

UNIVERSITY OF APPALACHIA COLLEGE OF PHARMACY

Innovative Pharmacy Practice and Education



**Student Handbook
Academic Year
2005 - 2006**

UNIVERSITY OF APPALACHIA COLLEGE OF PHARMACY

Student Handbook: Academic Year 2005 – 2006

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University of Appalachia
College of Pharmacy
(UACP)

*Verification of Understanding and Adherence Regarding of the Rights and Responsibilities
Described in the UACP Student Handbook*

I verify that I have read and understood the policies and rules applicable to enrollment at UACP. I am aware of my rights and responsibilities as a student of UACP. Furthermore, I agree to adhere to the rules implemented by said policies and procedures.

Name of UACP Student

Signature of UACP Student

Date

Name of Witness

Signature of Witness

Signature and Date of Verification by the Associate Dean of Students

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Introduction

Changing the Dynamics of Healthcare in Central Appalachia

The University of Appalachia College of Pharmacy will address the healthcare needs of central Appalachia by offering Virginia's first three-year Doctor of Pharmacy degree. This innovative, accelerated three-year program places pharmacists in the job market more rapidly than conventional four-year pharmacy schools. UACP will enroll approximately 75 students per class each year. All students will be required to provide 50 hours of community service per year to meet graduation requirements. Graduates will know how to use non-traditional health care delivery systems such as tele-medicine, outreach health fairs, radio talk-shows, and free clinics to deliver medications and preventive health care to medically underserved and financially distressed citizens in rural communities.

UACP will establish the Rural Care Clinic (RCC) to provide preventative healthcare services to citizens in need throughout central Appalachia. The RCC will conduct cancer screenings, smoking cessation programs, and wellness education seminars throughout the region. Nurses, pharmacists, physicians, and a dentist will work through the RCC to train students in their prospective professions and to provide free dental, medical, and pharmaceutical care to those who qualify.

UACP will also collaborate with local civic groups and private organizations to conduct a Drug Abuse Prevention program. This community-wide program is one of the ways pharmacy students will fulfill their yearly volunteer requirements. Students will educate the youth of central Appalachia (grades 3-12) about the dangers of misusing and abusing prescription medications and the dire physical and legal consequences of using illicit drugs. If young people are taught to respect drugs and know the intended actions and potential dangers of prescriptions as well as the dangers of illicit drugs, they will grow up with a healthy attitude toward medications.

In summary, UACP was created to serve regional needs and to provide a beacon for progressive pharmacy practice and education that will shine nationally for its academic excellence and innovation in rural healthcare.

Redefining Pharmacy Education and the Delivery of Healthcare

Central Appalachia faces significant economic and educational hurdles as well as tremendous health challenges. A recent report to the Virginia Legislature documented that residents of southwest Virginia have problems obtaining and paying for healthcare, including dental and pharmaceutical care. The age-adjusted mortality rate in Southwest Virginia is 42% higher than the age-adjusted death rate for Virginia as a whole. When compared with the entire population of Virginia, residents of Southwest Virginia are 26% more likely to die from heart disease, 44% more likely to die from chronic obstructive pulmonary disease, 54% more likely to die from pneumonia or influenza, 28% more likely to die from diabetes, 55% more likely to die from chronic liver disease and cirrhosis, and 67% more likely to commit suicide. UACP

UNIVERSITY OF APPALACHIA COLLEGE OF PHARMACY

was created to deliver innovative healthcare and pharmacy education in the medically underserved and financial distressed region of Central Appalachia. UACP will address the healthcare needs of the region by offering Virginia's first three-year Doctor of Pharmacy degree and by establishing the commonwealth's first college of pharmacy-based, full service health clinic for underserved and financially distressed patients.

Academic Calendar for 2005 - 06

The University of Appalachia College of Pharmacy is open for business from 8 a.m. to 5 p.m., Monday through Friday, except for University holidays listed below.

Orientation/Registration	August 15-16, 2005
White Coat Ceremony	August 17
Classes Begin	August 18
Labor Day – offices closed	September 5
Fall Break – offices closed	October 12-16
Thanksgiving Break – offices closed	November 24-28
Winter Break – offices closed	December 22 – January 3
Classes Resume	January 4, 2006
Martin Luther King, Jr., Day – offices closed	January 16
Spring Break – offices closed	April 1 – April 9
Good Friday – offices closed	April 14
Memorial Day – offices closed	May 29
CPPE Rotation I	May 30 – June 30
Summer Break – offices closed	July 1 – July 5
CPPE Rotation II	July 3 – August 4

Facilities

Facilities, Equipment and Available Space

Located in Grundy, Virginia, in the middle of the Appalachian Mountains and the Cumberland Plateau, the College of Pharmacy offers students a peaceful atmosphere for pursuing their studies combined with a wide variety of recreational opportunities. The College will occupy two primary campuses. The main campus is in the Buchanan County Industrial Development Authority Technology Park, and the Clinical Practice Annex is two miles away, on the top floor of the Buchanan County General Hospital.

University of Appalachia College of Pharmacy Main Campus

UACP negotiated a generous arrangement with the Buchanan County Industrial Development Authority to utilize the first floor of the new technology building on Slate Creek Road in Grundy, Virginia.

The 12,674 square feet facility accommodates the following areas: classrooms and lecture halls for a total of 170 students, a multipurpose laboratory facility, a library and learning resources center, a student lounge and game room, student government offices, a faculty conference room, a reception area, faculty and administrative offices, a faculty lounge and work room, and secured storage areas for computer hardware, chemicals, compounding materials and medication, and confidential information.

University of Appalachia College of Pharmacy Clinical Practice Annex

Buchanan County General Hospital has donated 6000 square feet of finished space on the fifth floor of the hospital for use as a clinical teaching and research facility. The nursing station will be used as a reception area and waiting room for students, patients, study subjects, and visitors. The large classroom space will be partitioned for use as a large classroom for final exams or training sessions such as CPR classes, or as two small classrooms for elective courses and recitations.

Patient care rooms will be used under the direct supervision of UACP faculty as physical assessment work-stations or as patient counseling work-stations. Clinical research beds will be available for normal volunteers for Phase I and Phase II human subject studies under the direct supervision of College faculty and primary investigators, and in accordance with FDA and IRB regulations regarding the conduct of studies on human subjects.

Licensure & Accreditation Status

UACP is seeking accreditation from the Accreditation Council for Pharmacy Education (ACPE). ACPE accreditation involves three steps: Precandidate status, Candidate status, and Full accreditation. Precandidate accreditation status denotes a developmental Doctor of Pharmacy program that is expected to mature in accord with stated plans and within a defined time period. Precandidate accreditation status is awarded to a new Doctor of Pharmacy program that has not yet enrolled students. In July of 2005, UACP received Precandidate accreditation status from ACPE.

Candidate accreditation status is awarded to a Doctor of Pharmacy program that has enrolled students, but has not yet had a graduating class. Full accreditation is awarded to a Doctor of Pharmacy program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a Doctor of Pharmacy program designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited Doctor of Pharmacy program, generally including eligibility for licensure.

Once students are enrolled and UACP progresses in accordance to ACPE requirements, UACP will petition ACPE for review and consideration for Candidate accreditation status. Full accreditation should be awarded to UACP once graduates from the first class pass their licensure examinations. UACP cannot guarantee the outcome of its ACPE accreditation process, but will pursue same with due diligence.

The State Council of Higher Education for Virginia (SCHEV) has approved the formal use of the name University of Appalachia, as well as UACP's right to confer the Doctor of Pharmacy degree.

Prospective students and individuals interested in learning about UACP will be informed about the College's ACPE accreditation status through publication of a disclosure statement in all College-related promotional materials. Furthermore, prospective students are required to sign an accreditation disclosure statement when they submit their completed application for admission to the Doctor of Pharmacy Program. Students will also be required to sign the accreditation disclosure statement upon matriculation.

Tuition Refund Policy

UACP has established an equitable refund policy for students who find it necessary to withdraw from the College. Students who decide to withdraw or take a leave of absence during the academic year must submit prior written notification to the Dean (See policies on Withdrawal and Leaves of Absence). Upon approval of the written request, a calculation is performed to determine the amount of refund (Table 1).

Determination of Whether a Refund is Available

UACP charges tuition on an academic year basis. Therefore, calculations to determine the amount of refund entitled to a student are based upon the number of weeks of instruction for which the student is enrolled, measured as a percentage of the number of weeks of instruction in the academic year. The number of weeks of instruction time during the academic year is measured beginning on the first day of classes or experiential practice and ending on the last day of classes or assessment. A week of instruction time is defined as any five-day period in which at least one day of regularly scheduled instruction, assessment, remediation and reassessment, or preparation for assessment occurs. Instruction time does not include periods of orientation, counseling, vacation, or other activity not related to class preparation, remediation, or assessment. Refunds will be submitted within 45 days after receipt of a written request or the date the student last attended classes, whichever is earliest.

Table 1: Tuition Refund Schedule

Withdrawal on or During	Amount Tuition and Fee Refund
Days 1 -3 of classes	100% less \$100 administrative fee
After day 3 of classes and up to 10% of academic year	90% less \$100 administrative fee
Over 10% and up to 20% of academic year	80% less \$100 administrative fee
Over 20% and up to 30% of academic year	70% less \$100 administrative fee
Over 30% and up to 40% of academic year	60% less \$100 administrative fee
Over 40% and up to 50% of academic year	50% less \$100 administrative fee
Over 50% and up to 60% of academic year	40% less \$100 administrative fee
Over 60% of academic year	No refund

UACP may amend its refund policy at any time, but any amendments will only be effective for academic years that begin following written notice of the amendment. Any questions concerning the refund policy should be directed to the Office

of the Dean. Students attending UACP through tuition waivers or scholarships will not receive a cash refund for the portion of the tuition paid or waived by those sources.

Curriculum

The Doctor of Pharmacy Curriculum

The curriculum seeks to provide the ideal environment for learning. The curriculum focuses on active learning, and provides numerous approaches to foster active learning, such as case studies, recitations, debates, role-playing, and presentations. Students will be active participants in the learning process, and they will be ultimately responsible for their own learning. To this end, they will be required to apply, analyze, synthesize, and evaluate knowledge. Faculty will facilitate and direct the student's active learning process. Students will be required to assess their own progress toward achievement of outcome expectations. The curriculum fosters teamwork and cooperation by emphasizing daily planned group activities that encourage students to teach each other and learn from each other. In designing learning opportunities for the students, the faculty will recognize and accommodate different styles of learning by providing a variety of educational experiences. The Doctor of Pharmacy curriculum is designed to be completed in three years of full-time academic enrollment.

UACP believes that if curricular competencies truly reflect the necessary knowledge and skills of entry-level pharmacists, then all graduates must be proficient in all of these competencies. Therefore, the curriculum of the Doctor of Pharmacy Program is designed so that all students have the time, resources, and opportunities to achieve all competencies. Furthermore, outcomes expectations and methods of assessing students must be related to the desired professional and educational competencies, and must provide reasonable assurance of the students' achievement of these competencies.

The Doctor of Pharmacy curriculum is designed to insure that students receive the necessary didactic information and experiential training needed to achieve the professional competencies and outcome expectations necessary to merit the title of Doctor of Pharmacy, to practice as competent entry-level pharmacists, and to satisfy educational requirements for licensure as pharmacists. Competency-based education assumes that the goal of education is to insure that students are competent in the knowledge, skills, attitudes, and behaviors necessary for success in their chosen field. UACP will define terminal behavioral objectives, professional competencies, and outcome expectations that must be achieved by the students to complete the Doctor of Pharmacy program and to become competent entry-level pharmacy practitioners. Each teaching Block in the curriculum will be approved by the Curriculum Committee. The faculty involved in teaching the Block will be required to submit a Block plan that includes the Block curricular content, the

educational methods that will be used to deliver the educational content, the educational competencies that will be achieved, and the assessment methods that will gauge the achievement of the desired competencies. The Curriculum Committee will review the Block and its respective modules to insure that the Block competencies align with the overall competencies of the Doctor of Pharmacy curriculum, and that the expected competencies are appropriate for the students' level of progress at that specific stage in their education. Once approved, the written narrative that describes the Block, its educational modules, and the expected competencies will be published and distributed to students as the syllabus for the Block.

Blocks and Modules

UACP's Blocks and Modules curricular design is inherently flexible with allocation of academic time because the time required to complete a block is determined by the number and the complexities of the required professional competencies and outcome expectations. Discrete areas of content, or Blocks, will be allotted the time required to teach all pertinent topics, or Modules, to facilitate learning and to achieve the required professional competencies and outcome expectations for an entry-level pharmacy practitioner. Although the curricular content is arranged in blocks of academic time, credit hours are based on contact time. One credit hour is equivalent to 15 hours of didactic contact time and to 40 hours of experiential contact time. The Doctor of Pharmacy curriculum at UACP will engage students in instructional activities with faculty and peers for six hours per day for approximately 180 class days per academic year. For example, in six weeks of class time, a student will be involved in 180 hours of structured learning activities. Therefore, every six weeks, students will accrue 12 credit hours for 180 hours of didactic contact time. Consequently, the block system delivers the entire professional program in three years rather than four years without sacrificing contact hours; in fact, the number is increased (Table 2). Each Block will have a pre-assigned coordinator who will oversee the content and the delivery of the educational material by instructors assigned to the modules. The Block Coordinator is responsible for preparing and administering the Block assessment, recording the grades, and determining which students must take a Remediation assessment.

The Blocks and Modules system does not permit enrollment of part-time students into the Doctor of Pharmacy program.

Table 2: Comparison of Didactic Contact Hours

Didactic Curriculum	University of Appalachia Proposed Doctor of Pharmacy Curriculum	Traditional 4-Year Doctor of Pharmacy Curriculum
Timing in the Program	Academic Years 1 and 2	Academic Years 1, 2, and 3
How Time is Allocated	360 class days over 2 academic years @ 6 hours per day	17 credit hours/semester with each credit hour = 15 class hours
Total Contact Hours	2160 hours over two years	1530 hours over three years

Student-Focused Education

The Block system fosters student-based learning because the six-hour class day forces teachers to move away from center stage and facilitate small group learning activities that require students to be involved in their education. Higher

education research shows that a competitive environment is not conducive to learning and hinders the development of sound interpersonal skills. In pharmacy, as in many other professions, teamwork is the key to success. Therefore, to prepare competent pharmacy practitioners with good interpersonal skills, UACP will encourage students to work in teams and to learn from each other in both the didactic and the experiential curriculum. To create a collaborative learning environment, students will be pre-assigned to five- to seven-member teams that will collaborate in group-based didactic projects during the class day, as well as in experiential activities and community-based service. Teams will be pre-assigned to resemble the typical work environment where pharmacists may not get to choose their teammates. Increased emphasis in collaboration and active learning will promote a desire among the students to help others.

Since the Block system not only allows for but demands incorporation of active learning strategies in the classroom, instructors will actively involve students in the learning process. The team activities during the Modules will accommodate this specific need of adult learners. Furthermore, different educational exercises conducted in class and as part of the team activities will accommodate individual styles of learning; reinforce knowledge, concepts, and applications; and produce deeper understanding.

Professional Competencies and Outcome Expectations

The Doctor of Pharmacy curriculum is designed to insure that students receive ample didactic information and experiential training to achieve the professional competencies and outcome expectations necessary to merit the title of Doctor of Pharmacy, to practice as competent entry-level pharmacists, and to satisfy educational requirements for licensure as pharmacists. After successful completion of the Doctor of Pharmacy program at UACP, the student will be ready to perform the following duties:

- Analyze prescriptions for completeness.
- Determine the legality of a prescription.
- Interpret commonly used abbreviations that appear on prescriptions.
- Explain the record keeping requirements for prescription hard copies.
- Explain the meaning of product name prefixes and suffixes (numbers or letters).
- Identify medications that require distribution of a patient package insert.
- Select the appropriate packaging for drug products.
- Select the appropriate storage conditions for drug products.
- Accurately label a prescription for a non-controlled substance medication.
- Identify the schedule under which a controlled substance medication is classified (CII-CV).
- Demonstrate appropriate record keeping requirements for controlled substance medications.
- Accurately label a prescription for a controlled substance medication.
- Reconcile the records of a CII perpetual inventory when there is a conflict.
- Explain the record keeping requirements when disposing of a controlled substance.
- Identify whether a practitioner is legally prescribing within his/her scope of practice.
- Explain record keeping requirements when supplying a legend medication to a licensed practitioner for office use.
- Explain the record keeping requirements when transferring a controlled substance to another registered practitioner.
- Determine the appropriateness and legality of a faxed prescription.
- List individuals who are legally authorized to access the pharmacy.
- Explain laws for securing the pharmacy after hours.
- Describe the legal requirements when dispensing an emergency supply of medication.

- Describe record keeping requirements when dispensing an emergency supply of medication.
- Demonstrate good communication skills when calling physician offices for clarification or verification of a prescription.
- Use the appropriate reference when selecting a generic medication.
- Determine when a generic medication substitution is not appropriate.
- Use appropriate resources to identify an unknown medication.
- Accurately compound an extemporaneous dosage form.
- Discuss the relationship of each member of the healthcare team and his or her role in patient care, including pharmacy support personnel.
- Describe the intra-institutional relationship of pharmacy services with other departments and/or services.
- Identify and analyze the key elements of medication orders.
- Identify potential problems with medication orders.
- Review medication administration records for appropriate charting and/or documentation.
- Calculate dosage based upon body surface area and weight.
- Accurately dose a medication using pharmacokinetic calculations.
- Prepare medications for dispensing with the appropriate dosage/units.
- Accurately compound sterile products.
- Discuss the accurate technique for compounding and dispensing cytotoxic agents.
- Accurately repackage medications for unit-of-use.
- Appropriately label medications for dispensing and/or distribution.
- Provide appropriate administration instructions for medication orders.
- Appropriately monitor medications administered to patients.
- Utilize the appropriate resources to answer drug information questions.
- Communicate effectively with patients for the purpose of obtaining information or conveying drug information.
- Identify, investigate, report, and document the outcomes of a medication event.
- Identify, investigate, report, and document outcomes of an adverse drug reaction.
- Discuss formulary management, medication use, drug policy development, and drug policy implementation and analysis.
- Describe the process for approval of pre-printed medication orders.
- Describe institutional policies regarding the administration of drugs per protocol.
- Accurately fill and access the automated dispensing systems.
- Appropriately restock a crash cart (emergency box, crash box).
- Describe the information contained on a material safety data sheet required to meet Occupational Safety and Health Administration (OSHA) requirements.
- Identify the location of the material safety data sheet binder.
- Describe the institution's policy for handling of cytotoxic agents.
- Discuss the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) standards and other institution-specific quality control programs.
- Inspect a nursing unit for adherence with JCAHO standards.
- Perform any physical assessments that a generalist pharmacist might perform in regular practice.
- Assess the patient's medical and/or pharmaceutical needs.
- Evaluate laboratory test results.
- Evaluate information obtained from the patient's history and physical assessment.
- Identify specific patient information in profiles or medical records that will affect drug selection, dosing, scheduling, and monitoring.
- Recommend optimal drug therapy.
- Develop a plan to assist patients in effectively managing therapy and to reinforce appropriate behaviors.
- Employ clinical assessment skills in order to evaluate therapeutic effectiveness or potential drug-related problems in the patient.
- Recommend revisions of therapeutic plans based upon changes in patient status.

- Apply knowledge of the pathophysiology of a specific disease to prevent medication-related problems.
- Apply pharmacologic approaches to the management of specific diseases.
- Relate therapeutic principles to medication-related problems experienced by patients.
- Select a drug delivery system that will provide optimal therapeutic benefit to individual patients.
- Advise patients about how to avoid potential interactions with other therapies.
- Explain signs and symptoms associated with the common and/or severe adverse reactions to a therapy.
- Explain the significance and frequency of adverse drug reactions and interactions associated with a given therapy.
- Encourage patients/caregivers to contact the pharmacist for further information or advice regarding therapy.
- Give the well being of the patient highest consideration in provision of pharmaceutical care.
- Use appropriate critical pathways, clinical practice guidelines, and disease management protocols in the delivery of pharmaceutical care.
- Identify and evaluate common emergencies including those requiring CPR.
- Determine urgency of the situation and necessity to summon emergency medical service personnel.
- Describe legal and ethical implications of intervention in emergency situations.
- Assess the needs of the target population relative to disease prevention/detection.
- Select and implement an appropriate strategy to prevent or detect disease in the target population.
- Identify organization principles and the logic of arguments.
- Assess accuracy, soundness, fairness, significance, relevance, completeness, and persuasiveness of information, arguments, and information sources.
- Synthesize information in order to draw conclusions, hypothesize, conjecture alternatives, or decide a course of action.
- Provide support for arguments, solutions, and results.
- Interpret problems within appropriate contexts.
- Prioritize problems based on identifiable criteria and standards.
- Apply systematic and intuitive problem-solving strategies.
- Articulate and implement a defensible solution.
- Apply appropriate criteria to monitor solution outcomes.
- Implement solution modifications based on monitoring data.
- Display openness to new ideas and tolerance to ambiguity.
- Adopt multiple perspectives in personal thinking to avoid ethno-centricity and intolerance.
- Formulate strategies and learning goals to address identified needs for ongoing personal and professional growth.
- Engage in instructional activities to achieve desired learning goals.
- Evaluate the efficacy of completed instructional activities for the achievement of desired learning goals.

Areas and Content of Curricular Core

The curriculum has the following basic components: 1) the didactic curriculum, 2) the experiential curriculum, and 3) the elective curriculum.

The Didactic Curriculum

The didactic curriculum represents an integrated approach to pharmaceutical education taught by teams of basic science faculty and pharmacy practice faculty. The P1 didactic curriculum teaches biomedical and pharmaceutical principles and provides fundamental discussions of common diseases and their respective pharmacotherapy. The P2 didactic curriculum is an integrated, organ-system based approach to the assessment and treatment of common clinical conditions and the delivery of pharmaceutical care to mitigate or cure these conditions. In the P2 curriculum, each organ system integrates principles of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complementary medicine, pharmacoeconomics, and drug literature

review and analysis. Topics in pharmacy administration such as pharmacy management and communications skills, and pharmacy law and jurisprudence are discussed in each of the first two years of the didactic curriculum.

The Experiential Curriculum

The experiential curriculum allows students to acquire the confidence, knowledge, skills, and attitude required for pharmacists to function competently in the practice of pharmacy.

The experiential program is divided into three parts of sequentially increasing levels of sophistication in competencies and outcomes expectations for the EPPE, CPPE, and APPE rotations. Table 3 lists the minimum experiential hours provided by the experiential curriculum.

Table 3: Minimum Experiential Hours

Experience	Retail/Ambulatory Care	Hospital/Institutional/Other	Total
EPPE	180 hours	60 hours	240 hours
CPPE	200 hours	200 hours	400 hours
APPE	600 hours	800 hours	1400 hours
Total	980 hours	1060 hours	2040 hours

Early Pharmacy Practice Experience (EPPE)

The EPPE is comprised of 180 hours of community/retail experience and 60 hours of hospital/institutional experience over a 2-year period. Starting in January of the P1 year, for one day out of every other week and throughout the P1 and P2 academic years, students will be placed in pharmacies with preceptors who will facilitate learning by guiding students through their assignments and by serving as role models for students. The EPPE will be structured with outcome expectations designed to reflect the didactic portion of the curriculum as well as to prepare students for the realities of pharmacy practice. Students will acquire knowledge relevant to the practice of pharmacy and will integrate didactic information with the skills gleaned from the practice site. Students will keep a pharmacy practice diary containing notes, descriptions, and reflections of their EPPE experiences. For one day out of every other week during the P1 and P2 academic years, students will also attend an EPPE Forum to discuss their EPPE assignments and to reflect upon their EPPE activities experiences during the preceding week.

Starting on Wednesday January 4, 2006, students of the Class of 2008 will be placed in community pharmacies with preceptors who will facilitate learning by guiding students through specific assignments and by serving as role models for students. Students will be assigned to either the Blue Team (on-service first and third Wednesday of the month) or the Green Team (on-service second and fourth Wednesday of the month). During the on-service Wednesday, students will go to their pre-assigned practice sites for an 8-hour day. Two students per team will be assigned to one of the 17 practice sites, and each student pair will rotate to various practice sites throughout the semester. At the sites, students will complete their prescribed written EPPE assignments for that day. The written assignments will be structured with outcome expectations designed to reflect the didactic portion of the curriculum as well as to prepare students for the realities of pharmacy practice. For example, during January and February the EPPE assignments will reflect didactic material covered during contemporaneous blocks 1.11 and 1.12, and in March the assignments may reflect topics related to the laws that govern the practice of Pharmacy. Once written

assignments are completed and reviewed by the preceptors, students will shadow their preceptors. This process will be repeated every other week on the pre-assigned Wednesday. On the off-service Wednesdays, the Team (Blue or Green depending on the Wednesday) will participate in a two-hour Pharmacy Practice Forum. During Pharmacy Practice Forum students will be given a summative assessment based on the Outcomes Expectations of the prior week's EPPE assignment. Afterwards, the students will meet with the faculty member to review the assessment and to discuss their experiences at the practice sites.

Core Pharmacy Practice Experience (CPPE)

The CPPE is designed to cover basic aspects of pharmacy practice, such as prescription orders and order entry, compounding and dispensing, sterile products and large volume parenterals, record-keeping, patient interviewing and counseling, patient profiles and medical records, prescription benefit programs and reimbursement, legal requirements and regulatory issues, communications with patients and other health professionals, and inventory control and purchasing. This component of the experiential curriculum will consist of two five-week rotations during the summer between the P1 and the P2 years. Students will keep a pharmacy practice diary containing notes, descriptions, and reflections of their CPPE experiences. Twice during each CPPE, students will attend a CPPE Forum to discuss their experiences and to assess their progress towards achievement of their pre-defined professional competencies and outcome expectations.

Advanced Pharmacy Practice Experience (APPE)

The APPE is designed to expand the student's knowledge of the scope of practice of pharmaceutical care, and to provide the student with opportunities to explore diverse areas of professional endeavor. Students are required to take one five-week general medicine rotation, one five-week ambulatory/rural healthcare rotation, and one five-week geriatric/long-term care rotation. Students must complete a total of four five-week elective rotations.

Available electives include the following: psychiatry/substance abuse, critical care, nutrition support, infectious disease, hospice and pain management, neonatology, pharmacy administration, community pharmacy management, compounding and specialized formulations, long term care consulting, nephrology/clinical pharmacokinetics, FDA and regulatory matters, cardiology, oncology, maternal and infant care, pediatrics, veterinary pharmacy, pharmaceutical industry, drug information and informatics, research, study design, biostatistics, rural and missionary medicine, and pharmaceutical sales and marketing.

During their APPE clerkships, students will meet with their assigned preceptors for midpoint reviews and final evaluations to assess the students' progress towards achievement of their pre-defined professional competencies and outcome expectations. Students will keep a pharmacy practice portfolio containing copies of interesting cases presented, articles read, presentations attended, and the checklist of competencies completed during their APPE experiences. The APPE Portfolio will be reviewed periodically by the Associate Dean of Students and Experiential Programs.

The Elective Curriculum

The elective component of the curriculum will be offered during the final year (P3) of the Doctor of Pharmacy program to allow students to select electives that are consistent with their chosen area of pharmacy practice. All students must select one of the following five-week electives depending on the student's needs and desires: Clinical Pharmacognosy, Therapeutic Case Challenge, or Business and Medico-Legal Case Law. For example, a Clinical Pharmacognosy elective may be reasonable for a student who has chosen a career in community pharmacy practice. A student who chooses to pursue a career in hospital pharmacy or academia may opt to take Therapeutic Case Challenge as well as choosing an elective clerkship in infectious diseases. Students may elect to study Business and Medico-Legal Case Law to observe and discuss actual legal proceedings that involve relevant issues including professional negligence claims, and workplace and medical practice contract disputes.

Academic Policies & Procedures

Overview

The educational philosophy of UACP states that if students are provided with clear and concise learning objectives, sufficient time, and ample feedback and encouragement, they will successfully acquire new knowledge and skills. The curriculum will provide clear and succinct learning objectives that will produce competent entry-level general pharmacy practitioners. Assessment tools will be directly related to the predefined learning objectives. Formative assessments will be used to provide frequent feedback to both students and teachers regarding the progress made towards achieving the desired learning objectives and to identify deficiencies that remain to be corrected. Summative assessments will be used to gauge the extent to which students achieve their required outcome expectations. A grade of 75% or greater will indicate successful achievement of the outcome expectation. Students who score less than 75% in the summative assessment must complete a remediation summative assessment.

Competency-Based Education, Evaluation, and Assessment

Competency-based education assumes that the goal of education is to insure that students are competent in the knowledge, skills, attitudes, and behaviors necessary for success in their chosen field of endeavor. UACP will define terminal behavioral objectives, professional competencies, and outcome expectations that must be achieved by our students to successfully complete the Doctor of Pharmacy program and to become competent entry-level pharmacy practitioners.

The Curriculum Committee will review the Doctor of Pharmacy Curriculum on an ongoing basis to insure that we are teaching the information, skills, attitudes, and behaviors necessary to produce entry-level practitioners that will exceed the needs and demands of a dynamic healthcare environment. The Associate Dean for Academics and Curricular Development will work with the faculty to design, test, and redesign assessment tools that discern with accuracy and sensitivity whether the students are achieving the pre-requisite professional competencies and outcome expectations stated in the Blocks.

UACP believes that success in competency-based learning is achieved when all students function at the same level of competency. UACP will strive to insure that all our students achieve the professional competencies and outcome expectations required of an entry-level pharmacy practitioner.

Terminal Behavioral Objectives: A Guide to Acquiring and Assessing Knowledge Skills

Competency-based education realizes that students do not need to know everything about a particular area of study to be competent entry-level practitioners. Inherent in the process of acquiring knowledge is learning how to learn. The faculty will teach the students how to learn by directing them to seek out and acquire information that is essential to achieving entry-level competencies and outcome expectations. By stating terminal behavioral objectives that identify the critical mass of knowledge and skills that must be mastered to achieve professional competency, UACP's faculty will facilitate our students' professional education and training. For all didactic and experiential exercises, UACP faculty must collaborate with the Curriculum Committee to identify and communicate, in writing, the required terminal behavioral objectives that will direct students to acquire specific knowledge, skills, attitudes, and behaviors necessary to achieve professional competencies and outcome expectations for entry-level pharmacy practitioners.

Formative and summative assessments will evaluate the acquisition and mastery of the knowledge and skills required to achieve professional competencies and outcome expectations for an entry-level pharmacy practitioner. In this manner, assessments become teaching tools that identify strengths and weaknesses in the curriculum and in each student's ability to achieve a specific competency or set of competencies.

Adaptive Educational Process

Since the goal of competency-based education is for every student to achieve minimal competencies, educational strategies must be flexible, within reason, to accommodate the needs of individual students, because students learn by different approaches. Faculty must differentiate between effective and ineffective teaching techniques for the delivery of knowledge and the demonstration of hands-on skills. In education, what matters most is not how teachers teach but how students learn; therefore, faculty must adapt their instructional techniques to find the most effective approach to teaching, even if the new approach seems contrary to the norm.

Formative Assessments

Formative assessments are an integral part of competency-based education because they enable instructors to detect gaps in knowledge, understanding, skills, attitudes, or behaviors. Formative assessments not only allow students to gauge their progress towards achieving a particular set of competencies without the anxiety evoked by graded quizzes, they also help prepare students for summative assessments. Formative assessments may be formal, such as quizzes without grades, or informal, such as question and answer sessions in class. To be effective, formative assessments need to be done frequently to prevent small gaps in comprehension from becoming major obstacles in learning.

Summative Assessments

Summative assessments are a formal way to assure that each individual student has achieved the required professional competencies and outcome expectations. Summative assessments are scheduled in advance throughout the academic calendar and are identified in the Block's syllabus before the start of each Block. Summative assessments must be constructed to evaluate each and every competency identified in the Block's syllabus.

Students must be made aware of which specific competencies will be evaluated by the assessment. To prevent ambiguity and limit redundancy, the summative assessment for a given Block must be reviewed by the Block Coordinator before the assessment can be administered to the students. Block Coordinators must be present to administer the assessment. Module instructors who are not available on the assessment day should make themselves available via telephone during the assessment period. Students who fail to achieve the required level of competency of 75% or greater in a given summative assessment will be placed in Academic Probation, and must remediate that block during the subsequent Remediation Week.

Assessment Policies

The term assessments in this section refer to the graded summative assessments used to determine students' grades in the blocks of the curriculum. The formative assessments used during active learning sessions are determined solely by the faculty leading the active learning.

All policies set forth for the assessment apply to the remediation assessment as well. Any deviations from these policies must be approved, in writing, by the Associate Dean for Academics and Curricular Development, and must be clearly articulated to students prior to the assessment.

Assessments with Multiple Instructors—Assessment Team Leader

When an assessment covers material presented by more than one instructor, the Block Coordinator is responsible for constructing the assessment from submitted items, for ensuring that the assessment conforms to assessment policies, for arranging for the assessment review by faculty (see below), for ensuring that the assessment has adequate proctors, for submitting a copy of the assessment to the Associate Dean for Academics and Curricular Development and for reporting assessment results to the Associate Dean for Academics and Curricular Development.

The format of the assessment, such as multiple choice, fill in the blank, short answer, or essays, will be at the discretion of the block coordinator. Oral assessments will be permitted only for Block 1.16 unless approved in writing by the Dean. Assessment items must be submitted to the Block Coordinator at least 48 hours prior to the scheduled assessment or remediation assessment. All assessment results must be reported to the Associate Dean for Academics and Curricular Development within 48 hours of completion of the assessment.

Assessment Pre-Review for Clarity and Consistency

As a quality assurance measure, all assessments must be reviewed by the Block Coordinator and at least one other faculty member. Inquiries about the appropriateness of assessments should be directed to the Block Coordinator. It is the faculty member's responsibility to review assessment questions and answer keys with the Block Coordinator.

Proctoring

At least two individuals will proctor each summative assessment. Proctors will devote their uninterrupted attention to monitoring student activities and answering pertinent questions during the summative assessment. All faculty members who have presented information covered by the summative assessment will proctor the summative assessment or will be readily available to the Block Coordinator during the assessment.

Requirement for Faculty Presence at Assessments

Faculty who are involved in writing assessment items should be present at the assessment and at the remediation assessment. The Associate Dean for Academics and Curricular Development must be notified of an unavoidable absence in a timely manner. If a faculty member does have an unavoidable absence, another faculty member involved in the block must substitute for him/her in the assessment, the review session, and/or remediation assessment.

Relationship Between Classroom Presentation Time and Assessments

Points derived from any one day of classroom time will be approximately proportional to the total number of classroom days included on the summative assessment. For example, if the assessment covers four days of classroom presentations, then each day of presentation should provide the basis for 25% of the exam. At a minimum, each day of class will contribute 20 points towards the summative assessment. The total number of questions and point count will be determined by the Block Coordinator responsible for the summative assessment. Faculty have the prerogative to include other forms of assessment such as quizzes and special projects. Points allotted for such quizzes and/or special projects count towards the point total for that assessment.

Credit for Team Assessment

Students participating on a team which scores at least 95% on the team assessment will have additional points added to their individual assessment score in the amount of 5% of the total. If the team score is less than 95%, no additional points will be credited to the students on that team. Participation in the team assessment is mandatory. Students who participate must sign the team assessment to receive additional points. Any dispute regarding a student's entitlement to additional points as a result of the team exam will be settled by the faculty assessment team, whose decision shall be final.

Extra Credit

Extra Credit points on an assessment will not be allowed.

Standard of Performance

Students must score at least 75% (including team points) to pass a summative assessment. However, faculty may reasonably modify the standard subject to concurrence of the Dean or the Associate Dean for Academics and Curricular Development. Unless stated otherwise in writing and with prior approval from the Dean, students receiving a score of less than 75% on the assessment will be required to pay a remediation fee and take a remediation assessment during Remediation Week.

Time Allotted

The length and complexity of the assessment should be such that the majority of students can successfully complete the assessment within a three-hour time frame. Faculty must clearly communicate the time allotted for the assessment to the students prior to the start of the assessment. Faculty must also clearly communicate to students the following times:

- The start time for the team assessment.
- The amount of time allotted for the team assessment.
- The time at which assessments will be returned to students.
- The time at which the review session will begin on the designated remediation day.
- The block faculty will be available for consultation by appointment before the designated remediation day.
- The time at which written remediation will begin on the designated remediation day.

Following the return of the assessments, students will have one-half hour to address problem with the grading or scoring of their assessments.

Seating Arrangements

Faculty reserve the right to designate a pre-arranged seating order. Faculty reserve the right to move students during the assessment. Students may ask to be moved at any time prior to or during the assessment. Granting of this request is at the discretion of the instructor.

Student-Initiated Clarifications during Assessments

Students may request that a faculty member clarify an error of grammar or syntax in an assessment. Students may not ask for clarification regarding factual evidence or content matter during an assessment. Faculty retain the right both to make necessary clarifications on an individual basis and to determine whether or not questions from students will be answered during the assessment. If students' questions will not be answered, faculty must clearly state that to students prior to the start of the assessment. Faculty must inform the class during the assessment of the clarification granted to any individual student by posting the correction or clarification on the blackboard.

Disposition of Completed Assessments

Completed assessments are the property of UACP and will not be returned to the students. Assessments will be secured in locked cabinets at UACP for a period of two consecutive years. Afterwards, these documents will be shredded and discarded. If a student scores less than a 75% on an assessment, the original copy of that student's failed assessment

must be placed in the student's file, a copy of this document is submitted to the Associate Dean for Academics and Curricular Development within 48 hours of completion of the grading of the assessment, and a final copy of the document is archived with the assessments for that block. The original will be retained in the student's permanent record. For the disposition of Remediation Assessments, refer to Academic Probation and the Remediation Process.

Personal Property Permitted On or About Students during Assessments

Only the student's pen and items clearly designated by the instructor such as a calculator, charts, and scrap paper are permitted at the desk. Books, notebooks, papers, handouts, and class-related materials, as well as personal items such as coats, purses, PDAs, and book bags must be kept in a place designated by the Assessment Leader(s). Class-related materials may not be retrieved until after the team exam.

Cellular Phones and Other Communication Devices

Cellular phones, pagers, and any other 2-way communication devices must be turned off and must be kept with personal items in a place designated by the Assessment Leader(s). Students should inform outside parties, such as spouses or children, before an assessment that if there is an emergency during the assessment and they need to contact the student, they should call the general College number at 276-935-4277 and request that a secretary contact the student.

Communications and Breaks

Students may not communicate with anyone (with the exception of the proctors) within the assessment room or anyone outside the assessment room during the assessment. Bathroom breaks will be permitted at the discretion of the instructor. Only one student will be allowed to use the restroom at a time. Faculty reserve the right to accompany any student who leaves the assessment room for a bathroom break.

Tardiness

Students will not be permitted to enter the assessment room any later than 10 minutes after an assessment has begun. An unexcused tardiness will be considered an unexcused absence and will result in the student forfeiting participation in that assessment. For the team assessment, failure to be present when the assessment is distributed will result in the student forfeiting his/her additional points.

Accepted Color Ink and Method of Correction

All answers must be written or indicated on the assessment in non-erasable black ink. Any changes must be clearly indicated with by a single strikeout or clearly erased and the corrected answer written as near as possible to the space designated for the answer. No correction fluid is permitted and assessments that are not written in black ink will not be graded. Number 2 lead pencils are required to complete any assessments given on Scantron cards. Students must use red ink pen when marking another student's assessment. Student participation in grading the formative assessments is a required activity of the didactic curriculum.

Attendance

Attendance is required at all scheduled instructional periods, assessments, and remediation periods. Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during the periods. Absence from scheduled assessments or remediation is permitted only under the following conditions:

1. Student illness when accompanied by a physician's note describing the illness.
2. A personal emergency or emergency in the student's immediate family (parent, guardian, spouse, child, or sibling of the student) such as death, hospitalization, or other emergency situation. In this case, the student must contact the Associate Dean of Students and Experiential Programs, or his/her designee, who shall consider the request and determine whether an excused absence is warranted.
3. Attendance at professional meetings, provided that the absence has been pre-approved by the Associate Dean of Students and Experiential Programs at least two weeks in advance of the meeting.

If an absence from a scheduled assessment or remediation is excused, the student will be assessed using a different assessment instrument at a time set by the assessment coordinator. Students with excused absences will be given the same assessment opportunities as students who were present at the assessment or remediation. However, because the student could not participate in the team assessment, the student will not be entitled to receive team points on any makeup assessment. Working with the student, the Block Coordinator should arrange for the student to take the assessment as soon as possible following the student's return to school. Every effort should be made to schedule the makeup assessment so that it does not jeopardize the student's performance on other scheduled assessments. The date and time of the makeup assessment will be communicated to the Associate Dean of Students and Experiential Programs and the Associate Dean for Academics and Curricular Development and may or may not be scheduled during regular school hours.

If an absence from a scheduled assessment is unexcused, the student will be required to remediate the Block content. More than one unexcused absence is not permitted. Following an unexcused absence, the student will be notified in writing that any additional unexcused absences will result in the student being required to withdraw from UACP.

Class Start Time, Assessment Start Time and Class Hours Policy

The stated class hours for the didactic portion of the curriculum are from 8:30 a.m. to 3:30 p.m. In observance of these posted times, faculty who are scheduled to teach and students will be expected to be present at 8:30 a.m., except when otherwise approved by the curriculum committee and the faculty. This does not necessarily mean that faculty have no flexibility and must begin lecturing at 8:30 a.m. Faculty should have the latitude to allow students to study in their groups or work on special projects; however, that time should be defined and structured, and faculty should be available to assist and facilitate students in their learning. Students will not be allowed time off, comp time, or time to complete assignments intended as homework off-campus during scheduled class times unless approved by the curriculum committee and faculty as part of the block plan/syllabus that was distributed to students in writing no later than the first day of the block.

Similarly, assessments are scheduled to begin at 8:30 a.m. unless otherwise approved by the curriculum committee and the faculty. Times for remediation assessments must be set and communicated to students in accordance with the Assessment Policy.

The scheduled dates for assessments and remediation assessments are set prior to the beginning of the academic year. These dates are communicated to students in writing and as such, represent a contract with the students and cannot be altered.

Any deviations from this policy must be approved in advance by the Dean.

Academic Support Services

The UACP Coordinator for Student Services will arrange for students to receive academic support if requested by the student or if the student is referred to the Coordinator by a member of the Faculty. Students may call the office for an appointment or drop in for an impromptu consultation or casual conversation. Support services include but are not limited to the following:

- Monitor and discuss academic progress
- Arrange for tutoring services
- Provide assistance with note-taking techniques and test-taking issues
- Serve as an ombudsperson for students

Academic Probation and the Remediation Process

UACP realizes that the failure of a student to achieve minimal competency in a given summative assessment does not imply that the student cannot master that specific competency or set of competencies. When a student fails a Block, the student is notified, in writing, by the Associate Dean for Academics and Curricular Development that he or she is on Academic Probation. UACP allows students on Academic Probation to take (a) remediation assessment(s) for the corresponding Block(s) in which they failed to successfully demonstrate the required level of professional competency and outcome expectations, as long as the number of Blocks needing remediation does not exceed three in any one semester.

Students receiving a score of less than an average of 75% for a block will be required to pay a remediation fine and take a remediation assessment for the block during remediation week. Students must first pay the \$1,500 remediation penalty fee to the Business Office before they are allowed to sit for the remediation assessment. Failure to pay this fee 72 hours prior to the remediation assessment will forfeit the privilege to remediate and will result in expulsion of the student from UACP. The remediation penalty fee is good for any two consecutive semesters. The Associate Dean for Academics and Curricular Development will schedule the three-hour, written remediation assessments during remediation week.

The last week of each semester will be designated as Remediation Week. Only during this time period shall students be allowed to sit for remediation assessments for their failed Block or Blocks. This method of remediation does not interfere with the normal flow of the Doctor of Pharmacy Curriculum since remediation is offered during the end-of-semester break. Consistent with UACP's fundamental philosophy that learning is an active process, the responsibility for studying the materials and acquiring additional knowledge or skills to correct the existing deficiency falls directly upon the student. Students on Academic Probation must achieve a minimum score of 75% on the remediation assessment to successfully remediate a failed Block and be reinstated into the Doctor of Pharmacy program as a Student in Good Academic Standing. Team points are not available for remediation assessments. Remediation is part of the College's Academic Probation program and it is not a part of the regular educational process. Therefore, UACP will charge additional fees for remediation.

Disposition of Completed Remediation Assessments

Completed assessments are the property of UACP and will not be returned to the students. If a student scores less than a 75% on a remediation assessment, the original copy of that student's failed remediation assessment must be placed in the student's file, a copy of this document is submitted to the Associate Dean for Academics and Curricular Development within 48 hours of completion of the grading of the remediation assessment, and a final copy of the document is archived with the remediation assessments for that block. A copy of the failed remediation assessment will be made and returned to the student. The original will be retained in the student's permanent record.

Unsatisfactory Progress or Failure to Pass Remediation

If a student fails more than three blocks in any one semester, that student will not be allowed to attend remediation and will be required to withdraw from the Doctor of Pharmacy Program. If a student fails to satisfactorily remediate his or her failed coursework, that student will be required to withdraw from the Doctor of Pharmacy Program. In either case, the student's status will be withdrawal Not in Good Academic Standing, and the student may request re-admission through the College's Admissions Application process. There will be no tuition refund for students who leave UACP not in good academic standing.

Recording Achievement of Competency, Grades and Transcripts

The grade earned in a summative assessment reflects the level of achievement for a given competency, therefore 75% means that the student is three-quarters of the way to fully mastering the competency. Although a pass/fail approach would seem ideal for competency-based education since the student either possesses the competency (passes) or does not (fails), the pass/fail system places students at a disadvantage when competing for jobs and post-graduate training opportunities in settings where emphasis is placed on the grade point average. Therefore, UACP has adopted a numerical scoring system where a 75% score is the minimum passing score. A "C" grade is given for scores between 75.0 and 79.9. A "B" grade will be given for scores between 80.0 and 89.9. An "A" grade will be given for scores between 90.0 and 100.

Every six months, students will receive their interim assessment report. At the end of each academic year, students will receive a cumulative transcript indicating the level of competency achievement for each Block covered during that academic year and the competency score on the end-of-year cumulative assessment of competencies for the specific academic year. Any Block that shows less than 75% competency must be reassessed during the corresponding Remediation Week. When a student requires remediation, the student will be notified, in writing, by the Associate Dean for Academics and Curricular Development that he or she is on Academic Probation. This documentation will become part of the student's academic record.

If the student successfully remediates all deficient Blocks, the student will be notified, in writing, by the Associate Dean for Academics and Curricular Development that he or she is no longer on Academic Probation and has been reinstated into the Doctor of Pharmacy program as a Student in Good Academic Standing. This documentation will become part of the student's academic record. If a student is required to withdraw from the Doctor of Pharmacy Program because he or she fails to successfully remediate, the student will be notified, in writing, by the Associate Dean for Academics and Curricular Development that he or she has been required to withdraw Not in Good Academic Standing. This documentation will become part of the student's academic record.

Evaluation and Progression during the Experiential Curriculum

The experiential curriculum will be competency-based. The professional competencies and outcome expectations for the EPPE, CPPE, and APPE are described in the corresponding manuals. A 75% score is the minimum passing score and is equivalent to a "C" grade for the experiential curriculum. Students must successfully complete the P1 EPPE professional competencies and outcome expectations to qualify for participation in the CPPE clerkships. Students must successfully complete their CPPE before promotion to the P2 year. P2 students must successfully complete the professional competencies and outcome expectations for the P2 EPPE before promotion to the P3 year. Consequently, a student may not be enrolled in the P2 didactic curriculum until he/she meets all of the outcomes of P1 EPPEs, and a student will not be assigned to APPE rotations until he/she meets all of the outcomes of the P2 EPPEs. P3 students must successfully complete the professional competencies and outcome expectations of the APPE before graduation.

Unsatisfactory Progress during the Experiential Program

If a student fails to pass an experiential program, the student's performance will be evaluated by the Pharmacy Practice Review Board. The Pharmacy Practice Review Board consists of the Dean, the Associate Dean of Students and Experiential Programs, and three faculty members, for example, one community pharmacy practitioner, one in-patient hospital pharmacy practitioner, and a clinical pharmacy practitioner. This review board will only examine matters pertaining to academic deficiencies. If a student does not pass a pharmacy practice experience as a result of the student's professional conduct, the Review Board shall refer the matter to the Honors and Ethics Board. The Pharmacy Practice Review Board shall determine the appropriate remediation plan to satisfy the pharmacy practice experience requirements. This remediation plan will be based on the Review Board's assessment of the student's deficiencies and may include the following requirements:

- Complete deficient experiential outcomes without having to remediate the entire rotation.

- Remediate an entire experience.
- Remediate didactic coursework in addition to remediating an entire experience.
- The Review Board may specify other plans as it deems fit.

The outcomes for required experiences (EPPE, CPPE, and required APPE) must be successfully completed. Elective APPEs that are not passed may be remediated by substituting a different elective APPE. The student's transcript will reflect, however, that the APPE was not passed, for example the APPE elective will be recorded on the transcript as a "NP" with no academic credit. The Pharmacy Practice Review Board will proscribe whatever remediation plan it deems to be appropriate for a specific student. If the Pharmacy Practice Review Board requires that the student take additional didactic or experiential coursework, the student will be responsible for all appropriate fees and tuition that apply.

Appeals of Pharmacy Practice Experience Assessments

If a student wishes to appeal the outcome of a pharmacy practice experience, he/she may do so by following the procedures outlined in Student Appeal Process. Students are entitled to continue on rotations until the appeal is resolved.

Withdrawal from the Doctor of Pharmacy Program

Attendance at UACP is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. UACP reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation.

Voluntary Withdrawal

Application for voluntary withdrawal from UACP must be made in writing to the Associate Dean of Students and Experiential Programs. Except in rare and special circumstances, the application will be accompanied by a personal interview with a member of UACP's administrative team. Every effort should be made by the student to assure that no misunderstandings or errors occur in the withdrawal process. Following notification by the student and the personal interview, the Associate Dean of Students and Experiential Programs will notify the Dean and will provide the student with the forms necessary to process the official withdrawal. A student who leaves UACP without notifying the Dean, and without completing the established withdrawal procedures within 30 days, will automatically be terminated from the University. A student who is terminated in this manner will not be considered for re-admission at a later date. Withdrawal from UACP is not complete until the required forms are signed by the student, the Business Office Manager (whether or not the student has received financial aid), and the Dean.

The procedure for Voluntary Withdrawal is as follows:

1. The student makes a written request to the Associate Dean of Students and Experiential Programs to voluntarily withdraw from UACP.

2. The Registrar, in collaboration with the Dean and Associate Dean of Students and Experiential Programs, will prepare the necessary forms for withdrawal and schedule a withdrawal interview.
3. The withdrawal interview, attended by the student, the Associate Dean of Students and Experiential Programs, and the Dean, is held, and the terms of withdrawal are agreed to and put in writing. The student must also meet with the Business Office Manager, regardless of whether or not the student received Financial Aid.
4. The completed withdrawal form and terms of withdrawal are signed by the student and returned for signature to the Associate Dean of Students and Experiential Programs, who shall forward them to the Dean for signature.
5. Once all forms are signed and dated, the withdrawal process is complete.

Re-admission of Students Withdrawing In Good Academic Standing

Students who withdraw in good academic standing (not on academic probation) are not assured of re-admission unless it is a part of the final written decision and/or agreement made between the Associate Dean of Students and Experiential Programs and the student, and it is acknowledged through signature by the Dean. Unless circumstances determined by the Dean warrant, students who are granted re-admission following withdrawal in good academic standing re-enter at the beginning of the next academic year and register for the entire academic year, including all Blocks previously completed and passed.

Re-admission of Students Withdrawing Not in Good Academic Standing

Students who withdraw while on academic probation do so not in good academic standing. Students who withdraw not in good academic standing may request re-admission through UACP's Admissions Application process.

Leave of Absence

A student in good academic standing (not on academic probation) may request a Leave of Absence due to occurrence of medical problem(s), serious personal problems, or pregnancy. Students requesting a Leave of Absence must apply in writing to the Associate Dean of Students and Experiential Programs. In the event of a medical problem, the request must be accompanied by a letter from a physician describing the nature of the disability for which the leave is requested and the estimated length of time needed for recovery. The Associate Dean of Students and Experiential Programs shall notify the Dean, who shall determine whether or not the leave is to be granted and the conditions under which the student may return to school.

Leaves of absence requested for a full academic year will be for one year only with expected reinstatement at registration for the following year, and may only be requested within one month of registration for that academic year. Leaves of absence requested more than one month after registration for any given academic year will be granted for a period not to exceed the number of months remaining until the registration date for the next academic year. A student who is granted a leave of absence for an entire academic year must submit a letter of intent to return to classes to the Associate Dean of Students and Experiential Programs at least three months prior to the requested date of return. It is the student's responsibility to keep the Associate Dean of Students and Experiential Programs informed of any change of address

while on a leave of absence. If the student has not paid 100% of the tuition during the year in which the leave is granted, the balance of the tuition plus any increase in tuition or fees will be payable during the next year of attendance. Leaves of absence may be extended to a maximum of 2 years. The terms and conditions of any leave will be determined by the Dean.

The procedure for obtaining a Leave of Absence is as follows:

1. The student makes a written request to the Associate Dean of Students and Experiential Programs.
2. The Associate Dean of Students and Experiential Programs notifies the Dean and prepares the necessary Leave of Absence forms.
3. The Dean, the student, and the Associate Dean of Students and Experiential Programs meet to discuss the request. The Dean shall determine whether or not to grant the request and decide the terms of the Leave of Absence, if granted. Any terms shall be put in writing and must be signed by the student, the Associate Dean of Students and Experiential Programs, and the Dean.
4. If the request is granted, the student shall complete the Leave of Absence form, sign and date it. The student shall then return the completed form to the Associate Dean of Students and Experiential Programs, who shall sign and date it and forward the forms to the Dean for signature. The student must meet with the Business Office Manager to verify that the student does not have any outstanding financial obligations to UACP.
5. Once all forms are signed and dated, the Leave of Absence process is complete. For purposes of calculating tuition reimbursement, the official date of the Leave of Absence will be the original date of receipt of the student's request, providing the Leave is granted.

Failure to Pay Tuition

Students must fulfill their financial responsibilities to UACP to remain enrolled in the Doctor of Pharmacy program. Students who have not satisfied the appropriate financial aid requirements and/or who have not paid their tuition and fees will not be allowed to continue to progress through the curriculum. Students who are late in paying their tuition and fees will receive a warning letter stating that payment is past due and that they must fulfill their financial responsibilities immediately to continue their enrollment. If payment has not been received within two business days upon receipt of the first letter, students will receive a second warning letter stating that the student will not be allowed to take the next assessment and will be removed from CPPE rotations, APPE rotations, or electives. The Registrar, in collaboration with the Associate Dean of Students and Experiential Programs, is responsible for notifying the student and faculty assessment leader that a student is not eligible to complete an assessment.

While attempts will be made to prevent a student from beginning an assessment, the Associate Dean of Students and Experiential Programs has the right to remove a student during an assessment. An absence that results from a student being prohibited from taking or completing an assessment because of failure to meet a financial responsibility to UACP is treated as an unexcused absence and the student is required to remediate the Block.

Admission Files

The Registrar is responsible for maintaining student files that contain data necessary to process a student's application. This data may include, but is not limited to, letters of recommendation, transcripts from academic institutions, standardized test scores, interview scores, the applicant's answers to questions, and/or any additional documentation required in the application. The Associate Dean of Students and Experiential Programs, members of the Admissions Committee, the faculty, the administration, current students assisting with the admissions process, and appropriate admissions staff of UACP, as well as other appropriate University administrators, have access to these files for the purpose of evaluating candidates for admission. After a candidate is admitted and successfully enrolled in the University, the files of students admitted and enrolled in the program are maintained by the Registrar's Office.

Registrar's Files

The Registrar is responsible for maintaining and updating student files that include, but are not limited to, official UACP transcripts, letters or other written documentation submitted by faculty and administration, and written documentation submitted by the student. Faculty, administration, and appropriate staff have access to these files for official University or College business. If any records or documentation in a specific student's file refer to other students, UACP will provide an edited copy of the document. UACP will only provide the specific information related directly to the student seeking access to the contents of the file. No student will have access to the following:

- a) financial records of parents or any information contained therein, or
- b) any confidential information to which the student has properly waived the right of access.

A student who desires to have any material in the files altered or expunged on the grounds that such material is inaccurate or misleading, or that it is being maintained in violation of his/her right to privacy or other rights, may request a hearing before a special committee. The committee will be composed of representatives of students, faculty, and administrators appointed by the University or College administration. The student will be given a full and fair opportunity to present evidence relevant to the issues presented during the hearing. The committee's decision will be made in writing within a reasonable period of time after the conclusion of the meeting. The committee's decisions may be appealed to the University or College administration and, if necessary, by means of a complaint filed with the United States Department of Education. If still dissatisfied after following the above procedures, a student may insert into her/his files a personal written explanation concerning any content the student believes is inaccurate, misleading, or inappropriate.

College Transcripts

At the end of each academic year, students will receive a cumulative transcript indicating the level of competency achievement for each Block covered during that academic year and the competency score on the end-of-year cumulative assessment of competencies for the specific academic year. The transcripts will document the progression of students towards achievement of professional competencies and outcomes expectations. The transcripts will contain information regarding programs of study, dates of enrollment, courses taken and completed, grades, and academic standing.

Secure Storage of Student Records

The Registrar is responsible for maintaining and updating student files that include, but are not limited to, official UACP transcripts, letters or other written documentation submitted by faculty and administration, and written documentation submitted by the student. Faculty, administration, and appropriate staff have access to these files for official UACP business. If any records or documentation in a specific student's file refer to other students, UACP will provide an edited copy of the document.

Electronic Records

Transcripts of the student's academic work at UACP will be retained permanently via electronic record keeping. These records are backed up every day to tape, and the tapes are stored in an off-campus site weekly. Instructor's confidential records on students are stored on a faculty member's secured personal network drive on a server that is backed up every night.

Permanent Storage of Records

UACP has entered into a written agreement with the Court House of the County of Buchanan in Grundy, Virginia, to permanently store and preserve the transcripts of all students who have attended UACP in the event that UACP were to cease operations or have its certification revoked in Virginia. Students will receive a copy of their transcripts upon request. A \$5 charge will apply.

Student Files

Records of students and graduates are maintained in accordance with University rules. An original application and supporting documents are maintained by the Registrar. UACP maintains an academic record for each student, including information related to academic and clinical performance in all phases of the student's coursework. Course grades are documented on the appropriate record as soon as computed. This file is maintained for administration, faculty, and student use. It is not meant to serve as an official record of grades. Final course grades are submitted to the Registrar's Office and only then become part of the official academic record/transcript. Transcripts of work completed are maintained by and may be requested from the Registrar's Office. With the exception of the above, no other student record information is divulged or released to persons or agencies outside the University without the expressed written request or authorization of the student.

The Buckley Amendment, formally known as the Family Educational Rights and Privacy Act of 1974 (FERPA), establishes that a post-secondary student has the right to inspect and review his/her academic records and prohibits outside parties from obtaining the information contained in these records without the student's written consent. However, a student may waive the right to review certain confidential information, for example, letters of recommendation, placed in the student's file. The paragraphs below outline the processes used by UACP to fulfill the law's requirements. FERPA affords students the following rights with respect to their educational records:

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

Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The College Registrar, in collaboration with the Associate Dean of Students and Experiential Programs, will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College Registrar, the Registrar shall advise the student of the correct individual to whom the request should be addressed.

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

Students may ask UACP to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If UACP decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

One exception that permits disclosure without consent is disclosure to UACP officials with legitimate educational interests. A College official is a person employed by UACP in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, UACP discloses education records without consent to officials of another school in which a student seeks or intends to enroll. Directory information, which may be released without a student's prior consent, is limited to the following:

- student name
- date admitted
- mailing address and telephone number
- local address and telephone number
- university email address
- semesters of attendance

- enrollment status
 - full- or part-time status
 - classification (P1, P2, or P3)
 - honors and awards
 - degrees and dates received
 - participation in officially recognized intercollegiate sports, weight, height, hometown, parents' names and previous school(s) attended (for members of athletic teams)
 - ID photograph
 - Emergency Contact Information
4. The right to file a complaint with the US Department of Education concerning alleged failures by UACP to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

Family Policy Compliance Office
US Department of Education
600 Independence Ave., SW
Washington, DC 20202-4605
(www.ed.gov/offices/OM/esi.html)

Reviewing the File

Students and former students may review admission and registrar's files upon completion of a form available from the Registrar's office. The student will need to specify, in writing, the records he/she wishes to examine. The Registrar's office will collect the desired material and provide it to the student no less than 45 days after the student has completed and filed a written request. The University may provide, at the student's request, copies of contents of the file. The Registrar's Office may charge a fee to provide this service.

The privacy of student files is and will continue to be maintained. Once the student registers, the University will outline the information that may be included in a University directory. A student who prefers that some or all of such directory information not be made public may submit a written request to the Registrar to exercise her/his right to withhold this information from the directory. This request must be made no later than 10 business days after the student has registered in the University.

The University will not release any contents of a student's file to outsiders unless prior written consent has been obtained from the student, or as permitted by the Family Educational Rights and Privacy Act of 1974. Outside parties excepted by this Act generally consist of certain federal and state officials, accrediting organizations, and educational agencies that need the information for valid educational purposes. The University is also authorized to release information contained in a student's file in any emergency situation involving the need to protect the health or safety of the student or other persons.

A student (or applicant for admission) is permitted to waive access to confidential recommendations written on her/his behalf regarding (1) admission to any educational agency or institution, (2) an application for employment, or (3) the receipt of an honor or recognition. A student who consents to release to outside parties any part of his/her file must do so in writing, personally signed and dated. This written consent must specify the records to be released, the reasons for their release, and the names of the parties to whom such records will be released. Records request forms are available in the Registrar's Office. A student whose consent is required may request a personal copy of the specific records in question. Copying fees will apply.

The University will maintain a record identifying all outside parties who have requested or obtained access to a student's educational records and the specific interest they had in obtaining such access. This record will be available only to the student and to the University officials who are responsible for maintaining the appropriate files. All such records are made available to students with the following limitations:

1. Recommendations submitted to the department by third parties under conditions of confidence, such as letters of recommendation, will be shown only upon receipt of a signed release by the third party;
2. Student records requiring the interpretation of a professional, such as medical, psychiatric, or psychological testing, must be reviewed in consultation with the appropriate professional;
3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:
 - University or College employees who have a need-to-know
 - Other schools to which the student is transferring
 - Certain government officials in order to carry out lawful functions
 - Appropriate parties in connection with financial aid to a student
 - Organizations doing certain, approved studies for the University, Colleges or Programs
 - Accrediting organizations
 - Individuals who have court orders or subpoenas
 - Persons who need to know in cases of health and safety emergencies
 - State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974; and
 - Three items of information from student records which are considered "public" information:
 - the fact of attendance
 - the dates of attendance, and
 - the fact and date of graduation

Under certain circumstances, the program may request written permission from the student to provide demographic data such as names, addresses, etc., to persons or agencies outside the University conducting research or other scholarly activities.

Course Descriptions*

Required Professional Pharmacy Year 1 (P1) Curriculum

Block 1.1 Introduction to Pharmacy

- Studies the history of pharmacy, the role of pharmacy in the US healthcare system, and the laws that have shaped pharmacy practice. Pharmaceutical weights and measures and the prescription are also discussed.

Block 1.2 Molecular Biology and Biochemistry

- Studies the functional group properties and receptor interactions, basic concepts of mammalian biochemistry including membrane structure and transport, mechanisms of signal transduction biosynthesis of proteins, nucleic acid structure, and function in gene expression at the cellular level in both normal and pathological states.

Block 1.3 Biosynthesis and Metabolism

- Studies of basic concepts and principles of mammalian biochemistry including the chemistry, biosynthesis and metabolism of carbohydrates, lipids, and amino acids at the cellular level in both non-pathological and pathological states. The principles of energy transformations are also studied. Basic concepts of nutrition are presented.

Block 1.4 Introduction to Pharmacology

- Studies drug biotransformation, pharmacokinetics, pharmacodynamics, and principles of therapeutics.

Block 1.5 Pharmacology: Autonomic and Central Nervous Systems

- Introduces basic concepts of pharmacology and medicinal chemistry as applied to medications that act on the central nervous system.
- Discusses basic principles of drug action and describes chemical properties, primary pharmacological actions, mechanisms of drug action, routes of administration, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.

Block 1.6 Pharmacology: Cardiovascular, Renal, and Pulmonary Systems

- Introduces basic concepts of pharmacology and medicinal chemistry as applied to medications that act on the cardiovascular, renal, and pulmonary systems.
- Discusses basic principles of drug action and describes chemical properties, primary pharmacological actions, mechanisms of drug action, routes of administration, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.

Block 1.7 Pharmacology: Gastrointestinal and Genitourinary Tracts

- Introduces basic concepts of pharmacology and medicinal chemistry as applied to medications that act on the gastrointestinal and the genitourinary tracts.
- Discusses basic principles of drug action and describes chemical properties, primary pharmacological actions, mechanisms of drug action, routes of administration, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.

Block 1.8 Pharmacology: Endocrine System and Skeletal Muscle

- Introduces basic concepts of pharmacology and medicinal chemistry as applied to medications that act on the endocrine system and skeletal muscle.
- Discusses basic principles of drug action and describes chemical properties, primary pharmacological actions, mechanisms of drug action, routes of administration, disposition, contraindications, adverse reactions, clinically significant drug interactions, and drug disease interactions.

Block 1.9 Principles of Clinical Hematology and Immunology

- Studies basic hematology and immunology and the fundamental principles related to clinical immunology.

Block 1.10 Principles of Clinical Toxicology

- Studies the basic principles of toxicology along with an introduction to clinical toxicology.

Block 1.11 Basic Pharmaceutics and Biopharmaceutics

- Reviews the application of physical and chemical principles to the development, preparation, and stabilization of pharmaceutical dosage forms.
- Discusses biological and physicochemical factors that influence the availability of a drug from a dosage form and the subsequent disposition and response of the drug in the body.
- Introduces basic laboratory concepts and skills in pharmaceutical compounding of non-parenteral formulation and the admixing and sterile preparation of parenteral dosage forms.

Block 1.12 Principles of Pharmacokinetics

- Discusses the absorption, distribution, metabolism, and elimination of medications in the body.
- Describes the effect of physiological changes on the distribution and elimination of medications from the body.
- Evaluates the use of formulas and nomograms for the design of individualized drug dosage regimes taking into consideration such factors as changes in plasma protein binding, hepatic dysfunction, and renal impairment.

Block 1.13 Jurisprudence and Pharmacy Law

- Reviews basic provisions of state and federal pharmacy laws and regulations pertaining to pharmacy practice, licensure, controlled substances, poison, legal liabilities, laws and regulations of other health care providers, and pharmacy case law.

Block 1.14 Principles of Biostatistics

- Discusses basic concepts of biostatistics and study design.
- Describes the pharmacist's role in evaluating drug literature to determine the values of medications in clinical practice.

Block 1.15 Pharmaceutical Calculations and Compounding

- Covers all aspects of pharmaceutical calculations including fundamentals of measurement and calculation, measurement systems, dosage and concentration units, isotonic solutions, electrolyte solutions, and calculations related to compounding. Held during the Spring semester of the P1.

Block 1.16 Communications and Interpersonal Skills Seminar

- Emphasizes the vital role of communication in contemporary pharmacy practice. Students are evaluated in both oral and written formats. Held once a week during the Fall semester of the P1 year.
- Includes an overview of the pharmacy student code of ethics, basic etiquette, techniques for effective interpersonal communication with patients, health care providers, and business colleagues including techniques to assess and ensure optimal patient understanding and behavior.

Block 1.17 Nonprescription Medications and Self-Care

- Emphasizes the basic clinical pharmacology, therapeutic use, and commonly requested information by consumers regarding nonprescription medications for the self-care of frequently occurring ailments. Held once a week during the Fall semester of the P1 year.
- Includes in-depth study and review of the Handbook of Nonprescription Drugs.

Block 1.18 Top 200 Legend Drugs Part I

- Emphasizes the basic clinical pharmacology, approved indications, dosage guidelines, safety profiles, and patient advisories for the top 200 prescriptions medications. Held once a week during the Spring semester of the P1 year.
- Includes absorption, distribution, metabolism, and elimination of the top 200 medications and prescribing information for these medications.
- Includes in-depth study and review of Facts and Comparison, the USP Drug Information Compendium, the American Health Systems' Formulary Service, and Micro-Medex On-Line.

Block 1.19 Pharmacy Practice Forum Part I

- Emphasizes basic concepts of clinical pharmacy practice and the delivery of pharmaceutical care through examination and discussions regarding the professional interactions that transpire during the Early Pharmacy Practice Experience. Held once a week during the Spring semester of the P1 year.
- Includes presentations, team activities and assignments, and in-depth reading of pharmacy literature.

Block 1.20 P1 Annual Review and Cumulative Competency Examination

- Compulsory examination administered on the last day of class of the P1 year. Successful completion of this examination with a score of 75% or greater is required before students may enter CPPE clerkships.
- Cumulative, terminal behavioral objective-based examination covers all 19 required Blocks.

Required Professional Pharmacy Year 2 (P2) Curriculum

Block 2.1 Drug Information Techniques and Clinical Research

- Teaches skills needed for searching and retrieving information from clinical and basic science literature.
- Shows students how to abstract and communicate pertinent information in a concise and professional manner.
- Explains basic study design.
- Discusses the application of research methods in clinical practice.

Block 2.2 Pharmacy Administration and Outcomes Studies

- Teaches ethical principles, career management, hospital and managed care formularies, and the role of pharmacists in pharmacy and therapeutics committees.
- Explores the role of outcome studies in formulary and drug benefit management.
- Studies the economic, social, and political forces affecting the delivery of health care services.
- Evaluates the impact socio-economic factors on the profession of Pharmacy.
- Examines concepts related to people management skills.

Block 2.3 Introduction and Principles of Pharmacotherapy

- Introduces the student to practical applications of pharmacy practice with an emphasis on the use of patient charts, patient histories, physical and psychological assessments, clinical laboratory data and diagnostic studies, and patient counseling.

Block 2.4 Neurological, Cerebrovascular, and Psychiatric Disorders

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to major neurological, cerebrovascular, and psychiatric disorders.

Block 2.5 Diseases of the Head, Ears, Eyes, Nose, and Throat

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to major diseases of the head, ears, eyes, nose, and throat.

Block 2.6 Diseases of the Renal System and Fluid and Electrolyte Disorders

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to major diseases of the kidneys, and fluid and electrolyte disorders.

Block 2.7 Diseases of the Cardiovascular System

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to major cardiovascular disorders.

Block 2.8 Diseases of the Pulmonary System and Acid-Base Disorders

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to common diseases of the lungs and acid and base imbalances.

Block 2.9 Diseases of the Endocrine System

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to major diseases of the endocrine system.

Block 2.10 Diseases of the Immune System, Skin and Soft Tissue Disorders

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to common immune disorders and diseases of the skin and connective tissues.

Block 2.11 Infectious Diseases

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to common infectious diseases.

Block 2.12 Diseases of the Gastrointestinal System, Disorders of Nutrition and Metabolism, and Bariatrics

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to diseases of the gastrointestinal system, disorders of nutrition and metabolism, and bariatrics.

Block 2.13 Diseases of the Hematological System and Oncological Disorders

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to common hematological and oncological conditions.

Block 2.14 Solid Organ Transplantation and Transplant Immunotherapy

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to evaluation and treatment of patients undergoing solid organ transplantation.

Block 2.15 Diseases of the Reproductive System and Contraceptive Techniques

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to diseases of the reproductive system and the selection of contraceptive techniques.

Block 2.16 Pharmacotherapeutic Topics in Neonatology, and Pediatrics

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to special clinical conditions in perinatology, neonatology, and pediatrics.

Block 2.17 Pharmacotherapeutic Topics in Geriatrics

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/complimentary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as related to special clinical conditions in geriatrics.

Block 2.18 Top 200 Legend Drugs

- Emphasizes the basic clinical pharmacology, approved indications, dosage guidelines, safety profiles, and patient advisories for the top 200 prescriptions medications. Held once a week during the Fall semester of the P2 year.
- Includes absorption, distribution, metabolism, and elimination of the top 200 medications and the prescribing information for these medications.
- Includes in-depth study and review of Facts and Comparison, the USP Drug Information Compendium, the American Health Systems' Formulary Service, and MicroMedex On-Line.

Block 2.19 Pharmacy Practice Forum Part II

- Emphasizes basic concepts of clinical pharmacy practice and the delivery of pharmaceutical care through examination and discussions regarding the professional interactions that transpire during the Early Pharmacy Practice Experience. Held once a week during the Fall semester of the P2 year.
- Includes presentations, team activities and assignments, and in-depth reading of pharmacy literature.

Block 2.20 Annual Review and Cumulative Competency Examination

- This compulsory examination will be administered on the last day of class of the P2 year. Successful completion of this examination with a score of 75% or greater is required before students are allowed to enter CPPE clerkships.
- Cumulative, terminal behavioral objective-based examination covers all 19 required Blocks.

Elective Didactic Courses Year 3 (P3) Curriculum

Studies in Business and Medical-Legal Case Law

- Provides experiential opportunities for observation and discussion of actual legal proceedings that involve relevant issues including professional negligence claims and workplace and medical practice contract disputes.

Therapeutic Case Challenge

- Uses patient-specific situations that the students have encountered in their training to examine the primary literature and to determine the best approaches for handling those specific situations.

Clinical Pharmacognosy

- Discusses, in detail, plant-derived therapies that are not currently approved by the FDA, but that are used as remedies based on folk-lore or popular fads.

* Course descriptions are subject to change. However, these changes must be approved by a vote of the members of the Curriculum Committee.

Student Affairs

Student Government

The Office of the Dean of Students and Experiential Programs will assist students in devising a student governmental structure and electing officers. The structure of the student government will be developed by the student body. The members of the student government will represent the voice of the student body in front of the faculty and the administration of UACP. All decisions regarding student governance are subject to approval by the Board of Trustees.

Class Officers

Each class will hold elections for class officers: a President, Vice President, Secretary and Treasurer. The Associate Dean of Students and Experiential Programs will collaborate with students in each class to hold a fair and legitimate election. For each class the President will serve as a member of the Honors and Ethics Committee, the Vice-President will serve on the Students Appeals Committee, the Secretary will serve on the Assessment Committee, and the Treasurer will serve on the Curriculum Committee. Each class will also elect a Women's Athletic Director and a Men's Athletic Director.

Student Liaison Committee

The Student Liaison Committee is composed of the class officers, representatives from pharmacy student organizations and professional fraternities, and other student representatives as selected by the Dean. The Student Liaison Committee meets with the Dean and the Associate Deans on a regular basis to discuss student, professional, college, and community issues.

Student Professional Organizations and Fraternities

The Office of the Associate Dean of Students and Experiential Programs will assist students in establishing student affiliate chapters for professional organizations and professional pharmacy fraternities.

Student Perspective in Program Evaluation and Development

The students' perspective in the evaluation and improvement of the Doctor of Pharmacy Program will be sought at all times and at all levels. Student input will be solicited regarding matters of student affairs, the curriculum, academic

standards, community service requirements, and extra-curricular activities. Students from each class will be elected to serve as non-voting members of the Curriculum Committee.

The Student Liaison Committee will be comprised of a male and a female student from each class, the student leader from each approved pharmacy professional association, and the Dean and the Associate Deans. The Student Liaison Committee will meet once a month to discuss all matters that pertain to student affairs, the curriculum, academic standards, community service requirements, and extra- curricular activities.

A student and faculty Open Forum will be held on the first Monday in October and April to allow individual students to voice their concerns, opinions, and suggestions regarding all aspects of their pharmacy education. As much as possible, the Dean will maintain an open door policy for all students to allow them to express their concerns, opinions and suggestions. Students will be required to complete a Faculty/Preceptor Evaluation Form at the end of each Block and clerkship.

Student/Faculty Relationships

Student Mentoring

The Dean and faculty will create and maintain a professional culture based on the belief that we must always serve as mentors, role models, and facilitators to our students. UACP's motto, "Innovative Pharmacy Practice and Education," defines its commitment to make the students' educational experiences our most important academic priority.

The Dean and faculty will mentor students at practice sites, rural outreach clinics, and community service programs to promote a heart-felt commitment to changing the dynamics of healthcare in central Appalachia and other rural and medically underserved regions. The Dean and the faculty will maintain an Open Door policy for students to encourage them to express their views and concerns as mature adults without fear of retribution.

Students will have the time and support of UACP as they strive to learn and master the knowledge, innovative skills, and technologies needed to deliver pharmaceutical care using non-traditional healthcare delivery systems such as tele-medicine, outreach health fairs, radio-talk shows, and free clinics to medically underserved and financially distressed citizens in rural communities.

Pharmacists in Community Service (PICS) Program

The PICS program is designed to actively engage students in service projects that benefit the local community and promote the development of student participation in volunteer activities. The Coordinator of Student Support Services will be responsible for the day to day operations of the PICS program. All students will be required to provide 150 hours of community service through the PICS program to meet their requirements for graduation, which will also provide an early exposure to volunteerism. Students will volunteer for community assistance programs and will collaborate with community leaders in outcomes studies and healthcare and wellness projects. The PICS program is mandatory and may require students to work after school hours and on occasional weekends and holidays.

The goal of the PICS program is to address healthcare issues and concerns pertinent to the central region of Appalachia. Students will work with children, adults, senior citizens, and the medically underserved or disabled citizens of the region to educate them about preventive healthcare, dietary and dental hygiene, and medication adherence. UACP is collaborating with local civic groups, private organizations, and state programs to identify areas in which student volunteerism is needed and desired. The College is also collaborating with local civic groups and private organizations to conduct the College-based drug abuse prevention program. This community-wide program requires that pharmacy students volunteer to educate the youth of central Appalachia (grades 3-12) about the dangers of misusing and abusing prescription medications and the dire physical and legal consequences of using illicit drugs. Children who respect drugs and know the intended actions and potential dangers of prescription and illicit medications will grow up with a healthy attitude toward medications.

Students will have several different volunteer opportunities, including the following:

- Educating individuals about preventative healthcare, dietary and dental hygiene, and medication adherence
- Reading enhancement programs for young children
- Assisting teachers and tutoring students at local schools
- Assisting with community-wide drug abuse prevention programs
- Working with various community assistance programs
- Collaborating with community leaders in outcome studies and healthcare and wellness projects

Student may also develop a volunteer project and submit a prospectus to UACP for approval. Students will be required to obtain a signature from the volunteer site supervisor confirming the student's volunteer time. This document is then submitted to UACP. Volunteer time on approved PICS projects will be submitted by the student to the Coordinator for Student Support for recording and verification as required for graduation.

Career Counseling and Student Placement Services

Placement services are offered through the office of the Associate Dean of Students and Experiential Programs. UACP works closely with local and regional community and chain pharmacies, hospitals, and other providers of pharmaceutical services to place students for part-time work as licensed pharmacy interns. Beginning in Fall 2007, UACP will hold a Career and Post-Graduate Training Fair to assist soon-to-be pharmacists with career planning by bringing prospective employers to UACP. The Associate Dean of Students and Experiential Programs will assist students with preparing résumés, organizing curriculum vitae, and training for potential interviews.

Standards of Professional Conduct

Surveys of the general public consistently rank pharmacy at the top of lists of most trusted professions. For ourselves and for the profession of pharmacy, UACP is committed to instilling in our students the importance of personal and professional honor and integrity. In our position as a gatekeeper for the profession of pharmacy, we intend for our

graduates to uphold and maintain the level of confidence and trust the public has placed on pharmacists. Consequently, upon accepting admission to UACP, each student agrees to abide by basic standards of honesty and academic integrity. These standards include, but are not limited to, the following:

- A student never represents the work of others as his/her own.
- A student takes responsibility for and is accountable for his/her actions.
- A student never gives or receives assistance during an individual assessment.
- A student, at all times, exhibits honesty and ethical behavior in his/her dealings with fellow students, faculty, staff, and patients.

Violation of the Standards of Professional Conduct

A defining quality of a profession is its ability to police itself. To that end, it is the duty and responsibility of each member of the academic community to use his/her professional judgment to take appropriate action when an apparent violation occurs. Depending on the situation, the individual may attempt to resolve the situation on his/her own, or if that remedy is unsuccessful or if the violation is deemed serious, the individual witnessing the violation should report the incident to the classroom instructor or experiential rotation preceptor. If there appears to be an adequate cause, the individual receiving the report will communicate it to the Associate Dean for Students and Experiential Programs.

The Associate Dean for Students and Experiential Programs will meet with the student to inform him/her of the allegation, allow the student to respond if he/she wishes, and to outline to the student the available remedies. The Associate Dean for Students and Experiential Programs may resolve the matter, or may refer the violation to the Honor and Ethics Review Board. In the latter case, the Associate Dean for Students and Experiential Programs shall prepare written charges based upon all information reported or known, and shall forward the written charges and a request to convene a hearing to the Chair of the Honor and Ethics Review Board. A copy of the charges and the request will be sent via certified mail to the student. The Chair of the Honor and Ethics Review Board will notify the student in writing of the date and time of the hearing and shall also provide the student with a copy of the written charges.

Honor and Ethics Review Board

The Honor and Ethics Review Board meets to consider violations of the Standards of Professional Conduct when requested by the Dean of UACP. The Honor and Ethics Review Board is comprised of three elected faculty members and the president of each class. The Dean shall appoint the chair from among the faculty members serving on the board. Unless he/she is the administrative officer requesting a hearing, the Associate Dean of Students and Experiential Programs will serve as an *ex officio* member of the board. If the Associate Dean of Students and Experiential Programs has requested the hearing, the Associate Dean for Academics and Curricular Development will serve as the *ex officio* member representing UACP administration on the board. Other members of the UACP community may be appointed to the Honor and Ethics Review Board at the discretion of the Dean.

Procedure for Hearings Regarding Violations of the Standards of Professional Conduct

1. The Chair of the Honor and Ethics Review Board will notify the student in writing of the specific charges and the date and time of the hearing.
2. Except as provided below, the hearing will be closed to all individuals not directly involved.
3. The student may petition the Honor and Ethics Review Board to allow a non-administrative faculty member such as an academic advisor to be present during the hearing to assist the student. The request must be in writing and must identify the faculty member the student wishes to have present. Under most circumstances, the Honor and Ethics Review Board will grant the request unless the faculty member has been involved in the incident or will be called as a witness during the hearing. Unless specifically allowed by a majority of the Honor and Ethics Review Board, the faculty member will be limited to advising the student during the hearing and will not be permitted to directly participate in questioning witnesses or make statements on behalf of the student.
4. The specific charges will be read to the student by the Chair of the Honor and Ethics Review Board at the beginning of the hearing.
5. The student may testify and present evidence and witnesses on his/her behalf. The student and all witnesses are subject to questioning by members of the Honor and Ethics Review Board.
6. Witnesses named in the written charges may also be brought before the Honor and Ethics Review Board and may be questioned by the student.
7. The Honor and Ethics Review Board may wish to consider written affidavits or other written statements in its deliberations. Copies of those documents shall be forwarded to the student at least two days prior to the hearing.
8. After the presentation of all evidence, the Honor and Ethics Review Board shall determine, based on the evidence presented, whether it is more likely than not that the charges made are true.
9. If the Honor and Ethics Review Board determines that the charges are true, it shall also make a recommendation with respect to the sanctions to be imposed. In making its recommendation, the Board may consider any prior disciplinary action against the student or any other information it deems pertinent to such recommendation. The Honor and Ethics Review Board shall forward a written report of its findings and recommendations to the Associate Deans, the Dean, and the student.
10. The Associate Deans will meet to make a final determination as to the disposition of the matter and will forward this decision in writing to both the Dean and the student.
11. The student may appeal the decision of the administrative officers according to the Student Appeal Process.

Professionalism Guidelines

These guidelines specify standards of attire that promote a professional appearance conducive to a positive learning environment. Faculty, staff, and students must present a professional image to patients, colleagues, and the community.

Conservatism and discretion are key determinants of professional attire selection. In most circumstances, business casual attire is acceptable. Specific examples of professional image include but are not limited to the following:

- Neatly groomed hair, short manicured fingernails, and appropriate dress and shoes.

- Clean and well-maintained clothing that promotes safe and sanitary conditions.
- Clothes must conceal all undergarments at all times.
- Skirts and dresses must be no shorter than knee-length.
- No clothing can drag the ground.
- Shoes should always be in good repair.
- Headwear and other garments that pertain to bona fide religious beliefs or cultural traditions are permitted if these items of clothing conceal all undergarments at all times, are clean and well-maintained, and observe safe and sanitary conditions.

Classroom and Office Attire

The following are not permitted to be worn by students, faculty, or staff on UACP premises:

- Caps or hats worn indoors; pajamas or sleep wear; revealing blouses, shirts, skirts, or dresses; see-through fabrics that expose the body; t-shirts; skorts; or denim jeans of any color.
- Visible tattoos, exposed body piercing (including tongue hardware and excluding ear piercing in the lower ear lobe), bare midriffs, tube-tops, muscle shirts, or halter-tops.
- Excessive jewelry, such as toe rings or multiple rings on fingers, that poses a health risk or conveys an unprofessional appearance.
- Articles of clothing and jewelry that display gang symbols, profanity, products or slogans which promote tobacco, alcohol, drugs, violence, illegal activities, sex, or racial/ethnic/religious prejudice are specifically prohibited, as such items interfere with school work, create disorder, and disrupt the educational environment of the classroom.

Students, faculty, and staff are permitted to wear the following on UACP premises:

- Men:
 - Khaki or dress pants
 - Collared shirts (ties not necessary) or sweaters
- Women:
 - Khaki, dress pants, skirts (at least knee length), or dresses (at least knee length)
 - Blouses, shirts, or sweaters

Clinic Attire

- Clinic attire should always be of a business nature and must include a white clinic coat.
- Men:
 - Shirt, tie, and dress pants
- Women:
 - Dress pants, skirts (at least knee length), or dresses (at least knee length)

- Blouses, shirts, or sweaters
- UACP-approved scrubs may be worn.
- Students must wear a standard-length, long-sleeve white clinic coat; faculty and staff may wear either long- or standard-length, long-sleeve white clinic coats.
- Coats must be completely buttoned, clean and maintained at all times.
- Nail polish of any kind is specifically prohibited while students are in the clinical setting.
- Faculty members in each clinic have final authority over the appearance of students in the clinical setting.

Clinic Scrubs Policy

- Students must wear teal-colored scrubs; faculty and staff may wear their preferred color.
- The cost of scrubs is the responsibility of the faculty member, staff member, or student.
- Clinic coats must always be worn over the scrubs.
- Faculty, staff, and students have the option of wearing clean all white, all black, or all brown shoes with scrubs, including athletic shoes.
- Scrubs may only bear the UACP logo and the name, degree, and rank of the wearer.
- The print or embroidery must be black, blue, or green.

ID Badges

For security and safety purposes, faculty, staff, and students are required to wear a UACP-issued photo identification badge at all times, including offsite and clinical rotations.

Compliance

Faculty, staff, and students will be expected to comply with each of these guidelines and will be expected to dress appropriately for the specific setting.

The Honors and Ethics Board of UACP will address non-compliance with these guidelines on a case-by-case basis as set forth in the Faculty and Student Handbooks.

Policy on Use or Possession of Illicit Drugs, Firearms, Tobacco Products, or Alcohol

The purpose of this policy is to promote a safe, healthy, respectful, and professional work environment for the students and UACP.

- UACP prohibits the carrying of firearms or concealed weapons on its property or premises.
- UACP prohibits the use or possession of illicit drugs, prescription or nonprescription medications that have been adulterated, and tobacco products on its property or premises.
- All facilities of UACP shall be nonsmoking.
- UACP prohibits the possession or use of alcohol or alcoholic beverages on its property or premises without the written consent of the Dean.

- This policy does not affect the right of individuals to maintain or possess firearms, concealed weapons, tobacco products, alcohol, or alcoholic beverages within the confines of their locked and secured motor vehicles insofar as such possession is in full compliance with state and federal laws and regulations.

The Honors and Ethics Board of UACP will address non-compliance with this policy on a case-by-case basis, as set forth in the Faculty and Student Handbook. A more detailed description of this policy is below:

1. UACP prohibits the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages, and the possession of any illicit drugs or drug paraphernalia in UACP facilities, vehicles, or at any events held on or off campus which are sponsored by UACP, students, faculty or staff and their respective organizations.
2. UACP recognizes that alcoholism/illicit drug use is a disease and that there are treatment programs available to help individuals experiencing problems. When appropriate, UACP personnel will refer students, faculty, and staff to agencies outside of UACP for treatment/rehabilitation for addiction to alcohol or other drugs.
3. The following statements further clarify the UACP policy on the use or possession of alcoholic beverages by students, faculty, or staff and their respective organizations. For information concerning applications of this policy, please consult the Office of the Associate Dean of Students and Experiential Programs.
 - a. Students, faculty, or staff and their respective organizations may not use organizational or public funds for the purchase of alcoholic beverages.
 - b. Unless otherwise authorized by the Dean, parties within UACP facilities at which alcoholic beverages are consumed are prohibited.
 - c. Sale of alcoholic beverages by students, faculty, and staff and their respective organizations is forbidden. This is to include any action that can be remotely construed as alcohol sale such as charging admission to parties, passing the hat, selling empty cups, and selling drink tickets.
 - d. No off-campus activity conducted by students, faculty, or staff and their respective organizations shall encourage excessive and/or rapid consumption of alcoholic beverages. The use of alcohol at any such events is expected to be lawful and responsible.
 - e. Alcoholic beverages (such as kegs or cases of beer) may not be used as awards or prizes in connection with events or activities sponsored by students, faculty, or staff and their respective campus organizations, on or off campus.
 - f. The public display of advertising or promotion of the use of alcoholic beverages in UACP facilities is prohibited. This includes banners, lighted beer/liquor signs, and large balloon blow-ups.
 - g. Alcoholic promotional activities including advertising cannot be associated with otherwise existing UACP events or programs, on or off campus, without the prior knowledge and consent of appropriate UACP

- officials. This includes such items as caps, t-shirts, beverage can coolers, and any other items carrying alcohol/beer advertising.
- h. Advertising of alcoholic beverages in UACP publications is prohibited.
 - i. Unless otherwise authorized by the Dean, the use of alcoholic beverages during all public events held on UACP facilities is strictly forbidden, including concerts, theatrical performances, athletic events, and workshops. For assistance when planning off-campus events where alcohol may be consumed, students must consult the Office of the Associate Dean of Students and Experiential Programs.
4. Persons who violate any of these policies are subject to UACP disciplinary action as well as civil/criminal penalties as determined by UACP, state, or federal enforcement officials.
- a. Students who are found in violation of the UACP policy on alcohol and other drugs may be subject to one or more of the following penalties, dependent upon the severity of the offense and the existence or absence of prior alcohol or other drug violations:
 - (i) Consultation only;
 - (ii) Verbal and/or written warning;
 - (iii) Probation: an indication that further violations may result in suspension;
 - (iv) Suspension: temporary withdrawal of privileges of enrollment from UACP for a specified period of time;
 - (v) Indefinite suspension: specific actions must be taken prior to consideration for re-entry;
 - (vi) Expulsion.
- These penalties need not necessarily be applied in sequence. Any penalty may be chosen from this list for any offense, dependent upon its nature.
- b. Faculty and staff convicted of violating a criminal drug statute in his or her workplace, on or off campus, must notify the Business Manager no later than five days after such conviction. If an employee is convicted under a criminal drug statute for a violation occurring in the workplace, on or off campus, actions may include the following:
 - (i) Requiring the employee to participate in a drug assistance or rehabilitation program approved by UACP;
 - (ii) Disciplinary action up to and including termination of employment. Disciplinary action may include one or more of the following:
 - (a) Warning, reprimand, or probationary status;
 - (b) Ineligibility to receive the next available annual salary increase;
 - (c) Suspension without pay for up to 3 days;
 - (d) Termination of employment; or,
 - (e) Any combination of the above sanctions.

These penalties need not necessarily be applied in sequence. Any penalty may be chosen from this list for any offense, dependent upon its nature. Individual faculty and staff disciplinary actions will be adjudicated through the Dean and the Associate Dean for Academics and Curricular Development.

c. UACP Groups and Student Organizations

- (i) Student organizations found in violation of city, state, or federal laws, or UACP regulations involving the use or possession of alcohol and other drugs are also subject to disciplinary action by both civil and College authorities. In general, disciplinary penalties for student organizations are the same as those listed for individual students. However, it is possible that an offending student organization may be denied recognition or affiliation with UACP as part of the disciplinary action.
- (ii) Violations by UACP groups and recognized UACP student organizations will be reviewed by the Associate Dean of Students and Experiential Programs and adjudicated in compliance with current procedures before the Honors and Ethics Board.

Probation for Professional or Personal Misconduct

Students who exhibit inappropriate professional or personal behavior may be placed on Probation for Professional or Personal Misconduct. Inappropriate professional or personal behavior includes but may not be limited to the following: excessive lack of attendance; disruptive behavior in class; inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or staff/employees at pharmacy practice sites; inappropriate or disrespectful interaction with patients; and unprofessional dress, language, or conduct as defined by UACP or the respective pharmacy practice sites.

Matters involving a student's inappropriate professional or personal behavior on campus will be brought to the attention of the Associate Dean of Students and Experiential Programs. Matters involving a student's inappropriate professional or personal behavior while on pharmacy practice rotations will also be brought to the attention of the Associate Dean of Students and Experiential Programs. This Associate Dean will acknowledge the student's placement on Probation for Professional or Personal Misconduct, and will specify the terms of probation in a written document, including further disciplinary action to be taken should the terms of probation not be met within the specified time. This document will be delivered either by certified mail or hand-delivered to the student and to the Dean and acknowledged by signature of both.

During the probationary period, the student shall meet on a weekly basis in person, or by phone during an experiential rotation, with the Associate Dean of Students and Experiential Programs, who shall be responsible for monitoring the student's progress toward meeting the terms of probation. Once the student has satisfied the terms of probation, the administrative officer shall communicate a recommendation to the Dean that the student be reinstated to non-probationary status. The Dean shall consider the recommendation and shall render a decision regarding the student's status in writing to the student, and shall deliver a copy to the Associate Dean of Students and Experiential Programs.

Suspension

Suspension of a student is a serious action and is only considered in situations of consistent or persistent academic difficulties, or for consistent or persistent professional or personal misconduct. The Associate Dean of Students and Experiential Programs or the Honor and Ethics Review Board, after appropriate review, may recommend that the Dean suspend a student from the program. Under no circumstances shall a recommendation for suspension be made unless the student has first been placed on probation and the terms of probation not met.

The Dean shall make the final decision regarding suspension and shall inform the student of his/her decision, in writing, at least two business days before the suspension is to be imposed. The decision shall be delivered to the student by hand or by certified mail and receipt acknowledged by signature. This decision will also include the length of time for which the suspension will be in force. During the imposed suspension, the student is not entitled to attend any instructional sessions either in the classroom or on experiential rotations.

Following the suspension period, the student may petition the Dean, in writing, to allow him/her to return. The Dean shall consider the request and notify the student and Associate Dean of Students and Experiential Programs, in writing, of the exact date and conditions under which his/her status is reinstated, or of the official termination date of the student.

Termination

UACP reserves the right to terminate a student at any time in order to safeguard its standards of scholarship, professional and personal conduct, and orderly operation. Actions which in any way threaten or endanger the personal safety and/or well-being of self or other, or which disrupt or interfere with the orderly operation of UACP, are cause for immediate termination of the student. A student who is terminated may not be reinstated under any circumstances.

Student Appeal Process

Assessment Appeals

If a student believes that an assessment was evaluated unfairly or in error, he/she should first contact the faculty member(s) responsible for the evaluation and attempt to resolve the matter. If unable to resolve the matter at this level, the student should submit a written account of his/her reasons for believing the evaluation was unfair or in error to the Associate Dean for Academics and Curricular Development.

The Associate Dean for Academics and Curricular Development shall determine if the situation merits convening the Student Appeals Committee. The Student Appeals Committee is convened on an as-needed basis, and is comprised of two faculty members appointed by the Dean from a list of at least four recommended by the Associate Dean for Academics and Curricular Development, and the Vice-presidents from each class. In their recommendations, the Associate Dean for Academics and Curricular Development and the class president should endeavor to suggest individuals who are not personally involved in the assessment/block.

After considering the points-of-view of both the student and the faculty member(s), the Student Appeals Committee shall make a recommendation to the Dean, who shall render his/her decision. The Dean shall communicate this decision in writing to the student, the faculty member(s) involved, and the Associate Dean for Academics and Curricular Development. The decision of the Dean is final.

Appeals of Withdrawal Decisions

Unsatisfactory performance on any six assessments during an academic year automatically results in a student being required to withdraw not in good academic standing. The requirement to withdraw and any stipulations or conditions regarding the student's return to the program may not be appealed. Students may, however, appeal the outcome of an assessment as noted in the Student Appeals section of this Handbook.

Appeals of Probation Decisions

If a student feels he/she has been treated unfairly in a matter involving probation, he/she may appeal that decision to the Dean. The Dean shall consider the appeal and render his/her decision. The Dean shall communicate this decision in writing to the student and the administrative officers.

If the student is still dissatisfied, he/she may appeal the Dean's decision in writing to the Chair of the Board of Trustees. The decision of the Chair of the Board of Trustees is final.

Appeals of Suspension or Termination Decisions

If a student feels he/she has been treated unfairly in a matter involving termination, he/she may appeal that decision in writing to the Board of Trustees. The decision of the Board of Trustees shall be final.

Sexual Harassment Policy

Policy and Scope

It is the policy of UACP to prohibit sexual harassment in any form of its employees in the workplace by any person.

Purpose

UACP shall maintain a working environment that is free from all forms of discrimination, including sexual harassment.

Definition of Sexual Harassment

Section 703(a) of the Civil Rights Act of 1964 prohibits discrimination by an employer against an individual “with respect to his compensation, terms, conditions or privileges of employment” because of the person’s sex. The Equal Employment Opportunity Commission has adopted guidelines designed to deal with harassment on the basis of sex as a violation of Section 703(a) of Title VII of the Civil Rights Act of 1964.

Under the EEOC Guidelines, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when 1) submission to the conduct is made either explicitly or implicitly as a term or condition of an individual’s employment, 2) submission to or rejection of such conduct is used as a basis for employment decisions affecting the individual, or 3) the conduct has the purpose or effect of unreasonably interfering with the person’s work performance or creates an intimidating, hostile, or offensive working environment. Accordingly, UACP is using this Statement to make it clear to everyone, including all employees, students, staff, faculty, administrators, visitors, invitees, and licensees, that conduct which violates the foregoing guidelines will not be tolerated. The College strongly supports the policies set forth by the EEOC and any proven allegation of sexual harassment in any form may be grounds for disciplinary action up to and including termination of employment of an offending employee, dismissal from the academic program of a student, and /or removal of a visitor who violates this policy.

The following provides more information about sexual harassment along with a list of the most common complaints.

- a) Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when any of the following conditions exist:
 - i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic progress or achievement;
 - ii) submission to or rejection of such conduct by an individual is used as the basis for decisions regarding academic achievement or progress affecting such individual, or
 - iii) such conduct has the purpose or effect of unreasonably interfering with an individual’s academic progress or creating an intimidating, hostile, or offensive academic environment.
- b) The following list is a limited example of the most common complaints constituting sexual harassment:
 - unwanted sexual advances
 - making or threatening reprisals after a negative response to sexual advances

- conduct including leering, making sexual gestures, or displaying sexually suggestive objects, pictures cartoon or posters
- making sexually derogatory comments, epithets, slurs or jokes
- graphic verbal commentaries about an individual's body, suggestive or obscene letters, notes or invitations
- physical conduct that includes touching, assaulting, or impeding or blocking movements
- sexual orientation comments objectionable to gays or lesbians

Procedure

Students concerned about violations of this policy should request assistance from any Dean. Any aggrieved person may file a complaint detailing the circumstances of the alleged action. The complaint should be filed with the Associate Dean of Students and Experiential Programs, who has been designated by UACP to receive and investigate complaints of sexual harassment. In the event that this Associate Dean is unavailable or is the subject of the complaint, the Associate Dean for Academics and Curricular Development will be assigned to serve as recipient of the complaint. When administrators or faculty become aware of occurrences of sexual harassment, they are responsible for investigating the behavior. When persons are identified for investigation, they will be warned by the Associate Dean that further offensive actions will be part of the investigation and that no communication between parties is allowed at any time. The complaint will be fully investigated and an opportunity will be afforded to all involved parties to fully state their positions to the investigator. Any student or employee of UACP who becomes aware of possible sexual or other unlawful harassment must immediately advise an Associate Dean so it can be investigated immediately and confidentially. If the Associate Deans are not available, the student or other individual should immediately contact the Dean. Any aggrieved person can raise concerns and make reports without fear of reprisal or retaliation, except that false or malicious claims may be outside of the University's review process.

It is strongly recommended that the complaint of harassment be in writing, and the written complaint should be given to the Associate Dean of Students and Experiential Programs or the Associate Dean for Academics and Curricular Development if the Associate Dean of Students and Experiential Programs is involved in the complaint being lodged. There will be no retaliation or intimidation permitted without redress and consequence. Any complaint of sexual harassment will be treated as confidentially as possible. It must be recognized, however, that thorough investigation of the complaint will necessarily result in some disclosures. The Associate Dean, after consulting with the Dean, will convene a committee or board (see sections a and b below) to quickly and discreetly investigate all allegations of sexual harassment. To the extent possible, the confidentiality of the accuser, the accused, and any witnesses will be protected against unnecessary disclosure.

- a) When a student accusation involves an employee or someone serving as a preceptor for UACP, the Dean may convene a Special Review Committee to investigate the complaint and make recommendations with regards to the resolution of the complaint. The Special Review Committee may consist of the following three members:
 - i) a faculty member chosen by the grievant
 - ii) a faculty member chosen by the person(s) whose action is the subject of the grievance

- iii) a faculty member elected by the faculty.

The Special Review Committee shall make its recommendations in writing to the grievant and the Dean.

- b) When a student accuses another student of sexual harassment, the Honor and Ethics Review Board will meet to investigate and make recommendations regarding the complaint. The Honor and Ethics Review Board will follow the procedures for hearings regarding violations of the standards of professional conduct as prescribed in this Handbook.
- c) After a full and thorough investigation, the complaining party will be advised of the results of that investigation and any proposed action.
- d) The Chairman of the Board of Trustees will review all final action taken with respect to persons other than students, faculty, and staff of UACP.
- e) All final action taken with respect to members of the faculty or staff shall be submitted to and approved by the Board of Trustees, after reasonable notice specifying the act or acts of alleged sexual misconduct, harassment, or discrimination, and after a hearing thereon by the Board of Trustees, or its designated hearing officer, unless the hearing is waived by the accused person, with reasonable opportunity of the accused person to be heard, in person or by counsel, and the right to call witnesses, and to cross-examine other witnesses.

Anyone engaging in sexual or other unlawful harassment, or any faculty member or administrator who fails to properly inform the College concerning such, will be subject to disciplinary action. This may include recorded written warnings and training or discharge of the person or persons involved in the violation. UACP is fully committed to equal opportunity employment decisions and educational programs and activities, in compliance with all applicable Federal and State laws, including appropriate affirmative action efforts, for all individuals without regard to race, color, national origin, religion, sex, disability, age, Vietnam Era Veteran's status or sexual orientation, including heterosexuality, homosexuality, and bisexuality. Violation of this policy shall not be tolerated.

UACP Policy on Consensual Relationships

Consensual relationships that are of concern to UACP are those romantic or sexual relationships in which both parties appear to have consented, but where there is a definite power differential within UACP between the two parties. These relationships are of concern for the following reasons:

- a) There is a conflict of interest when an individual evaluates the academic performance of other individuals with whom they have intimate relationships. It is a generally accepted ethical principle in our society that one avoids situations in which one makes official evaluations of relatives, family members, spouses, or other persons with whom one has an intimate relationship. Such a relationship combined with a responsibility for evaluation is considered a conflict of interest. In a college, examples of such evaluations are academic assessments, and participation in decisions to hire, retain, promote, discipline or determine salaries.

- b) Any relationship involving a power differential has the potential for serious consequences because the relationship may exist only as a result of the power differential. This may lead to sexual harassment charges at a later time.
- c) Consenting romantic and sexual relationships between instructor (meaning all who teach at UACP) and student (meaning any person studying with or receiving advisement from the instructor); between supervisor (meaning any person in a position of authority over another—to hire and fire, to grant raises, and oversee task performance) and employee (meaning any person working for the supervisor); and between employee and student (where there is an instructional, advisory, or an employment relationship between them) have the potential for serious consequences and ought to be avoided. This list is not all-inclusive, but gives examples of the types of relationships that are covered by this policy.

Codes of ethics for most professional associations forbid professional-client sexual relationships; the relationships enumerated above should be viewed in this context. In the case of instructor and student, for example, the respect and trust accorded the instructor by the student, as well as the power exercised by the instructor in giving evaluations and recommendations for further study and future employment, may greatly diminish the student's actual freedom of choice concerning a romantic or sexual relationship.

Because of the possible difficulties associated with the power differential and because of potential conflicts of interest, UACP discourages all such consensual relationships. However, if a romantic or sexual relationship exists or develops between individuals having a power differential within the College, the person with greater power shall report it to an appropriate supervisor. In each case, the administrative supervisor shall make suitable arrangements for the objective evaluation of the student's academic performance and for the protection of the individual and UACP interests.

All instructors, supervisors, and other employees should understand that there are substantial risks in consenting relationships where a power differential exists. Even if the conflict of interest issues are resolved, charges of sexual harassment may develop. Furthermore, in administrative actions or lawsuits resulting from allegations of sexual harassment, consent may be very difficult to prove when a power differential exists. Even relationships in which there is no direct power differential may cause difficulties because faculty or staff engaged in such a relationship may, in the future, be placed in a position of responsibility for the student's or employee's instruction or evaluation.

UNIVERSITY OF APPALACHIA COLLEGE OF PHARMACY COMMUNICATION AND NETWORK SYSTEM USAGE POLICY

General Principles

The University of Appalachia College of Pharmacy technology resources (UACPTR) are intended to support and enhance the academic mission and administrative functions of UACP. This Acceptable Use Policy (AUP) states the rules and regulations regarding the use of these technologies. This AUP compliments and supplements, rather than replaces,

other policies concerning appropriate conduct of employees and students of UACP. UACPTR includes any computer, computer-based network and supporting infrastructure, computer peripheral such as a printer, operating system, software, or any combination thereof owned or licensed by UACP or under the custody or control of the College. This policy also applies to any of the above mentioned items which fall under company and/or personal ownership used in conjunction with any portions of the College networked infrastructure. UACP grants access to its networks and computer systems subject to certain responsibilities and obligations set forth herein and subject to all local, state, and federal laws. Appropriate use should always be legal, ethical, and consistent with UACP's mission, policies, and procedures.

Computer workstations and laptops are provided by UACP to all students and faculty whose functions so require. Internet access is also provided to students and faculty who require it for performance of their duties. All computer workstations and laptops, as well as peripheral devices such as printers and scanners provided by UACP, are the sole property of the College, and may be modified, replaced, or removed as required by the technological needs of the College.

Communications services and equipment covered by this policy shall include but not be limited to the following: mail, e-mail, courier services, facsimiles, telephone and voice mail systems, computer networks, on-line services, the Internet, the world wide web, computer files, video equipment and tapes, tape recorders and recordings, cellular telephones, bulletin boards, and internal memoranda.

Faculty and students should not use communication services and equipment for personal purposes except in emergencies or as may otherwise be expressly authorized. In the event of such personal usage, the faculty or student will be responsible for reimbursement to UACP for costs incurred.

Faculty and students should also ensure that no personal correspondence appears to be an official communication from UACP. Personalized college stationery and business cards may only be used for communications on behalf of the College. Faculty and students may not use UACP's address to receive personal mail or use College stationery or postage for personal letters.

This policy compliments and supplements, without replacing, other policies concerning appropriate conduct of employees and students of UACP.

Use of the communication and network facilities at UACP implies consent to abide by this policy and other relevant policies and regulations relating to the use of these facilities. Use of the College's facilities is a privilege, not a right.

Student, Staff, and Faculty Use of Computers & Network

In making acceptable use of resources, you should follow these guidelines:

- Access only files and data and resources that you own, that are publicly available, or to which you have been given authorized access. You should not use another person's system, files, or data without permission. Do not use someone else's user ID or password at any time.
- Take all reasonable precautions to safeguard your password. You are responsible for all activities on your user ID or that originate from your system.
- Use only legal versions of copyrighted material in compliance with vendor license requirements. This includes, but is not limited to, installing software on your own system, installing software on other systems, and making copies of software, music, or movies for others.
- Be considerate in your use of shared resources. You should refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.
- The following activities are prohibited on UACP resources at all times: downloading music, movies, or unlicensed media; storing music, movies, or excessive amounts of data; playing network games.
- All faculty and students must have an anti-virus program installed with the most current update on their computer when connecting to the UACP network.
- Access only Internet sites that are directly related to either class assignments or job function. Internet sites that do not meet these criteria will be blocked.
- All users must maintain confidentiality of student information in compliance with the Family Education Rights and Privacy Act of 1974.

Unauthorized Use

The following activities are prohibited at all times:

- Attempting to use computer programs or other means to decode passwords or access control information.
- Attempting to circumvent or subvert system or network security measures, including creating and/or running programs that are designed to identify security loopholes and/or decrypt intentionally secure data.
- Connecting unauthorized equipment to the campus network, including hubs, switches, or wireless access points.
- Engaging in any activity that might be purposefully harmful to UACP systems or to any information stored thereon, such as creating or propagating viruses, worms, or "Trojan horse" programs; disrupting services; damaging files; or making unauthorized modifications to UACP data.

- Making or using illegal copies of copyrighted materials or software, storing such copies on College systems, or transmitting them over the UACP network.
- Using mail or messaging services to harass, offend, or intimidate another person. Examples include broadcasting unsolicited messages, repeatedly sending unwanted mail, or using someone else's name or user ID for forbidden activities.
- Wasting computing resources or network resources. Examples include intentionally placing a program in an endless loop, printing using excessive amounts of paper, or sending chain letters or unsolicited mass mailings.
- Removing supplies provided in computer laboratories for use on personal computers.
- Using UACP's systems or networks for commercial purposes. Examples include selling access to your user ID or to College systems or networks, or performing work for profit with College resources in a manner not authorized by UACP.
- Storing games and other large non-academic related files such as music or movies on shared computing facilities, such as lab computers and personal network directories.
- Engaging in any other activity that does not comply with the General Principles presented above.

Privacy

UACP believes in intellectual freedom, privacy, and confidentiality. However, the College reserves the right to monitor computer and Internet use of individuals for IT troubleshooting and/or planning activities. UACP also reserves the right to monitor computer and Internet use of individuals when investigating any performance-related issues, or at the request of duly authorized officers of state, local, or federal courts.

Users must recognize that there is no guarantee of privacy associated with their use of UACPTR. UACP may find it necessary to view electronic data and it may be required by law to allow third parties to do so. For example, electronically stored data may become evidence in legal proceedings. It is also possible that messages or data may be inadvertently viewed by others.

Security

System administration access

The Director of Technology Services or his/her designee will be granted authority to access files for the maintenance of the systems, storage or backup of information, or pursuing system problems. Further, UACP may access usage data, such as network session connection times and end-points, CPU and disk utilization, security audit trails, etc. Such activity may be performed within the reasonable discretion of the Technology Resources division management, subject to prior written approval from the office of the Dean.

Network User Storage and Backups

UACP provides a personal folder on the network server for storage of user files. A limit on the amount of storage used by individuals will be enforced. UACP reserves the right to discontinue providing this privilege for any reason, including disciplinary action or resource allocation.

UACP maintains a backup schedule of most user areas. However, individuals are responsible for backing up their own data. UACP disclaims any and all liability resulting from any and all situations in which we are unable to recover data in user storage areas for reasons such as system crashes or technical failures of any type. Users are cautioned to keep a copy of any data posted in user storage areas. UACP assumes no liability for data and loss of data in any and all areas.

Enforcement

It is the policy of UACP that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations, and the highest standards of ethics. UACP considers any violation of acceptable use principles or guidelines to be a serious offense, and reserves the right to copy and examine any files or information resident on College systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten or degrade operations. All users of UACP's computing facilities are responsible for understanding the principles set forth above.

Failure to comply with the guidelines above may result in suspension of privileges, or civil or criminal action under state or federal law. Students, faculty, or staff discovered to be in violation of these principles will be referred to the President of the College for hearing and possible disciplinary action, which may involve having system privileges revoked.

All users have the responsibility to report any discovered unauthorized access attempts or other improper usage of UACPTR. If a security or abuse problem with any UACPTR is observed by or reported to a user, such user shall immediately report the same to Technology Resources division management.

The intent of these guidelines is to ensure a productive and economical computing environment for all users while abiding by laws governing copyrights and computer access. The examples do not constitute a complete list but are intended to convey the intent of the code. Questions and suggestions regarding these policies should be directed to the Director of Information Technology.

Termination of Services

If a user assumes a new position and/or responsibility within the UACP community, such user shall not use facilities, accounts, access codes, privileges, or information for which he/she is not authorized in his/her new position or circumstances.

Upon ceasing enrollment or employment at UACP, a student or employee will no longer have access to e-mail and network accounts, effective immediately upon separation from the College. Also, upon ceasing enrollment or

employment with UACP, the student or employee shall immediately return all resources owned or issued by the College, and shall make every attempt to return any data or other files associated with the College which may be held on personal equipment.

Grievance Policy

Definition of a Grievance

Any student who believes that he or she has been subjected to an improper decision on an academic matter is entitled to file a grievance. A grievance is a complaint in writing filed with the Dean, the Associate Dean for Academics and Curricular Development, or the Associate Dean of Students and Experiential Programs concerning a decision made by a person or group of persons acting in an official UACP capacity that directly and adversely affects the student as an individual in his/her academic capacity. A grievance does not properly challenge dissatisfaction with a UACP policy of general application on the grounds that the policy is unfair or inadvisable, nor should a grievance challenge UACP academic policies, as long as those policies are not in contravention of the Accreditation Council for Pharmacy Education (ACPE) policies and procedures. A grievance regarding an academic matter usually falls into one of two general categories:

- Those that derive from the application of or decisions that are affected by a UACP policy, which may apply to students. Examples are grades and attendance.
- Those that derive from matters addressed by policies, procedures or practices of the UACP administrative unit. Examples are professional or personal misconduct.

Procedures for Filing a Grievance

UACP has an obligation to respond to all written complaints lodged by students against UACP that are related to the standards and the policies and procedures of the ACPE. If a student wishes to complain about an issue, the student may want to visit the ACPE standards website at www.acpe-accredit.org. UACP will objectively review all student grievances. When filing a grievance at UACP, a student should follow the procedures detailed below:

1. The student will write a letter detailing the complaint to the Dean, Associate Dean for Academics and Curricular Development, or the Associate Dean of Students and Experiential Programs. A student may also submit a written complaint to a student class officer, such as the class president or vice-president, or may anonymously place the complaint in a secure box located in the student lounge.
2. Once a grievance is received, the matter will be referred to the Associate Dean of Students and Experiential Programs. The Associate Dean of Students and Experiential Programs will promptly determine the facts surrounding the issue(s) and shall attempt to resolve the matter.

3. If the complaint involves the Associate Dean of Students and Experiential Programs, the officer will excuse him/herself and the Dean will appoint another investigator. If the complaint involves the Dean, the Chair of the Board of Trustees will assume responsibility for leading the investigation.
4. If the investigator is unable to resolve the issue(s), he/she will form an ad hoc committee of three faculty members and ask the committee to review the complaint and make a recommendation.
5. The student will receive a written response with a final decision from the investigator within 30 days of filing the grievance.
6. If the student wishes to appeal the decision, he/she may appeal to the Dean of UACP within five days.
7. The Dean will review the complaint and will make a decision and inform the student within 14 days. The decision of the Dean is final.
8. All written complaints and responses will be kept in a confidential, secured file in the office of the Associate Dean for Student Affairs and Experiential Programs. These files will be made available for inspection to ACPE on-site evaluation teams or other accrediting agencies such as the Southern Association of Colleges and Schools.