

UNIVERSITY OF APPALACHIA COLLEGE OF PHARMACY

Innovative Pharmacy Practice and Education



**College Catalog
Academic Year
2005 - 2006**

College Catalog: Academic Year 2005 – 2006

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Welcome to the University of Appalachia College of Pharmacy!

Pharmacy is a great career with many rewarding opportunities to serve others. The University of Appalachia College of Pharmacy, an innovator in pharmacy practice and education, will provide individuals with the knowledge and skills to deliver medications and preventive health care to medically underserved and financially distressed citizens in rural communities. Many exciting challenges and experiences await you here. Our students learn to understand and address the challenges and dynamics of rural health care from their own first-hand experience.

In 2005 the College of Pharmacy will admit approximately 75 students into Virginia's first three-year Doctor of Pharmacy program. As a young institution, the University of Appalachia College of Pharmacy strives to stay fresh, combining the traditional and nontraditional, merging comprehensive investigation with creative exploration, and promoting excellence in the academic program, campus events, students, faculty, and staff.

As a student at the University of Appalachia College of Pharmacy, you are encouraged to explore your options and to take advantage of every opportunity available to you, both inside the classroom and in the surrounding area. Over the next few years, you will see more student housing and classroom buildings as the university grows and prospers.

We are proud to offer you the 2005–2006 College Catalog and hope you will find this booklet useful in finding services that will support your success at the University of Appalachia College of Pharmacy. Please spend a few minutes reviewing the College Catalog to familiarize yourself with the policies of the school and the wealth of resources available to you.

You are about to begin a wonderful new phase of your life at this university. This is an exciting time for you as a student, and for faculty and staff as well. For more information, please visit our website at www.uacp.org to find what you need to get started on the most efficient road to a rewarding career in pharmacy. We look forward to you becoming a proud and integral part of the University of Appalachia.

Sincerely,

Dr. Edgar R. Gonzalez
Dean and Professor
College of Pharmacy
University of Appalachia

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Introduction

Changing the Dynamics of Healthcare in Central Appalachia

The University of Appalachia College of Pharmacy (The 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. The College of Pharmacy 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 learn 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.

The College 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.

Furthermore, the College of Pharmacy is collaborating 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, the College of Pharmacy 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 faced with the following increased risk factors: 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

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67% more likely to commit suicide. The College of Pharmacy was created to deliver innovative healthcare and pharmacy education in the medically underserved and financial distressed region of Central Appalachia. The College of Pharmacy will address the healthcare needs of Central Appalachia 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.

Organization

The University of Appalachia and Board of Trustees

The University of Appalachia is a non-profit, private entity incorporated under the laws of the Commonwealth of Virginia on August 5, 2003 for the purposes of developing and implementing a College of Pharmacy and other higher-education programs. The University is governed by a Board of Trustees consisting of individuals who hold various professional degrees or function in private, professional, or corporate positions within the region of Central Appalachia. Table 1 lists the current membership of the Board of Trustees of the University of Appalachia and their primary affiliations.

The Board of Trustees is responsible for the following with respect to the College of Pharmacy:

- Setting institutional policies;
- Fiscal administration, including approval of the annual budget;
- Hiring, evaluating, overseeing, and dismissing its President and Dean;
- Approving new programs and discontinuing existing programs of study upon recommendation of its administration and Dean with faculty guidance;
- Conferring degrees, including honorary degrees, upon the recommendation of the Dean and the faculty;
- Acting on personnel issues upon the recommendation of the President or Dean;
- Representing the University's mission and activities to the profession of pharmacy, other health professions, and the public;
- Assisting the President and Dean in fundraising activities; and
- Being the final judge in all matters of dispute.

Table 1: Membership of the Board of Trustees:

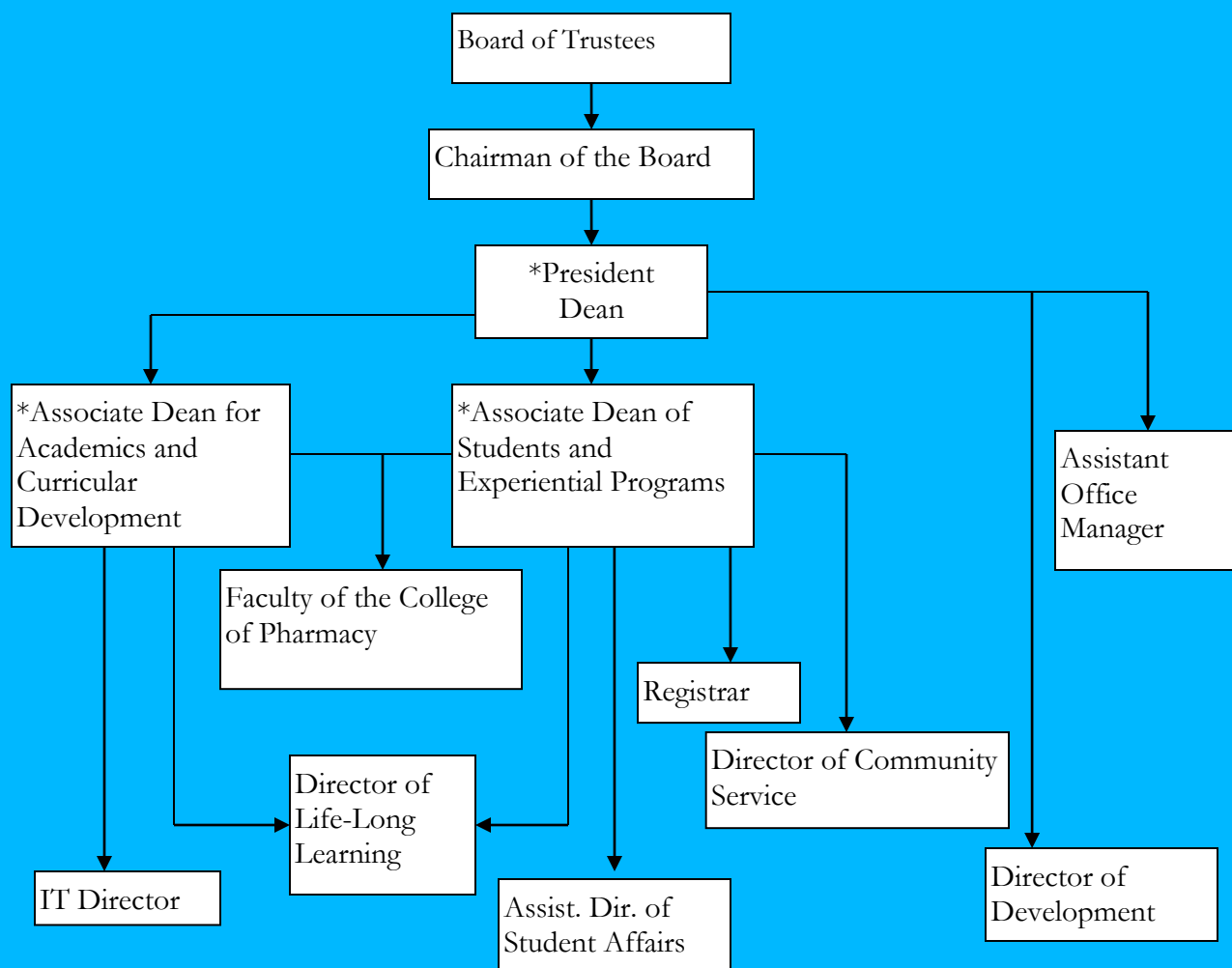
Board Member	Professional Affiliation
Frank Kilgore, Esquire, Chair	Assistant County Attorney, Buchanan County
Roger Powers, Treasurer	Owner, Excello Oil Company, Inc.
Edgar R. Gonzalez, PharmD (<i>ex officio</i>)	President of the University and Dean of the College of Pharmacy
Lucius F. Ellsworth, PhD	President of the Appalachian School of Law
Tom Baker, Esquire	Attorney, Wolfe, Williams and Rutherford
Kemper J. Bausell	Buchanan County General Hospital
W. J. Caudill	Buchanan County Administrator
Scott Cole, RPh	Independent Pharmacist
Sherry Dawson, EdD	Professor, Southwest Va. Community College
Bob Hillman, RPh	Independent Pharmacist
Charles King, PhD	President, Southwest Virginia Community College
Kyle McClanahan	Private Businessman
Michael McGlothlin, Esquire	County Attorney, Buchanan County
Frannie Minton, RN	Hospice Nurse Specialist
Chad Perry, III, Esquire	Founder, Pikeville Osteopathic Medical School
Ron Proffitt, EdD	Professor and Dean, Southwest Virginia Community College
Tom Scott, Esq.	Attorney, The Street Law Firm
David Shanahan, RPh	Independent Pharmacist
Clint Sutherland, PharmD, MD	Private Practice Physician

Organizational Structure of the College of Pharmacy

Presently, the University of Appalachia and its College of Pharmacy are organizationally and operationally one and the same. Once the College of Pharmacy is established and matured, the University of Appalachia may expand its educational endeavors to other areas of graduate studies.

The organizational infrastructure of the College of Pharmacy is designed to expedite decision-making and enhance cooperation and productivity among faculty and staff (Figure 1). Unlike traditional organizational structures that are composed of deans, assistant deans, and discipline-based department chairs, the organizational structure of the College of Pharmacy reflects the major functions of the institution, such as Academic Programs, Experiential Training, and Student Life. Elimination of discipline-based divisions allows curricular content, instruction, and experiential training to be managed by the faculty without conflicting loyalties to particular departments or divisions.

Figure 1: Organizational Structure of the University of Appalachia



UNIVERSITY OF APPALACHIA COLLEGE OF PHARMACY

Frank Kilgore, Esquire, is the Chairman of the Board of Trustees; he guides the University towards fulfillment of its objectives and is the chief spokesperson for the University.

Edgar R. Gonzalez, PharmD, is President of the University of Appalachia and Dean of the College of Pharmacy. He is the Chief Operating Officer of the University of Appalachia. Dr. Gonzalez reports to the Chairman of the Board of Trustees of the University. Dean Gonzalez presides over the faculty and oversees academic matters, experiential programs, student activities, research and scholarship, faculty development, continuing pharmacy education, and community service programs. He chairs the Executive Committee of the College of Pharmacy. Primary responsibility for the operation of the College of Pharmacy rests with the Dean and his designees: the Associate Dean for Academics and Curricular Development and the Associate Dean of Students and Experiential Programs.

The Associate Dean for Academics and Curricular Development reports to the Dean and directs the Doctor of Pharmacy curriculum and is the Chairman of the Curriculum Committee. Furthermore, the Associate Dean for Academics and Curricular Development is responsible for all aspects of faculty development and library services.

The Associate Dean of Students and Experiential Programs reports to the Dean, is the ombudsman for students, and directs student recruitment activities, the experiential curriculum, and post-graduate pharmacy training.

The Registrar reports to the Associate Dean of Students and Experiential Programs and is responsible for certifying enrollment, assessing the financial needs of students, administering registration, and maintaining student records and transcripts.

The Information Technology Director reports to the Associate Dean for Academics and Curricular Development, and oversees the daily needs and operations of the informatics system and the Library and Learning Resource Center of the College.

The Assistant Director of Student Affairs reports to the Associate Dean of Students and Experiential Programs, whom he/she assists with student-related extra-curricular activities. The Assistant Director of Student Affairs also functions as the College Receptionist.

The Director of Development reports to the Dean and implements and coordinates the College's fundraising and charitable contribution campaigns.

The Director of Community Services reports to the Associate Dean of Students and Experiential Programs, and coordinates the Pharmacists in Community Service (PICS) Program.

The Director of Life-Long Learning reports to the Associate Deans, and implements continuing education activities for the College.

The Business Office Manager oversees purchasing, payroll, benefits, and insurance and reports to the Dean.

*Although both Associate Deans report to the Dean, the annual performance evaluation and determination of fringe benefits, salary increases, and merit raises for all deans is done by the Board of Trustees under the direction of the Chairman of the Board with independent input from the faculty, and without input from the deans. If a dispute arises between an Associate Dean and the Dean, and no mutually agreed upon resolution can be achieved, the disputed matter will be taken up by the Board of Trustees for their review and final resolution. The Dean and the Associate Deans will shall accept the Board's resolution in a professional and productive manner.

Mission & Goals

Mission, Vision, and Educational Values

The value of a pharmacy education is greater than the sum of its curriculum, students, faculty, and facilities. The education and professional growth of pharmacy students are molded by the mission, vision, and philosophy that create the context in which these students learn, practice, and refine their skills. The University of Appalachia College of Pharmacy (UACP) will prepare its students to practice Pharmacy as competent, caring, ethical professionals dedicated to the provision of pharmaceutical care and interested in health and well being of the individuals they serve.

Mission Statement

UACP will serve society through pharmaceutical education, scholarship, and public service. UACP is committed to providing access to pharmacy education for the citizens of Appalachia and its mission is to educate pharmacists who understand and address the challenges of rural healthcare and desire to live and work in central Appalachia.

(The below paragraph is from the website, I think it states the mission more clearly, especially with respect to people who seek an education here but plan to practice in other rural and underserved areas. I think the one above is too restrictive, sounds like we ONLY want people who want to stay here after graduation.)

UACP will serve society through pharmaceutical education, scholarship, and public service. UACP will provide access to pharmacy education to the citizens of Central Appalachia and to individuals committed to the needs of rural and underserved communities in our country and throughout the world. This comprehensive program will educate pharmacists to understand and surpass the challenges of rural health care and to appreciate the need for life-long learning as they endeavor to improve the quality of life of the underserved members of their communities.

Vision Statement

The vision of UACP is to improve the general health and well being of the citizens of Appalachia with emphasis on training pharmacists to meet the primary healthcare needs of the region, especially for the underserved citizens of Appalachia. The instructional programs at UACP will prepare pharmacists to use emerging technologies in delivering medications and pharmacy services in a dynamic healthcare environment. UACP will advance the frontiers of knowledge in Pharmacy, and develop “centers of excellence” in rural healthcare and drug abuse prevention.

(Same as above, the paragraph below is from the site and is much more inclusive, I'd suggest using it so we don't sound like we're rejecting anyone who doesn't want to settle here after they finish their education.)

UACP will improve the general health and well-being of the citizens of Central Appalachia by training pharmacists to help meet the primary health care needs of rural communities, especially children, elders and other underserved citizens. The instructional programs of UACP will prepare pharmacists to use emerging technologies to deliver medications and pharmacy services in a dynamic health care environment, and advance the frontiers of knowledge in Pharmacy through "centers of excellence" in rural healthcare and drug abuse prevention.

Educational Values

UACP is committed to creating the following educational values:

- An educational system that fosters critical thinking, problem solving, and entrepreneurship.
- An educational experience that transforms students from dependent learners to independent thinkers.
- A curricular design that stresses the importance of early exposure to all facets of the profession of pharmacy.
- A curriculum that utilizes and is supported by technology.
- An educational climate that considers the individual needs of students and simultaneously encourages interdisciplinary teamwork and communication.
- An educational focus on research, scholarly pursuits, and publications.
- An early exposure to volunteerism and an emphasis on community involvement.
- An educational experience that values and responds to the needs of rural and medically underserved communities.
- An educational system that utilizes the block system of curricular design to provide students with the opportunity to study one content area intensely and master it before progressing to the next subject.

The curriculum fosters critical thinking, problem solving, entrepreneurship, and civic responsibility. The didactic and clinical experiences at UACP focus on the application of expert knowledge and keen clinical skills to deliver optimal pharmaceutical care to patients outside of its confines. Students will travel to community retail settings and regional hospitals to develop the knowledge and skills required for competency in Pharmacy. Graduates from UACP will also possess expert knowledge and innovative skills to deliver medications and preventative healthcare to medically underserved and financially distressed citizens in rural communities using non-traditional health care delivery systems and innovative technologies such as tele-medicine, outreach health fairs, radio-talk shows, and free clinics. Students will work throughout central Appalachia as they perform 50 hours of mandatory community service per year during their three-year educational experience at UACP.

Facilities

Pharmacy Practice Facilities

Community Pharmacy Practice Sites:

UACP has established affiliation agreements for students to participate in early pharmacy practice experiences (EPPEs), core pharmacy practice experiences (CPPEs), and advanced pharmacy practice experiences (APPEs) in community practice. Participating pharmacies include the following: in Grundy, VA, Medical –Park Pharmacy, Rite Aid Pharmacy, Royal City Pharmacy, Tri-State Clinic Pharmacy, Food City Pharmacy; in Hurley, VA, Hurley Pharmacy; in St. Paul, VA, Ernie’s Drug, and Rite Aid Pharmacy; in Clintwood, VA, Green Wave Pharmacy, Lambert-Hancock Pharmacy, Rite Aid Pharmacy, and Food City Pharmacy; in Haysi, VA, Jones & Counts Pharmacy and Haysi Drug Center; in Norton, VA, Community Hospital Pharmacy and Medical Arts Pharmacy; in Wise, VA, Food City Pharmacy; in Richlands, VA, Medical Plaza Pharmacy, Randy’s Gateway Drug, and the Medicine Shoppe; in Raven, VA, Raven Drug Co.; in Lebanon, VA, McFarlane-Hillman Pharmacy, Rite Aid Pharmacy, and Food City Pharmacy; in Honaker, VA, Tigerx Pharmacy; in Bristol, VA, Rite Aid Pharmacy and Food City Pharmacy; and in Abingdon, VA, Rite Aid Pharmacy, Michael’s Pharmacy, Medicine Shoppe Pharmacy, Ellis Pharmacy and Home Health, and Johnston Memorial Clinic Pharmacy. The Dean is consistently collaborating with pharmacists in the region to establish affiliation agreements with additional pharmacies in southwest Virginia, northeast Tennessee, eastern Kentucky, and southern West Virginia.

Hospital Pharmacy Practice Sites:

UACP has also established affiliation agreements for students to participate in EPPEs, CPPEs, and APPEs in hospital community practice. Participating hospitals include the following: in Grundy, VA, Buchanan General Hospital; in Norton, VA, Norton Community Hospital; in Big Stone Gap, VA; Lonesome Pine Hospital; in Abingdon, VA, Johnston Memorial Hospital; in Bristol, TN, Bristol Regional Medical Center; in Kingsport, TN, Holston Valley Hospital; in Rogersville, TN, Hawkins County Hospital; in Salem, VA, the Veteran’s Affairs Medical Center; and in Pikeville, KY, Pikeville Methodist Hospital. The Dean is working to establish clerkship sites at other hospitals in the region.

Non-traditional Practice Sites:

UACP has established affiliation agreements for students to participate in EPPEs and APPEs at the following locations: the eight regional out-reach centers for Mountain Empire Older Citizens

Pharmacy Connect, Stone Mountain Health System's five rural clinics for the medically underserved, the Hospice and Palliative Care of Virginia in Big Stone Gap, Virginia, and Wellmont Home Health in Bristol, Tennessee. UACP also has an affiliation agreement with the Buchanan County Public Schools to educate primary and middle school children about the dangers of drug abuse as part of the pharmacy student's required community service program. UACP is particularly pleased with its affiliation agreement with the Via School of Osteopathic Medicine in Blacksburg, Virginia, which allows our pharmacy students to conduct research and obtain clinical training side by side with medical students and residents.

Admissions

Overview of Admissions Criteria, Policies, and Procedures

UACP seeks to admit a diverse student population with demonstrated academic competency and commitment to the profession of pharmacy. In doing so, it follows standard policies and procedures for obtaining, selecting, and admitting applicants in a timely fashion. The Admissions Committee of UACP is chaired by the Associate Dean of Students and Experiential Programs. The College Registrar maintains both a hard-copy file and an electronic database for each applicant. This information is maintained on file with the Office of the Registrar for a period of five years. This Committee will have full responsibility for the admissions process, including the consideration of **applicants for candidacy** and **candidates for admission**. (are these two different things?)

The Committee shall consider each applicant individually and in relation to the entire applicant pool using the following criteria:

- Academic achievement
- Letters of recommendation
- Motivation and maturity
- Verbal and written communications skills

The aforementioned criteria will be assessed by the grade point average (GPA), pharmacy college admission test (PCAT), written personal statements, and personal interview. All recommendations made by the Admissions Committee will be forwarded to the Dean for final approval. An alternate pool of qualified candidates will be maintained. A candidate on the alternate list may be given a seat in the class if an admitted candidate does not matriculate for any reason.

Demographics

UACP does not discriminate on the basis of age, race, color, national origin, religion, handicap, marital status, or sexual orientation (See Non-Discrimination Policy).

Academic Requirements

To be eligible for admission to the Doctor of Pharmacy program, applicants must meet the following requirements:

1. Complete a minimum of 69 semester credit hours of pre-pharmacy study in an accredited college or university in the United States. **(This needs to be made clearer since below it explains how to submit coursework from schools in other countries. Does this mean a certain percentage of the work must be done in the US, or that ALL must? If so, then the part below about certifying out-of-country coursework doesn't make sense.)**
2. Achieve a minimum cumulative grade point average of 2.5/4.0 or its equivalent in order to have their applications considered for admission. **(it's unclear what 2.5/4.0 means, does that mean between the two?)**
3. Have a grade of C (or its equivalent) or better in all prerequisite courses.

Applicants may apply to have the Registrar include grades from only the last five years to calculate overall and prerequisite grade point averages. However, applicants making this request must complete coursework in the eight core prerequisites of Biology, General Chemistry, Organic Chemistry, Physics, Anatomy, Physiology, Microbiology, and Biostatistics within the five years preceding the application.

All applicants that meet the minimum criteria will have their files evaluated. The file evaluation process will be competitive and the most qualified applicants will be invited for an on-campus interview. Table 2 lists the prerequisite courses. Applicants who have completed any of the listed prerequisites from a country other than the United States must submit transcript evaluations from one of the following services: World Educational Services or Josef Silny and Associates. Applicants submitting coursework from non-English speaking foreign schools who have not earned a B or better in the English Composition and Speech prerequisites must achieve a score of at least 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL), and must submit these scores with their applications.

Applicants may not disregard any part of their college-level educational history. An applicant who fails to report all institutions attended will forfeit his/her eligibility for admission to UACP or will be dismissed. All credentials submitted for admission to the UACP become the property of UACP and will not be returned or released to the applicant.

Table 2: Prerequisite Courses for Doctor of Pharmacy Program

Required Prerequisite Courses	Required Credit Hours
General Biology with lab	8.0 ¹
College Chemistry with lab	8.0 ¹
Organic Chemistry with lab	8.0 ¹
College Physics with lab	8.0 ¹
Human Anatomy	3.0
Human Physiology	3.0
General Microbiology	3.0

English Composition	6.0
College Mathematics	6.0
Public Speaking	3.0
College Statistics	3.0
Humanities and Physical Education Electives	10.0
TOTAL	69.0

¹ Two semesters or three quarters.

Virginia State Board of Pharmacy Intern Licensure

To matriculate in the Doctor of Pharmacy program, students must be eligible for Intern Licensure with the Virginia State Board of Pharmacy. Students who have any of the following conditions should check with the Virginia Board of Pharmacy to determine if they are eligible for a Virginia intern pharmacist application:

1. Diagnosis or treatment in the last five years for a mental illness or a physical condition that would impair your ability to perform any of the essential functions of your license, including alcohol or drug abuse;
2. Misdemeanor or felony charges, arrests, or convictions;
3. Previous administrative action, whether completed or pending;
4. Suspension, revocation, surrender, or other discipline against the license, including any action that was not made public.

Standardized Examination

Applicants are required to report their PCAT scores to UACP as part of the application process. The code for UACP is 105.

Other Supporting Materials

Each applicant must complete and submit the official UACP application document. **(This should be updated to say PharmCAS website since our online and paper applications will go away at that point.)** Detailed information about UACP, its curriculum, the admission process, prerequisite courses, tuition and fees, financial aid, student life, and accreditation and certification status is available at www.uacp.org. The website is continuously updated and application and policy information provided there supersedes this document.

On-Campus Interview

The Admissions Committee, after evaluating candidate files, will invite selected candidates for on-campus interviews. Candidates are interviewed by a panel, typically consisting of at least one UACP faculty member, one pharmacist, and a member of the Board of Trustees. During the interview, the panel will assess the candidate's oral communication skills, motivation, compassion, professionalism, leadership, and teamwork skills.

Student Selection Process

The Registrar is responsible for preparation, distribution, and processing of admissions-related materials. All prospective applicants who request information about UACP are sent an admissions packet. Prospective applicants who provide e-mail addresses will receive their correspondence electronically. The Admissions Committee will consider each applicant individually, in relationship to the entire applicant pool. All applicants will be considered using the same criteria of academic achievement, letters of reference, GPA, the answers to the questions contained in the Application for Admissions document, and, if granted, the on-campus interview. Communications to applicants and candidates regarding their status in the admissions process will originate from the Registrar with approval from the Dean.

Transfer of Credits

Because of the block system and the highly integrated nature of the didactic component of the curriculum, UACP will consider requests for transfer of credits and students from other Doctor of Pharmacy programs on an individual basis.

Enrollment of Students with Post-Baccalaureate Degrees

Individuals with a prior B.S. Pharmacy degree will not be admitted with advanced standing into the entry-level Doctor of Pharmacy program. As UACP matures, a post-baccalaureate, non-traditional Doctor of Pharmacy program will be developed to accommodate B.S. pharmacists who wish to obtain a Doctor of Pharmacy degree.

Application Fee

Applicants to UACP must pay an application-processing fee of \$50. This fee is nonrefundable.

Deposit Fee

Students granted admission will receive a written offer from the Dean. Students offered admission have 10 working days to notify UACP, in writing, whether they wish to have a place reserved in the class. The student's written acceptance of UACP's offer must be accompanied by a check or money order for \$1000, payable to the University of Appalachia College of Pharmacy, to reserve a seat in the class. This money to reserve your seat is non-refundable, and applicable towards your first year's tuition. There are no exceptions to the non-refund policy.

Deferred Admission

Students electing to defer their offer of admission are required to make this request one month prior to matriculation. Students may request to defer an offer of admission once and that deferral is only valid for the next academic year.

Financial Aid and Scholarships

Until the University of Appalachia is accredited by the Southern Association for Colleges and Schools (SACS), students enrolled in the Doctor of Pharmacy program will not qualify for federally-funded financial aid. The University works with banks and private lending institutions to design affordable financial aid plans for credit-worthy qualified students. To be considered for eligibility for assistance with the procurement of financial aid, students must have a letter of

acceptance from UACP and complete a University of Appalachia College of Pharmacy Financial Aid Assessment of Need (FAAN) form. The completed form is forwarded to the Registrar who will assess the need and eligibility for assistance with the procurement of financial aid.

UACP will also award a limited number of scholarships to qualified students based on merit and financial need. Students must complete a Scholarship Request Form (SRF) and submit the SRF to the Associate Dean of Students and Experiential Programs (**probably need a submission deadline for this**). The Associate Dean will convene the Scholarship Committee. This Committee is chaired by the Associate Dean of Students and Experiential Programs and comprised of the Associate Dean for Academics and Curricular Development, a representative from the Admissions Committee, and two faculty members. The Dean of the College serves as an ex-officio member of this Committee. Scholarship selection criteria are defined by the Committee and forwarded to the entire faculty for approval. Student advocates and members of the Buchanan County Board of Supervisors may provide written recommendations to the Committee. The Committee will review all letters of support and the merit of each applicant using pre-established criteria. Scholarships will be awarded to the most qualified applicants. A letter of notification is then sent by UACP to the scholarship recipients. Students are encouraged to contact pharmacies of their choice to set up “Loans-for-Work” plans that are common in the profession.

Tuition and Fees for Academic Year 2005 - 2006

The annual tuition and fees for the University of Appalachia College of Pharmacy are \$22,810 (**since the application fee is one time only, paid whether they get in or not, and mentioned above, I moved it down with the remediation fee and adjusted both amounts**) for the 2005 – 2006 Academic Year. Table 3 lists the Tuition and Fees schedule for the Academic Year 2005 – 2006. The student activities fee cover costs related to participation in UACP-sponsored extracurricular functions, intramural activities, and clubs. The student government fee covers the annual student membership to a professional pharmacy organization. The practicum fee covers costs associated with off-campus training and education. The remediation fee applies only to students who are placed on academic probation.

Costs associated with duplication of class notes, books, computer needs, and disposable laboratory supplies are the responsibility of the individual student. Professors may require students to purchase specific textbooks or other educational material for the completion of assigned coursework.

Table 3: Tuition and Fees Schedule for 2005 – 2006.

Standard Fees	Amount
Tuition	\$21,950
Student Activities Fee	\$285
Student Government Fee	\$75
Practicum Fee	\$500
Total Tuition and Fees	\$22,810
Additional Fees	Amount

Admission application Fee*	\$50
Remediation Fee**	\$1,750
*Non-refundable fee to defray cost of application process	
**Applicable only to students on Academic Probation	

Non-Discrimination Policy and Americans with Disabilities Act of 1990

The University of Appalachia, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Sections 102 and 302 of the Americans With Disabilities Act of 1990, does not discriminate on the basis of race, color, national origin, religion, handicap, or sexual orientation in any of its policies, procedures, or practices. In compliance with the Age Discrimination in Employment Act of 1967, and Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, the University does not discriminate on the basis of age, ethnic origin, marital status, sexual orientation, Vietnam-era veteran status, or because of a medical condition in any of its policies, procedures, or practices. Within the limits of the law, the University does not discriminate on the basis of citizenship. This nondiscrimination policy covers admission, access, and service in University programs and activities, and application for and treatment in University employment.

The Office of the Associate Dean of Students and Experiential Programs coordinates equal opportunities for students with disabilities. These services are designed to ensure full participation in programs and activities offered throughout the University for all students. The aim of these services is to improve the quality of the academic, social, and personal lives of the disabled members of our community.

Accommodations

Services for students with a documented disability are available through the office of the Associate Dean of Students and Experiential Programs. All documentation is kept confidential and should be submitted directly to the Associate Dean of Students and Experiential Programs. Students (not their parents) requesting accommodations should identify their needs as early as possible. All information regarding the student's accommodations is provided to the student. Types of accommodations provided include but are not limited to the following:

- Extended test time (time plus one-half, unless otherwise documented)
- Sign language interpretation
- Readers for exams
- Scribes for exams
- Assistance with course or program accessibility
- Note taking assistance (NCR paper available upon request)
- Photocopy enlargement of materials

- Tutoring, available through the Office of the Dean of Students and Experiential Programs

Guidelines Determining Eligibility for Services

Students requesting accommodations for a disability must present documentation of the disability to the Associate Dean of Students and Experiential Programs for verification of eligibility. The evaluation must have been completed by a qualified, certified, and/or licensed professional, such as a physician, health care provider, or psychologist/psychiatrist, who has experience with an adolescent and adult population. The professional's credentials must appear on the documentation, and the documentation must be dated within three years of the request for accommodation. The evaluator must include, in the test report, evidence that instruments selected are reliable and valid for use with an adolescent or adult. Documentation of impairment alone may not be sufficient to require that the student be provided a reasonable accommodation. It must be demonstrated that the impairment rises to the level of a disability according to the Americans with Disabilities Act. For example, the impairment must substantially limit or restrict a major life activity as compared to the average person in the general population.

The Associate Dean of Students and Experiential Programs will review the documentation and evaluate the request for accommodation. When necessary, specific academic units will be consulted regarding the accommodation requested. If the presented documentation is sufficient, the student will meet with the Associate Dean of Students and Experiential Programs regarding the appropriate accommodations at UACP. A student having dissatisfaction with the decision for accommodation granted has the right to appeal the Dean's decision as set forth in this catalog.

Academic Calendar for 2005 - 2006

The University of Appalachia College of Pharmacy is open for business from 8 a.m. to 5 p.m., Monday through Friday, except for the official holidays noted 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	June 1 – June 31
Summer Break – offices closed	July 1 – July 5
CPPE Rotation II	July 6 – July 31

Facilities, Equipment and Available Space

Located in Grundy, Virginia, in the middle of the Appalachian Mountains and the Cumberland Plateau, UACP 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

The College of Pharmacy 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 and Accreditation Status (I'll need the revisions for this section for the books and for the website)

The University of Appalachia College of Pharmacy 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. 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. The ACPE Board of Directors met in January 2005 to consider the University of Appalachia College of Pharmacy's request for accreditation of its Doctor of Pharmacy program. During the spring of 2005, ACPE will visit the University of Appalachia College of Pharmacy and gather factual information upon which to decide the Doctor of Pharmacy program's Precandidate status at the ACPE Board meeting in June 2005. Once students are enrolled and the University of Appalachia College of Pharmacy progresses in accordance with ACPE requirements, the Doctor of Pharmacy program should be awarded Candidate status. Full accreditation should be awarded to the Doctor of Pharmacy program once graduates from the first class pass their licensure examination. The University of Appalachia College of Pharmacy is also applying for certification from the State Council for Higher Education of Virginia (SCHEV). Certification by SCHEV is required for the University of Appalachia College of Pharmacy to confer academic degrees. SCHEV approved the formal use of the name University of Appalachia, but the University of Appalachia College of Pharmacy's Doctor of Pharmacy degree is yet to be certified by SCHEV. The University of Appalachia will seek contemporaneous ACPE accreditation and SCHEV certification of its College of Pharmacy and its Doctor of Pharmacy degree, respectively. The University of Appalachia cannot and does not guarantee the outcome of its application process, but will pursue the above with due diligence.

Prospective students and individuals interested in learning about the University of Appalachia College of Pharmacy will be informed about its 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

The University of Appalachia has established an equitable refund policy for students who find it necessary to withdraw from UACP. 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 4).

Determination of Whether a Refund is Available

The University of Appalachia College of Pharmacy 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 4: 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
Greater than 10% and up to 20% of academic year	80% less \$100 administrative fee
Greater than 20% and up to 30% of academic year	70% less \$100 administrative fee
Greater than 30% and up to 40% of academic year	60% less \$100 administrative fee
Greater than 40% and up to 50% of academic year	50% less \$100 administrative fee
Greater than 50% and up to 60% of academic year	40% less \$100 administrative fee
Greater than 60% of academic year	No refund

The University of Appalachia 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.

The College 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. The College 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:

The College'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, called Blocks, will be allotted the time required to teach all pertinent topics, called 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 the University of Appalachia College of Pharmacy 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 5: 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, the College 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 the University of Appalachia College of Pharmacy, 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 6: 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.

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.

Advance Pharmacy Practice Experience (APPE):

The APPE is designed to teach clinical aspects of pharmacy practice. 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 and Procedures

Overview

The educational philosophy of the College 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. The College 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.

The College believes that success in competency-based learning is achieved when all students function at the same level of competency. The College 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, the College's faculty will facilitate our students' professional education and training. For all didactic and experiential exercises, the College's 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

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

If the assessment covers material from more than one instructor, the one faculty member will assume the role of the assessment leader. The assessment leader will be elected or volunteer from the faculty who are teaching the material that will be covered by that assessment. The assessment leader will identify himself/herself to the Associate Dean for Academics and Curricular Development at least one week prior to that assessment. The assessment leader is responsible for constructing the assessment from submitted items, for ensuring that the assessment conforms to the assessment policies, for arranging for the assessment review by faculty (see Assessment Pre-Review for Clarity and Consistency), 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.

Assessment items must be submitted to the assessment leader at least 48 hours prior to the scheduled assessment and at least 48 hours prior to a 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 assessment leader and at least one other faculty member.

Proctoring

At least two individuals must proctor each assessment. Proctors must devote their uninterrupted attention to proctoring the assessment.

Faculty Presence

Faculty who are involved in writing assessment items must be present at the assessment, at the review session, and at the written 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 must substitute for him/her in the assessment, the review session, and/or remediation assessment. It is the faculty member's responsibility to review assessment questions and answer keys with the substitute. The faculty substitute or assessment leader will have the latitude to arbitrate disputed assessment items using his/her professional judgment.

Percent of Total Point Score

As a rule of thumb, assessment items derived from each classroom day should amount to approximately 15-20 points. Regardless of point structure, faculty must insure that points derived from any one day of classroom time are proportional to the total number of classroom days included on the assessment. For example, if an assessment covers 10 days of class time, the number of points derived from each day of class should be approximately 10% of the total number of points on the assessment. It is the faculty 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 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 concerns with the grading or scoring of their assessment.

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

Once the results of a regular assessment have been recorded, the assessments will be returned to students for them to keep.

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 instructor(s). Class-related materials may not be retrieved until after the team exam.

Cell-phones and Other Communication Devices

Cell-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 instructor(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 white out 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 be 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 assessment 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 the College.

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.

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 Associate Dean for Curriculum and Academic Affairs, Associate Dean of Students and Experiential Programs, or the Dean.

Academic Probation and the Remediation Process

The College 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 of Students and Experiential Programs that he or she is on Academic Probation. The College 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.

Every year, the second week in December and the second week in June are designated as Remediation Weeks. 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 the College'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, the College will charge additional fees for remediation.

Student requiring remediation must attend a mandatory review session on Monday during Remediation Week. Remediation assessments will be administered on Tuesday, Wednesday, and Thursday of Remediation Week. Times for remediation assessments must be set and communicated to students in accordance with the Assessment Policy. All students requiring remediation must be remediated within the same time frame and in the same manner in order to preserve the integrity of the remediation process and to insure fairness.

Students receiving a score of less than 75% on a remediation assessment will be required to withdraw from the program. However, faculty may reasonably modify the standard subject to concurrence of the Associate Dean for Academics and Curricular Development or the Dean.

Disposition of Completed Remediation Assessments

Once the results of a remediation assessment have been recorded, if the student passes the assessment it will be returned to the student to keep. If a student does not pass a remediation assessment, the original copy of that student's remediation assessment must be submitted to the Associate Dean for Academics and Curricular Development within 48 hours of completion of the remediation assessment. A copy of the failed remediation assessment will be made and returned to the student. The original copy will be retained in the student's record.

Unsatisfactory Progress or Failure to Pass Remediation

If a student fails more than four 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 their 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 the College 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, the College 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 the College is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The College 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 the College 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 the College of Pharmacy'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 the College 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 the College 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 Dean to voluntarily withdraw from the College.
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 the College'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 the College.

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 the College 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 the College is treated as an unexcused absence and the student is required to remediate the Block.

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. In addition, the respective college or program 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 the University of Appalachia College of Pharmacy 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 the College 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 the College 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 the College 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 College officials with legitimate educational interests. A College official is a person employed by the University of Appalachia College of Pharmacy 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, the College 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 the University of Appalachia College of Pharmacy 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)

The University of Appalachia College of Pharmacy maintains the following types of educational student records.

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 the College, 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 University of Appalachia 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, the University will provide an edited copy of the document. The University 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. A student may insert into her/his files a personal written explanation concerning any content the student believes is inaccurate, misleading, or inappropriate. **(Can they do this before the hearing, or only after a hearing?)**

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. Transcripts of the student's academic work at the College will be retained permanently via electronic record keeping. The College 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 the College in the event that the College 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.

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.

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 an 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:

All students will have an early exposure to volunteerism through the PICS program. Students will be required to provide 150 hours of community service through the PICS program to meet their requirements for graduation. 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. The College is 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 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.

Career Counseling and Student Placement Services:

Placement services are offered through the office of the Associate Dean of Students and Experiential Programs. The College 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. During the fall and spring, the College holds a Job and Residency Recruitment Fair to assist soon-to-be pharmacists with their career planning by bringing prospective employers to the College. The Associate Dean of Students and Experiential Programs will assist students with preparing résumés, organizing curriculum vitae, and training for potential interviews.

Record of Students' Complaints

UACP has an obligation to respond to any written complaints by students that are related to the standards, policies, and procedures of ACPE. The website for ACPE is <http://www.acpe-accredit.org>. Hence, UACP has established a student complaint procedure that affords the complainants with fundamental procedural due process. In accordance with ACPE and good academic conduct, UACP has developed the following policies and procedures. The student may submit a written complaint to any of the following College administrators: the Dean, the 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 they may anonymously place the complaint in a secure box located in the student lounge. It is the responsibility of the class officers to check this box on a periodic basis and distribute the written complaint to the appropriate administrator. The Associate Dean of Students and Experiential Programs will formally investigate a student's written complaint. 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 Chairman of the Board of Trustees will assume responsibility for leading the investigation. The Associate Dean of Students and Experiential Programs will share the results of this investigation with the other deans. The Dean will review this report and determine if the complaint requires a formal intervention. All written complaints will be kept in a confidential, secured file in the Dean's office.

Standards of Professional Conduct

Surveys of the general public consistently rank pharmacy at the top of lists of the most trusted profession. For ourselves and for the profession of pharmacy, the College of Pharmacy 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 the College, 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 appropriate administrative officer. Matters concerning academic integrity should be referred to the Assistant Dean for Academic Affairs, professional behavior on campus to the Assistant Dean for Admissions and Student Affairs, and matters concerning professional behavior on experiential rotations to the Assistant Dean for Clinical Programs.

The administrative officer 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 administrative officer may resolve the matter, or may refer the violation to the Student Professionalism Board. In the latter case, the administrative officer 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 Student Professionalism Board. A copy of the charges and the request will be sent via certified mail to the student. The Chair of the Student Professionalism 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.

Student Professionalism Board

The Student Professionalism Board meets to consider violations of the Standards of Professional Conduct when requested by an administrative officer of the College.

The Student Professionalism Board is made up of three elected faculty members and three elected student members. The Dean shall appoint the chair from among the faculty members serving on the committee. 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 College Administration on the Board.

Procedure for Hearings Regarding Violations of the Standards of Professional Conduct

1. The Chair of the Student Professionalism 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 Student Professionalism 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 Student Professionalism 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 Student Professionalism 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 to make statements on behalf of the student.
4. The specific charges will be read to the student by the Chair of the Student Professionalism Board at the beginning of the hearing.
5. The student may testify and present evidence and witnesses on his/her behalf. The student is subject to questioning by members of the Student Professionalism Board, as are all witnesses.
6. Witnesses named in the written charges may also be brought before the Student Professionalism Board and may be questioned by the student.
7. The Student Professionalism 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 Student Professionalism Board shall determine, based on the evidence presented, whether it is more likely than not that the charges made are true.
9. If the Student Professionalism 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 Student Professionalism Board shall forward a written report of its findings and recommendations to the Associate Deans, the Dean, and to 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.

General Guidelines

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.
- Clothes shall be clean and maintained, to promote safe and sanitary conditions.
- Clothes must conceal all undergarments at all times.
- Skirts and dresses must be no shorter than knee-length. No "skorts" are allowed.
- 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 College premises:

- Caps or hats worn indoors; pajamas or sleep wear; revealing blouses, shirts, skirts, or dresses; see-through fabrics that expose the body.
- Visible tattoos, exposed body piercing (including tongue hardware), bare midriffs, tube tops, muscle shirts, or halter-tops.
- 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 materially interfere with school work, create disorder or disrupt the educational environment of the classroom.

Clinic Attire:

Clinic attire should always be of a business nature and must include a white clinic coat.

- College-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 choose a color of their preference.
- The cost of scrubs is the responsibility of the faculty, staff 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, to include athletic shoes.
- Scrubs may only bear the College logo and the name, degree, and rank of the user.
- The print or embroidery must be in black, blue, or green.

Name Tags:

For security and safety purposes, faculty, staff, and students are required to wear the College-issued photo identification card at all times.

Compliance:

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

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

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 the College.

- The College prohibits the carrying of firearms or concealed weapons on its property or premises.
- The College 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 the University of Appalachia College of Pharmacy shall be nonsmoking.
- The College 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 the College 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. The College of Pharmacy prohibits the unlawful or unauthorized use, possession, storage, manufacture, distribution, or sale of alcoholic beverages and any illicit drugs, or drug paraphernalia in College of Pharmacy facilities, in College of Pharmacy vehicles, or any College of Pharmacy sponsored events held on or off campus, which are sponsored by students, faculty and/or staff and their respective organizations.

2. The College of Pharmacy recognizes that alcoholism/illicit drug use is a disease and that there are treatment programs available to help individuals experiencing problems. When appropriate, College of Pharmacy personnel will refer students, faculty, and staff to agencies outside of the College of Pharmacy for treatment/rehabilitation for addiction to alcohol or other drugs.

3. The following statements further clarify the College of Pharmacy policy on the use or possession of alcoholic beverages by students, faculty, and/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, and/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 of the College of Pharmacy, parties within College of Pharmacy facilities at which alcoholic beverages are consumed are prohibited.
- c. Sale of alcoholic beverages by students, faculty, and/or staff and their respective organizations is strictly 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, and/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, and/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 College of Pharmacy 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 College of Pharmacy events or programs, on or off campus, without the prior knowledge and consent of appropriate College of Pharmacy 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 College of Pharmacy publications is prohibited.
- i. Unless otherwise authorized by the Dean of the College of Pharmacy, the use of alcoholic beverages during all public events held on College of Pharmacy facilities is strictly forbidden (including concerts, theatrical performances, athletic events, and workshops.). For assistance when planning off-campus events (any off-campus event, or just one that will include alcohol? I'd guess the latter), 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 College of Pharmacy disciplinary action as well as civil/criminal penalties as determined by College of Pharmacy, state, or federal enforcement officials.

a. Students who are found in violation of the College of Pharmacy 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 the College of Pharmacy for a specified period of time;
- (v) Indefinite suspension: specific actions must be taken prior to consideration for re-entry. (Is this the same as expulsion? If not, does expulsion need to be on this list?)

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 the College of Pharmacy;
- (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. College of Pharmacy Groups and Student Organizations

- (i) Student organizations found in violation of city, state, or federal laws, or College of Pharmacy regulations involving the use or possession of alcohol and other drugs are also subject to disciplinary action by both civil and College of Pharmacy 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 the College of Pharmacy as part of the disciplinary action.
- (ii) Violations by College of Pharmacy groups and recognized student organizations will be reviewed by the Associate Dean of Students and Experiential Programs and adjudicated in compliance with current procedures before the Student Professionalism 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 the College 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 his 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 Student Professionalism 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

The College 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 the College, 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 he/she has not been evaluated fairly 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 Assessment Appeals Committee. The Student Assessment Appeals Committee is convened on an as-needed basis, and is composed 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 two students appointed by the Dean from a list of at

least four recommended by the president of the highest ranking 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 Assessment 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 Chairman of the Board of Trustees. The decision of the Chairman 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.

University of Appalachia Sexual Harassment Policy

Policy and Scope

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

Purpose

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

Procedure

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, the College 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

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 the College 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 the College 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 the College of Pharmacy, 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 Student Professionalism Board will meet to investigate and make recommendations regarding the complaint. The Student Professionalism Board will

follow the procedures for hearings regarding violations of the standards of professional conduct as prescribed in the Student 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 the College.
- 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. The College 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.

University of Appalachia Position on Consensual Relationships

Consensual relationships that are of concern to the College are those romantic or sexual relationships in which both parties appear to have consented, but where there is a definite power differential within the College 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 the College) 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.

- d) 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, the College 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 College 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 the College. 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 University of Appalachia College of Pharmacy. 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 the College 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. The College 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 the College's mission, policies, and procedures.

Computer workstations and laptops are provided by the University of Appalachia College of Pharmacy (hereafter referred to as "the College") 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 the College, 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 the College for costs incurred.

Faculty and students should also ensure that no personal correspondence appears to be an official communication from the College. Personalized College stationery and business cards may only be used for communications on behalf of the College. Faculty and students may not use the College 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 the College.

Use of the communication and network facilities at the College 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 userid or password at any time.
- Take all reasonable precautions to safeguard your password. You are responsible for all activities on your userid 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 College 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 College 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 College 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 College data.
- Making or using illegal copies of copyrighted materials or software, storing such copies on College systems, or transmitting them over the College 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 userid 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 the College's systems or networks for commercial purposes. Examples include selling access to your userid or to College systems or networks, or performing work for profit with College resources in a manner not authorized by the College.
- 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

The College 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. The College 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. The College 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, the College 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 approval by the President.

Network User Storage and Backups

The College 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. The College reserves the right to discontinue providing this privilege for any reason, including disciplinary action or resource allocation.

The College maintains a backup schedule of most user areas. However, individuals are responsible for backing up their own data. The College 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. The College assumes no liability for data and loss of data in any and all areas.

Enforcement

It is the policy of the College that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations, and the highest standards of ethics. The College 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 the College'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 College 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 the College, 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 the College, 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.

Section

7

Course Descriptions

Required Professional Pharmacy Year 1 (P1) Curriculum

Block 1.1 Introduction to Pharmacy

- A study of 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 discussed.

Block 1.2 Biochemistry: Cell Function, Cell Reproduction, and Protein Synthesis

- Studies the basic concepts of mammalian biochemistry including the biosynthesis of proteins, nucleic acid structure and function in gene expression at the cellular level in both non-pathological and pathological states.

Block 1.3 Biochemistry: Carbohydrates, Lipids, and Amino Acids

- Studies 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.

Block 1.4 Biochemistry: Fundamental of Metabolism and Pharmacodynamics

- Studies of the composition and structure of proteins, classification of enzymes and coenzymes, enzyme kinetics and regulation, drug biotransformation, drug receptor properties, structural features of drugs, functional group properties and receptor interactions, fundamentals of pattern recognition that relate chemical structure to pharmacological action, drug dose response curves, membrane structure and transport, and mechanisms of signal transduction.

Block 1.5 Pharmacology: Central Nervous System

- 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 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

- A study of basic hematology and immunology and the fundamental principles related to clinical immunology.

Block 1.10 Principles of Clinical Toxicology

- A study of 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

- This course, held once every two weeks throughout the P1 year, 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.

Block 1.16 Communications and Interpersonal Skills Seminar

- This course, held once every two weeks throughout the P1 year, emphasizes the vital role of communication in contemporary pharmacy practice. Students are evaluated in both oral and written formats.
- Course content includes study of professional interpersonal communication, verbal and nonverbal communication strategies, effective interviewing techniques, and patient counseling with an emphasis on nonprescription (OTC) medications.

Block 1.17 Top 200 Legend Drugs and Nonprescription Medications

- This course, held once every two weeks throughout the P1 year, emphasizes the basic clinical pharmacology and therapeutic use of the top 200 prescriptions medications and nonprescription medications.
- Course content includes absorption, distribution, metabolism, and elimination of the top 200 medications, and the prescribing information for these medications.
- In depth study and review of the [Handbook of Nonprescription Drugs](#).

Block 1.18 P1 Annual Review and Cumulative Competency Examination

- This compulsory examination will be 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 are allowed to enter their CPPE clerkships.
- Cumulative, terminal behavioral objective based examination of all 17 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 the 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to common disease 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate to major disease of the endocrine system.

Block 2.10 Diseases of the Immune System, Skin and Soft Tissues

- An integrated study of anatomy, pathophysiology, physical assessment, pharmacology, therapeutics, clinical pharmacokinetics, patient care, alternative/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues, medication use in special populations, and review of pertinent drug literature as they relate 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/ complementary therapies, pharmacoeconomic issues,

medication use in special populations, and review of pertinent drug literature as they relate to special clinical conditions in geriatrics.

Block 2.18 Annual Review and Cumulative Competency Examination

- This compulsory examination will be administered on the last day of class of the P1 year. Successful completion of this examination and a score of 75% or greater is required before students are allowed to enter their CPPE clerkships.
- Cumulative, terminal behavioral objective based examination of all 17 required Blocks.

Elective Didactic Courses Year 3 (P3) Curriculum

Studies in Business and Medical-Legal Case Law

- Provides experiential opportunities for the observation and discussion of actual legal proceedings that involve relevant issues including professional negligence claims, 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 to handle 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 folklore or popular fads.