

RUTGERS

Ernest Mario School
of Pharmacy

Student Handbook 2021-2022



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PURPOSE OF THE STUDENT HANDBOOK

The purpose of this handbook is to provide a ready-reference to key policies relating to the Ernest Mario School of Pharmacy and Doctor of Pharmacy program. The handbook is meant to supplement and, in some cases, clarify but not replace the University Catalog. In some cases, data is repeated from the catalog.

All new students are provided a copy of this Student Handbook. The University Catalog and the Student Handbook are readily available electronically. Due to space limitations the handbook is not all inclusive and attempts to address the most important issues facing students. In many areas more detailed documents are available on the School's website.

Like the profession of pharmacy, the Pharm.D. program is constantly being revised. As such the student handbook reflects the best available information as of August 2019. It is the responsibility of all students in the Ernest Mario School of Pharmacy to read this handbook and be familiar with the policies and expectations of the School.

SCHOOL MISSION STATEMENT

The Ernest Mario School of Pharmacy seeks to be among the top echelon of pharmacy schools in the United States through documented excellence in our education programs, innovative and visionary research and scholarship, exemplary clinical practice, and outreach activities that provide valuable service to the citizens of New Jersey and society at large.

CURRICULAR GOALS AND OBJECTIVES

The goal of the curriculum of the Doctor of Pharmacy program at Rutgers is to prepare a well-rounded, general practitioner, while also fostering the development of the skills necessary for the emerging roles in pharmacy practice. While the program is not geared specifically toward preparation for specialized practice, some focus in specialty areas is available through didactic and experiential electives.

The Doctor of Pharmacy curriculum at Rutgers is designed to provide a strong basis in the general professional competencies that are necessary to practice. Some of these competencies provided by the curriculum include:

- the ability to interpret and evaluate medication orders
- the ability to accurately and safely compound and dispense drugs
- an understanding of systems for the storage, preparation, and dispensing of medications
- the ability to appropriately supervise technical personnel
- the ability to design, implement, monitor, and modify drug therapy to assure safe and effective care
- the development of critical thinking skills necessary for formulating therapeutic plans
- an appreciation of the multi-disciplinary delivery of care and the role of the pharmacist
- the ability to constructively interact with other health care professionals
- the development of communication skills necessary for successful interactions with patients
- the ability to incorporate technological advances into practice
- the ability to assess, counsel, and monitor patients on the use of non-prescription medications

- an understanding of the role of diet, nutrition, non-drug, and herbal and alternative therapies in managing disease states
- the ability to critically evaluate the pharmacy and medical literature and appropriately apply the information to patient care
- the ability to monitor patient outcomes with regard to medication efficacy and side effects
- a clear knowledge of the laws and ethics guiding pharmacy practice
- an understanding of principles of management
- an appreciation of the importance and application of pharmacoeconomic principles

ABILITY BASED OUTCOMES (UPDATED MAY 2016)

The following are the expected outcomes that the School's curriculum should guide the graduate to achieve. The outcomes were developed by the faculty based on the Center for Advancement of Pharmaceutical Outcomes (CAPE), the North American Pharmacy Licensure Exam (NAPLEX) blueprint, and the Accreditation Council for Pharmacy Education (ACPE) standards and guidelines. The outcomes may be modified as the practice of pharmacy changes.

1.1. To develop each student as a Learner - Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

- 1.1.1. Develop and demonstrate depth and breadth of knowledge in the biomedical, biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences.
- 1.1.2. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.
- 1.1.3. Apply knowledge in foundational sciences to solve therapeutic problems.
- 1.1.4. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.
- 1.1.5. Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population based care.

2.1. To develop each student as a Caregiver - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

- 2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
- 2.1.2. Interpret evidence and patient data, prioritize patient needs, and assess nutritional needs.
- 2.1.3. Formulate evidence based care plans, assessments, and recommendations.
- 2.1.4. Implement, monitor, and adjust patient care plans as needed.
- 2.1.5. Document patient care related activities.

2.2. To develop each student as a Manager in the Medication use systems - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

- 2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.

- 2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).
- 2.2.3. Identify and utilize technology, human, financial, and physical resources to optimize the medication use system including the compounding of sterile and non-sterile products.
- 2.2.4. Manage healthcare needs of patients during transitions of care.
- 2.2.5. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
- 2.2.6. Utilize continuous quality improvement techniques in the medication use process.

2.3. To develop each student as a Promoter for health and wellness - Design prevention, intervention, and educational strategies for individuals and communities to improve health and wellness including the management of chronic disease.

- 2.3.1. Identify and implement systematic preventive care, using risk assessment, risk reduction, screening, point of care testing, education, and immunizations.
- 2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.
- 2.3.3. Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients.

2.4. To develop each student to be a Provider - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

- 2.4.1. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.
- 2.4.2. Participate in population health management (eg. Community outreach programs, etc.) by evaluating and adjusting interventions to maximize health outcomes.
- 2.4.3. Participate and collaborate with other health care professionals in emergency preparedness protocols.

3.1. To develop each student as a Problem Solver – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution in the realm of pharmaceutical care.

- 3.1.1. Identify and prioritize medication-related problems.
- 3.1.2. Define goals, develop potential solutions and alternatives, and select the most viable options.
- 3.1.3. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.

3.2. To develop each student as an Educator – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

- 3.2.1. Identify the educational needs and develop an effective means of delivering up-to-date and current information at the appropriate comprehension level of the target audience.
- 3.2.2. Ensure instructional content contains the most current information relevant for the intended audience.
- 3.2.3. Assess audience comprehension and utilize feedback to improve technique and teaching strategies.

3.3. To develop each student as an Advocate - Assure that patients' best interests are represented.

- 3.3.1. Empower patients to take responsibility for, and control of, their health.
- 3.3.2. Demonstrate knowledge of the complex healthcare system in order to assist patients in obtaining care in an efficient and cost-effective manner.

- 3.4. To develop each student as a Collaborator** – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.4.1. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.
 - 3.4.2. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.
 - 3.4.3. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.
- 3.5. To develop each student as an Includer** - Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.5.1. Assess a patient's health literacy and modify communication strategies to meet the patient's needs.
 - 3.5.2. Safely and appropriately incorporate patients' cultural beliefs and practices into health and wellness care plans.
- 3.6. To develop each student as a Communicator** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
- 3.6.1. Interview patients using an organized structure, specific questioning techniques, and medical terminology adapted for the audience.
 - 3.6.2. Actively listen and ask appropriate questions, using available technology and effective interpersonal skills, to establish rapport and build trusting relationships.
 - 3.6.3. Communicate assertively, persuasively, confidently, and clearly demonstrating empathy when interacting with others.
 - 3.6.4. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.
 - 3.6.5. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).
 - 3.6.6. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.
- 4.1. To develop each student to be Self-aware** – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.1.1. Become a self-directed and motivated life-long learner.
 - 4.1.2. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
 - 4.1.3. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate and use constructive coping strategies to manage stress.
 - 4.1.4. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
- 4.2. To develop each student as a Leader and Innovator** - Demonstrate responsibility for creating and achieving shared goals, regardless of position and engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.2.1. Identify characteristics that reflect leadership versus management.
 - 4.2.2. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork and persuasively communicate goals to the team to help build consensus.
 - 4.2.3. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.
 - 4.2.4. Develop new ideas, initiatives and approaches, using creative decision making, to improve quality or overcome barriers to advance the profession or when confronted with novel problems or challenges.

4.2.5. Assess personal strengths and weaknesses in entrepreneurial skills and apply those skills within a simulated entrepreneurial activity.

4.3. To develop each student as a Professional - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

4.3.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.

4.3.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.

4.3.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

4.3.4. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement and involvement in organizations.

PROFESSIONALISM

Policy Statement:

All students will conduct themselves with professional attitudes and behaviors throughout the professional training at the Ernest Mario School of Pharmacy

Rationale:

In the 1999 White Paper on Pharmacy Student Professionalism, the American Pharmaceutical Association Academy of Students of Pharmacy-American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism defined a Professional as a member of a profession who displays the following ten traits:

1. Knowledge and skills of a profession
2. Commitment to self-improvement of skills and knowledge
3. Service orientation
4. Pride in the profession
5. Covenantal relationship with the client
6. Creativity and innovation
7. Conscience and trustworthiness
8. Accountability for his/her work
9. Ethically sound decision making
10. Leadership

Procedure:

The School views your admission to pharmacy school as your entry into the profession and your first step toward becoming a professional.

Students are expected to maintain the highest levels of professional conduct. This includes:

- Maintaining a pleasant and respectful demeanor towards faculty, preceptors, other students, patients, caregivers, physicians, and other healthcare professionals.
- Maintaining stringent ethical standards.
- Obeying all laws and regulations including those governing the practice of pharmacy.
- Maintaining patient confidentiality, according to HIPAA guidelines.
- A positive attitude toward the responsibilities and activities you are assigned.

Upon entry into the first professional year, students will participate in a White Coat Ceremony as part of your professionalization.

Professionalism is assessed during APPE rotations on the Student Evaluation, both at the Midpoint and Final assessment. Specific aspects of professionalism included in the assessment include:

- Punctuality
- Appropriate body language
- Personal hygiene and appropriate attire
- Exhibits ethical behavior
- Demonstrates empathy
- Exhibits respectfulness
- Ability to accept constructive criticism
- Confidentiality
- Attitude of service
- Demonstrates accountability

INTERPROFESSIONAL EDUCATION AND PRACTICE

Interprofessional education (IPE) and practice are hallmarks of contemporary pharmacy practice. These concepts are taught throughout the pre-APPE curriculum. During the *Introductory Pharmacy Practice Experiences*, students are exposed to interprofessional health care teams in a variety of settings. During the *Advance Pharmacy Practice Experiences*, students are actively involved in a number of interprofessional health care teams caring for patients. In addition to the curricular exposures, students will have numerous opportunities to participate in co-curricular IPE events. Student participate in at least one (1) IPE event during each professional year (P1 to P4).

TECHNICAL STANDARDS

Approved by the Faculty, August 29, 2019

Approved by University Counsel, August 2019

The Ernest Mario School of Pharmacy (EMSOP) is dedicated to excellence in healthcare and biomedical education, with innovative and visionary scholarship and research in the pharmaceutical sciences. We are committed to exemplary clinical practice opportunities, along with outreach and community service work that address the needs of the citizens of New Jersey and our society at large. The School's preeminent PharmD program provides a strong foundation in basic and clinical sciences coupled with an emphasis on patient-centered care. The curriculum includes diverse learning opportunities and experiences in clinical practice, pharmaceutical industry, public health, managed care, advocacy, and research. EMSOP is committed to standards and policies that ensure that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status or sexual orientation.

As a program accredited by the American Council on Pharmaceutical Education, PharmD candidates must develop broad knowledge, skills, behaviors, and a commitment to ongoing self-directed learning that will enable them to serve as competent, ethical pharmacy practitioners and render a wide spectrum of patient care. In addition to the clearly defined academic standards specified in the PharmD Curriculum and in the Student Handbook under Scholastic Standing Requirements, the School has identified a set of technical standards that specify the non-academic attributes, abilities, and skills candidates must demonstrate for admission, retention, progression and graduation in the PharmD program.

Admission to the EMSOP is conditional on the candidate's* ability to achieve and meet these technical standards in conjunction with the academic standards, with or without reasonable accommodation, and depends on a process that examines and values all pertinent skills, attitudes, and attributes of each candidate on a case-by-case basis. EMSOP adheres to the highest ethical and professional standards of the Pharmacy profession. In doing so, the School of Pharmacy reserves the right to deny admission to candidates or to discharge candidates who, upon completion of the interactive process, cannot meet these technical and/or academic standards or who would be deemed to pose a threat to patients and others in the educational and clinical environment. A trained Intermediary may be used in specific circumstances, such as to assist with manual dexterity, but may never be used as a substitute for a candidate's judgment or intellectual acumen. The use of an intermediary would be considered only when it does not alter an essential element or function of these technical standards and/or academic standards.

Technical Standards

A candidate for the PharmD degree must possess abilities and skills, which include those that are observational, communicational, dexterity/motor, intellectual-conceptual (integrative and quantitative), behavioral and social. In consideration of the aforementioned, EMSOP adheres to the following technical standards which are required of all candidates for admission, progression, and graduation, with or without reasonable accommodation: The attainment of knowledge mandates that the candidate participates in course activities, laboratories and experiential rotations as defined by the pharmacy school's policies.

1. Observation Skills.

Observation requires the use of visual, auditory, and somatic senses (or the functional equivalent) in a variety of areas related to contemporary pharmacy practice. Students must have the ability to observe and evaluate in classroom settings, small group teaching exercises, one-on-one evaluation, patient care settings and pharmacy practice sites. Candidates must be able to observe a patient accurately, particularly as related to drug therapy and disease state monitoring.

2. Communication Skills.

Candidates must be able to communicate with clarity, sensitivity, and accuracy to patients, care-givers, and members of health care teams, faculty, staff and peers. Candidates must exhibit interpersonal skills to enable effective caregiving of patients, including the ability to communicate effectively with all members of a multidisciplinary health care team, patients, and those supporting patients, in person and in writing (or a functional equivalent). Candidates must be able to clearly and accurately record information and accurately interpret verbal, written and nonverbal communication. Computer literacy is also a component of effective communication. Candidates must be able to communicate appropriately, effectively, and efficiently with people from a variety of educational and cultural backgrounds and at their levels of understanding. Candidates must also be open to receive feedback from other health care professionals as well as their peers. Candidates must be able to record information accurately and clearly and communicate effectively and efficiently (in English) with other health care professionals in a variety of patient settings.

3. Dexterity/Motor Skills.

Candidates must possess motor skills necessary to provide pharmaceutical care to patients including the preparation and dispensing of medications (including preparation of extemporaneous compounded or sterile intravenous products), administration of immunizations, and performance of patient assessments with or without reasonable accommodations. PharmD candidates must have sufficient motor function such that they are able to execute movements reasonably required to provide care and treatment to patients within the scope of practice.

4. Intellectual, Conceptual, Integrative, and Quantitative Abilities.

Candidates are required to measure, calculate, reason, analyze, integrate, synthesize and comprehend. In addition, candidates must be able to recall and apply information from course materials, lectures, current literature and journals, as well as real world pharmacy practice sites. Necessary abilities include critical thinking and reasoning, problem solving, measurement, mathematical calculation, and ability to monitor drug therapy.

5. Behavioral and Social Attributes.

Candidates must act ethically with integrity, and demonstrate compassion and concern for others. Candidates are expected to exhibit professionalism, personal accountability, motivation and interpersonal skills, including accepting and applying feedback and respecting boundaries, and caring for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates must have appropriate hygiene and a professional appearance. Candidates must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment, work as effective members of a healthcare team, and function successfully under emotionally, intellectually, and physically demanding workloads. This requires responsibility for one's personal actions and emotional stability in stressful situations, with long hours

and personal fatigue, dissatisfied patients, and tired colleagues. Candidates must be able to develop skills necessary to recognize when they may need the support or assistance of other health care professionals and seek help when needed. Candidates are expected to maintain the highest ethical standards in their behavior. Candidates are expected to meet the ethical standards set forth by the pharmacy profession. Candidates must be able to develop professional relationships with patients, patients' families and/or caregivers, and other healthcare providers to provide effective pharmaceutical care while maintaining patient confidentiality. Candidates must pass multiple criminal background checks and random drug screens during the program. Candidates must also have the required health certification documentation. Moreover, during the course of their matriculation, the candidates will be required to have additional immunizations and testing as required by the Ernest Mario School of Pharmacy. In addition, candidates must adhere to and comply with the Rutgers University Code of Student Conduct: <https://policies.rutgers.edu/10211-currentpdf>

6. Practice and Experiential Education.

An integral part of the pharmacy education process is the completion of introductory, intermediate and advanced pharmacy practice experiences. Within the constraints established by law, in these experiences student-pharmacists are placed in pharmacy practice settings and expected to function at the professional level of a licensed pharmacist with the highest ethical standards.

Candidates are expected to maintain a high standard of professional behavior including: attire, personal demeanor, and effective communication skills. Additionally, candidates are expected to adhere to HIPAA regulations, which include but are not limited to maintaining patient confidentiality, and the protection of access to patient records. Candidates are expected to take responsibility for their own learning and demonstrate a willingness to engage patients, pharmacy personnel, health care providers, and others in the provision of patient-focused services and care.

A candidate, whose behavior or performance raises questions concerning his/her ability to fulfill the technical standards and essential functions, may be required to obtain an evaluation and/or testing by a health care provider designated by the School. The results will be provided to the Senior Associate Dean for Academic Affairs, and shared with the appropriate leadership of the School to determine whether the student is fit to pursue the educational and/or clinical program. If the candidate is deemed fit to pursue the program, the School reserves the right to require actions recommended by the health care provider, including but not limited to further testing, counseling, monitoring, and leaves of absence.

Candidates who cannot meet the technical standards with or without accommodations may be subject to review to determine the appropriate action, which can include dismissal from the program. Candidates must be proactive in addressing deficiencies in meeting the standards and follow appropriate University policies set forth in doing so.

EMSOP complies with all applicable laws concerning applicants and candidates with disabilities. For any eligible student, Rutgers University provides reasonable accommodations in order to ensure that all candidates have an equal opportunity to participate in all programs, services, and practical training activities. These technical standards are not intended to deter any candidate for whom reasonable accommodation would allow the fulfillment of the complete curriculum. EMSOP will provide reasonable accommodations, according to University policies and procedures, to otherwise qualified applicants and matriculated candidates with disabilities unless: (a) such accommodations impose undue hardship to the institution, (b) direct threats of substantial harm to the health and safety of others due to the

disability cannot be eliminated by any reasonable accommodations available, or (c) such accommodations fundamentally alter the educational program or academic standards.

By submitting this document, the candidate certifies that they are able to meet, with or without accommodations, the technical standards enclosed in this document, which are required for admission, matriculation, and completion of the EMSOP program. If the candidate requires any accommodation in order to perform these functions. The candidate agrees to request accommodation, if needed, by promptly following the established policies and procedures set forth by the University.

If you have any general questions about this form or its contents, please contact the EMSOP Office of Academic Services: (848-445-6342) or academicservices@pharmacy.rutgers.edu. Candidates with questions regarding what types of accommodations may be considered to achieve these standards are encouraged to contact the Office of Disability Services-New Brunswick at 848-445-6800 or email (dsoffice@echo.rutgers.edu) immediately to begin discussions and register for services at <https://ods.rutgers.edu/students/applying-for-services>. Lastly, any student requiring accommodations should also inform and contact the Office of Student Services at the Ernest Mario School of Pharmacy: nancy.cintron@rutgers.edu.

* The term “candidate” refers to current pharmacy students who are enrolled and seek to progress and graduate.

First Pre-Professional Year

First Term

Class Name	Class No.	Cred. Hrs.
General Biology I	01:119:115	4
General Chemistry I & 101	01:160:161	4
Intro Experimentation	01:160:171	1
Expository Writing I	01:355:101	3
Calculus I	01:640:135	4
		<u>16</u>

Second Term

Class Name	Class No.	Cred. Hrs.
General Biology II	01:119:116	4
General Chemistry II & 102	01:160:162	4
Second College-level Writing Course ¹	__ : __ : __	3
Pharmacy Convocations	30:725:104	1
Humanities/Soc. Sci. Elective ²		3
General Biology Lab	01:119:117	2
		<u>17</u>

¹ Note that students need to complete *one* of the following courses to satisfy this requirement. Students are counseled that some of the courses noted below have a prerequisite that needs to be completed in addition to either of the courses.

Class Name	Class No.	Class Name	Class No.
Research in the Disciplines	01:355:201	Writing for Biology and Natural Science	01:355:312
Technical Writing Essentials	01:355:202	Writing Grant Proposals	01:355:315
Business Writing Essentials	01:355:203	Science Writing	01:355:342
College Writing and Research	01:355:301	Collaborative Writing Practices	01:355:375
Scientific and Technical Writing	01:355:302	Writing for Business and the Professions	01:355:303

² A complete explanation of the rules that govern Humanities / Social Science Elective courses can be found on the Fact Sheet for Humanities Courses.

Second Pre-Professional Year

First Term

Class Name	Class No.	Cr.
Organic Chemistry I	01:160:307 or 315	4
Intro. to Microeconomics	01:220:102	3
Elements of Physics	01:750:161	4
Humanities/Soc. Sci. Elective		3
Psychology/Sociology Elective		3
		<u>17</u>

Second Term

Class Name	Class No.	Cr.
Integrated Organ Physiology	30:718:200	3
Organic Chemistry II	01:160:308 or 316	4
Organic Chemistry Lab	01:160:311	2
Basic Statistics for Research	01:960:401	3
Humanities/Soc. Sci. Elective		3
Humanities/Soc. Sci. Elective		3
		<u>18</u>

Review carefully the requirements for entrance into the First Professional (Third) Year of the Program as found on the website for the Pharm.D. Program.

Pharm.D. Curriculum

PROFESSIONAL YEARS

First Professional Year

First Term

Second Term

Class Name	Class No.	Credits	Class Name	Class No.	Credits
Introductory Biochemistry and Molecular Biology	01:694:301	3	Molecular Biology and Pharmaceutical Biotechnology	30:158:315	3
Pathophysiology	30:718:304	3	Introduction to Biopharmaceutics & Pharmacokinetics	30:721:430	4
Introduction to Pharmaceutics & Lab	30:721:301	4	Pharmacology and Pharmacogenetics	30:718:320	3
Pharmaceutical Chemistry	30:715:307	2	Drug Delivery and Lab	30:721:320	4
Foundations of Pharmacy Care	30:725:320	4	iPASS I	30:725:321	3
Professional Elective ³		2	Professional Elective ³		2
LEAP Seminar	30:725:304	0	LEAP Seminar	30:725:305	0
		16-18			17-19

³ Students must complete five professional electives during the six semesters for the first through third professional years. Students in the class of 2018 and later must complete one clinical professional elective.

Summer Term

Class Name	Class No.	Cred. Hrs.
Introductory Pharmacy Practice Experience	30:725:330	2

Second Professional Year

First Term

Second Term

Class Name	Class No.	Credits	Class Name	Class No.	Credits
Pharmaceutical Microbiology	30:158:420	3	Medicinal Chemistry II	30:715:410	3
Medicinal Chemistry I	30:715:409	3	Renal Pharmacotherapy	30:720:445	2
Literature Evaluation and Application	30:725:470	2	Infectious Diseases Pharmacotherapy	30:720:446	4
Pulmonary Pharmacotherapy	30:720:440	2	Sterile Compounding	30:725:489	2
Hematology Pharmacotherapy	30:720:441	1	Pharmacy Practice Management	30:725:308	3
Cardiology Pharmacotherapy	30:720:442	4	iPASS III	30:725:433	2
iPASS II	30:725:432	2	Professional Elective ³		2
LEAP Seminar	30:725:404	0	LEAP Seminar	30:725:405	0
		17			16-18

³ Students must complete five professional electives during the six semesters for the first through third professional years. Students in the class of 2018 and later must complete one clinical professional elective.

Summer Term

Class Name	Class No.	Cred. Hrs.
Intermediate Pharmacy Practice Experience	30:725:480	2

Continued on next page.

Third Professional Year

First Term

Second Term

Class Name	Class No.	Credits	Class Name	Class No.	Credits
Endocrine and Reproductive Pharmacotherapy	31:720:540	2	Psychiatric and Behavioral Disorders Pharmacotherapy	31:720:545	2
Gastrointestinal, Hepatic and Nutrition Pharmacotherapy	31:720:541	2	Neurology Pharmacotherapy	31:720:546	3
Oncology Pharmacotherapy	31:720:542	3	Immunology, Ocular, and Dermatology Pharmacotherapy	31:720:547	1
Principles of Pharmaceutical Economics	31:725:540	3	Poison Management and Drug Abuse	31:725:515	3
Self Care and Home Care	31:725:550	3	Pharmacy Law and Bioethics	31:725:545	4
iPASS IV	31:725:534	2	iPASS V	31:725:535	2
Professional Elective ^a		2	Professional Elective ^a		2
LEAP Seminar	31:725:504	0	LEAP Seminar	31:725:505	0
		15-17			15-17

³ Students must complete five professional electives during the six semesters for the first through third professional years. Students in the class of 2018 and later must complete one clinical professional elective.

All curriculum requirements of the first five years must be successfully completed before students may register for any Terminal Year rotations.

Students need to complete at least (8) experiential rotations during the Terminal Year of the Program. Additional rotations may be completed after consultation with the Director of Professional Experience Program. Note Fourth Professional Year begins in the summer following Spring of the Third Professional year (see below).

Fourth Professional Year

Summer Term

Class Name	Class No.	Cred. Hrs.
Adv. Practice Experience I	31:725:791	5
Adv. Practice Experience II	31:725:792	5
Adv. Practice Experience III	31:725:793	5
		15

Fall Term

Spring Term

Class Name	Class No.	Cred. Hrs.	Class Name	Class No.	Cred. Hrs.
Adv. Practice Experience IV	31:725:794	5	Adv. Practice Experience VII	31:725:797	5
Adv. Practice Experience V	31:725:795	5	Adv. Practice Experience VIII	31:725:798	5
Adv. Practice Experience VI	31:725:796	5	Adv. Practice Experience IX	31:725:799	5
			Student Portfolio ⁴	31:725:615	2
			Pharmacy Reflection Seminar	31:725:617	2
		15			19

⁴ Note that work on the portfolio begins during the IPPE courses, continues during APPE courses, and is completed and submitted for grading during the final semester of the P4 year.

EXPERIENTIAL COMPONENT OF THE CURRICULUM

As listed in the professional curriculum above, the experiential based course work occurs throughout the professional curriculum beginning in the summer after the first professional year. The experiential coursework is routinely identified by graduating students as the most valuable part of the curriculum. During the Introductory, Intermediate, and Advanced Pharmacy Practice experiences you will be learning in an actual pharmacy practice setting rather than the classroom and representing the Ernest Mario School of Pharmacy, the following requirements and responsibilities apply:

1. Professional behavior and communications at all times to all preceptors and School personnel. Cell phones are not to be used while on rotations except during lunch or breaks or as directed by preceptors. The Assistant Dean for the Professional Experience Program may be contacted to notify a student of any emergency while on rotations. The number is 848-445-6818.
2. Adherence to all federal and state laws governing the practice of pharmacy.
3. Adherence to all federal and state laws governing personal conduct (i.e. illegal drug use, fraud, etc). Students found to have committed a felony or misdemeanor of any kind will be referred to appropriate authorities, including University Judicial Affairs.
4. Ethical conduct at all times.
5. All travel, lodging, parking, food, and other expenses incurred during rotations are the student's sole responsibility.
6. Some sites may have "special arrangements or additional requirements" to host a student on rotation. These "special arrangements or requirements" may involve additional non-disclosure forms, Student Volunteer Service agreements, supporting documents of citizenship (social security card) or student visa status, travel time with personal vehicle, parking fees, additional health screens, which may include drug testing and/or a criminal background check, prior to the student beginning their rotation. Students must comply with any additional requirements or arrangements required by site or be reassigned
7. Students who have a positive criminal background check may be required to do additional criminal background checks and/or drug screens prior to their acceptance by certain sites—this is at the discretion of the site and preceptor for the particular rotation. Refusal to comply will result in the student not being accepted for rotation at that site and may result in inability to be assigned for required rotations.
8. All students are required to attend annual rotation orientations as scheduled by the Assistant Dean of the Professional Experience Program. Failure to attend will result in forfeiting the designated rotation.
9. Introductory and Intermediate Pharmacy Practice Experience rotations are 4 weeks in duration and Advanced Pharmacy Practice Experience rotation are 5 weeks in duration. As such these courses do not follow the normal registrar's withdrawal schedule. For more information on withdrawing, please contact the Office of Academic Services and the Professional Experience Program Coordinator at the number above.
10. Health Requirements: Each year, prior to the beginning of the experiential component for IPPE Hospital/Institutional (for P2 students) & APPE (for P3 students) Rotations, students must attain a Health Certification which includes documentation of vaccinations and/or titers along with a physical exam completed by a U.S. health care provider. Documentation needs to be submitted to EMSOP along with uploading information in students' Rutgers Health Portal. This prerequisite, as well as all requirements for rotations, will be discussed annually during rotation information sessions scheduled in the fall semester. Please contact the Experiential Office at 848-445-6818.

Five professional electives must be completed successfully as part of the Doctor of Pharmacy Program. While every effort is made to monitor the student's progress in this regard, it is ultimately the student's responsibility to see that he/she completes the required number of electives.

Students will be notified by email of the Professional Electives offered to their class just before registration. Professional elective courses are often designed to utilize teaching methods involving a small student to teacher ratio and thus are limited in size. While students will be able to enroll in an elective each semester where it is required, it cannot be guaranteed that all students can take the more popular electives once the registration limit is reached.

Students may complete up to two research electives with a faculty member in satisfying the professional elective requirements. Information regarding the type of research being conducted by faculty is available online at <https://pharmacy.rutgers.edu/research/>

All research electives are taken for letter grades. It is imperative that any research done for degree credit be completed within the time frame of the semester. Delays in the recording of grades will affect the student's date of graduation. Students will be expected to conduct 84 hours of research over the course of the semester. This breaks down to approximately 6 hours of work per week. The actual meeting times when the research is to be conducted is determined by the student in consultation with the professor.

To enhance the robust and well rounded experience our curriculum provides, students in the incoming P1 class (Class of 2018) and those thereafter will be required to reserve at least 2 professional elective credits for a clinical elective. Students who have previously chosen to complete these electives have experienced a much easier transition into the APPE rotation sequence and have performed stronger than their peers, especially in early clinical experiences. These electives are designed to develop problem solving, critical thinking, communication and clinical decision making skills through a small classroom, active learning environment and focus on application of knowledge to clinical situations. Electives that would currently fulfill the 2 credit clinical elective requirement include the following:

- 31:725:563 Gerontology Pharmacy Practice
- 30:725:481 Pediatric Pharmacy Practice
- 31:725:484 Women's Health Issues
- 30:725:485 Herbals and Alternative Medicine
- 31:725:576 Emergency Medicine Pharmacotherapy
- 31:725:577 Concepts in Palliative Care and End-of-Life Care
- 31:725:578 Strategies in HIV Therapeutics
- 31:725:579 Advanced Pharmacotherapy Applications
- 31:725:581 Advanced Neuropsychiatric Pharmacology
- 31:725:582 Critical Care Pharmacotherapy

Please be aware that with current space resources and pre-requisites the class are only available in the P3 year. Also note that the number of professional electives is unchanged at five courses, however one of the five must be from the list above.

DEGREE REQUIREMENTS

The degree of Doctor of Pharmacy is awarded to a pharmacy student by the university upon the recommendation of the faculty of the Ernest Mario School of Pharmacy. Recommendation is contingent upon the student's fulfillment of the following requirements:

1. Completion of the six-year curriculum for the doctoral degree
2. Cumulative grade-point average must be greater than 2.500, and the cumulative professional grade-point average must be greater than 2.500
3. Professional grade-point average in the terminal year must be greater than 2.500
4. Completion of four years of full-time study for the doctoral degree at an accredited college of pharmacy, the last year of which must have been spent at the Ernest Mario School of Pharmacy
5. Candidate must be adjudged by the faculty to be of good ethical character and properly equipped for the profession of pharmacy
6. Candidate must submit the Graduating Student Survey developed by the American Association of Colleges of Pharmacy and the Accreditation Council for Pharmacy Education by the diploma application approval date.

SCHOLASTIC STANDING REQUIREMENTS

Academic Review. Student academic performance is reviewed each semester by the Scholastic Standing Committee, which is composed of appointed faculty of the school. The faculty must ratify any recommendations made by the committee before a student's academic status is changed.

Standards. In general, students are expected to earn a GPA of 2.800 in the pre-professional years, 2.500 in the professional years, with no grades of D or F. Students failing to achieve this GPA and grade expectation will be evaluated as described below. Failure to maintain the school's academic progression standards is grounds for dismissal, suspension, or placement on academic probationary status. A dismissal recommendation also may be based upon poor academic performance during any single term, regardless of any prior scholastic status, or after a student has spent prior terms on probation. The review by the committee will look both at GPA and poor grades. Students may be dismissed who are meeting the GPA requirement but have accumulated a significant number of D or F grades.

Satisfactory academic progression is defined as:

1. Achieving a minimum 2.800 term and cumulative grade-point average at the end of each academic term for the first two years of the pre-professional program.
2. Achieving a 2.800 cumulative grade-point average at the end of the second year prior to progressing to the professional portion of the curriculum.
3. Maintaining a minimum 2.500 term, cumulative and professional grade-point average throughout the professional portion of the program. The professional grade-point average is the average based on courses offered in Schools 30 and 31.
4. Achieving grades of C or better in the core science courses and labs during the pre-professional years. Core science courses include general chemistry, organic chemistry, biology, integrated organ physiology.
5. Achieving grades of C or better in Expository Writing I and a second approved writing course.
6. Achieving grades of C or better in Introductory/Intermediate Pharmacy Practice Experience or Advanced Pharmacy Practice Experience coursework.
7. Not accumulating a significant number of poor grades (D and F).

Entry into the first professional year (third year) of the program requires a minimum cumulative grade-point average of 2.800 and completion of all course work from the pre-professional portion of the curriculum, including humanities, social sciences, core mathematics, science, and writing courses. The School of Pharmacy does not allow E prefixing unless a course is designated as remedial. Thus both original and repeated grades and credits are included in the GPA for repeated courses. Successful completion of an interview and writing assessment is required for entry into the first professional year.

Students who earn a grade of D or F in a course may be required, at the discretion of the Scholastic Standing Committee, to repeat the course; however, both the original grade and the new grade are counted in the grade point average and degree credit calculations. Grades in any repeated courses must be a C at a minimum. Grades of D in any of the core science courses in the pre-professional years or Introductory/Intermediate/Advanced Pharmacy Practice Experiences must be repeated for a grade of C at a minimum. Grades higher than a C in repeated courses may be stipulated by the Scholastic Standing Committee or be necessary to achieve the GPA progression standard. Students are generally only allowed to attempt repeating a course once. Accumulation of several grades of D or below may result in any of the actions below. Students are expected to meet the above academic progression standards at the end of each academic term and by the end of the academic year. The above standards are applied to students based on courses completed and the sequence of courses outlined in the Doctor of Pharmacy curriculum. Students may be allowed to complete course work in the following Summer Session in order to meet the above academic progression standards if equivalent summer courses are available at Rutgers. Students must have prior approval from the Scholastic Standing Committee before initiating summer course work related to curricular deficiency (see the section on Academic Progress). Students pursuing course work during the summer are expected to meet the above academic progression standards.

Academic Progress. Students are expected to follow the sequence of courses specified in the Doctor of Pharmacy curriculum approved by the faculty. Failure to follow the approved curriculum will result in a dismissal or placement on academic probationary status. Students may be allowed to depart from the curriculum based on placement exams, Scholastic Standing Committee actions, disciplinary actions, technical errors, and/or extenuating circumstances.

Students must receive prior approval from the academic dean before deviating from the curriculum.

Probation. Placement on probation means that the student is scholastically deficient and is continuing his or her education with the understanding that he or she must improve the level of work and meet the conditions of probation set by the Scholastic Standing Committee and approved by the faculty of the Ernest Mario School of Pharmacy. Students on probation must meet any conditions set by the Scholastic Standing Committee and approved by the school faculty, such as:

1. maintaining a specific term, cumulative, or professional average for one or more terms
2. repeating certain courses
3. carrying a reduced load for one or more terms
4. curtailing certain extracurricular activities

In addition, students on probation must attend all scheduled classes and laboratory sessions (unauthorized absence may lead to immediate dismissal) and carry no more than the normal class and curriculum course load. Students are removed from probation after they have achieved a satisfactory scholastic record.

Academic Suspension. A student may be suspended for one or two terms based upon academic reasons. This action may be used when a term's academic performance requires that work be repeated before progressing in the program. Remaining out of school for the intervening period may be required either due to the lack of availability of professional courses or simply because it is in the best interest of the student. Through the readmission procedure, the student may return at the end of the designated period of suspension earlier described.

Dismissal. Students are informed in writing of academic dismissal if they fail to meet the conditions of probation or if they have an exceedingly poor term record even though they may not have been previously on probation. Dismissed students wishing to pursue a degree in another field at Rutgers may be allowed a "carry" semester during which they can take non-pharmacy courses and must apply to another unit by the School-To-School Transfer process. Dismissed students who are not accepted by another unit at the end of the carry semester will be permanently dismissed from the University at the end

of the semester. Students dismissed may submit an appeal to the Scholastic Standing Committee if there are documentable, extenuating circumstances (see below).

Appeal. Students dismissed from the Ernest Mario School of Pharmacy by the faculty may appeal by completing an appeal form available in the School of Pharmacy Office of Academic Services. Appeals must be received in the Office of Academic Services within five business days of the date of the letter notifying students of the decision. Grounds for appeal include technical error, grade changes, documented extenuating circumstances, and/or additional information not previously available to the committee. Appropriate documentation must be included with the appeal. Students are notified of the committee's decision by mail. This formal appeal process is the sole and exclusive course of action for students dismissed from the program.

Disclaimer. The student handbook is updated annually. The most up to date version of the Scholastic Standing policy can be found on the School's website.

General Guidance. The above policy is designed to give the Scholastic Standing Committee latitude in determining the appropriate action in a given set of circumstances. Given the variety of courses, credit hours, grades, and GPA that come into play for a given student, it is not possible to pre-determine the committee's action in all circumstances. However, the situations below provide the student reasonable expectations to the specific situations described. Note that there are other actions possible (including dismissal) and these are not the only exclusive actions. This information describes certain common circumstances but not all circumstances and does not supersede the standards listed above.

Pre-Professional Years

1. First semester, first pre-professional year – students with a GPA below 1.500 will be dismissed.
2. Second semester, first pre-professional year – students with a GPA below 2.400 will be dismissed.
3. Second pre-professional year – students earning 2 grades of D or F in the 3 core science courses Organic Chemistry I (01:160:307), Organic Chemistry II (01:160:308), and Integrated Organ Physiology (30:718:200) will be dismissed.

Professional Years

1. First professional year – students will be dismissed in the following situations:
 - 2 or more F grades
 - 1 F grade plus one or more D grades
 - 3 or more D grades
2. First professional year – students earning a single grade of F with no additional grades of D or F will be suspended and required to repeat coursework as determined by the Scholastic Standing Committee.
3. Professional years – students accumulating 3 grades of D or F will be suspended and required to repeat coursework as determined by the Scholastic Standing Committee.

Missed Course Work or Credit

Students missing coursework and/or credit(s) are required to make up the missing coursework or credit(s) before progressing to the next professional year or affiliated course, if the missed course serves as a prerequisite. Completion of missed coursework related to excused absences is at the discretion of the individual course coordinator. Circumstances involving missed coursework or credits and associated transcripts will be reviewed by the Scholastic Standings Committee for decisions regarding progression, suspension, reassignment, and/or transfer/dismissal. Records of students receiving a temporary grade, will be reviewed by the Scholastic Standing Committee to determine a timeline for grade resolution. If approved courses are available in the summer, the Scholastic Standing Committee will attempt to keep the student on track with their original graduation date, if possible. Students who withdraw from required courses must make up the required course and may not progress to the next professional year unless permitted by the Scholastic Standing Committee.

ACADEMIC INTEGRITY

Pharmacy students are subject to the University academic integrity policy, which is provided to new students at orientation and is also available on line at: <https://policies.rutgers.edu/10213-currentpdf>. This policy was updated in the summer of 2020. The School of Pharmacy has also established an ad hoc committee on academic integrity. The committee has membership from both the faculty and student body. Given the serious nature of the work health care workers provide, academic integrity and honesty are of the utmost importance in pharmacy school. The faculty of the Ernest Mario School of Pharmacy approved the following statements for both students and faculty which were developed by the committee in conjunction with student leadership.

In the new policy, violations of academic integrity are generally divided into three categories: Level 1, Level 2, and Level 3.

- Level 1 violations may occur as a result of inexperience or lack of malicious intent by the person committing the violation.
- Level 2 violations include misconduct of a more serious character or misconduct that affects a major, significant, or essential portion of work done to meet course requirements. These violations demonstrate premeditation or may have posed harm to others. The student alleged to have committed the violation may have one or more previous violations.
- Level 3 violations represent the most serious breaches of conduct. They may involve a serious violation of a professional code of conduct; may include extreme cases of dishonesty and maliciousness or violations of law; and/or are likely to cause direct harm to others.

The procedures for adjudicating alleged violations of academic integrity are different for Level 1, Level 2, and Level 3 violations. Students are referred to the full policy at the link above for examples of violations and potential sanctions. When a student is accused of one or more Level 3 violations that include alleged violations of law or a professional code of conduct, or when it is reasonable to believe that the student is likely to cause direct harm to others, they may be removed from a course, clinical, or internship setting on an interim basis, with the approval of the dean of the school.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure the quality of care extended to patients. Students at Ernest Mario School of Pharmacy are responsible for upholding the principles of the Policy on Academic Integrity for Undergraduate and Graduate Students. At Ernest Mario School of Pharmacy all students are held accountable for their actions. Each student should review the entire Academic Integrity Policy as well as the Student Code of Conduct.

The following are some general examples of the responsibilities of students:

- To understand the definition of scholastic dishonesty.
- To understand the instructions for each assignment, quiz, or examination.
- To refrain from committing any acts of scholastic dishonesty.
- To take appropriate action when acts of scholastic dishonesty are observed.
- To understand the importance of confidentiality in pharmacy practice and the ramifications of breaching patient trust.
- To engage in appropriate classroom and laboratory conduct.

As noted, this list serves only as an example. The entire Academic Integrity Policy should be reviewed, downloaded and printed from the link above. It is the student's responsibility to review the entire policy for more specific information regarding specific infractions and penalties. Violations of any of these principles will result in prosecution by Ernest Mario School of Pharmacy and the Student Judicial Affairs department. Being students enrolled in a school of health professions, severe penalties may be levied which may include expulsion from Ernest Mario School of Pharmacy as well as from the entire Rutgers University.

DRESS CODE

Dress code for didactic courses is generally left to course coordinator. In certain professional courses, professional attire including a white lab coat will be required. While the student is at a practice site for any professional experience course, patients and other professionals will recognize him/her as part of the Ernest Mario School of Pharmacy. The student also represents the practice site and should be neat in appearance, courteous and maintain a professional decorum at all times. Students not conforming to the dress code may be asked to leave the rotation site. If we are forced to send you home for inappropriate dress, it will be considered an unexcused absence.

1. All students must wear neat, clean, white **short** lab coats and a Rutgers University Ernest Mario School of Pharmacy student name tag (Note: preceptors reserve the right to modify this rule.). Name tags from places of employment are unacceptable.
2. Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and closed toed shoes (i.e., no sneakers, tennis shoes, open toed shoes or cloth shoes).
3. Male students must wear dress slacks, collared shirts, ties, socks, and appropriate shoes (i.e., not sneakers or tennis shoes).
4. Jeans, shorts, mini-skirts, T-shirts, etc., are inappropriate dress and are NOT allowed.
5. All students must maintain good personal hygiene at all times.

POLICIES ON PROFESSIONALISM AND ETHICAL CONDUCT

I. CRIMINAL BACKGROUND CHECKS AND URINE DRUG SCREENS

A. Requirement and Frequency

The Joint Commission, the agency which accredits and certifies hospitals and other health organizations, now requires criminal background checks for all students completing educational experiences. Many community pharmacies also require criminal background checks CBC and drug screens on employees working in the pharmacy department. Prior to assignment on Ernest Mario School of Pharmacy practice experiences, students must satisfactorily pass three criminal background checks and drug screens (one prior to the introductory pharmacy practice experience, a second prior to the intermediate pharmacy practice experience, and a third prior to the advanced pharmacy practice experiences). The University has contracted with an outside vendor to facilitate this process. This criminal background check is strictly for purposes of the Introductory/Intermediate/Advanced Pharmacy Practice Experiences and does NOT replace the criminal background check required for the New Jersey State licensure exam.

Students returning from suspension or a leave of absence, may be required to complete a new criminal background check and UDS prior to return at the discretion of the Dean or his/her designee.

Criminal background check and urine drug screen will be required during the spring semester of the first, second, and third professional years. Additional checks or screens may be required for some practice sites.

Accepted students are required to notify the Dean of Academic Services at the School of Pharmacy of any convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense prior to their matriculation; moreover, all matriculating students are required to notify the School of Pharmacy in the event they are arrested, detained, charged or investigated by law enforcement authorities within 5 days of the event or incident that gave rise to any of these actions.

B. Positive Result

If a urine drug screen is positive for a tested substance the procedure described in Section III. below will be followed. If a positive result or a “hit” is obtained on the criminal background check for any student the following policy will be followed.

- The student must provide a complete written explanation including time, date, and specific details surrounding the arrest. Students should also provide any additional documentation such as police reports or other court documents which may help in providing an explanation to potential rotation sites. The School reserves the right to pursue disciplinary action under the University Code of Student Conduct, if appropriate. Results of such action (e.g. suspension, expulsion) may prevent a student from completing the program on time or at all. Students will only be considered for any scheduled rotation once all charges, arrests, pleas, and/or Pretrial Intervention Programs have been cleared or fulfilled. Students will be required to supply documentary proof that that any and all programs have been completed.
- If disciplinary action is deemed necessary/appropriate, the student’s rotation assignment may be delayed. Regardless of whether or not University disciplinary action is deemed necessary, after rotations are scheduled, each preceptor for a student with a hit on his/her criminal background check will be notified of the results and given the opportunity to accept or decline the student. Sites or preceptors requesting more information will be provided the student’s written explanation and additional available documentation.
- If a site declines the student, an alternative rotation site with open availability for the same cycle will be identified and may accept or decline the student, based on reports. The Experiential Office will make three attempts to find a rotation site for the student.

If student cannot be placed at sites to attain and complete rotation hours and Pharm D requirements, or if student is dismissed from the School of Pharmacy, the student is eligible to apply to other units of Rutgers to complete a degree. Except in cases of dismissal from the University, the School of Pharmacy will provide students with a “carry semester” during which they may apply to transfer to another University unit. However, decisions regarding accepting transfer students are made by the “receiving” unit and acceptance cannot be guaranteed.

In some cases information has been identified in the CBC/UDS process that may indicate a student has been a victim of identity theft. In that case, students should be aware that the Office of Compliance, Student Policy, Research and Assessment has a link on their Student Policy Issues page that gives some advice on Identity Theft:

<https://nbtitleix.rutgers.edu/resources/faqs-student-complainants-and-respondents>

Students may also get more details from the company conducting the CBC. New Jersey residents are entitled to receive a free copy of their credit report annually. The following site is the official site for

<http://www.annualcreditreport.com/>

II. CRIMINAL ACTIVITY DURING PROFESSIONAL EXPERIENCES

Due to concerns regarding public safety and appropriate patient care, the EMSOP reserves the right to remove students who have been arrested or who are alleged to have engaged in criminal activity. Students will be offered the opportunity to comment and respond to allegations and/or arrests within 2 business days. In addition, if the School determines that a student poses a risk to self or others, the student will be removed from rotation while the matter is investigated. The matter will be addressed, and a determination will be made pursuant of University Policy and the law.

All students are required to notify the Dean of Academic Services at the Ernest Mario School of Pharmacy of any convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense prior to their matriculation; moreover, all matriculating students are required to notify the School of Pharmacy in the event they are arrested,

detained, charged or investigated by law enforcement authorities within 5 days of the event or incident that gave rise to any of these actions.

If, in determination of a committee composed of the Dean, Assistant Dean for Professional Experience Program, and the Senior Associate Dean, a student poses a risk to themselves or others, and to protect the health safety or welfare of fellow students, preceptors, or the public at large, the student will be temporarily removed from rotation while the matter is investigated. Students arrested during the program are required to report the arrest to the Office of Professional Experience (848-445—6818) and rotations@pharmacy.rutgers.edu. The matter will be addressed under the University Code of Student Conduct.

III. SUBSTANCE ABUSE POLICY

The purpose of this policy is to describe the procedures that will take place if a student is suspected of or found to be involved with substance abuse. The Ernest Mario School of Pharmacy encourages all students with addiction problems to seek appropriate treatment. One of the primary aims of this policy is to also protect and maintain public safety and trust in the pharmacy profession by discouraging impaired practice.

The Ernest Mario School of Pharmacy will not perform random testing for drugs; however, drug screens may be required as a condition of participation in some experiential education settings. In the event of a positive drug screen, the student will be referred to the Professional Assistance Program of New Jersey (PAPNJ) or an alternative treatment program approved by the School for evaluation. PAPNJ is an addiction treatment program that is independent of Rutgers University and the Ernest Mario School of Pharmacy.

If a drug screen is positive or evidence of drug abuse is discovered while a student is on rotation and the student is removed from rotation as a result, the student will receive an F for the rotation and be required to undergo evaluation by PAPNJ or another program approved by the Dean's Office. Certification of fitness to return to rotation is required from PAPNJ before a student will be reassigned. A grade of "C" or better must be achieved on the repeated rotation (i.e. the rotation replacing the previous "F" grade). Students may request, at their expense, a retest for any positive drug screens.

In the event that a student is identified or suspected of an addiction problem, including but not limited to alcohol, prescription drugs and illicit drugs, the student will be referred to PAPNJ for evaluation. Students refusing to undergo an evaluation by PAPNJ may be dismissed from the Pharm.D. program at the Ernest Mario School of Pharmacy. All evaluation, treatment, and monitoring expenses will be born by the student. All files regarding PAPNJ evaluation and treatment plans will be maintained separately from the student's academic file maintained in the Office of Academic Services. Records regarding students who have successfully completed the contractual terms of a rehabilitation contract will be maintained pursuant to University record retention policies.

Participation in an appropriate rehabilitation program does not grant immunity from any legal proceedings for criminal acts involving drug misuse or illegal use. Behaviors related to substance abuse including but not limited to theft of controlled or legend drugs for personal abuse, intent to distribute such drugs, or use of false documents to obtain such substances may also be addressed under the University's Code of Student Conduct as professional or ethical violations. The School will not support continued enrollment of anyone found guilty through disciplinary action or legal prosecution of: a) legal possession of controlled substances with intent to divert or distribute b) stealing of controlled substances. Ability to continue in the Doctor of Pharmacy program does not guarantee that the New Jersey Board of Pharmacy or the Board of Pharmacy in any other state will allow the student to sit for licensure.

Evaluation, diagnoses, and development of an appropriate treatment plan will be conducted by the professional staff of PAPNJ. The treatment plan may include in-patient care. If the treatment plan does include in-patient care, the student must enroll immediately in a program approved by PAPNJ (i.e. must meet the needs identified by PAPNJ for treatment).

Under such circumstances, students will be granted a leave of absence and guaranteed readmission to the Ernest Mario School of Pharmacy upon documentation of satisfactory completion of the treatment program and enrollment in an appropriate aftercare plan as recommended by PAPNJ.

If after evaluation, the student is referred for treatment and/or monitoring, the student must sign a contract with the Ernest Mario School of Pharmacy regarding details of participation and criteria for readmission to the Ernest Mario School of Pharmacy. The contract will include the treatment plan, the responsibility of the student, and consequences of successful and unsuccessful completion of the program. The contract should include:

- Length of treatment (inpatient and outpatient)
- Length and type of aftercare program
- Mandatory participation in an appropriate support group
- Periodic reports from aftercare therapist, employers and support group network
- Mandatory announced and unannounced supervised urine and/or blood screening
- Conditions under which the student may return to the Ernest Mario School of Pharmacy
- Assurance of confidentiality
- Notification of clinical preceptors on rotations regarding the status of the student in the rehabilitation program (and current employer if applicable)

The Ernest Mario School of Pharmacy must have a letter of certification from PAPNJ attesting to the student's successful rehabilitation and readiness to resume studies for a degree in pharmacy before the student will be allowed to resume studies and/or enter any component of the experiential program. If a letter of certification is not provided within 12 months of entering the rehabilitation program, the student shall be deemed no longer in the Ernest Mario School of Pharmacy.

If an impaired student is charged with noncompliance with the rehabilitation contract with the Ernest Mario School of Pharmacy, he or she will be given a hearing before the Dean. The student may be dismissed from the Ernest Mario School of Pharmacy by the Dean for failure to adhere to the rehabilitation contract.

IV. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

Students are required to adhere to the Health Insurance Portability and Accountability Act (HIPAA) during all rotations. Violations of HIPAA and patient confidentiality will potentially result in removal from rotation, a failing grade for that rotation, and may result in civil or criminal penalties as proscribed by the current HIPAA regulations.

Civil and Criminal Penalties Per HIPAA Regulations (United States Department of Health and Human Services. Protecting the Privacy of Patients' Health Information. 2006 September [cited June 27, 2007] [1 screen]. Available from: URL: <https://www.hhs.gov/hipaa/for-individuals/index.html> : The Health and Human Services Office for Civil Rights can impose civil or criminal penalties for HIPAA violations. For civil violations of the standards, OCR may impose monetary penalties up to \$100 per violation, up to \$25,000 per year, for each requirement or prohibition violated. Criminal penalties apply for certain actions such as knowingly obtaining protected health information in violation of the law. Criminal penalties can range up to \$50,000 and one year in prison for certain offenses; up to \$100,000 and up to five years in prison if the offenses are committed under "false pretenses"; and up to \$250,000 and up to 10 years in prison if the offenses are committed with the intent to sell, transfer or use protected health information for commercial advantage, personal gain or malicious harm.

GETTING HELP

Two primary offices within the School work closely with students in providing help or referrals to appropriate office within or outside the Ernest Mario School of Pharmacy. The Office of Student Development provides a variety of services including:

- Individualized counseling to help students with a wide variety of personal and academic concerns
- Small group tutoring in the most challenging subjects
- Time, money and nutrition management workshops
- Resume writing and interviewing techniques
- Programs on self-esteem and confidence building
- Stress control and stress reduction techniques
- Seminars and retreats on how to survive and thrive in their daily living experiences
- Career advising
- The tutoring program has provided students with the necessary academic reinforcement in courses that present students with the greatest challenge. Tutoring is offered in key subjects such as General Biology, General Chemistry, Calculus, Pre-Calculus, English, Statistics, Organic Chemistry, Pharmaceutical Chemistry, Pathophysiology, and Medicinal Chemistry

When necessary, students may be referred to one of the Health Centers or the Personal Counseling Centers on campus. The University has several nationally accredited health centers, operating with board certified physicians and skilled clinical staff. Services range from treatment of minor medical problems like the common cold and allergies to immunizations, physical examinations, nutrition and counseling. Students may access these services directly without referral from the Office of Student Development. Students may access counseling services at the center on any campus and are not restricted by where you live. Services offered by the various centers include:

- treatment of depression or anxiety
- difficulties establishing and maintaining relationships
- feeling pressures from home
- handling academic demands
- stress and time management
- eating issues
- grief management
- self-help
- surviving exams
- individual or group therapy.

Each center's website and service listing can be accessed centrally through the Student Health website at: <http://health.rutgers.edu/>.

Additionally, students are served by the Office of Academic Services. This office provides assistance with registration, degree progression monitoring, advanced standing and transcript evaluation, maintaining scholastic records and academic advising. As always, the Dean's Office staff is always available to help or direct students to someone who can help them.

POLICY ON NON-DISCRIMINATION

Rutgers University policy prohibits discrimination and harassment based upon race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and

any other category protected by law. Discrimination and harassment compromise the integrity of the university and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment of the university. The Rutgers University Policy Prohibiting Discrimination and Harassment can be viewed at <http://policies.rutgers.edu/PDF/Section60/60.1.12-current.pdf>.

POLICY ON DISABILITY ACCOMMODATIONS

The Ernest Mario School of Pharmacy welcomes students with disabilities into all of our educational programs. Students with disabilities are entitled to the same benefits, the same quality of student life, and are subject to the same academic requirements as other students. The university provides extensive and supportive resources. Rutgers is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments (ADAA) of 2008. The university will make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue hardship.

For any student who has been deemed eligible for special services, Rutgers provides reasonable accommodations in order to ensure that all students have an equal opportunity to participate in all Rutgers programs, services, and activities.

Also see the Technical Standards section of this document. More information can be found at:

<https://ods.rutgers.edu/>

INFORMATION ON UNIVERSITY SERVICES

A ready-reference for students on University services as well as campus events is the RU-Info website:

<http://www.rutgers.edu/information/information-current-students>. This website maintains “seasonal” hot links and links for many social and extracurricular facets of the University as well as links to the following frequently used offices:

- Academic Services and Support
- Bookstores
- Financial Information
- Food
- Health (Including Health Centers and Counseling Centers)
- Libraries
- Transportation
- Tuition/Bills

PROFESSIONAL YEAR ADVISORS

During the professional years students are assigned a faculty advisor. Our goal is to provide sound academic advising – so that each student in the Ernest Mario School of Pharmacy may make informed academic decisions that reflect personal interests, skills, and professional goals. Full information about the program is available at:

<https://pharmacy.rutgers.edu/info-for/current-students/student-advising/>

TUITION AND FINANCIAL AID

During the pre-professional years and professional years 1 and 2 (P1 and P2) students are considered undergraduate and are enrolled in school 30. Tuition rates are higher during the first two professional years (P1 and P2). During the final two professional years (P3 and P4) students are considered graduate students and are enrolled in school 31. While enrolled in school 31, students pay graduate tuition. Introductory, Intermediate, and Advanced Pharmacy Practice Experiences scheduled during the summer are courses that students must register for and pay tuition for prior to starting the rotation. Student are required to take between 10 and 15 credits in the summer between P3 and P4, and should plan accordingly in terms of tuition.

Students should be aware that their tuition may increase when progressing through the program. Additionally, some forms of undergraduate financial aid will no longer be available during P3 and P4. While there may be graduate financial aid available, typically this is loan based and not grant based.

Current tuition and costs for the academic year can be found online at: <http://www.studentabc.rutgers.edu/>.

Financial aid awards are handled through the central University Financial Aid office. Students should complete the Free Application for Federal Student Aid (FAFSA) available online at www.fafsa.ed.gov to be considered for financial aid. Students are reminded that most scholarships require a minimum of 12 credits per semester and 3.0 or better GPA to continue.

The Ernest Mario School of Pharmacy has a number of scholarships from alumni and corporate donations managed within the School and listed in the scholarship section of the New Brunswick Undergraduate Catalog. While most of the funds are targeted toward students in P3 and P4, all students may apply using the form available on the pharmacy website at: <http://pharmacy.rutgers.edu>. Awards are generally based on need and merit.

COMPLAINT POLICY

The School seeks to provide educational and scholarly opportunities to all students in constructive and harmonious environment. When this does not occur, a student may wish to submit a complaint. Issues related to services provided outside the Ernest Mario School of Pharmacy should consult the department providing the service (e.g., housing, dining services). Students unsure of whom to contact regarding such services should contact the Office of Student Development. Students may also wish to review the Rutgers University policy library for University policies which deal with specific areas such as student conduct, sexual harassment, and complaints about grades. The University Policy library can be found at <http://policies.rutgers.edu/>. See below for the University Policy specific to complaints about grades.

Complaints relating to the services provided by the Ernest Mario School of Pharmacy should initially attempt to be resolved by contacting the person (faculty, staff, student) most directly involved in the area of the complaint. If a situation cannot be resolved, a written complaint may be submitted to the Dean's Office for review by the Dean or his/her designee. The Dean or his/her designee will investigate the circumstances of the complaint and a written response of the findings and/or resolution will be sent to the student within 10 working days of the completion of the investigation.

Complaints involving accreditation standards of the ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE) may be reported directly to ACPE by reviewing the procedures described on the ACPE website: <http://www.acpe-accredit.org> and/or by emailing the complaint to csinfo@acpe-accredit.org. The above website provides the most up to date accreditation standards.

Utilizing any of the above procedures preserves the student's right to report issues to the University Ombudsperson, as described below.

Student Complaints about Grades

Students wishing to file a complaint about a course grade, or a grade received for a particular piece of work in a course, should first attempt to resolve the matter through discussion with the instructor. If the issue cannot be satisfactorily resolved between student and instructor, the student may specify in writing the basis for the complaint and request a review by the departmental chairperson. A written complaint about a grade for work completed while the course is in progress must be submitted to the departmental chairperson no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade to the departmental chairperson no later than four

weeks after the end of the exam period for that term.

A student who wishes to appeal the decision of the department should appeal in writing to the office of the dean of the faculty offering the course. Written notification of the action taken by either the chairperson or by the dean will be sent to the student within four weeks of the filing of the appeal, excluding those weeks in which classes are not in regular session.

OFFICE OF THE OMBUDSPERSON

In addition to the Complaints procedure listed above, students should be aware of the University Ombudsperson. The ombudsperson acts as a neutral party between the university administration and students who encounter difficult issues on campus, such as dealing with grade changes, not getting their choice of courses and having to travel to different campuses for different services. The ombudsperson is neither an advocate for students nor an agent of the administration; rather, the ombudsperson advocates for fair administration of academic policy and student services. The office offers students the protection of confidentiality. Contact information for the Ombudsperson is listed below. Please note that the address listed is a temporary location and may change during the 2018-2019 academic year. Check their website to determine the most up to date location:

OMBUDSPERSON FOR STUDENTS

Exec Vice President for Academic Affairs
Davidson Hall, Room 101

Busch Campus

Phone: (732) 932-1452

Fax:(732) 932-1680

Email: ombuds@rutgers.edu

<http://ombuds.rutgers.edu>

GRADUATION RATES

The Ernest Mario School of Pharmacy graduated its first all Pharm.D. class in 2004. The on-time graduation rate of students starting the first professional year since that time (2004-2020) has averaged 86%. The average overall graduation rate for the same time period is 92%.

For the 3 most recent graduating classes 2018-2020 the on-time graduation rate of students starting the first professional year averaged 89% and overall graduation rate was 95%.

CAREERS OF GRADUATES

Effective with the class of 2011, the Ernest Mario School of Pharmacy began surveying students at graduation regarding career choices and employment status.

Year:	2011	2012	2013	2014	2015	2016	2017	2018	2019
Number of Graduates:	212	191	199	212	188	191	197	207	209
Community Pharmacy	34 %	24 %	36 %	36%	34%	30%	27%	24%	17%
Hospital Pharmacy	1 %	3 %	3 %	3%	3%	2%	2%	1%	6%
Pharmaceutical Industry	2 %	2 %	2 %	<1%	2%	2%	2%	3%	7%
Post Graduate Pharmacy Residency	21 %	18 %	17 %	17%	20%	20%	24%	21%	16%
Post Graduate Industry Fellowship	10 %	12 %	8 %	10%	8%	9%	2%	2%	13%
Graduate or Professional School	1 %	3 %	0 %	1%	4%	2%	2%	2%	3%
Government/Military	0 %	1 %	1 %	0%	0%	0%	0%	0%	0%
Other	2 %	1 %	4 %	4%	2%	3%	4%	3%	3%
Not Secured Employment	27 %	34 %	28 %	28%	20%	20%	24%	28%	31%
No Response	2 %	3 %	3 %	1%	5%	9%	4%	2%	4%

OBTAINING A PHARMACY LICENSE AND THE LICENSURE EXAMS

Each state has its own board of pharmacy which sets the standards and requirements for licensure in that state. Requirements may include licensure exam(s) needed, educational requirements, experiential requirements, criminal background checks, proof of moral character, proof of identity and others. Students contemplating licensure in states other than New Jersey should familiarize themselves with those states' requirements. Recognize that other states' requirements may differ and require additional actions on the part of the student during the professional years.

For example, the New Jersey Board of Pharmacy currently requires 1440 hours of practical experience by completion of a structured, college-credited externship and clinical pharmacy clerkship program. During the Ernest Mario School of Pharmacy Doctor of Pharmacy program, a student will obtain 1,600 such hours, and thus meet the requirement. Other states' Boards of Pharmacy may require more than 1,600 hours and thus, without additional internship hours, students would not qualify to sit for licensure in those states. Some states also require "internship hours" be obtained outside of the School's curriculum. This can sometimes be accomplished in the summers during the professional years. Students are encouraged to check the requirements and register while a student to speed up the time it takes to get licensed after graduation.

Nearly all states require taking the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE) to assess licensure applicants' competency. Both exams are computerized format with multiple choice questions. The NAPLEX is a six hour exam that consists of 250 questions and is primarily scenario based (i.e., patient medication history with accompanying test questions.) The MPJE is a 2.5 hour exam that consists of 120 questions and covers the application of federal and state laws relating to the practice of pharmacy.

OUT OF POCKET EXPENSES

Data in the table below were generated by surveying students in a variety of professional years. These are estimates provided by students and your expenses may vary from the data listed. Costs may increase from year to year as determined by third party providers and/or inflation and the data in the table are meant to give students an estimate of what to expect and not exact costs. Only required expenses are listed in the table, however, students reported a variety of expenses which are optional including parking (\$200/year on-campus), textbooks (\$100-300/year depending on courses, student organization memberships dues (approximately \$65/year, depending on organization, and number of organizations joined), and attending national or regional meetings of organizations (\$100-\$1000 depending on location and rate). Other highly variable optional costs include participation in fraternity/sorority events, class socials, and events such as the University-wide Dance Marathon. The table includes required expenses primarily related to the rotations but does not include tuition. Summer tuition will be required in three of the professional years (see curriculum elsewhere in this document). Students applying for competitive out of state P4 rotations such as the Indian Health Service or Food and Drug Administration should expect to incur moving and living expenses at an out of state location.

REQUIRED EXPENSES:

White coat	\$35/coat	Minimum of one coat required, some students purchase more than 1 over the four professional years.
Criminal Background Check	Estimated \$80 minimum	Actual cost may vary depending where student lived and jurisdictions reviewed. Required during professional years.
Urine drug screening	Estimated \$60	Required during the professional years, minimum of three.
Immunization course	\$127	Required in P3 year.
PPD skin test (checks for silent tuberculosis) or blood assay Quantiferon Test	Estimated \$30 - \$50	Actual cost will vary based on your health insurance coverage, healthcare provider rates and/or copays. Required in final two professional years for rotations.
Physical Exam/Required Vaccination & Titers	Estimated \$30 - \$50	Actual cost will vary based on your health insurance coverage, healthcare provider rates and/or copays. Required in final two professional years for rotations.
Flu vaccine	Estimated \$30	Actual cost will vary based on your health insurance coverage, healthcare provider rates and/or copays. Required annually in professional years for rotations.
CPR	Estimated \$25 – \$75	Required before APPE rotations
Rotation Travel Expense	Estimated by students at \$40/week of rotation (Summer IPPE of P1 and P2 are 4 weeks, APPE of P4 are total of 40 weeks).	Cost will vary depending distance to rotation site and your mode of transportation. Your mileage may vary, literally.

LICENSURE EXAM PASS RATES

To obtain licensure, students must pass the North American Pharmacy Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE). The data below are from the most recent data posted on the National Association of Boards of Pharmacy (NABP) website (www.nabp.net) and indicates the passing percentages for Rutgers first time NAPLEX candidates between 2005 and 2019 (the most recent year available at the time of printing).

Year	No. of Candidates	Pass Rate
2005	178	92.13%
2006	157	92.99%
2007	193	94.82%
2008	247	95.95%
2009	254	98.43%
2010	205	94.15%
2011	208	97.12%
2012	179	97.77%
2013	187	100.00%
2014	187	96.26%
2015	179	96.09%
2016	182	93.41%
2017	177	94.35%
2018	179	89.94%
2019	175	90.86%

Data below are the MPJE pass rates based on the most recent data posted at the NABP site at the time of printing, which was for first time candidates 2007-2019.

Year	No. of Candidates	Pass Rate
2007	164	95.73%
2008	221	92.31%
2009	238	93.70%
2010	195	96.92%
2011	170	96.51%
2012	161	94.41%
2013	156	94.23%
2014	153	90.85%
2015	145	90.34%
2016	150	82.00%
2017	139	84.17%
2018	138	78.26%
2019	145	86.90%

USEFUL PHONE NUMBERS

NOTE: The phone numbers listed below were accurate at the time of printing. Websites have been provided in the event that the numbers below may change. Additionally, you may search the University online directory at <http://search.rutgers.edu/web.html> and select Websites, People, Building, and University Units at the top of the page.

Department	Address, Campus Services	Phone
Dean's Office	160 Frelinghuysen Road Room 250 Busch Campus http://pharmacy.rutgers.edu	(848)445-2675
Office of Student Development	160 Frelinghuysen Road Room 278 Busch Campus -tutoring -workshops & seminars -pharmacy clubs & organizations http://pharmacy.rutgers.edu/content/office_student_developmenteof_staff	(848)445-6263
Office of Academic Services	160 Frelinghuysen Road Room 277 Busch Campus -Difficulty registering for courses -Academic counseling -Class Rank http://pharmacy.rutgers.edu/content/academic_services	(848)445-6336
Office for Violence Prevention and Victim Assistance	3 Bartlett Street, CAC http://vpva.rutgers.edu	(848)932-1181
<i>Rutgers Learning Centers (Tutoring)</i>	http://rlc.rutgers.edu/	
College Avenue	Kreeger Learning Center	(848)932-1443
Cook/Douglas	Loree Building, Room 124	(848)932-1660
Busch	SERC Building, Room 106 Busch	(848)445-4322
Livingston	Tillet Hall, Room 111	(848)445-0986
Office of Financial Aid	620 George Street – Records Hall, Room 140 College Avenue Campus New Brunswick, NJ 08901 http://studentaid.rutgers.edu/	(848)932-7057

Useful Phone Numbers (Continued)

<i>Department</i>	<i>Address, Campus</i>	<i>Phone</i>
Rutgers University - General Information		(848)932-4636
<i>Health Centers</i>	http://health.rutgers.edu/	(848)932-7402
Hurtado	11 Bishop Place, CAC	
Cook/Douglas Health Center	61 Dudley Road, Douglass/Cook	
Busch/Livingston	110 Hospital Road and Ave. E, Livingston	
	When the Health Centers are closed, direct medical question to: RHS Advice Nurse Line	1-800-890-5882
Office of Student Accounting	620 George Street Records Hall, CAC http://www.studentabc.rutgers.edu/	(848)932-2254
Parking Department	55 Commercial Avenue	(848)932-7744
Rutgers Public Safety Bldg.	New Brunswick, NJ http://parktran.rutgers.edu/	
<i>Pharmacies</i>	110 Hospital Road - Busch/Livingston	(848)445-3606
(Provides prescription and	11 Bishop Place - CAC	(848)932-8033
Limited OTC services)	61 Dudley Road -Douglass/Cook http://rhspharmacy.rutgers.edu/	(848)932-8590
<i>Alcohol and Other Drug Assistance Program for Students (ADAPS)</i>		
CAPS (Counseling, ADAP, and Psychiatric Services)	17 Senior Street, (CAC) 61 Nichol Avenue (Douglas/Cook Campus) http://rhscaps.rutgers.edu	(848)932-7884 (848)932-7884
<i>Rutgers Counseling Centers</i>	http://health.rutgers.edu	(848)932-7884
Rutgers College Counseling Ctr College Avenue Campus	Dr. Jill Richards 17 Senior Street	(848)932-7884
Cook/Douglass Campus	Dr. Diane Simmons 61 Nichol Avenue	(848)932-7884
Office of the Dean of Students Location: 88 College Avenue New Brunswick, NJ 08901	deanofstudents@echo.rutgers.edu	(848) 932-2300

Dr. Anne Newman, Associate Vice Chancellor for Student Affairs & Dean of Students
 Jeffrey Broggi, Senior Associate Dean of Students
 Sandra Castro, Associate Dean of Students
 Halston Fleming, Case Manager
 Dr. Timothy Grimm, Associate Dean of Students
 Justin Kelley, Assistant Dean of Students

ERNEST MARIO SCHOOL OF PHARMACY (EMSOP) AT
RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

TECHNICAL STANDARDS FOR ADMISSION, MATRICULATION, PROGRESSION AND COMPLETION OF THE DOCTOR OF
PHARMACY (PHARM D) PROGRAM

By signing below, I _____ hereby certify that I have read and understand the Technical Standards for Admission, Matriculation, Progression and Program Completion at the Ernest Mario School of Pharmacy at Rutgers University.

Additionally, I acknowledge that I have access to the information on the technical and essential standards required for admission, matriculation, progression and completion of the EMSOP program. If I require any accommodations in order to perform these functions, I agree to request accommodations promptly and in writing. I understand that the University's Office of Disability Services in collaboration with the Ernest Mario School of Pharmacy, will evaluate the reasonableness of the accommodation before acting on the request.

If my circumstances should change related to these technical standards, I will promptly notify the Office of Student Services at EMSOP and/or the Office of Disability Services if reasonable accommodations are required.

PRINT NAME:

SIGNATURE:

_____ DATE: _____

RU ID: _____

PLEASE RETURN THIS SIGNED FORM TO:

THE OFFICE OF ACADEMIC SERVICES

160 FRELINGHUYSEN ROAD – ROOM 277 A

PISCATAWAY, NEW JERSEY 08854