnished in compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226.

Sexual Harassment Policy

I. STATEMENT OF PURPOSE

Thomas Jefferson University is committed to providing a learning, working and clinical environment which respects the dignity of all individuals in the University community. Accordingly, sexual harassment in any form or context will not be tolerated. This policy defines the University's position on this vital subject and provides guidelines for all members of the Jefferson community to ensure that the University remains free from sexual harassment.

II. SCOPE

This policy applies to all employees, faculty and students of Thomas Jefferson University.

III. DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is defined as unwelcome sexual advances, emphasis of sexual identity, or requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic performance.
2. Submission to or rejection of such conduct by an individual is used as a factor in employment or academic decisions affecting an individual.
3. Such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.

The definition of sexual harassment will be interpreted and applied consistent with accepted standards of mature behavior, academic freedom and freedom of expression.

IV. PROHIBITED CONDUCT

1. It shall be a violation of University policy for anyone:
 - a. To make sexual advances or request sexual favors as the basis for either implicitly or explicitly recommending, granting or refusing terms and conditions that affect the status of the employee, job applicant or student.
 - b. To recommend, grant or refuse to take any official action consistent with his or her duties and responsibilities because of sexual favors, or as a reprisal against an employee, job applicant or student who has rejected or reported sexual advances.
 - c. To engage in conduct having the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or academic environment.
 - d. To disregard or fail to investigate allegations of sexual harassment, whether reported by the subject or by a witness, and to fail to take immediate corrective action in the event misconduct has occurred.
2. Persons who are not employed by or directly affiliated with the University, including but not limited to vendors, contractors and salespersons, shall be subject to the above prohibitions in their conduct involving members of the University Community.

V. RESOURCES FOR ASSISTANCE

It is recognized that informal procedures such as discussion and counseling can be effective in attaining prompt and constructive resolution of sexual harassment concerns. Resources available for advice and assistance include but are not limited to the following:

- JSP Associate Dean for Student Affairs (Dr. Mary Hess), Suite 1520, Edison Building, (215) 503-9000
- Office of Employee Relations, Suite 900, 833 Chestnut Street, (215) 503-7758
- University Affirmative Action Officer, 109 College Building, (215) 955-0704
- William Thygeson, PhD. Office of Student Affairs, 708 Edison, (215) 503-8189

VI. COMPLAINT RESOLUTION

1. Aggrieved persons are encouraged, if possible, to directly inform the person engaging in sexually harassing conduct or communication that such conduct or communication is offensive and must stop.
2. Aggrieved persons who do not wish to communicate directly with the person whose conduct or communication is offensive, or who have found no remedy through direct communication with the offending party, should contact any of the resources listed in Section V above for guidance and assistance.
3. When informal means of resolution are not chosen or prove unsatisfactory, any person who believes that he or she is a victim of sexual harassment may file a complaint as follows:
 - Employees—his or her supervisor, or the supervisor of the person who is behaving objectionably or the Office of Employee Relations.
 - Faculty—the appropriate Department Chair, Dean or University Affirmative Action Officer.
 - Students—the appropriate faculty member, Department Chair or School Dean, as appropriate or Office of Student Affairs.
4. In addition to the complaint procedure outlined in Section VI (3) above, aggrieved persons alleging either sexual harassment by anyone with supervisory or academic authority, or failure by an appropriate supervisor to take immediate action on the individual's complaint about an employee or non-employee, may file a formal grievance in accordance with the provision of the appropriate University EEO Grievance Procedure, which is filed in the Department of Human Resources. The aggrieved person will be required to submit a written statement documenting the specific nature of the charge and the identity of the accused person.

5. All complaints and concerns about conduct of vendors, contractors and salespersons shall be addressed to the Office of Employee Relations, which will then review the matter in conjunction with the Department serving as the liaison with the subject vendor, contractor or salesperson.
6. All complaints of sexual harassment will be investigated promptly, equitably and, to the extent practicable, confidentially. In order to ensure consistent application of this policy, the Office of Employee Relations will either conduct the appropriate investigation or serve as a consultative resource to the individual conducting the investigation.

VII. DISCIPLINE

The violation of this policy by any member of the University community will result in disciplinary action up to and including dismissal. Threats, intimidation or retaliation against any member of the University community who brings forth a complaint in good faith, either formally or informally, is strictly prohibited and may, in and of itself, be the basis for disciplinary action.

VIII. CONFIDENTIALITY

All reasonable efforts will be made to ensure the confidentiality of information received, and protect the privacy rights of all parties.

IX. TRAINING

Educational efforts are an essential component of the University's efforts to establish a community free from sexual harassment. The Office of Employee Relations is responsible for presenting educational and training sessions about sexual harassment to ensure that all members of the University community are aware of sexual harassment in all forms.

Student Sexual Offense Response Policy

In accordance with its goal of providing a secure community for its students, Thomas Jefferson University has developed this sexual offense response policy. For the purpose of this policy, sexual offenses include, but are not limited to, rape, statutory rape, involuntary deviate sexual intercourse, indecent exposure, indecent assault and aggravated indecent sexual assault. A forcible sexual offense may be directed against another person against his or her will or against a person who is incapable of giving consent because of minority or incapacity.

A sexual offense is a criminal act that may subject the perpetrator to campus disciplinary action in accordance with established procedures and/or criminal and civil penalties under state and federal laws.

Educational Programs

Educational programs may be provided by Thomas Jefferson University's Department of Security, the Colleges' Offices of Student Affairs, the Residence Life Office of the Department of Housing and Residence Life and by some student organizations. They are advertised widely on campus. The programs are designed to promote awareness of rape and other sexual offenses.

Sanctions

Following the finding of guilt in a University Judicial System procedure, sanctions could include, but are not limited to, suspension or expulsion from Thomas Jefferson University in accordance with the policies set forth in the Statement of Student Rights, Freedoms and Responsibilities. The accused individual may also be prosecuted under Pennsylvania civil and criminal statutes by the appropriate civil procedures and criminal authorities.

Procedures

1. When a report of a sexual assault is made to University authorities on an emergency basis, the Security Department or other University personnel will escort the person reporting the crime ("the complainant") to a place of safety and will identify, secure and maintain the scene of the alleged assault or offense, as appropriate, and in accordance with Security Department guidelines.

The complainant will be informed of the availability of immediate medical and/or psychological assistance at the Thomas Jefferson University Hospital and, if desired, Security personnel or other University staff will escort the person there. At that time, Security will also inform the complainant of the need to preserve evidence, if any, should he or she choose to pursue other legal avenues.

2. In all circumstances, the complainant shall be apprised of his or her rights and, with his or her permission, the following steps shall occur in the case of a reported sexual offense or assault:

Notification

The designated Student Affairs Officer in the appropriate College shall be notified in order to maintain coordination of campus services.

Filing Charges

The complainant will be informed of the procedures for filing charges through the College disciplinary procedures and for filing criminal charges via the Special Victims Unit of the Philadelphia Police Department.

Support Services

The Office of Student Affairs will provide information regarding campus/community services available to the complainant for immediate and ongoing support. These services include, but are not limited to, counseling through the University Health Services and referral to such community organizations as Women Organized Against Rape. As appropriate, the Student Affairs Officer will confirm with the complainant that the services sought on campus were provided.

Disciplinary Procedures

Campus disciplinary procedures are detailed in the Statement of Student Rights, Freedoms and Responsibilities under the heading of "Judicial System" in the College catalogs and/or student handbooks. If the complainant chooses to follow the campus judicial system, both the complainant and the accused shall be informed of the outcome of any Judicial Board deliberations.

Use of the Jefferson Name

No student organization or individual student may enter into any contractual agreement using the name of the organization or of the School without prior approval through the Dean of the School. The 'Trademark Policy 104.04' regulates the use of all forms of the name "Thomas Jefferson University" including logotype, slogans, etc. For more information about this policy or to request access, refer to the above policy via Pulse under the University Policy tab.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

It is expected that all JSP students, faculty, and administrators will exhibit behavior consistent with the highest level of professionalism. The American College of Clinical Pharmacy has defined the traits of professionalism to include responsibility, commitment to excellence, respect for others, honesty and integrity, and care and compassion. These have recently been defined in a White Paper published in *Pharmacotherapy**.

Traits of Professionalism

- **Responsibility** - Responsibility focuses on what one can do and should do; it defines the pharmacist's duty and moral obligation. Pharmacists have responsibilities to individual patients, to health care professionals, to society, and to the profession.
- **Commitment to excellence** - Excellence is a conscientious effort to exceed ordinary expectations. It implies first a commitment to lifelong learning.
- **Respect for others** - To respect others is to hold in high regard their feelings, opinions, and values. For pharmacists, this should apply to individual patients and their families, other health care professionals, colleagues, coworkers, and others with whom they come in contact.
- **Honesty and Integrity** - Pharmacists must uphold the highest standards of behavior and refrain from actions that would violate one's personal or professional codes. Displaying honesty and integrity means that pharmacists are truthful, fair, trustworthy, dependable, and honest.
- **Care and Compassion** - To care and to be compassionate are at the very center of the fiducial relationship between the patient and the pharmacist. Caring, in the most basic terms, means to attend to the needs of others and to have personal concern for the well-being of another.

*ACCP White Paper: Development of Student Professionalism. *Pharmacotherapy* 2009;29(6):749-56.

Code of Ethics for Pharmacists

A code is adopted by a profession to regulate that profession. An ethical code may be styled as a code of professional responsibility that may dispense difficult issues of what behavior is "ethical". The following Code of Ethics for Pharmacists was adopted by the American Pharmacists Association, October 27, 1994.

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships. A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence. A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals. When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs. The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources. When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

The Oath of a Pharmacist

At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.

I will consider the welfare of humanity and relief of human suffering my primary concerns.

I will apply my knowledge, experience and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.

I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

I will maintain the highest principles of moral, ethical and legal conduct.

I will embrace and advocate change in the profession of pharmacy that improves patient care.

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

Internship Information

Students are encouraged to access the website for the National Association of Boards of Pharmacy website at <http://www.nabp.net/>

Scroll down to 'Boards of Pharmacy' in the left-hand column to find the links to all of the state boards of pharmacy in the United States, Canada, Australia, and New Zealand. Each state has its own requirements for internship and licensure. Please research the state(s) where you anticipate seeking licensure following graduation to see the requirements of that state. For example, in the state of Pennsylvania, an internship license is required and 1,500 registered, documented hours are necessary prior to being eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE). Of the 1,500 hours, 750 hours are granted through the student's participation in the experiential component of the pharmacy school curriculum.

Student Participation in Institutional Governance

In an effort to provide an exceptional educational experience at the JSP, students will be solicited to participate in several standing committees within the School. These committees and a brief description of their responsibilities are as follows:

- Committee on Educational Philosophy and Policy
 - This Committee shall consider proposed curricular changes in the School and make recommendations to the Executive Council on such proposals; encourage and monitor changes in program objectives, courses, and methods of instruction and degree requirements; and provide a forum for discussion of educational philosophy and policy issues that arise within the School. The Committee shall also consider proposed changes in the School's general academic policies regarding admission to the School, academic achievement and progression and make recommendations to Executive Council on such proposals.
- Committee on Student Affairs
 - The duties of the Committee shall be to monitor student welfare through attention to academic and personal counseling, evaluate recruitment activities, review criteria for admissions and make recommendations to the Faculty or Committee on Admissions, coordinate nominations for student awards, refer student grievances to the appropriate body, make recommendations regarding student workload, and serve as the liaison body between the School and the student body, including recognized student organizations.
- Committee on Admissions
 - The committee will recommend to Faculty or Committee on Educational Philosophy and Policy the criteria, policies and procedures for admission to the pharmacy professional degree program, including the process for interviews with applicants. The committee will select students who have the potential for success in the professional degree program and the profession of pharmacy. In conjunction with the Committee on Evaluation and Outcomes, the Committee on Admissions will review data correlating the admissions criteria, policies and procedures with student achievement in the professional degree program and performance in professional practice.
- Committee on Evaluations and Outcomes
 - The duties of the committee shall be to oversee evaluation of the programs of instruction as well as the School of Pharmacy Assessment Plan, faculty and students' professional achievement and satisfaction, interpret data collected, and provide feedback to the appropriate committees and individuals for decision-making.

Student Pharmacy Organization Information

The American Pharmacists Association's (APhA) Academy of Student Pharmacists (ASP) unofficially began in 1921 when students from the University of North Carolina petitioned the APhA Council to be recognized as an APhA student branch. Since then, the student section of APhA has gone through a steady evolutionary process. After the first student branch was recognized, many other schools and colleges of pharmacy began to form their own student branches.

In 1954, a formal student section was created due largely to the efforts of the late Dr. Linwood F. Tice of the Philadelphia College of Pharmacy, who felt that students needed a voice in the nation's professional society of pharmacists. This allowed students the opportunity to send one delegate to the APhA House of Delegates. This progress continued until 1969, when the APhA membership approved new bylaws which created three Association subdivisions, one of which was the Student American Pharmaceutical Association (SAPhA). During the next ten years, the number of student delegates in the APhA House of Delegates increased from one to 15. That number increased to 28 in 1986 after passage of new APhA bylaws that created the APhA Academy of Students of Pharmacy (APhA-ASP).

At the 2004 Annual Meeting in Seattle, Washington, APhA-ASP celebrated 35 years as an official academy of APhA. During the meeting, the 2004 APhA-ASP House of Delegates voted in favor of a proposed resolution to change the Academy's name to the *American Pharmacists Association - Academy of Student Pharmacists*, in order to better define the professional role of student pharmacists and to emphasize students' commitment to the profession of pharmacy. In April 2009, the JSP chapter received its chapter charter at the APhA annual meeting.

APhA-ASP Mission Statement

The mission of the American Pharmacists Association Academy of Student Pharmacists is to be the collective voice of student pharmacists, to provide opportunities for professional growth, and to envision and actively promote the future of pharmacy.

APhA-ASP JSP Chapter Principles:

Advance the field of pharmacy by developing student leaders who have gained experience by holding elected office, sitting on a committee, or being an active member.

Empower students to take an active role in shaping the future of pharmacy profession by raising awareness of current issues in the field.

Engage students, faculty, other health professionals, and the community at large to participate in the organization and its events.

Educate others about the pharmacy profession as it relates to the health care community and the general public.

Provide students with the means to network and become more knowledgeable about the pharmacy profession by making information on opportunities readily available to all student pharmacists.

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2009-2010 JSP Chapter Officers:

President: Jennifer Greene Naples

Vice President: Mike LaRosa

Membership Vice President: Evelyn Rowland

Pharmacy-Related Websites

Professional Organizations

Academy of Managed Care Pharmacy

www.amcp.org

American Association of Colleges of Pharmacy

www.aacp.org

American Association of Pharmaceutical Scientists

www.aaps.org

American College of Clinical Pharmacy

www.accp.com

American Pharmacists Association

www.pharmacist.com

American Society of Consultant Pharmacists

www.ascp.org

American Society of Health-Systems Pharmacists

www.ashp.org

Delaware Pharmacists Society
www.dpsrx.org

Delaware Society of Health-System Pharmacists
www.dshp.net

National Association of Boards of Pharmacy
www.nabp.net

National Association of Chain Drug Stores
www.nacds.org

National Community Pharmacists Association
www.ncpanet.org

National Pharmaceutical Association
www.npha.net

New Jersey Pharmacists Association
www.njpharma.org

New Jersey Society of Health-System Pharmacists
www.njshp.org

Pennsylvania Pharmacists Association
www.papharmacists.com

Pennsylvania Society of Health-System Pharmacists
www.pshp.org

State Boards of Pharmacy

Delaware State Board of Pharmacy
www.dpr.delaware.gov/boards/pharmacy/index.shtml

New Jersey State Board of Pharmacy
www.state.nj.us/lps/ca/medical/pharmacy.htm

Pennsylvania State Board of Pharmacy
www.dos.state.pa.us/pharm