Fall 2026 – Summer 2027

Interprofessional Doctorate in Public Health Leadership

PROGRAM HANDBOOK AND COURSE CATALOG

Appalachian College of Pharmacy
1060 Dragon Road
Oakwood, Virginia 24631
(276) 498-4190

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Welcome from the DRPH PROGRAM PROVOST AND DEAN

Dear Doctor of Public Health Student:

Located in the heart of the central Appalachian Mountains, the Appalachian College of Pharmacy's newest degree offering is the Interprofessional Doctorate in Public Health Leadership. The Appalachian College of Pharmacy was created to serve regional needs and to provide a beacon for progressive education that will shine nationally for its academic excellence and innovations in rural health care. Through education, service, outreach, research endeavors, and an abiding determination the College faculty and students have begun to make a difference in the lives of those who suffer from prevalent health disparities such as drug and tobacco addiction, asthma, obesity, and diabetes.

Our academic programs instill the knowledge and skills that students of public health need to excel as health care professionals and to overcome barriers that hinder health care in global and rural communities. The program allows students to gain exposure to a variety of practice models, settings, and in-depth experiences to enhance and expand their knowledge, practice skills, judgment, and sense of responsibility necessary to support independent and interprofessional practice.

Thank you for joining our Appalachian College of Pharmacy family. Please feel free to contact us if you have questions regarding our public health program or college campus. We look forward to working with you to advance your education and training.

Sincerely,

Richard Nicholas, Acting DrPH Dean

Susan L. Mayhew, Provost/Dean Appalachian College of Pharmacy





ACADEMIC CALENDAR 2025-2026

Summer Term 2026

May 4, 2026	First day of classes: Summer Term-A
May 25, 2026	Memorial Day
June 26, 2026	End of Summer Term-A Courses
June 29, 2026	Start of Summer Term-B Courses
August 28, 2026	End of Summer Term-B Courses

Fall Term 2026

September 7, 2026	Labor Day
September 8, 2026	First day of classes: Fall Term-A
September 8, 2026	Orientation for New Students
October 23, 2026	End of Fall Term-A Courses
October 26, 2026	Start of Fall Term-B Courses
December 16, 2026	End of Fall Term-B Courses

Spring Term 2027

January 4, 2027	First day of classes: Spring Term-A
February 15, 2027	President's Day
February 26, 2027	End of Spring Term-A Courses
March 1, 2027	Start of Spring Term B Courses
April 23, 2027	End of Spring Term-B Courses

Summer Term 2027

May 3, 2027	First day of classes: Summer Term-A
May 31, 2027	Memorial Day
June 25, 2027	End of Summer Term-A Courses
June 28, 2027	Start of Summer Term-B Courses
August 27, 2027	End of Summer Term-B Courses

FUNCTION OF POLICIES

A. Terms, Comprehensive Rules, Policy Functions, and the Adoption of Temporary Rules

Note: The name “Appalachian College of Pharmacy” shall also include the acronym “ACP” and the two terms are interchangeable. All pronouns used herein, such as “him,” “his,” “himself,” or “he,” shall be considered as non-gender references and include both male and female in their meanings. When the term “Dean” or “dean” standing alone is used herein, it is assumed to mean ACP’s academic dean, also known as ACP’s chief academic officer, unless otherwise indicated or nonsensical to be interpreted in that fashion. When the phrase “ACP community” is used, that term normally includes trustees, administration, faculty, preceptors, staff, and students, and any other persons on campus or at ACP-sponsored events such as, but not limited to, vendors, guests, and representatives from other schools and communities unless such interpretation regarding a specific policy is clearly inapplicable or nonsensical. In such a case, the term shall include only ACP trustees, administration, faculty, preceptors, staff, and students.

The function of these policies is to provide comprehensive rules governing students at ACP. To the extent the rules fail to provide adequate guidance for administering a particular aspect of the program, the Dean may adopt temporary rules which shall have full force and effect until permanent standards are adopted. Newly adopted standards will be incorporated in the Student Handbook and Course Catalog as an interim revision and will be posted to and available on the ACP intranet. For example, (but not limited to), if any student disciplinary rule or procedure is not clear due to ambiguity, vagueness, or inconsistency, the Dean may clarify the subject rule or procedure to correct the ambiguity, vagueness, or inconsistency, and such change shall have immediate and retroactive effect upon being posted on the ACP intranet until such time as it is rejected or adopted with or without modifications by the ACP Faculty or Board of Trustees. Such changes by the Dean shall be brought to the ACP Faculty or Board of Trustees for consideration as permanent amendments at its next regularly scheduled meeting or at any special called meeting. This corrective feature is necessary to meet deadlines in the disciplinary system when having the ACP Faculty or Board of Trustees timely act upon proposed changes is not practical in the written view of the Dean. No such changes shall remove any current substantive rights of the student that are clear in their meaning and interpretation. Rather, such changes are to be applicable only to processes and procedures that have been discovered or challenged for vagueness or ambiguities and subsequently changed at the Dean’s discretion in order to remedy a potential unjust outcome to the student or ACP.

1. Notice of These Policies Are Assumed and Constructive

The policies and procedures set forth herein and posted to the ACP website or intranet are constructive notice of same to all affected ACP students and employees from the date of posting until further revised.

ENROLLMENT

Enrollment at ACP is a privilege. ACP reserves the right to dismiss a student at any time it is deemed necessary to safeguard standards of scholarship, conduct, and orderly operation of the institution subject only to the policies and procedures applicable herein and relevant law.

AVAILABILITY

ACP will make reasonable efforts to provide access to these standards to interested people via its intranet or website. If the intranet or website is down or inaccessible, interested persons should call or e-mail ACP's Information Technology (IT) department for information.

TUITION AND FEES (SUBJECT TO CHANGE)

Tuition and fees are approved each year by ACP's Board of Trustees and may change annually without individual notice to students and applicants.

HOW TO USE THIS HANDBOOK

The DrPH Handbook and Course Catalog is provided for informational purposes only. It should not be understood as a contract between a student and the Appalachian College of Pharmacy. The College* reserves the right to remove or modify any policy or provision stated, without notice to individual students. Notification of any changes will be made through the Program's website (drph.acp.edu). It is the student's responsibility to keep current by regularly consulting the website and staying in touch with their Academic Advisor.

This DrPH Program Handbook contains curricular and matriculation-specific information for the DrPH degree program. The College Policies and Information section of the handbook contains policies and information for all students enrolled in an Appalachian College of Pharmacy program of study.

The purpose of this handbook is to provide guidance as you work your way through this rewarding doctoral degree program. It will help you understand and apply the policies, procedures, and guidelines to make your journey as seamless as possible.

You also have access to the ACP Student Intranet which houses a vast array of learning and communication resources for your journey. While some of these resources are directed to PharmD students, many are specific to DrPH students, and several apply to both. These include your Canvas course access, student Gmail, your calendar, library & databases, and career planning. As important and helpful as these resources are, they do not substitute for regular contact with your academic advisor. So, keep in touch.

* "College" and "ACP" refer to the *Appalachian College of Pharmacy* throughout this handbook.

VISION, MISSION, AND CORE VALUES OF THE APPALACHIAN COLLEGE OF PHARMACY

1. Vision Statement

The Appalachian College of Pharmacy through quality and innovative education, service and scholarship, will improve the general health and well-being of the residents of rural or underserved populations, particularly vulnerable populations within Central Appalachia. ACP will educate health professionals to embrace knowledge and technology to optimize patient care and health outcomes in an interdisciplinary healthcare environment and will collaborate with stakeholders to develop centers of excellence to address identified needs in rural health.

2. Mission Statement

The Appalachian College of Pharmacy, a college of higher education provides academic, scientific, and professional education to address the health-related needs of rural and underserved communities, particularly those in Appalachia, through education, service, and scholarship. The philosophy of the College is to cultivate a learning community committed to education, community outreach, and professional development.

3. Core Values

ACP is committed to the following core values:

a. Excellence

To meet and exceed, through continuous quality improvement, the highest standards of academic excellence and professionalism in service.

b. Professionalism

To create a climate that encourages personal development of ethical behavior, responsibility, dependability, and commitment among students, faculty, staff, and administration.

c. Social Responsibility

To develop a commitment to social responsibility; to contribute to the health and well-being of patients, the community, and society in medically underserved regions; and to shape public policy and health promotion at all levels.

d. Collaboration

To work with other educational institutions, the healthcare community, and other specialties and organizations to foster collaboration among students, faculty, staff, and the community.

e. Lifelong Learning

To provide meaningful and innovative experiences that encourage and develop a lifelong commitment to learning and the professional development of students, faculty, staff, preceptors, alumni, and other health professionals.

Revised August 2023

HISTORY OF THE APPALACHIAN COLLEGE OF PHARMACY

ACP was founded in August 2003 as the University of Appalachia by Frank Kilgore, assistant county attorney for Buchanan County, Virginia. The Buchanan County Board of Supervisors and Buchanan County Industrial Development Authority requested that Mr. Kilgore establish a higher education institution as an economic, educational, and healthcare development project. ACP is strategically positioned in Buchanan County, Virginia, which shares borders with Kentucky and West Virginia in the center of the Appalachian coalfields. The Appalachian region faces significant economic and educational barriers, as well as healthcare challenges. A previous report to the Virginia Legislature documented that residents of Southwest Virginia have difficulty obtaining and paying for healthcare, including dental and pharmaceutical care. By bringing higher education and advances in healthcare to the region, ACP is well-positioned to be a catalyst for positive changes in economic development, education, and healthcare.

ACP became certified to operate its three-year Doctor of Pharmacy program in Virginia under the name University of Appalachia on June 20, 2005, by the State Council for Higher Education of Virginia (SCHEV). ACP was awarded pre-candidate accreditation status with the Accreditation Council for Pharmacy Education (ACPE) in June 2005 and was awarded candidate accreditation status by ACPE in June 2007, permitting ACP's graduates to sit for the national pharmacy licensure examinations. The University of Appalachia was renamed the Appalachian College of Pharmacy in February 2009. In January 2010, ACP was awarded accreditation status by ACPE and was subsequently awarded accreditation status by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) with an effective date of January 1, 2011.

ACP matriculated its first class in August 2005 and graduated its first class in the spring of 2008. The first two years of the Doctor of Pharmacy program are offered predominantly on campus in Buchanan County, Virginia, and the third year of the program is offered at experiential sites throughout the region, the United States of America, and foreign locations. In addition to the rigorous course work in the accelerated pharmacy curriculum, community service has been and remains a focus for ACP. All students have an early and ongoing exposure to volunteerism through the Pharmacists in Community Service (PICS) program, whereby each student must complete 100 hours of community service in order to fulfill graduation requirements. Since 2005, ACP has laid the groundwork for growth and quality by continuing to develop new programs, expand outreach and scholarship, and obtain grants that are mission-focused.

On March 17, 2021, Appalachian College of Pharmacy signed an agreement with the Harvey W. Peters Research Foundation of Roanoke, the single member of Edward Via College of Osteopathic Medicine of Blacksburg, Virginia, which makes ACP a sister institution with VCOM in a new educational consortium.

In December 2022, ACP signed a memorandum of understanding with the Southwest Virginia Higher Education Center creating a partnership to allow ACP to offer classes at the Southwest Virginia Higher Ed Center. ACP students who complete their first year of pharmacy school are given the opportunity to apply for class at the Southwest Virginia Higher Ed Center. In the fall 2023 term, a small cohort of students began taking classes at the Southwest Virginia Higher Ed Center located at 1 Partnership Cir, Abingdon, VA.

In the 2024 fall term ACP added the Interprofessional Doctorate in Public Health Leadership (DrPH) program online and an online Certified Pharmacy Technician (CPhT) certificate program. In 2025, ACP signed an agreement with the Roanoke Higher Ed Center located at 108 N. Jefferson Street, Roanoke, VA and a small cohort of students began taking classes at the Roanoke Higher Ed Center.

CERTIFICATION AND ACCREDITATION

1. Southern Association of Colleges and Schools Commission on Colleges:

Appalachian College of Pharmacy is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award doctorate degrees.

Questions about the accreditation of Appalachian College of Pharmacy may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

2. Accreditation Council for Pharmacy Education:

The Appalachian College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE).

If any student elects to submit a complaint to ACPE regarding an unresolved complaint involving an accreditation standard, he or she may do so according to the ACPE procedure found at https://www.acpe-accredit.org/complaints/ or by mail at the following address:

Accreditation Council for Pharmacy Education
190 S. LaSalle Street
Suite 2850
Chicago, Illinois 60602-5109

Accreditation and certification documents are available for review on the website of the accrediting body, or upon written request to the Registrar.

3. Council on Education for Public Health (CEPH):

Although the Program was purposefully designed to be consistent with many of the guidelines established for public health programs by the Council on Education for Public Health (CEPH), the Program is not currently accredited by that body. CEPH requires DrPH programs to comprise a minimum of 36 didactic semester hours of *post-master's* coursework in addition to an integrated learning component and applied practice experience (APE). Further, DrPH coursework and other learning experiences must be structured around a specific set of measurable competencies by which all students are assessed. To maintain consistency with other DrPH programs of study, ACP's Program meets these requirements and is collecting comparison data on outcome measures of its graduates with CEPH standards.

FACILITIES

ACP operates an eight-acre campus consisting of three buildings located in Oakwood, Virginia. In the fall of 2005, ACP acquired a historical high school building (Garden Hall) and the campus in Oakwood, Virginia. Renovation began on the circa 1940 building in January of 2006, and it was opened in August of 2006. Garden Hall has been fully renovated with new furnishings and fixtures and houses most of ACP's operational offices. This two-story building provides approximately 25,000 square feet and contains a gymnasium, library, pharmaceutics laboratory, faculty research laboratory, board room, faculty, and student lounges, the Business Office, the Office of Student Affairs, the Financial Aid Office, and other faculty and staff offices.



McGlothlin Hall



Garden Hall



Mountain Care Center

In June of 2009, ACP opened a newly constructed academic building, "McGlothlin Hall." The new facility provides approximately 30,000 square feet and is the center of ACP's educational activities. McGlothlin Hall contains two large lecture halls, multiple purpose classrooms, faculty research facilities, conference room, the Academic Affairs Office, Office of the Dean, and faculty and staff offices. Architecturally, McGlothlin Hall was designed and constructed to complement Garden Hall and is named in honor and memory of Woodrow and Sally McGlothlin who supported education and Buchanan County throughout their adult lives.

In January of 2010, ACP acquired a building and property adjacent to the campus. The Dragon's Den Café is located in the newly renovated building.

In July of 2011, ACP furthered its mission to address the health-related needs of the community by establishing the Mountain Care Center, located just a few miles from campus. ACP leases this facility from Buchanan General Hospital for a token, in-kind amount. The Center is approximately 1,430 square feet and includes an area dedicated to pharmacy services and an area for wellness and preventative healthcare. Community outreach and services provided at the Center include medication assistance, medication therapy management, smoking cessation programs, diet and nutrition counseling, and various health screenings. The Center may also serve as an avenue to conduct translational research.
In September 2013, ACP purchased another property in Oakwood, which provides overnight accommodations for visiting faculty. The facility provides additional storage space and room for program expansion and future development.

In December 2022, ACP signed a memorandum of understanding with the Southwest Virginia Higher Education Center creating a partnership to allow ACP to offer classes at the Southwest Virginia Higher Ed Center. ACP students who complete their first year of pharmacy school are given the opportunity to apply for class at the Southwest Virginia Higher Ed Center. Beginning with the fall 2023 term, a small cohort of students began taking classes at the Southwest Virginia Higher Ed Center located at 1 Partnership Cir, Abingdon, VA. In 2025, ACP signed an agreement with the Roanoke Higher Ed Center located at 108 N. Jefferson Street, Roanoke, VA and a small cohort of students will begin taking classes during the 2025 summer term.

BOARD OF TRUSTEES

The Appalachian College of Pharmacy is a Virginia-registered non-stock corporation. All corporate powers shall be exercised by or under the authority of, and the business and affairs of this College shall be controlled by, its Board. The Board may delegate the management of the day-to-day operation of the College to the President provided that the business and affairs of the College shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. The Board will make policies, rules, and regulations for the operation of the college. Additional powers, duties, and responsibilities of the governing Board of Trustees are contained in the Corporate By-Laws of the Appalachian College of Pharmacy and in the Faculty Handbook, which are on file in the Office of the Director of Academic Records Admissions and Financial Aid and are available on request in the Dean's office.

Please see our website, www.acp.edu, for a complete updated listing of the members of the Appalachian College of Pharmacy Board of Trustees.

Trustees Appointed by the Harvey W. Peters Foundation:

Lucius Ellsworth, Ph.D., Chairman Term Expires: April 2028 Wise, Virginia	Ida Harris, PharmD Term Expires: August 2028 Bluefield, Virginia
John G. Rocovich, Jr., JD, LLM Term Expires: March 2027 Roanoke, Virginia	Susie Mullins, PhD Term Expires: March 2027 Grundy, Virginia
Sue E. Cantrell, M.D. Term Expires: March 2029 Big Stone Gap, Virginia	Dixie Tooke-Rawlins, DO, FACOFP Term Expires: March 2027 Blacksburg, Virginia
Scott Cole, PharmD, Vice Chairman Term Expires: April 2028 Tazewell, Virginia	Jim Viers, Ph.D. Term Expires: October 2026 Blacksburg, Virginia
Sherri Ratliff, EdD., Secretary Term Expires: April 2028 Abingdon, Virginia	Derek Webb, PharmD Term Expires: August 2029 Abingdon, Virginia

Trustees Appointed by the Buchanan County Board of Supervisors:

David Compton, BPharm Term Expires: October 2028 Grundy, Virginia	Frannie Minton, R.N., B.S. Term Expires: October 2028 Grundy, Virginia
Tim Hess Term Expires: March 2027 Council, Virginia	Ginger Robertson Term Expires: December 2028 Grundy, Virginia
Craig Horn, B.A. Term Expires: September 2026 Pilgrim's Knob, Virginia	Rebecca Thornbury, J.D., BPharm.4.2.b-B Term Expires: September 2026 Grundy, Virginia
Scott Justus, PharmD Term Expires: March 2029 Rosedale, Virginia	Eural Viers, PharmD Term Expires: September 2026 Vansant, Virginia
Derek Keen, B.A., LNHA Term Expires: March 2029 Oakwood, Virginia	

APPALACHIAN COLLEGE OF PHARMACY ADMINISTRATION

Michael G. McGlothlin, J.D. President

J.D., Marshall Wythe School of Law of the College of William and Mary

The President is the general manager and chief executive officer of the college subject, however, to the control of the Board. The President performs all duties incident to the office of President and such other duties as from time to time may be assigned by the Board.

Susan L. Mayhew, PharmD Provost and Dean

PharmD, University of Tennessee

The Provost and Dean is the chief academic officer of the College and has the power to make independent decisions within the framework of general operating policies established by the College. The Provost and Dean directs the strategic planning process for the College in collaboration with the President and the Provost and Dean ensures that the mission of the college is achieved.

Richard S. Nicholas, PharmD, ND Dean, Department of Public Health

PharmD, Idaho State University; ND, Bastyr University

The Dean of the Department of Public Health is the chief academic officer for the Department of Public Health. The Dean of the Department of Public Health is responsible for development and leadership of the Public Health program.

Wade McGeorge, J.D. Associate Dean of Student and Alumni Affairs

J.D., Appalachian School of Law

The Assistant Dean for Student and Alumni Affairs is the chief student affairs officer for the College and provides leadership to the Student Affairs Office. The Assistant Dean for Student and Alumni Affairs ensures compliance with accreditation standards related to student affairs.

Marcy Hernick, Ph.D. Associate Dean of Academic Affairs and Assessment

Ph.D. Purdue University; BS Pharm, Albany College of Pharmacy

The Assistant Dean of Academic Affairs and Assessment provides leadership for and manages all aspects for the curriculum of the college. The Assistant Dean of Academic Affairs and Assessment provides leadership for academic and institutional assessment activities.

J. Andrew "Andy" Bowman, PharmD, RPh Assistant Dean for Strategic Partnerships & Engagement

PharmD, Campbell University

The Assistant Dean for Strategic Partnerships & Engagement seeks out academic, service and research partnerships which enhance the profile and programs of the College, as well as philanthropic opportunities for the College.

Elshamly A. Abdelfattah, PharmD Assistant Dean of Health Innovations and Collaborative Practice

PharmD, University of Tennessee

The Assistant Dean of Health Innovations and Collaborative Practice is responsible for developing health innovations and facilitating new programs with health care facilities.

Kristen Nicar, PharmD, MBA, BCPS Department Chair of Pharmacy Practice

PharmD, Medical College of Virginia

The Department Chair of Pharmacy Practice has overall management responsibility for the faculty and programs of education, research and service based in the department of pharmacy practice. The Department Chair of Pharmacy Practice supervises, assigns and evaluates all faculty and staff based in the department.

C. Randall Mullins, PharmD Department Chair of Pharmaceutical Sciences

PharmD, University of Kentucky

The Department Chair of Pharmaceutical Sciences has overall management responsibility for the faculty and programs of education, research and service based in the department of pharmaceutical sciences. The Department Chair of Pharmaceutical Sciences supervises, assigns and evaluates all faculty and staff based in the department.

Holli R. Harman, B.S. Chief Financial Officer

B.S., Concord College

The Chief Financial Officer ("CFO") has overall management responsibility for the college's budget and financial needs. The CFO manages the daily financial activities of the college, which includes budget preparation and control, accounting, purchasing, and business planning and management.

Karen S. Brown, Ed.S. Director of Academic Records ("Registrar"), Director of Financial Aid, Title IX Adjudicator and Section 504 Coordinator

Ed.S., University of Virginia

The Director of Academic Records ("Registrar") maintains and ensures the integrity and confidentiality of highly sensitive academic records, oversees academic registration, and completes state and federal reports. The Director of Financial Aid ensures the college's compliance with state and federal regulations governing financial aid. The Title IX Adjudicator presides over Title IX hearings. The Section 504 Coordinator hears accommodation complaints.

Edgar F. Talbott, III, PharmD Director of Safety and Information Technology

Appalachian College of Pharmacy

The Director of Information Technology is responsible for the College's information management systems, local area computer network, telephone systems, voice, video, and data telecommunication systems, internet and intranet systems and information systems support. The Director of Safety has overall management of campus safety.

Angela Mutter, EdD Director of Student Success and Library Learning Center

EdD, Liberty University

The Director of Student Success and Library Learning Center is responsible for identifying and working with academically "at risk" students with the goal of improving student success and student learning. The Director of Student Success and Library Learning Center provides career counseling services. The Library Learning Center Director has overall management responsibility for the college's library and manages the library programs, services, and resources, including developing plans for the allocation of resources and staff.

R. Jason McGlothlin, M.B.A. Director of Admissions, Director of Student Services and Alumni Affairs, Visa and Immigration Administrator

M.B.A., King University

The Director of Admissions oversees the admissions process. The Director of Student Services and Alumni Affairs is responsible for overseeing student recruitment activities, coordinating student events, developing student recruitment material, and developing and coordinating an active alumni program. The Visa and Immigration Administrator ensures compliance with student visa and immigration.

Amy Cochran, PharmD Director of Experiential Education (IPPE, APPE, APE)

PharmD, Bernard J. Dunn School of Pharmacy

The Director of Experiential Education (APPE, IPPE, APE) assists the Department Chair in developing, managing and assessing programs within the experiential curriculum and in developing, nurturing and maintaining a full complement of experiential sites and preceptors to support the educational program.

Hillary Deskins, **PharmD** Director of Pharmacists in Community Service (PICS)
PharmD, Appalachian College of Pharmacy

The Director of Pharmacists in Community Service (PICS) identifies, expands, and improves programs and initiatives to support the community service mission of the College. The PICS Director provides education, research and scholarly activities relevant to community service and outreach programs.

Kristen Bailey Preston, **PharmD** Director of Interprofessional Education
PharmD, University of Kentucky

The Director of Inter-Professional Education oversees the college's interprofessional education and facilitates interprofessional education with participating institutions.

Caterina Hernandez, Ph.D. Title IX Coordinator

Ph.D., University of Georgia

The Title IX Coordinator oversees the college's Title IX program, investigates Title IX complaints and ensures compliance with Title IX regulations.

Ted W. Hagen II, Ph.D. Director of Continuing Education (CEA), Director of Research

D. Min., Union Theological Seminary; Ph.D., Education, University of Georgia

The Director of Continuing Education (CEA) oversees the college's continuing education program for alumni. The Director of Research works with faculty and administration to identify and develop infrastructure necessary to implement biomedical and clinical research, ensures compliance with regulatory agencies governing the generation, handling, storage and disposal of hazardous waste, and initiate faculty development programs to promote the acquisition of grant funds.

Jen Hammons, **PharmD**, DrPH, Director of Rural Health Advancement
PharmD, DrPH, Appalachian College of Pharmacy

The Director of Rural Health Advancement oversees initiatives focused on rural health, public health integration, workforce development, and community engagement while helping prepare future pharmacists and public health professionals to address healthcare disparities in underserved communities.

COLLEGE FACULTY

Elshamly A. Abdelfattah, PharmD, Associate Professor of Pharmacy Practice, B.S., Pharmacy, PharmD, University of Tennessee

Jeremy F. Boltz, PharmD, BCPS Assistant Professor of Pharmacy Practice, PharmD, Appalachian College of Pharmacy

J. Andrew "Andy" Bowman, PharmD, Assistant Professor of Pharmacy Practice, PharmD, Campbell University

Md. Mazharul Islam Chowdhury, Ph.D., Post-Doctoral Instructor of Pharmaceutics, Tottori University, Japan

Amy C. Cochran, PharmD, Assistant Professor of Pharmacy Practice, PharmD, Bernard J. Dunn School of Pharmacy

Randolph S. Devereaux, PhD, MSPH**,** Instructor, Appalachian College of Pharmacy, Department Chair of Biomedical Sciences, VCOM, Discipline Chair, Preventive Medicine and Public Health, VCOM

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Mossamat Afroza Begum, Lab Assistant

Karen S. Brown, Director of Academic Records ("Registrar"), Director of Financial Aid, Title IX Adjudicator, Section 504 Coordinator

Gary T. Fletcher, Building and Grounds

Holli R. Harman, Chief Financial Officer

Mackenza Harris, Recruiter

Lisa D. Hess, Administrative Assistant for the Business Office

Nathan Hibbitts, Maintenance

Donna Horn, Administrative Assistant for Student Affairs

Regina G. Horn, Experiential Education

R. Jason McGlothlin, Director of Admissions, Director of Student Services and Alumni Affairs, Visa and Immigration Administrator

Tonuya D. McGlothlin, Assessment Coordinator

Angela Mutter, Director of Student Success and Library Learning Center

Trula Perrigan, Custodian and Maintenance Assistant

M. Leigh Ratliff, Administrative Assistant for the Business Office

Christina Rose, Administrative Assistant for Student Affairs

Joshua Snead, IT Systems & Network Administrator

Gary Sutherland, Maintenance Worker

Sherry Sutherland, Building and Grounds

Wanda Vance, Administrative Assistant

Elizabeth Welch, Administrative Assistant

Donnie Yates, Maintenance Supervisor

WHY AN INTERPROFESSIONAL DOCTORATE IN PUBLIC HEALTH LEADERSHIP?

Most students and graduates of health professions education programs matriculate with the aim of working in settings that focus on treating patients individually and independently. They may reach out to immediate family members to enlist patient support, but broader outreach is typically not feasible or practical. The Doctor of Public Health degree expands the practitioner's frame of reference beyond the individual patient to the larger population, engaging the community itself in actions that facilitate disease prevention, health promotion, and health protection. This degree prepares 21st century leaders for high-level public health and healthcare roles who can work collaboratively to investigate and solve problems facing the public's health. Graduates gain expertise in community capacity-building, organizational direction, population risk assessment, community-based intervention, program evaluation, and coalition building. They learn to identify and leverage public and private resources for programs and policies that create effective and sustained community-based solutions for community problems.

Why public health?

Public health is…

"…the science and art of preventing disease, prolonging life, and promoting health through the organized efforts and informed choices of society, organizations, public and private communities, and individuals…" CEA Winslow. https://www.cdc.gov/training/publichealth101/public-health.html.

"…what we, as a society, do collectively to assure the conditions in which people can be healthy."

The Future of Public Health, *Institute of Medicine. The Future of Public Health - NCBI Bookshelf (nih.gov).*

Over the past century humanity has doubled its life expectancy. This remarkable improvement came about largely from public health actions like sanitation, social progress, vaccination, environmental responsibility, occupational safety, and healthcare reform. However, recent decreases in life expectancy due to Covid-19, worsening social conditions in some areas, increasingly unhealthy lifestyles, and growing health inequities have made the need for public health intervention critical. The integration of primary care and public health practice extends the practitioner's impact to a wider base with a broader scope, in essence, taking the pulse of whole populations and not only individual patients. Leaders are needed to find creative ways to apply public health's emphasis on prevention and community-focused care to vulnerable and at risk groups living in resource-limited areas as well as to people with health resource-rich access.

Interprofessional Experience (IPE) Content

The *interprofessional doctorate in public health leadership* provides students with a variety of didactic content and experiences to foster interdisciplinary collaboration in patient and population care. Through these learning activities students gain an appreciation for the benefits of a team approach and experience in discovering and applying multidisciplinary solutions to population-based problems to improve health outcomes. Listed below are some of the opportunities that interdisciplinary activity is built into the curriculum.

Students in the Interprofessional Doctorate in Public Health Leadership program…

…have a degree in another health profession or are enrolled in studies for it;

…integrate previous professional experiences, seminars, and content into coursework;

…complete course readings and assignments exploring interprofessional solutions;

…interact in courses with faculty and instructors from other disciplines and professions;

…collaborate on course projects with students from other disciplines and professions; and

…complete field work in clinic or community with professionals from multiple disciplines.

Distance Education Delivery

All courses are taught asynchronously online via distance education with instructors assigned to each course in accordance with the College's distance learning policy. Course content is delivered in modules in eight-week terms. Some course assignments, the research project, and the applied practice experience (APE) involve hands-on activities or field work in clinical or community settings. These will be supervised by College faculty and/or community preceptors, as appropriate and stated in course syllabi.

Program courses, student participation, and academic records are maintained on the College's secure web server. Enrolled students access a course through an internet connection on a computer approved for use by the College's Office of Information Technology (to ensure compatibility with the College's learning management system (LMS) and electronic testing platform). All courses are delivered through the Canvas LMS. The College's Office of Information Technology provides the administrative structure and support for distance education.

Program Vision, mission, and core values

The vision, mission, and values of the Interprofessional Doctorate in Public Health Leadership align well with the mission of the Appalachian College of Pharmacy, to "…. provide academic, scientific, and professional education to address the health-related needs of rural and underserved communities, particularly those in Appalachia, through education, service, and scholarship."

Vision of the Interprofessional Doctorate in Public Health Leadership

The vision of the Interprofessional Doctorate in Public Health Leadership is a well-informed and skilled public health workforce able to address public and community health issues from a broad health professions and population perspective.

Mission of the ACP Department of Public Health

The ACP Department of Public Health exists to prepare health professionals with the requisite skills for public health practice and research through competency-focused instruction and practice-based experiences in classroom, clinic, and community venues. Students learn to assess and address the health needs of communities and priority populations in local, regional, and global settings using a variety of public health strategies and resources.

Mission of the Interprofessional Doctorate in Public Health Leadership

The Interprofessional Doctorate in Public Health Leadership prepares professionals to work collaboratively in a variety of practice venues to address health-related needs of underserved communities and vulnerable populations through public health education, leadership, and service. The degree fosters advanced expertise in applied research, program and policy development, evidence-informed intervention, and impact and outcome evaluation.

ADMISSIONS

The Program's Admissions Committee will evaluate all applicants. While the College targets its enrollment efforts towards graduates from doctoral-level health professions programs (e.g., PharmD, DO, MD, DNP), the DrPH Program is not a dual or joint degree option; each health professions degree is awarded separately. Having a Master of Public Health degree is also a natural stepping stone for matriculation into a DrPH program. Due to U.S. Homeland Security regulations, nonimmigrant students (holders of J-1 visas) are not eligible for this fully online program of study. Eligibility requirements for applicants include the following.

- Complete a minimum of 44 credit hours of graduate level coursework (e.g., doctoral degree or master's degree) *An applicant with less than 44 credit hours of graduate level course work may be admitted. A

student must have not less than 90 credit hours of combined (pre-DrPH graduate level coursework and the DrPH program) graduate level coursework to graduate in the DrPH program.

- Current or prior enrollment in an approved and accredited U.S. health professions doctorate program (e.g., DO, DDS, DPT, DNP, MD, PharmD); *or*
- Health professions doctorate (e.g., DO, DDS, DPT, DNP, MD, PharmD) from a regionally or nationally accredited institution earned within the past 25 years; *or*
- Master of Public Health (MPH) degree or equivalent degree from a regionally or nationally accredited institution; *and*
- A letter of intent with a narrative on how they intend to use the degree; and
- Two letters of reference from academic sources

Transfer and Dual Credits

An applicant may be eligible for advanced standing or transfer credit in the Program. Advanced standing or transfer credit depends on the course content and the accreditation status of the awarding institution.

The maximum allowable advanced standing or transfer credit is 12 graduate-level semester credit hours or their equivalent. An applicant must have more than 44 credit hours of graduate level coursework to be eligible to receive either advanced standing or transfer credit.

No more than 6 of these credits will be accepted from courses in which a grade of "C" was earned, and no transfer credit will be considered from courses with grades lower than "C". Only credits earned at regionally accredited U.S. institutions of higher learning within the past 10 years will be considered. Except for electives, credit transfers are considered on a course-for-course basis, meaning only courses with similar content and evaluation may replace a course in the DrPH Program. Approved elective courses do not have to match an existing course but must reflect some aspect of public health. The actual number of credits accepted will be determined by an evaluation of the student's transcripts and course syllabi by appropriate ACP faculty or staff.

For purposes of the DrPH Program, dual credit courses earn advanced standing in the Program. However, they are not separately evaluated for consideration as long as the number of credits and the grade earned in each meets the criteria stated above. Currently, the following courses from ACP's PharmD curriculum and VCOM's DO curriculum will be automatically accepted as advanced standing credits up to the stated maximum. The student must, however, submit the request for this to the Program Assistant Dean on the *Credit Transfer Request Form* in order for the credits to be applied to their transcript.

Dual Credits From ACP PharmD Coursework	
ACP PharmD Course/Credits	**ACP DrPH Course/Credits**
PHA 0140 Health Communication and Professional Development *(2 credits)*	DRPH 760 Health Communication *(2 credits)*
PHA 0216 Pharmacy and Healthcare Administration *(3 credits)*	DRPH 735 Public Health Policy & Administration *(3 credits)*
PHA 4000 Electives approved by DrPH student advisor *(1-2 credits each).*	DRPH elective *(up to 4 credits)*
PHA 3095 APPE Public Health Elective Rotation *(5 credits)*	DRPH 950 Applied Practice Experience *(4 credits)*
PHA 4056 Digital Transformations and Healthcare Innovations *(Parts 1 & 2, 1 credit each)*	DRPH 889 Digital Health Transformations & Healthcare Innovations *(2 credits)*

Dual Credits From VCOM DO Coursework	
VCOM DO Course/Credits	**ACP DrPH Course/Credits**
Completion of all of the following: MED 7314 Preventive Medicine, Epidemiology, and Public Health: Foundations in Research and Biostatistics *(2.5 credits)* ***AND*** MED 7325 Preventive Medicine, Epidemiology, and Public Health: Evidence Based Medicine and Medical Research *(1.5 credits)* ***AND*** MED 7333 Preventive Medicine, Epidemiology, and Public Health: IPE and Community Based Research Project *(1 credit)* ***AND*** MED 7326 Preventive Medicine, Epidemiology, and Public Health: Clinical Prevention *(1.5 credits)*	***Credited for both:*** DRPH 741 Community Health Assessment & Intervention Planning *(3 credits)* ***AND*** DRPH 742 Program Implementation & Evaluation *(3 credits)*
MED 8700 Research and Scholarly Activity – OMS 3 *(4 credits)* *(Must choose research project and focus on public health)*	DRPH 910 Doctoral Research Project *(4 credits)*
MED 8400/8410/8420/8430/8440 Research and Scholarly Activity Elective – OMS 4 *(4 credits)* *(Must focus on public health)*	DRPH 930 Capstone Paper *(4 credits)*
MED 8164 Research Distinction Elective *(9 credits)*	***Credited for both:*** DRPH 910 Doctoral Research Project *(4 credits)* ***AND*** DRPH 930 Capstone Paper *(4 credits)*
Either: MED 8015 Clinical Primary Care: Rural/Medically Underserved Population *(4 credits)* ***OR*** MED 8017 Rural and Medically Underserved Population Primary Care *(4 credits)*	DRPH 865 Rural Populations & Health *(2 credits)*
MED 8400's Elective Clinical Rotation (Year 4): Must be 5 weeks long and in at least one of the	DRPH 950 Applied Practice Experience *(4 credits)*

following areas: Addiction Medicine; Preventive Medicine; Rural Family Medicine; Public Health *(Must ensure content includes placement at a facility that serves a poor or underserved populations (e.g., FQHC, free clinic, public health department clinic) and involves a public health project.)*	
MED 7258 Professional, Ethical, and Legal Concepts in Medicine I *(1.5 credits)*	Elective *(1 credit)*
MED 7259 Professional, Ethical, and Legal Concepts in Medicine II *(1 credit)*	Elective *(1 credit)*

Opportunities for Additional Certification to Explore

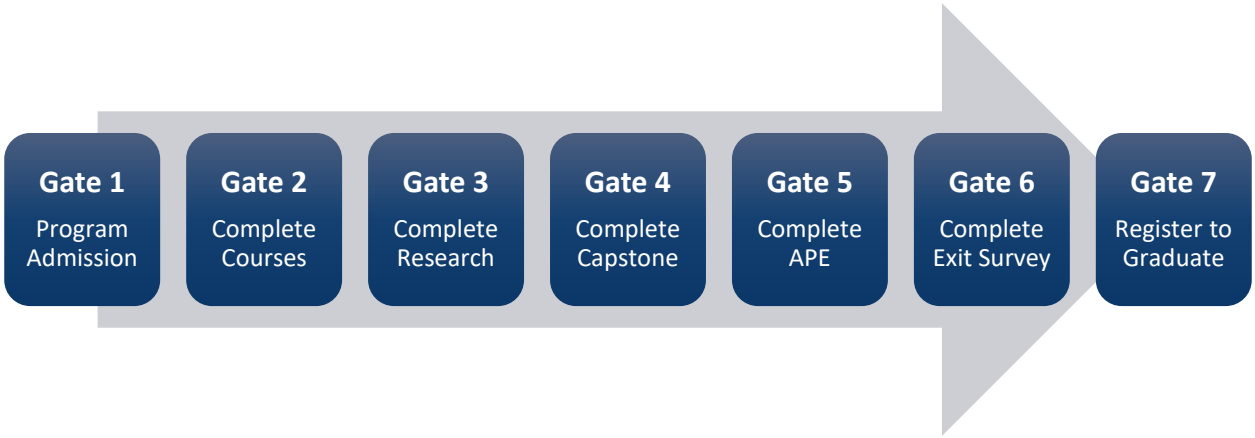
Students completing the Interprofessional Doctorate in Public Health Leadership may also be eligible to pursue advanced certification in their profession or in public health. Students are responsible for confirming their own eligibility and for ensuring proper course selection to make this possible. The Program does not guarantee eligibility or certification in any field other than what the degree itself entails. Opportunities to explore include:

- **Certified Health Education Specialist** – This external certification is open to anyone meeting the following requirements: 1) completion of a bachelor's degree in any field of study; 2) completing a minimum or 25 credits of health promotion/health education coursework, and 3) passing a related examination administered by the National Commission for Health Education Credentialing.

- **Board Certification in Public Health/Community Medicine** – This external certification is open to those with a DO. degree who meet the following additional requirements: 1) completion of an MPH or equivalent degree, 2) completion of an approved one year public health or community medicine internship, and 3) passing a related examination administrated by the American Osteopathic Association Board of Preventive Medicine.

- **Public Health Graduate Certifications** – These ACP certifications are open to students taking courses toward the qualifying certificate. To earn a certificate, students select five courses in one of the following specified areas, coinciding with areas of specialization in the Interprofessional Doctorate in Public Health Leadership Degree Program. They must complete and submit the *Request for Certification Form* to the Program Assistant Dean.
    - Graduate Certificate in Preventive & Integrative Care (10 credits)
    - Graduate Certificate in Rural Health (10 credits)
    - Graduate Certificate in Global Health (10 credits)

PROGRAM GATES AND COMPLETION CHECKLIST



It is your responsibility as a student to complete the requirements of your DrPH Program of Study and file all appropriate forms by the deadlines set by the College. Required forms can be found in Canvas. Use the following Completion Checklist to monitor your progression through the Program's Gates.

Gate Requirement	Date Completed	Important Action Steps
1. Admitted to the DrPH Program		Any conditions to admission must be removed by end of the first semester of enrollment. File *Change of Conditional Status* with the ACP Registrar.
2. Completed didactic courses		Meet with academic advisor to ensure proper progression in your program of study.
3. Completed research project		Obtain approval from your Research Mentor for your intended research. Complete the requirements of DRPH 910.
4. Completed capstone paper		Obtain approval from your Research Mentor for your capstone paper. Complete the requirements of DRPH 930.
5. Completed Applied Practice Experience		Obtain approval from Practice Coordinator for the 4 P's of your APE. Complete the requirements of DRPH 950.
6. Completed exit survey		Submit completed exit survey to your Academic Advisor.
7. Register to graduate		File the *Graduation Request Form* with the ACP Registrar.

READMISSION POLICY

Students seeking readmission after a withdrawal must submit a request in writing to the Dean no later than 2 months prior to the beginning of the term of re-enrollment.

If a withdrawal exceeds one academic year, the student may be removed from the program. If a student is removed from the program as a result of a withdrawal that exceeds one academic year, the terms of re-enrollment must be approved by the Dean.

Reinstatement Policy

Students who are dismissed from the PharmD program and who seek to be reinstated into the PharmD program must complete an Academic Recovery Plan with the assistance of and signature of the Assistant Dean of Student Affairs. The Academic Recovery Plan shall include the student's specific plans to improve their academic performance (e.g., designated number of hours of study, meet regularly with a tutor, attend class regularly, meet with Director of Student Success and Library Learning Center, etc.) along with the student's written commitment to adhere to the Academic Recovery Plan.

Reinstatement After Military Service

A student who is deployed for active duty military service after enrolling is entitled to reinstatement into ACP and into the same program of study without reapplying for admission if the student returns to ACP after a cumulative absence of not more than five years, and the student provides notice of intent to return to ACP not later than three years after the completion of the period of service. Provisions of the Higher Education Opportunity Act provide exceptions to these time periods. During a prolonged absence from the program, changes to the curriculum may occur. Curriculum changes could result in additional coursework and additional time necessary to complete the program.

ACP offers deferred or readmitted students academic counseling to determine the impact of their absence from the program, the ability to resume study and options if an academic program is no longer available or suitable.

TUITION AND FEES

The 2025-2026 full-time and part-time Program tuition and fees are shown below so you can make appropriate plans. DrPH students have the flexibility to choose their path in completing the 46 credit DrPH degree. Tuition and fees are approved each year by the Appalachian College of Pharmacy Board of Trustees. If you would benefit from tuition assistance, please contact financial aid to review your options.

FULL-TIME TUITION & FEES	
Fall Term 2026	**Amount**
Tuition	$12,267
Fees	$400
Total	**$12,667**
Spring Term 2027	**Amount**
Tuition	$12,267
Fees	$400

Total	**$12,667**
Summer Term 2027	**Amount**
Tuition	$12,267
Fees	$400
Total	**$12,667**

PART-TIME TUITION & FEES	
Tuition per credit hour	$925
Fees per credit hour	$26.09
Total per credit hour	**$951.09**

Estimated Cost of Attendance

Below is a list of estimated Cost of Attendance (COA) expenses that a student may incur while attending ACP during the 2026-2027 academic year. Please note these expenses are in addition to tuition and fees. These estimates may be used for calculating student expenditures but are only estimates and not guaranteed by ACP:

Expense	Per Month	Per Year
Housing	$630/month	$7,560
Utilities	$380/month	$4,560
Food	$450/month	$5,400
Incidentals	$185/month	$2,220
Transportation	$450/month	$5,400
Total Expenses	$2,095/month	$25,140

The 2026-2027 Cost of Attendance is $8,380 per term less the government fees deducted prior to disbursement. The 2026-2027 Cost of Attendance for a first-year student is based on two terms of enrollment (fall and spring). However, a second and third-year student's Cost of Attendance covers three terms or a full year of enrollment (summer, fall, and spring).

In addition to COA, the following fees which may be required for the applied practice experience are not included as components of tuition and fees for ACP and are the financial responsibility of the student:

a. Health Insurance
b. Background Checks
c. Drug Screens
d. Physical Exam
e. Immunizations
f. CPR certification
g. Required on-line certifications
h. Any additional requirement or expense incurred to attend APE site, including, but NOT limited to transportation, lodging, meals, etc.

Students are responsible for maintaining health insurance and for additional requirements required by APE sites. Additional requirements may vary among APE sites.

Tuition Refunds

Under ACP's tuition refund policy, students who withdraw from ACP are responsible for paying all assessed tuition and fees due for that term. ACP tuition is based on three academic terms (summer, fall, and spring).

ACP adheres to the federal Return of Title IV Funds regulations for calculating the percentage of the academic term completed by the student. The amount of tuition owed will be assessed based upon the percentage of time the student spent in academic attendance. This policy applies to all students regardless of whether the student received Title IV funds.

A prorated schedule is used to determine the amount of tuition the student owes at the time of withdrawal up through the 60 percent point in each enrollment period. After the 60 percent point of the payment period or period of enrollment, a student owes 100 percent of that semester's tuition and fees.

The amount of tuition owed depends on the number of calendar days the withdrawing student has completed. The percentage of the period completed is determined by dividing the number of calendar days completed in the payment period or period of enrollment, as of the day the student withdrew, by the total number of calendar days in the same period.

The number of calendar days in the numerator or denominator includes all days within the period, except for institutionally scheduled breaks of five or more consecutive days. The day the student withdrew is counted as a completed day.

Any questions concerning the refund policy should be directed to the ACP Business Office. Students attending ACP through tuition waivers or scholarships will not receive a cash refund for the portion of the tuition paid or waived by other sources.

Failure to Pay Tuition

Students that have not paid tuition and fees ten (10) business days after the start of a semester will be sent a warning letter. If payment has not been received within ten (10) business days after the date of issue of the warning letter, the student will receive a second letter that the student may be removed from all classes without further warning. If the student has applied for Title IV and has taken all of the appropriate steps, the student may continue in class until the Title IV loan is processed. A covered individual, as defined in the Veterans Delayed Payment Policy, will not receive a warning letter for failure to pay tuition in full if ACP is awaiting funds from the Veterans Administration for the covered individual.

Students with outstanding balances for tuition, fees, or fines will not be allowed to enroll or receive transcripts, may be denied access to the ACP's SONIS and email systems, and may not be allowed access to ACP's facilities.

GI Bill® Educational Benefits

"This institution is approved to offer GI Bill® educational benefits by the Virginia State Approving Agency. *GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More*

information about education benefits offered by VA is available at the official U.S. government Website at http://www.benefits.va.gov/gibill."

Veterans Delayed Payment Policy

Covered Individual definition: A "covered individual" is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill®.

A covered individual who is a student of Appalachian College of Pharmacy must be permitted to attend or participate in the PharmD curriculum during the period beginning on the date on which the covered individual provides to Appalachian College of Pharmacy a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a “certificate of eligibility” can also include a “Statement of Benefits” obtained from the Department of Veterans Affairs’ (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

a. The date on which payment from VA is made to Appalachian College of Pharmacy.
b. 90 days after the date Appalachian College of Pharmacy certified tuition fees and following the receipt of the certificate of eligibility.

Appalachian College of Pharmacy will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrows additional funds, on any covered individual because of the covered individual’s inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

Appalachian College of Pharmacy may require a covered individual to perform the following:

a. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
b. Submit a written request to use such entitlement.
c. Provide additional information necessary to the proper certification of enrollment by Appalachian College of Pharmacy.

Appalachian College of Pharmacy may also require additional payment or impose a fee for the amount that is the difference between the amount of the student’s financial obligation and the amount of the VA education benefits disbursement.

FINANCIAL AID

1. Financial Aid

ACP students who have completed 72 credit hours upon admission are eligible to participate in federal Title IV student loans programs. Students may apply for unsubsidized and additional unsubsidized loans as well as graduate PLUS loans. Students must receive a letter of admission from the Admissions Office before the Director of Financial Aid can begin the financial assistance process. Contact Tina Fletcher, the Director of Financial Aid, via email at tfletcher@acp.edu.

2. Study Abroad

An ACP student’s enrollment in a program of study abroad (e.g. Applied Practical Experience (APE) in the Dominican Republic) approved for credit by ACP is considered enrollment at ACP for the purpose of applying for assistance under the Title IV, HEA programs.

COMPETENCIES AND PROGRAM LEARNING OUTCOMES

1. Student Learning Outcomes for Foundational Courses

Domain 1: Foundational Public Health Knowledge

1.1 Explain public health history, philosophy, and values
1.2 Identify the core functions and essential services of public health
1.3 Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
1.4 Describe major causes and trends of morbidity and mortality in the U.S. and Appalachia
1.5 Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion and screening
1.6 Explain the critical importance of evidence in advancing public health knowledge
1.7 Explain effects of environmental factors on a population's health
1.8 Explain biological and genetic factors that affect a population's health
1.9 Explain behavioral and psychological factors that affect a population's health
1.10 Explain the cultural, social, political, and economic determinants of health and how the determinants relate to population health and health inequities
1.11 Explain how globalization affects global burdens of disease
1.12 Explain an ecological perspective on the connections among human health, animal health, and ecosystem health

Domain 2: Data and Analysis

2.1 Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community, and population) levels
2.2 Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue
2.3 Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health

Domain 3: Leadership, Management, and Governance

3.1 Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners
3.2 Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
3.3 Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems
3.4 Create a strategic plan
3.5 Facilitate shared decision making through negotiation and consensus-building methods
3.6 Create organizational change strategies
3.7 Propose strategies to promote inclusion and equity within public health programs, policies, and systems
3.8 Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
3.9 Propose human, fiscal, and other resources to achieve a strategic goal
3.10 Cultivate new resources and revenue streams to achieve a strategic goal

Domain 4: Policy and Programs

4.1 Design a system-level intervention to address a public health issue
4.2 Integrate knowledge of cultural values and practices in the design of public health policies and programs
4.3 Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis
4.4 Propose interprofessional and/or intersectoral team approaches to improving public health

Domain 5: Education and Workforce Development

5.1 Assess an audience's knowledge and learning needs
5.2 Deliver training or educational experiences that promote learning in academic, organizational, or community settings
5.3 Use best practice modalities in pedagogical practices

2. Doctor of Public Health Specialization (Concentration) Competencies

Preventive and Integrative Care

P-1 Explain the relationship between diet and leading chronic diseases in the U.S.
P-2 Evaluate the efficacy and limitations of common integrative therapies
P-3 Promote professional preventive services and personal self-care in diverse populations
P-4 Address substance abuse from a cross-sectoral systems perspective
P-5 Explain the benefits and limitations of health screening
P-6 Explain benefits and provide guidelines for exercise for select populations

Rural Health

R-1 Engage cross-sector and community cooperation to build capacity for addressing public health challenges in resource-limited areas and vulnerable populations
R-2 Analyze the impact of maternal and child health policy on key health outcomes
R-3 Support telehealth and other digital patient health interaction programs
R-4 Improve healthcare access in health professions shortage areas
R-5 Access funding streams to support initiatives to address rural health disparities
R-6 Provide professional development opportunities for the rural health workforce

Global Health

G-1 Utilize appropriate curated data to accurately assess the global burden of disease
G-2 Engage cross-sector cooperation and community partnerships to build capacity for addressing public health challenges in resource-limited areas and vulnerable populations
G-3 Ensure the inclusive, just, and equitable administration of community-based public health interventions
G-4 Demonstrate cultural and political awareness in addressing community health problems
G-5 Appraise major health issues and barriers to care in vulnerable populations
G-6 Explain measures for effective prevention and control of selected tropical diseases

3. Student Learning Outcomes for the Doctoral Research Project

RP-1 Use principles of applied research to investigate an issue or problem addressed by an essential service of public health

RP-2. Make valid conclusions that may lead to health improvement or better understanding of the health needs in a priority population

RP-3. Effectively communicate research methods and findings in a visual/oral format

4. Student Learning Outcomes for the Capstone Paper

CP-1. Develop a comprehensive review of the literature about an issue of concern to public health

CP-2. Create a scholarly document suitable for publication that integrates three or more competencies of the DrPH Program

CP-3. Use scientific writing standards and citation formats or other standards appropriate for the intended audience

5. Student Learning Outcomes for the Applied Practice Experience

AP-1. Implement appropriate inquiry-based methods to explore one objective of Healthy People 2030 or one goal of WHO's Sustainable Development Goals

AP-2. Participate in a collaborative, interprofessional activity or project addressing a public health need or issue of concern for a priority population or healthcare service provider

AP-3. Communicate activity or project methods, outcomes, evaluation, and reflection in a visual/oral presentation

CURRICULUM AND COURSE SCHEDULE

Degree Summary

The DrPH curriculum consists of 46 semester credit hours spanning four academic terms and including foundational, specialized, and elective courses, as well as experiential courses in research, writing, and applied practice. These comprise the following:

- 34 general course credits
  - 20 credits foundational public health
  - 10 credits specialization selectives
  - 4 credits electives
- 12 credits research, writing, and practice experience
  - 4 credits doctoral research project
  - 4 credits capstone paper
  - 4 credits applied practice experience

DRPH Curriculum

A. Public Health Foundational Courses *(20 credits)*

- DRPH 710 Public Health Research Methods *(3 credits)*
- DRPH 730 Public Health & Healthcare Leadership *(3 credits)*
- DRPH 735 Public Health Policy & Administration *(3 credits)*
- DRPH 741 Community Health Assessment & Intervention Planning *(3 credits)*
- DRPH 742 Program Implementation & Evaluation *(3 credits)*
- DRPH 760 Health Communication *(2 credits)*
- DRPH 770 Critical Issues in Global Health *(3 credits)*

B. Specialization Courses *(10 credits)*

Students select *one* of three specialization areas and take its *five* related courses.

Specialization	**Required Courses** *(2 credits each)*
Preventive & Integrative Care	DRPH 861 Maternal & Child Health in Policy & Practice DRPH 863 Aging & Health: A Public Health Perspective DRPH 880 Preventive & Integrative Care for Populations & Practice DRPH 885 Nutrition & Disease Prevention

	DRPH 887 Substance Abuse & Addiction
Rural Health	DRPH 861 Maternal & Child Health in Policy & Practice DRPH 863 Aging & Health: A Public Health Perspective DRPH 865 Rural Populations & Health DRPH 887 Substance Abuse & Addiction DRPH 889 Digital Health Transformations & Healthcare Innovations
Global Health	DRPH 861 Maternal & Child Health in Policy & Practice DRPH 863 Aging & Health: A Public Health Perspective DRPH 865 Rural Populations & Health DRPH 870 Implementing Health Programs in International Settings DRPH 877 Tropical Disease Prevention & Management

C. Elective Courses (4 credits)

Students select additional specialization selectives from the DrPH curriculum or approved courses from their current or recent health professions program of study to fulfill their electives.

D. Health Research & Writing Courses *(8 credits)*

- DRPH 910 Doctoral Research Project *(4 credits)*
- DRPH 930 Capstone Paper *(4 credits)*

E. Applied Practice Experience *(4 credits)*

- DRPH 950 Applied Practice Experience *(4 credits)*

CALENDAR OF COURSE OFFERINGS

Full-time students typically complete the DrPH program of study in three or four consecutive academic terms as shown below. All courses are delivered in 8-week long periods. All courses have content, assignments, and outcome expectations consistent with those found in equivalent full semester-long courses. Terms follow dates stated in the **Appalachian College of Pharmacy Academic Calendar.** The course schedule shown below is provided as a guide; each student works with an academic advisor to create a customized plan of study based upon their individual needs and goals. Students need only take the selectives (highlighted in gray) specified for their chosen specialization. Part-time students will take courses over a longer time.

FALL		SPRING		SUMMER	
A: 9/8-10/23	**B: 10/26-12/16**	**A: 1/4-2/26**	**B: 3/1-4/23**	**A: 5/3-6/25**	**B: 6/28-8/27**
735 *(3)* Policy & Admin	730 *(3)* Pub Hlth Leadership	742 *(3)* Implem. & Eval	770 *(3)* Global Health	950 *(4)* APE (Practicum)	
710 *(3)* Pub Hlth Research	741 *(3)* Assess & Plan	760 *(2)* Health Comm		Specialization *(2)*	
		910 *(4)* Research Project	930 *(4)* Capstone Paper	Specialization *(2)*	
Specialization/Elective *(2-4)*		Specialization/Elective *(2-4)*		Specialization *(2)*	
				Elective *(2)*	
				Elective *(2)*	
Specialization/Elective Course Offered					
889 *(2)* Digital Health	880 (2) Prev. & Integ. Care	885 *(2)* Nutrition Dz Prev	887 *(2)* Subst. Abuse	863 *(2)* Aging & Health	877 *(2)* Tropical Dz
				870 (2) Implem.Int'l Prog	861 *(2)* MCH
				865 (2) Rural Health	
14 - 16 credits		16 – 18 credits		14 credits	

COURSE DESCRIPTIONS, LEARNING OUTCOMES & COMPETENCIES

The Program's courses are designed to achieve learning outcomes (PLOs) consistent with the DrPH public health knowledge and competencies of the Council on Education for Public Health. The following table shows the course(s) in which each PLO will be measured and sample specific assessments that may be used. Exam questions and course assignments will be categorized and mapped to the expected outcomes, facilitating measurement of knowledge and competency achievement. Likewise, rubrics and other evaluation tools will be used in these assessments. Assessments are subject to change to fit the needs of the course and the Program outcomes they measure.

Course, Credits and Description	Course Learning Outcomes	DrPH Competencies	Sample Specific Assessments Linked to DrPH Competencies
FOUNDATIONAL PUBLIC HEALTH COURSES (20 Credits)			
DRPH 710 Public Health Research Methods (3) This course provides the knowledge and skills to design and carry out quantitative and mixed methods public health and healthcare research. Emphasis will be placed on applied research to understand and solve population health issues and concerns. Students become familiar with common software programs used by public health professionals (e.g., Excel, Epi-Info) to collect, curate, and manage data. They learn best practices in research design and implementation, significance testing, graphics presentation, results interpretation, and reporting of findings. They will write a proposal for a research project that they will conduct later in their program of study. Students must submit evidence of certification in human subjects protection in research (CITI). In addition, students planning to conduct research using hospital or patient data sets must show evidence of HIPAA certification. During the course students will select a Research Mentor for the research they will do in DRPH 910. Students will	A. Illustrate the role of research in evidence-based practice B. Frame a research question C. Use ethical standards in research D. Relate advantages of community-based participatory research E. Compare applied and traditional research methods F. Select appropriate research designs G. Incorporate public health and behavioral theory into research design H. Describe proper use and analysis of qualitative research I. Define a study population J. Conduct a literature review K. Define research aims & objectives L. Explain sampling techniques M. Identify appropriate measurement methods N. Use appropriate data management and cleaning	1.2. Describe the role of critical reasoning in a public health approach to population health issues 1.3. Select appropriate quantitative or qualitative methods to assess and describe a population's health 1.6. Explain the critical role of evidence in advancing public health knowledge 1.9. Explain behavioral and psychological factors that affect a population's health 2.1. Explain qualitative, quantitative, mixed methods, and policy analysis research and evaluation methods to address health	➢ Questions on course exam ➢ Identify an appropriate research design for a study ➢ Analyze a data set ➢ Questions on course exam ➢ Write a research proposal ➢ Analyze a data set ➢ Questions on course exam ➢ Write a literature review to support a research project ➢ Questions on course exam ➢ Write a research proposal ➢ Questions on course exam ➢ Write a research proposal ➢ Survey instrument design ➢ Complete an IRB expedited application ➢ Verify CITI certification ➢ Verify HIPAA certification if appropriate

work toward submission of an IRB application for their research project.	O. Use appropriate analysis methods for parametric and non-parametric data P. Write a research proposal Q. Prepare an IRB application for expedited review R. Adopt appropriate human subjects protections and privacy	issues at multiple (individual, group, organization, community, and population) levels	
DRPH 730 Public Health & Healthcare Leadership (3) Beginning with a comparison and contrast of the different roles of management and leadership, this course provides an in depth look at public health and healthcare leadership in preparation and performance. Students complete a personal leadership style inventory and make applications of it for effective team facilitation and organizational oversight. They gain competence in team building and facilitation. Topics include negotiation and mediation, mitigating health inequities, systems thinking, strategic planning and resource alignment, finding & creating funding, personal & professional ethics, and addressing organizational change. Students serve in virtual leadership roles, setting strategic direction based on sound principles of social and economic forecasting, displaying ethical decision-making, and designing relevant outcomes evaluation.	A. Explain roles of leadership in public health's essential services B. Explain the management-leadership continuum C. Identify key leadership principles and qualities D. Describe different styles of leadership E. Reflect on a self-assessment of leadership capacity F. Describe tools, resources, and actions to build personal leadership capacity G. Engage cross-sector cooperation and community partnerships to build capacity to address public health challenges in resource-limited areas and vulnerable populations H. Use a team approach to address inequalities in access to care I. Enhance team communication and shared decision-making J. Address challenges of organizational change through team leadership K. Demonstrate a team approach to strategic planning	3.1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners 3.4. Create a strategic plan 3.5. Facilitate shared decision making through negotiation and consensus-building methods 3.6. Create organizational change strategies 3.8. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency 3.10. Cultivate new resources and revenue streams to	➢ Collect and report on a survey of selected stakeholders on strategies for eliminating an identified healthcare access issue ➢ Complete an exercise on forecasting to guide a healthcare organization's future direction ➢ Create an organizational vision, mission, and goals based on identified needs ➢ Conduct a case analysis of a public health issue clarified through negotiation (e.g., disaster preparedness/response) ➢ Conduct a case analysis on organizational change, evaluating the decisions made and the outcomes ➢ Complete a self-leadership assessment to identify individual leadership qualities and cultural proficiency

	L. Describe best practices in working with boards M. Employ best practices in building community capacity and leadership N. Create an organizational vision, mission, and goals based on identified needs O. Design a strategy to reach the goals and measure success based on performance standards P. Demonstrate effective cross-cultural communication skills Q. Plan future directions of a health organization using forecasting tools and methods R. Serve as a catalyst for public health advocacy	achieve a strategic goal	➢ Write a case study identifying revenue streams to fund an organizational mission Additional: • Create a planning pyramid to guide implementation of a project • Plan a professional development seminar for a community board
DRPH 735 Public Health Policy & Administration (3) This course examines health policy and management concerns regarding the delivery, quality and cost of healthcare for individuals and populations. It reviews the structure, process, and outcomes of health services delivery in the U.S., including costs, financing, organization, and access to care. It examines the organization and function of the U.S. public health system with regard to health planning, legal and ethical issues, and preparedness. Students evaluate contemporary efforts to improve efficacy and efficiency of public health and health services delivery through policy and law.	A. Compare the history and philosophy of public health other selected health professions and health delivery systems B. Describe the organization and operation of the U.S. public health system C. Survey the impact and challenges of the U.S. public health workforce D. Apply professional and ethical standards in the public health and healthcare workforce E. Describe means and methods of financing public health F. Carry out the varied activities of human resource management	1.1. Explain public health history, philosophy, and values 1.2. Describe the core functions and essential services of public health 1.5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion and screening 1.8. Explain biological and genetic factors that affect a population's health 1.10. Explain the social, political,	➢ Questions on course exam ➢ Questions on course exam ➢ Questions on course exam ➢ Questions on course exam ➢ Questions on course exam

	G. Use critical reasoning to solve a management problem H. Use data from health information and surveillance systems to inform public health decisions I. Use principles and practices of performance management to evaluate public health programs J. Use elements of continuous quality improvement to enhance organizational effectiveness K. Build coalitions to strengthen community health L. Understand and apply principles of disease prevention and health promotion M. Discuss the role and limitations of public health policy in the U.S. N. Describe the process of health policy development and implementation in the U.S. O. Explain health insurance P. Clarify the inherent conflict between public health law and personal liberty Q. Evaluate selected public health policies for effectiveness and impact R. Describe a systems approach to emergency preparedness	and economic determinants of health and how they contribute to population health and health inequities 2.2. Design a qualitative, quantitative, mixed methods, policy analysis, or evaluation project to address a public health issue 3.2. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies 3.9. Propose human, fiscal, and other resources to achieve a strategic goal 4.3. Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis	➢ Evaluate a given child health policy for efficacy, inclusivity, and equity ➢ Write a policy brief related to a health issue of concern ➢ Design, implement, and evaluate a health communication strategy for use in a corporate wellness program ➢ Complete a budget to finance a program in a local health department, including human, facility, and fiscal resource allocations ➢ Create a checklist to use in analyzing a health policy for its scientific, legal, ethical, and inclusive basis Additional: • Create a management toolkit with resources to guide the future direction of an organization • Write a 5-page paper presenting a collaborative systems approach to a selected disaster response • Write a case study on how COVID vaccine supporters and detractors impact health

DRPH 741 Community Health Assessment & Intervention Planning (3) A community needs assessment provides community leaders with a snapshot of local policy, systems, and environmental change strategies currently in place and helps to identify areas for improvement. With this data, communities can map out a course of action for health improvement by creating strategies to make positive and sustainable changes. Students learn skills of facilitation, prioritization, and design of programs to address community health needs identified through real life or virtual community engagement, assessment of needs and capacities, and the examination of appropriate models, theories, intervention strategies, and evaluation designs in various venues.	A. Work in a community coalition to address the health needs of diverse and at risk populations B. Address health disparities and inequalities in health programs C. Use principles of community-based participatory research in health assessment and planning D. Characterize and define the health problem of the priority population E. Choose the appropriate program theory and intervention strategy for the population and problem F. Guide the setting of SMART objectives and targets G. Prepare the coalition for conducting process and outcome evaluation H. Create an intervention logic model I. Create a monitoring apparatus through budgets and information systems J. Identify appropriate methods and tools for program implementation	1.4. Describe major causes and trends of morbidity and mortality in the US and Appalachia 2.3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring, and evaluating policies and programs and to address a population's health 3.1. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders, and other partners 5.1. Assess an audience's knowledge and learning needs	➢ *Questions on course quiz* ➢ Identify and utilize data from a minimum of four surveillance systems or regional/national surveys in a population health needs assessment ➢ Create a coalition to address health needs in an at risk population ➢ Develop and administer an audience interest survey
DRPH 742 Program Implementation & Evaluation (3) In this course students delve deeper into the social and behavioral foundations of public health practice to facilitate the delivery of an effective, sustainable, culturally appropriate intervention for a need identified by the community. They apply	A. Measure inputs and outputs B. Address program quality and fidelity using managerial and contextual factors C. Conduct outcome and impact evaluation of the program D. Evaluate impact of inclusion and equity efforts	3.3. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems	➢ Implement a public health program based on assessment of needs, interprofessional input, theory, and best pedagogical practices ➢ Include efforts to promote diversity, equity, and inclusion in

best practices in managing outcome-driven program implementation and evaluation. They develop and use a tool to measure the program's stated objectives, sustainability, efficacy, and efficiency. They use these measures to examine the outcomes of their intervention, describe and summarize them in a report disseminated to community representatives.	E. Use appropriate sampling designs and data sources for evaluations F. Apply appropriate quantitative data analysis and interpretation G. Apply appropriate qualitative methods in analysis and interpretation H. Prepare and present an effective program evaluation report I. Apply principles of community-based participatory research in program implementation and evaluation J. Apply principles and best practices in group facilitation and project management	3.7. Propose strategies to promote inclusion and equity within public health programs, policies, and systems 4.2. Integrate knowledge of cultural values and practices in the design of public health policies and programs 5.3. Use best practice modalities in pedagogical practices	a public health program to be implemented ➢ Describe efforts to include people of diverse racial and cultural backgrounds in a public health program to be implemented ➢ Deliver oral and written educational material for a health program
DRPH 760 Health Communication (2) Effective interpersonal, professional, and population communication is foundational to shaping attitudes and actions about health and healthcare. This course gives students the opportunity to develop focused communication skills through the use of culturally appropriate patient counseling techniques, public campaigns, and social media. All students will review content for certification in crisis and emergency risk communication (CERC) during the course.	A. Appraise health information using critical thinking skills B. Describe how health communication fits into the ecological model C. Plan a health communication intervention D. Apply evidence-based sources for health communication E. Describe key theories of health behavior change F. Use appropriate health communication models G. Outline key components of social marketing H. Use essential measures to evaluate health communication I. Use theoretical frameworks to communicate health information J. Describe determinants of	1.9. Explain behavioral and psychological factors that affect a population's health 3.2. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies 3.7. Propose strategies to promote inclusion and equity within public health programs, policies, and systems	➢ Questions on course quiz ➢ Given a scenario, describe at least two effective strategies to improve health literacy ➢ Conduct a literature review on effective methods to promote inclusion and equity in community-based health education programs ➢ Complete a cultural competency

	health in a population K. Use best practices in assessing health literacy L. Use culturally appropriate approaches in communication M. Segment an audience for health communication N. Create and pretest health messages and materials O. Engage the community in health communication P. Employ ethical principles and practices in communication Q. Use best practices in preparing communication for broadcast media R. Use best practices in professional communication and evaluation S. Use best practices in patient communication, including motivational interviewing T. Use best practices to promote equity and inclusion in healthcare U. Use culturally appropriate language in health messages V. Reflect on one's self-assessed cultural competence W. Effectively interpret scientific information to lay audiences X. Use best practices in presenting emergency/risk communication	3.8. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency 5.1. Assess an audience's knowledge and learning needs 5.2. Deliver training or educational experiences that promote learning in academic, organizational, or community settings 5.3. Use best practice modalities in pedagogical practices	assessment and write a 2-page reflection paper about it ➢ Assess a population for health literacy ➢ Provide a training presentation to a group of health professionals and evaluate it using the Kirkpatrick model ➢ Provide a training presentation to a group of health professionals and evaluate it using the Kirkpatrick model
DRPH 770 Critical Issues in Global Health (3)	A. Compare and contrast selected	1.7. Explain effects of environmental	➢ Questions on course exam

Beginning with an epidemiological analysis of the global burden of disease, this course explores the most important health challenges facing the world today. It addresses their determinants, preventive measures, and management efforts. Students will examine successful local and international programs addressing many of these issues. Topics include a comparative analysis of selected healthcare systems and approaches, environmental impacts on health, financing global health, and equity and justice in global perspective. Students try their hand at creating sustainable health outcomes for a given health challenge through the development of a strategic plan for a hypothetical NGO.	global healthcare delivery systems B. Describe ways to improve access to quality healthcare in global settings including pharmaceuticals C. Suggest innovation, technology and design to improve healthcare infrastructure and delivery D. Describe the global public health infrastructure and finance E. Use appropriate measures of health and disease in populations F. Explain the connection between culture, behavior, and health G. Illustrate the global impacts of social determinants of health and health equity H. Discuss global impacts of environmental determinants of health from nature and humans I. Illustrate a cross-sector approach to health interventions J. Describe the epidemiology and impact of key communicable diseases K. Describe the epidemiology and impact of diabetes, CVD, cancer, and other non-communicable diseases L. Describe the epidemiology of global maternal and reproductive health M. Describe global efforts to promote neonatal, infant, child, and adolescent health N. Describe the epidemiology and	factors on a population's health 1.11. Explain how globalization affects global burdens of disease 1.12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health 3.4. Create a strategic plan 3.9. Propose human, fiscal, and other resources to achieve a strategic goal 3.10. Cultivate new resources and revenue streams to achieve a strategic goal 4.1. Design a system-level intervention to address a public health issue	➢ Questions on course exam ➢ Questions on course exam ➢ Create a strategic plan for a coalition of 3 non-government organizations (NGOs) to address a global public health challenge ➢ Allocate fiscal and human capital in design of a coalition of 3 NGOs addressing a global public health challenge ➢ Identify private and public resources and partners to resource a population health intervention ➢ Describe a systems approach to address a global public health challenge

	impact of global food availability and nutritional status O. Describe the epidemiology and impact of global mental health P. Describe the epidemiology and impact of global unintentional injuries and violence Q. Describe global efforts to promote healthy adulthood and aging		
ELECTIVE COURSES (4 Credits)			
These may be additional specialization courses taken from the DrPH curriculum or other approved courses from the student's other or recent health professions education program.			
SPECIALIZATION SELECTIVES (Students take 5 courses in one track for a total of 10 credits)			
DRPH 861 Maternal & Child Health in Policy & Practice (2) This course focuses on women, maternal, and child health concerns and the programs and policies that address them from a public health perspective in the United States and globally. It explores the roles of government, healthcare, and communities at international, national and local levels to assess needs and facilitate health outcomes. Students will become acquainted with issues of family planning, maternal and infant well-being, and child and adolescent health. They will develop skills to evaluate existing programs and policies in selected high- and low-resource countries and make recommendations for improvements.	A. Describe maternal and child health and health inequities and policies that address them B. Discuss political determinants of maternal and child health C. Describe key aspects of the human developmental cycle and related health issues D. Discuss the role of family planning in maternal and child health E. Use best practice guidelines for clinical and self-care during pregnancy for select populations F. Relate coordinated school health to health outcomes in children and adolescents G. Identify best practices in food selection and preparation for child and family nutrition H. Identify inclusive and effective assessment and	L-5. Evaluate efficacy, inclusivity, and equity of public health policy for vulnerable populations P-6. Explain benefits and provide guidelines for exercise for select populations R-2. Analyze the impact of maternal and child health policy on key health outcomes G-1. Utilize appropriate curated data to accurately assess the global burden of disease G-5. Appraise major health issues and barriers to care in selected vulnerable populations	➢ Create a tool to evaluate a given child health policy ➢ Write a 2-page summary describing the components and impact of the coordinated school health program in a selected state ➢ Write a case study on the use of policy to improve maternal and child health in rural Appalachia ➢ Conduct a 4-page literature review comparing leading causes of morbidity and mortality among women in selected countries; write a 1-page summary of efforts to address *one* of the causes of mortality ➢ Create a culturally-sensitive, cross-sector plan to increase access to prenatal care in a given population

	program planning methods for child health		
DRPH 863 Aging & Health: A Public Health Perspective (2) This course begins with an overview of the demographics and epidemiology of aging in the U.S. and globally. It then introduces students to the special needs and concerns of people as they age, addressing biological, psychological, social, and economic aspects. Students learn strategies for health risk assessment, disease prevention, health promotion, healthcare, and community support to maintain quality of life in the later years. Spiritual and cultural issues are addressed as they relate to aging, death, and dying.	A. Explain the demographics of U.S. and global aging in epidemiologic perspective B. Describe early life predictors of late life health status C. Discuss normal age-related health conditions and their impact on quality of life D. Discuss diseases common in aging populations E. Describe cognitive function and mental health in aging F. Describe ways to address falls, mobility issues, and other unintentional injuries in elders G. Explain excess health risk of vulnerable populations H. Outline policies and practices to increase access to healthcare in vulnerable populations I. Describe resources to promote healthy aging in the community	P-3. Promote professional preventive services and personal self-care in diverse populations R-6. Provide professional development opportunities for the rural health workforce	➢ Outline a website for health and wellness for free-living rural seniors ➢ Develop a workshop and evaluation plan for targeted health professionals serving a rural population using the Kirkpatrick model (focus on rural aging)
DRPH 865 Rural Populations & Health (2 credits) Roughly a quarter of the U.S. population lives in rural areas outside Metropolitan Service Areas. Along with the many positive benefits of rural living comes personal and community challenges, especially in the areas of health and healthcare. In general, rural populations experience worse health status than urban populations. This is in part	A. Provide a working definition of rurality B. Describe determinants of health and health risk in rural America C. Overview the strengths and challenges of American rural living D. Describe public health systems, services, and policies for rural communities E. Identify health disparities in rural communities	R-1. Engage cross-sector and community cooperation to build capacity for addressing public health challenges in resource-limited areas and vulnerable populations R-4. Improve healthcare access in health professions shortage areas	➢ Write a case study on the development of community coalitions and cross-sector action to assess needs and develop resources for health improvement in rural Appalachia ➢ Write a case study addressing barriers to healthcare access in a selected rural area (e.g., Appalachia)

due to a higher incidence of chronic conditions and higher engagement in health risk behaviors. This course explores the determinants, disparities, and solutions for rural health needs from an interprofessional, public health perspective.	F. Describe ways to increase access to quality care and health services G. Provide interventions to address rural nutritional quality, food deserts, and weight status H. Describe critical issues related to rural environmental and occupational health I. Describe mental health concerns in rural areas J. Describe special concerns of rural migrant workers K. Describe special concerns of aging populations in rural areas L. Describe ways to build rural community capacity through community organizing efforts		
DRPH 870 Implementing Health Programs in International Settings (2) This course begins with a survey of the global context of health and the various healthcare systems in resource-challenged low and middle-income nations. Students then work with a specifically identified health program that is currently being implemented and conduct systems analyses, do problem solving exercises, and propose solutions to implementation challenges in the field. Students will learn how to prioritize limited resources to achieve maximum health outcomes.	A. Examine national and regional health targets for disease prevention and health promotion B. Assess health needs and interests C. Build capacity for change in a priority population D. Create local ownership E. Identify resources for intervention planning and implementation F. Plan for realistic and sustainable outcomes of identified targets G. Implement evidence-based approaches and methods H. Assure cultural competence I. Generate and disseminate the final report	G-2. Engage cross-sector cooperation and community partnerships to build capacity for addressing public health challenges in resource-limited areas or vulnerable populations G-3. Ensure the inclusive, just, and equitable administration of community-based public health interventions	➢ Write a case study about efforts to reduce the incidence of HIV infection in Uganda ➢ Conduct a literature review surveying the availability of healthcare resources for LGBTQ persons in a given region

DRPH 877 Tropical Disease Prevention & Management (2) This course provides a systematic overview of the epidemiology, pathophysiology, prevention, treatment, and control of infectious diseases that are more prevalent in tropical countries. Students examine cases and discuss appropriate interventions for given pathogens and vectors.	A. Review major global issues in tropical public health including common and emerging infectious diseases, vector control, safe water and sanitation B. Identify tropical diseases frequently encountered in the developing world C. Describe diagnosis and treatment guidelines for these diseases D. Describe field-based preventive and control measures for major tropical infectious diseases	G-4. Demonstrate cultural and political awareness in addressing community health problems G-6. Explain measures for effective prevention and control of selected tropical diseases	➢ Conduct a literature review describing personal and political challenges to control malaria in sub-Saharan Africa ➢ Questions on course exam
DRPH 880 Preventive & Integrative Care for Populations & Practice (2) Community-based and population-focused disease prevention, health promotion, and health protection are the pillars of public health practice. This course provides resources and skills to make evidence-based recommendations for health risk reduction and overall well-being through healthy lifestyle choices and clinical best practices. Students use guidelines from government, official, and other resources to inform their strategies and recommendations in clinic and community venues. The course presents principles and skills needed for health screening in community and primary care clinical settings.	A. Cite principles of preventive care and practices for patients and populations B. Explain benefits and limitations of health screening C. Describe age-appropriate exercise recommendations & recommendations D. Relate traditional healthcare to complementary, integrative, and alternative health approaches E. Explain the scientific method and evidence-based medicine F. Give guidelines for consumer awareness in making wise integrative care choices G. Explain government regulations and protections on health product advertising H. Describe various complementary and alternative health approaches I. Describe benefits and	P-2. Evaluate the efficacy and limitations of common integrative therapies P-5. Explain the benefits and limitations of health screening P-6. Explain benefits and provide guidelines for exercise for select populations	➢ Questions on course exam ➢ Calculate and interpret specificity and sensitivity of selected health screening methods ➢ Offer recommendations to mitigate risk factors for major non-communicable conditions ➢ Develop an exercise prescription for selected individuals

	caveats to complementary and alternative healthcare J. Provide sound, practical advice for integrative health practices as adjuncts to traditional healthcare K. Explain various mind-body health interventions		
DRPH 885 Nutrition & Disease Prevention (2) This course reviews current scientific evidence of the relationship between human nutrition and chronic disease from a population perspective, both nationally and globally. It helps students understand the role that diet plays in the primary prevention of such disorders as cancer, cardiovascular disease, diabetes, obesity, dental disease, osteoporosis, and various gastrointestinal disorders. Students also gain an appreciation for the complexity of factors that influence nutritional status of populations in order to provide guidance for optimal dietary recommendations.	A. Compare risk factors for chronic disease (selected non communicable diseases—NCDs) B. Describe the personal and economic burden of NCDs C. Describe the relationship between food and diet and NCDs D. Evaluate the utility of U.S. and global nutrition monitoring for preventive and population health E. Describe key considerations and applications of nutritional epidemiology F. Describe evidence-based approaches to preventing selected NCDs through diet G. Explain the role of diet in immunity H. Discuss the relationship of food insecurity, poverty, and NCD	P-1. Explain the relationship between diet and leading chronic diseases in the U.S.	➢ Questions on course exam ➢ Create preventive diets for selected chronic diseases
DRPH 887 Substance Abuse & Addiction (2) The use, misuse, and abuse of alcohol, tobacco and other drugs is a worldwide crisis causing untold deaths and suffering. This course examines economics, epidemiology, pathophysiology, social implications, and interventions from both	A. Describe the epidemiology of selected substances of abuse B. Explore public health research about substance use disorder C. Diagnose substance use disorder D. Describe psychoactive	P-4. Address substance abuse from a cross-sectoral systems perspective	➢ Write a case study on legalized marijuana use in the U.S.

personal and population perspectives. Emphasis will be placed on alcohol, nicotine, opioids, and cannabinoids.	substances by category (alcohol, stimulants, depressants, opiates, opioids & sedative-hypnotics, psychedelics, hallucinogens, cannabinoids, etc.) E. Describe the actions of psychoactive substances on the brain and body, including the mechanisms of tolerance, tissue dependence, withdrawal and craving, as well as other physical and emotional effects F. Debate the impact of legalization or decriminalization of marijuana G. Provide public health and social resources for addiction treatment H. Provide methods and resources for nicotine addiction		
DRPH 889 Digital Health Transformations & Health Innovations (2) This course is designed to introduce students to the use of digital health technologies for personal and population health applications. Students will be able to use the knowledge and skills learned in this course to improve outcomes of patients with chronic diseases. They will learn about Remote Patient Monitoring (RPM), Telemedicine, Medication Therapy Management (MTM), Remote Therapy Management (RTM), Social Determinants of Health (SDOH), and the Chronic Care Model (CCM).	A. Learn selected digital transformation devices and resources B. Select appropriate devices and resources for given patients C. Compare and contrast the use of portals, mobile app and video platform vs Electronic Health Record (EHR) D. Review pertinent evidence-based guidelines E. Propose a study to improve chronic disease conditions and outcomes in populations with selected chronic diseases F. Implement a strategy to onboard patients on selected devices	R-3. Support telehealth and other digital patient health interaction programs	➢ Write a paper demonstrating how telehealth systems can be used to improve healthcare outcomes among rural patients

	G. Monitor patients for progress H. Evaluate patients for expected clinical outcomes I. Evaluate patient satisfaction with device or portal use		
RESEARCH AND WRITING COURSES (Integrative Learning Experience) (8 Credits)			
DRPH 910 Doctoral Research Project (4) Students use ecological and systems approaches to investigate a public health problem at the individual, group, organizational, community, or population level. Their research may be drawn from their coursework, clinic or population databases, or community experiences. It must encompass at least one of the essential public health services (CDC). Instructor approval of the proposed research and mentor engagement is required prior to beginning the research. The student is expected to interact with both the instructor and research mentor for oversight and guidance throughout the course. These may be the same person. Students will present their methods and results in an approved visual/oral format. The course may be maintained as "in progress" as long as the student's research project remains active.	A. Obtain approval from instructor and research mentor before initiating research B. Complete CITI training before initiating research C. Address at least one of the essential public health services in the research project D. Include applied or practical applications for population health or healthcare practice E. Organize and deliver appropriate visual/oral presentation on methods and results	RP-1. Use principles of applied research to investigate an issue or problem addressed by an essential service of public health RP-2. Make valid conclusions that may lead to health improvement or better understanding of the health needs in a priority population RP-3. Effectively communicate research methods and findings in a visual/oral format	➢ Conduct approved research project ➢ Include conclusions in a PowerPoint report of the project ➢ Give an audio-visual (e.g., PPT) presentation on the findings and results
DRPH 930 Capstone Paper (4) The product in this course serves as an *integrative learning experience (ILE)* for students, bringing their research project and their coursework together in a capstone professional or scholarly written product. It is intended to demonstrate the student's ability to synthesize their educational experiences	A. Obtain approval of instructor for format and content of paper B. Identify format of capstone paper C. Integrate learning from at least three DrPH competencies into the paper	3.3. Integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems	➢ Integrate learning from courses and activities about a selected topic into the final scholarly paper

in the program to prepare them for public health practice. It may take any of several formats including, but not limited to, a research dissertation, topical monograph, targeted health policy, training manual, or paper suitable for publication in a scholarly journal. It can grow out of data analysis, literature review, or field/practicum experiences. Prior instructor approval is required before beginning the paper.		CP-1. Develop a comprehensive review of the literature about an issue of concern to public health CP-2. Create a scholarly document suitable for publication that integrates three or more competencies of the DrPH Program CP-3. Use scientific writing standards and citation formats or other standards appropriate for the intended audience	➢ Rubric applied to completed capstone paper
APPLIED PRACTICE EXPERIENCE (4 credits)			
DRPH 950 Applied Practice Experience (4) The purpose of this course is to provide advanced-level practical experiences involving collaboration with public health practitioners that allow opportunities to develop leadership competencies and contribute to the field. It must be pre-approved by the practicum instructor through a proposal process. It may be completed in one or more supervised venues comprising 140-160 hours in total length in whole or in combination. Activities must be experiential and not merely observational or shadowing; it must include purposeful and productive interprofessional interaction, involvement in an inquiry-based project addressing one HealthyPeople 2030 objective (HP) or Sustainable Development Goal (WHO). Students will present project methods, outcomes, evaluation, and reflection in a visual/oral format. It is intended to be a community-based,	A. Obtain approval from instructor for APE site and project B. Obtain approval from preceptor for responsibilities and project C. Explore one objective from CDC Healthy People 2030 or WHO Sustainable Development Goals D. Ensure a community-based, collaborative project with a focus on public health or healthcare	AP-1. Implement appropriate inquiry-based methods to explore one objective of HealthyPeople 2030 or one goal of WHO's Sustainable Development Goals AP-2. Participate in a collaborative, interprofessional activity or project addressing a public health need or issue of concern for a priority population or healthcare service provider AP-3. Communicate activity or project methods, outcomes, evaluation, and reflection in a visual/oral presentation	➢ Rubric applied to methods used in project ➢ Rubric applied to professionalism and performance in project ➢ Rubric applied to visual/oral presentation

collaborative experience in the practice of public health. Examples of appropriate projects include developing a presentation for a health professions conference, providing an in-service training for health professionals, developing a health promotion program for an underserved community, or surveying and reporting patient or user satisfaction of some healthcare service. The APE may be part of a clinical rotation, internship, or work experience related to the student's other professional program of study but it must be pre-approved and comply with the above qualifiers in each occurrence.			

APPLIED PRACTICE EXPERIENCE

The Applied Practice Experience (APE) is a form of practicum or field experience consisting of a minimum of 140 -160 contact hours of public health related activity. It is intended to provide supervised experience in integrating public health concepts within the context of a public health practice environment. As such, it should provide significant advanced-level practical experiences that include collaborating with practitioners that allow opportunities to develop leadership competencies and contribute to the field. All aspects of public health practice are appropriate for the APE, with special emphasis on extending the principles and practices learned in the DrPH Program. These include policy and program development, program implementation and evaluation, surveillance, administration, and leadership. It is likely that part of the experience will focus on aspects of the specialization selected.

Your course instructor will guide you through the APE process. He/she will direct you to file the required forms and meet the stated deadlines of the ACP Office of Experiential Education.

DRPH 950 Applied Practice Experience Course Description

The course description for the APE is found in the list of courses above.

Four "P's" Guide the Suitability of the APE

- *Population:* the experience must involve or focus on a group, staff, community, or population, not individual patients or clients. Participation of the priority population or group is essential: remember that public health service is not what you do for people but with people.
- *Place:* the experience must occur in a venue or location that serves people who may benefit from public health or healthcare services in clinic or community. Location of any of these in rural or medically underserved areas would enhance the experience and benefit the hosts. Any of the following locations would qualify.
    - Federally Qualified Health Center (FQHC)

- Rural Health Center
- Health Professions Shortage Area
- Free Clinic
- Local Public Health Department
- Hospital or ambulatory care clinic—as long as a public health project is completed there
- International healthcare setting (clinic, hospital, community, etc.)
- Health-related NGO
- Not-for-profit agency or business that includes a health focus
- Worksite, school site, or church site—as long as a public health project is completed there

- *Project:* the experience must include a study or service project that addresses one HealthyPeople 2030 objective (HP) *or* Sustainable Development Goal (WHO). These are broad objectives or goals that help keep the focus on public health.

- *Preceptor:* the experience must be supervised by an individual able to substantively interact with the student on the priorities and methods of public health practice. Qualified preceptors (site supervisors) include but are not limited to the following. Ask your course instructor if someone other than one listed below may qualify.

  - Medical practitioners (DO or MD)
  - Other health practitioners (PharmD, DDS, DC)
  - Health services administrators
  - Public health officers or practitioners
  - Other practitioners with an MPH degree
  - Researchers with a terminal degree

APE Application

At least 3 months prior to the planned APE placement, the student should contact the ACP Office of Experiential Education to apply for approval of the proposed APE. During their APE students will be guided by their course instructor for the fulfillment of their academic requirements and their site preceptor for their practice requirements. These requirements are established at the beginning of the course in the form of a written proposal initiated by the student and reviewed, modified, and approved by these two individuals. The proposal form appears as an addendum to the DRPH 950 course syllabus.

Legal Agreement with the Practice Site

In accord with the College requirement, a legal agreement signed by the appropriate authorities at the Appalachian College of Pharmacy and the APE practice site must be in effect prior to the start of the experience. If a student is considering an APE placement in which no agreement exists, the student should allow adequate lead time for such an agreement to be made. This should be at least 6 months.

When to Start the Experience

The APE is not considered a culminating experience and therefore need not be deferred until the end of the program of study. For best benefits to both the student and the priority population served, though, the student should have completed at least 8 credits of coursework in the Program before doing the APE.

Professional Conduct During the Experience

Your attitude and conduct during the APE is expected to exhibit the highest degree of ethics and professionalism at all times. For a detailed explanation, see the ACP Student Handbook section entitled, “Professional Code of Conduct.”

DrPH Grading Policy

The DrPH grading policy follows the ACP grading policy. It uses a numerical scoring system with a 10-point grading scale in which all grades are rounded to the nearest whole number using standard rounding rules. Unless noted separately in the course syllabi, the following grading scale will be used, along with the quality points assigned to each letter grade:

Grade	Quality Points	Range
A	4	89.50 or above
B	3	79.50 to 89.49
C	2	69.50 to 79.49
D	0	59.50 to 69.49
F	0	59.49 or below

Other possible grade designations and place holders include:

Designation	Definition	Application
I	Incomplete	Given by permission of instructor for pending coursework. Must be cleared no later than end of the following semester in which "I" was recorded.
IP	In Progress	Grade has not been reported.
P	Pass	Based on Pass/Fail scale
F	Fail	Based on Pass/Fail scale
W	Withdrawal	Student has withdrawn from the course.

Students will receive their semester grade report at the end of each academic term.

Satisfactory Academic Progress and Academic Standing

ACP's Satisfactory Academic Progress standard is used to determine if a student is making satisfactory academic progress in their educational program, regardless of whether or not they are receiving Title IV aid. ACP requires that minimum standards for "Satisfactory Academic Progress" (SAP) toward earning the DrPH degree are met by all students. The SAP policy provides a consistent application of standards to all students receiving federal financial aid funding, Veterans educational benefits (e.g., GI Bill® benefits), ensuring both the quality of academic work and the completion of the student's DrPH degree w0ithin the maximum time frame. This is in accordance with federal guidelines set forth by the U.S. Department of Education. ALL students participating in the federal financial aid programs at ACP will be evaluated uniformly at the end of each fall, spring, and summer term.

It is the student's responsibility to be aware and know his eligibility status at the end of each term. Students not meeting eligibility standards will be informed in writing by the Financial Aid Office. SAP hours attempted may differ from those on academic transcripts due to repeated courses, withdrawals, and remedial courses which must be included in evaluating SAP. If assistance is needed regarding financial aid eligibility status, contact the Financial Aid Office.

Satisfactory Academic Progress Standard

Students are evaluated on both a qualitative and a quantitative standard for satisfactory academic progress.

- Qualitative – Cumulative GPA a student must achieve at each evaluation
- Quantitative – Progression pace to ensure graduation within the maximum time frame

a. Qualitative Standard – is based on cumulative GPA.

Students must maintain a cumulative GPA for courses taken within the pharmacy degree program of greater than or equal to 2.5 to progress to experiential rotations, and to graduate.

b. Quantitative Standard – Completion percentage for payment period. A student must earn at the end of each term of enrollment, at least 75% of all attempted credit hours, which includes all courses that are failed or repeated, as well as any incompletes and course withdrawals that are recorded on the official transcript.

Students not meeting any of the above requirements will be listed as not in good academic standing, placed on academic probation, placed on financial aid warning and may be dismissed from the program. Students not meeting the above requirements will not be eligible for Title IV federal financial aid, or Veterans educational benefits (e.g., GI Bill® benefits) unless they meet the terms defined under Financial Aid Probation and Suspension.

Good Academic Standing

At the end of each term of coursework, a student in good academic standing is defined as:

a) Having passing grades in all required courses, electives, milestones exams and other mandatory exercises; and

b) Having maintained a cumulative GPA of 2.5 or better.

c) Having behaved in accordance with high standards of professional and academic ethics and having no probationary sanctions imposed by the Honors, Ethics, and Professionalism (HEP) Board or Administrative Board as set forth in the Student Rights and Responsibilities section of this Student Handbook.

Students not meeting any of the above requirements will be listed as not in good academic standing, placed on academic probation, placed on financial aid warning, and may be dismissed from the program.

Failure to Maintain Satisfactory Academic Progress

A student who fails to maintain satisfactory academic progress as evidenced by being placed on not in good academic standing at the end of any term shall be placed on academic probation, and if receiving Title IV assistance or Veterans educational benefits (e.g., GI Bill® benefits) will also be placed on financial aid warning for the following term. A student may receive Title IV financial aid or Veterans educational benefits (e.g., GI

Bill® benefits) while on warning but must return to good academic standing by the end of the following term or that student shall be suspended from federal financial aid eligibility and/or Veterans educational benefits (e.g., GI Bill® benefits) and is subject to dismissal from ACP. A student who is not in good academic standing will only return to good academic standing upon completion of all requirements as set forth by CARe, the Dean, the HEP Board or Administrative Board, and meeting all requirements for being listed in good academic standing as described above.

Committee on Academic Records (CARe) and Academic Difficulty

CARe monitors the academic progress achieved by students throughout the academic program. CARe meets following completion of any course (including APE) in which a student has achieved a grade of D or a failing (F) grade. The Dean or Assistant Dean of Student and Alumni Affairs may also call a meeting of CARe in cases where academic progress of a student is affected by poor academic performance, a leave of absence, or other factors.

CARe is composed of the following members: Assistant Dean for Student and Alumni Affairs, Assistant Dean of Academic Affairs and Assessment, the Department Chairs, the Director of Student Success and Library Learning Center, a member of the Department of Pharmaceutical Sciences, and a member of Pharmacy Practice Department. Faculty members are appointed by the Dean. Non-voting members who may attend include the Dean, the Director of Academic Records, and the Course coordinator(s).

Grade Replacement Policy

The Committee on Academic Records (CARe) may require a student to repeat a course. A student who is required to repeat a course for any reason will complete all course activities. Students who have successfully repeated a course that is aligned with the syllabus (completed all coursework) will receive the grade that is earned based on the final grade calculated. The previous grade will remain on the transcript denoted as “RP” for the repeated course (e.g. RP-D, RP-F) but will not be calculated in the cumulative grade point average (GPA).

Academic Restart Policy

The Committee on Academic Records (CARe) may permit a student to restart the DrPH curriculum under the Academic Restart policy at a point determined by CARe. This policy allows students who experienced academic difficulties due to extenuating circumstances (e.g., financial, health, personal issues, etc.) to restart the DrPH curriculum at the point determined by CARe. Students attempting an Academic Restart will have earned grades from the previous attempt(s) that remain on the student’s academic transcript for those courses that will be repeated. The previously taken courses will be denoted on the transcript as “RP” (e.g. RP-C, RP-D, etc.) and will not be included in the cumulative GPA.

Academic Probation

Any student who fails to maintain a minimum cumulative GPA of greater than 2.5, or receives two or more grades of C will be reviewed by CARe. Any student who fails to maintain a minimum cumulative GPA of 2.5 or better will be placed on academic probation. Students on academic probation will be monitored by the Director of Student Success and Library Learning Center and the Assistant Dean of Student and Alumni Affairs, or designee. Students placed on academic probation will be informed in writing by the Financial Aid Office. A student notified that he or she is on academic probation is required to meet with the Assistant Dean of Academic Affairs and Assessment, or designee, and may be required to meet with CARe to evaluate the student’s performance. The purpose of academic probation is to alert the student, faculty, and administration that the student has experienced difficulty and needs assistance provided such as tutoring, counseling, etc., to help resolve academic deficiencies. Upon obtaining a GPA of 2.5 or greater, the student will be removed from probation and notified of

the same in writing. If a student has two (2) consecutive semesters with a GPA of less than 2.5, the student will be referred to CARe for further action.

Financial Aid Warning, Probation and Suspension

If a student fails to meet the Satisfactory Academic Progress standards as described above, the student will be placed on **financial aid warning** for their next term of enrollment. During the **financial aid probation** period, the student will remain eligible for financial aid for one additional payment period only. If the student meets the Satisfactory Academic Progress standards at the end of the **financial aid warning** term, the warning is resolved with no further action.

If at the end of the **financial aid warning** term, the student fails to meet the Satisfactory Academic Progress standards, the student will be placed on **financial aid suspension** and cannot receive the assistance of federal Title IV funds, Veterans Administration educational benefits (e.g., GI Bill® benefits), or institutional financial aid unless the student successfully appeals their **financial aid suspension**. If the student is successful in their appeal, the student will be placed on a single term of **financial aid probation** and will be required to meet the terms of an Academic Recovery Plan, as specified by the Financial Aid Appeals Committee.

If the student meets the Satisfactory Academic Progress standards and the terms of the Academic Recovery Plan during the **financial aid probationary** period, **the financial aid probation** is resolved with no further action.

If, at the end of the **financial aid probationary** period, the student does not meet the minimum GPA (2.5) and (75%) completion percentage standards for the term **and** does not complete the terms of their Academic Recovery Plan the student is placed on financial aid suspension. The student **may** file an appeal. If the appeal is approved by the Financial Aid Appeals Committee then the student may receive Title IV funds or Veterans Administration educational benefits (e.g., GI Bill® benefits) for one additional payment period following an approved appeal by the Financial Aid Appeals Committee.

Students on **financial aid probation** that fail to meet the Satisfactory Academic Progress standards or the terms of their Academic Plan will be placed on *Financial Aid Suspension* and will not be eligible for Title IV federal financial aid/funds or Veterans Administration educational benefits (e.g., GI Bill® benefits).

Students placed on *Financial Aid Suspension* may only have their eligibility for federal financial aid or Veterans Administration educational benefits (e.g., GI Bill® benefits) **re-instated** by meeting all requirements for returning to *good academic standing.* Federal financial aid eligibility and/or Veterans Administration educational benefits (e.g., GI Bill® benefits) will be re-evaluated by the Financial Aid Office at the end of each term of enrollment to determine re-instatement.

Appeal of Financial Aid Suspension

Students who are suspended from financial aid may submit the ACP Financial Aid Appeal Form along with a signed, typed personal explanation of extenuating circumstances affecting student performance. The signed explanation must also include information on the improvement of these circumstances, a complete current mailing address, and an Academic Recovery Plan completed with the assistance of and signature of the Assistant Dean of Student Affairs. Extenuating circumstances include (but are not limited to) illness, severe injury, death in the family or other special circumstances deemed as mitigating by the Financial Aid Appeals Committee.

Financial Aid Appeal forms are available in the Financial Aid Office. **Appeals of financial aid suspension shall be filed no later than ten (10) days after being notified of the decision by the Director of Financial Aid.** If the 10th day is not a business day of ACP, the 10th day will be extended to the next business day of ACP. **Incomplete appeals will not be considered.**

Appeals will be reviewed by the Financial Aid Appeals Committee. **Decisions will be mailed to the student following the committee meeting.** If aid is re-instated upon the review of the appeal, the student will be **continued on financial aid probation** for the next term of enrollment. Aid will be based on available funding at the time of re-instatement. Students who are on financial aid probation must successfully meet the minimum SAP standards and return to *good academic standing* to ensure continuation of financial aid eligibility.

Financial aid warning, probation and suspension are completely separate from academic probation, dismissal, and suspension.

Disciplinary Probation

When a student is placed on disciplinary probation by the HEP Board, Administrative Board, or the appropriate administrative official, his or her status will be *not in good academic standing,* which may affect the student's Title IV financial aid or Veterans educational benefits (e.g., GI Bill® benefits) status. The student may be required to meet with a faculty member or designee assigned by the Dean to monitor his or her progress and any terms of the disciplinary probation imposed. Once the student has satisfied the terms of the disciplinary probation, the Chair of the HEP Board or Administrative Board, the Dean, or the respective designee, shall render a written decision regarding the student's status and provide a copy to the student.

Student Dismissal

Enrollment at ACP is a privilege and ACP reserves the right to dismiss or disallow the re-admission of a student at any time it is deemed necessary by the Dean, with the President's consent, to safeguard standards of scholarship, conduct, and the orderly operation of ACP subject only to the applicable due process rights herein described.

Academic Dismissal

Minimum competency shall be defined as earning a grade of C or better in coursework. Student dismissal may be recommended by CARe when the student fails to make satisfactory academic progress, including, but not limited to the following:

a. Failing grade in didactic coursework; or in the Applied Practice Experience (APE);

b. Two (2) or more grades of C in any coursework; and

c. One (1) or more grades of D or F in any coursework.

Reinstatement Policy

Students who are dismissed from the DrPH program and who seek to be reinstated into the DrPH program must complete an Academic Recovery Plan with the assistance of and signature of the Assistant Dean of Student Affairs. The Academic Recovery Plan shall include the student's specific plans to improve their academic performance (e.g., designated number of hours of study, meet with Director of Student Success and Library Learning Center, etc.) along with the student's written commitment to adhere to the Academic Recovery Plan.

Policy on Sharing Information Regarding Student Performance

The Appalachian College of Pharmacy will communicate relevant information regarding student performance on formative assessments, summative assessments and course grades to faculty advisors, deans, and the Director of Student Success and Library Learning Center to identify students who are struggling academically. Students identified as at-risk for not being successful in the DrPH program and students who are in academic difficulty will receive academic support.

Withdrawal

A student requesting to withdraw must submit a completed Withdrawal form to the Director of Academic Records. The Withdrawal form is included in the Appendices of the ACP DrPH Student Handbook and is available from the Student Affairs Office. Withdrawal from ACP is not complete until the required Withdrawal form is signed by the student and the Dean.

The procedure for Withdrawal is as follows:

a. The student obtains a Withdrawal form from the Appendices of the Student Handbook or from the Student Affairs Office and submits the completed Withdrawal form to the Director of Academic Records.

b. The written request may be followed by a personal interview with the Assistant Dean of Student and Alumni Affairs or the Director of Academic Records.

c. The completed Withdrawal form is signed by the Dean.

d. The student shall meet with the Director of Academic Records and the Chief Financial Officer to finalize and settle all financial accounts with ACP.

e. Once all forms are signed and dated and financial accounts settled, the withdrawal process is complete.

f. Students seeking readmission after a withdrawal must submit a request in writing to the Dean no later than 2 months prior to the beginning of the term of re-enrollment.

If a withdrawal exceeds one academic year, the student may be removed from the program. If a student is removed from the program as a result of a withdrawal that exceeds one academic year, the terms of re-enrollment must be approved by the Dean.

Withdrawal by Disenrollment

A student who withdraws without completing the established withdrawal procedures and/or a student with an unexcused absence exceeding seven (7) consecutive instructional days may be automatically disenrolled from ACP after the student's last known attendance. The official date of withdrawal will be defined as the midpoint of the payment period or period of enrollment, as applicable, or the last known date of an academically-related activity that the student participated in. A student who is withdrawn by disenrollment may be denied consideration for re-admission at a later date.

Elective Withdrawal Date

Students may withdraw from an elective course with no record on their transcript up until the beginning of the second elective course meeting. If the elective course has conducted two class meetings, students may withdraw but the course will appear on their transcript as a withdrawal, code W, with no impact on the student's GPA.

Leave of Absence

To request a leave of absence, a student must submit a completed Leave of Absence form to the Director of Academic Records. A student requesting a leave of absence during clinical rotations must submit a completed Leave of Absence form to the Director of Academic Records with a copy to the Director of Experiential Education. The Leave of Absence form is included in the Appendices of the ACP Student Handbook and is available from the Student Affairs Office.

A leave of absence may be requested for a specific period of time, but a leave of absence may not exceed 180 days. If the leave of absence is requested for medical reasons, the request must be accompanied by a letter from a physician describing the nature of the medical condition for which the leave of absence is requested and the estimated length of time needed for recovery. The approval of and terms and conditions of any leave of absence will be determined by the Dean. Any student requesting leave for more than 180 days must complete a Withdrawal form. If a leave of absence results in a student not completing a course, upon the student's return to the curriculum, the student will be required to enroll in that course during the next term that the course is offered. The scheduling of any remaining clinical rotations is dependent upon availability of the remaining clinical rotations that the student needs to complete.

Credit Hour Policy

The College awards credit using a ratio of approximately 40-45 engagement hours (direct instruction and out-of-class student work) per credit hour earned. Ranges in student engagement hours are utilized to account for variability in course structure (e.g., number of direct vs. out-of-class contact hours), length, and difficulty, as well as to account for student variables (e.g., educational background, prior work experience, assignment completion speed, reading ability).

a. Lecture Courses

Credit hours are awarded at a ratio of approximately 18 hours of class time to 1 hour of credit for face-to-face didactic courses. Distance education courses that have previously been taught via face-to-face instruction and are comparable to traditional face-to-face courses in terms of learning objectives, rigor, student effort, instructional activities and assignments, and assessment, and therefore receive the same credit.

For on-line or hybrid courses, the number of direct instruction hours are decreased and shifted to out-of-class student work keeping the total number of engagement hours comparable to face-to-face courses (40-45 engagement hours per credit hour earned).

b. Laboratory and Applied Research Courses

Laboratory-based and applied research courses: credit hours are awarded at a ratio of approximately 40 hours of instruction time to 1 hour of credit. Laboratory courses will not be offered via distance education.

c. Experiential Courses

Credit is awarded at a ratio of 40 contact hours for 1 hour of credit. Experiential courses may not be offered via distance education with the exception of orientation courses, telehealth experiences, and simulated activities (e.g., select interprofessional education (IPE) experiences).

d. Zero-credit Courses

Graduation requirements (i.e., Milestone Examinations, NAPLEX review) for which there is no instruction of new material, may be assigned a course number but shall be graded P/F and receive no credits for completion.

Requirements for Graduation

Students will be eligible for graduation if all didactic (foundational, elective, and specialization) courses, the research and writing courses, and the applied practice experience are successfully completed with no more than a total of two grades of "C" and none lower. A student may repeat any course to replace an unsatisfactory grade ("C", "D", "F", or "U") and will be charged by the credit hour for doing so. Exceeding two courses with unsatisfactory grades is grounds for dismissal from the Program. Appeals for dismissal (but not course grades) made be sent to the Assistant Dean of the Program within 15 days of notification of dismissal. Coursework and other graduation requirements must be completed within 7 years of initial enrollment.

The State Council on Higher Education for Virginia (SCHEV) requires a minimum of 90 semester credit hours of post baccalaureate coursework for a doctoral program. In order to be awarded the DrPH degree from ACP your transcripts must reflect this, including the credits earned in the Program.

Academic Integrity

Not only in this program, but in your entire educational experience, you are expected to practice the highest standards of academic integrity. Plagiarism, cheating, falsification, *and other forms* of academic misconduct are strictly prohibited. Committing any of these acts, or helping others to do so, will result in disciplinary sanctions including loss of credit for a test or assignment, failing the course, or expulsion from the Program.

- **Plagiarism** is using, borrowing, or stealing of someone's ideas or content without proper citation and credit to the source, or claiming them as your own, from papers, publications, the internet, or any other resource. It includes use of unauthorized websites and applications in which content is generated by others or by artificial intelligence (AI).
- **Cheating** occurs in many forms, including the use of unauthorized materials, information, or study aids on assignments or tests. It also includes collaborating with others on tests and assignments not designated for group assessment.
- **Falsification** involves the intentional and unauthorized fabrication or invention of any information, data, or source citation in any academic exercise or assessment.

For a full description of the ACP policy on academic integrity, including details of possible sanctions, see the ACP Student Handbook section on "Honor Code of Academic Integrity."

Artificial Intelligence (AI) Policy

Appalachian College of Pharmacy permits each course coordinator to determine whether students may use artificial intelligence (AI) in the completion of course assignments. Whether artificial intelligence (AI) may be used shall be stated in the course syllabus. Should artificial intelligence (AI) be authorized in a course, all AI-generated materials must be cited like other reference materials.

Academic Advisor

In addition to advisement services described above, all students will be assigned a faculty **Academic Advisor** upon admission to the DrPH Program. These individuals provide academic guidance for Program progression and matriculation. Although they are assigned for the duration of the student's Program of Study, students may request a change of advisor once during their studies for any reason. It is important to stay in regular content with your advisor to ensure satisfactory academic progress and keep current with any Program changes. We recommend a minimum of two contacts with your advisor per term and more if needed.

A separate **Research Mentor** will oversee the student's progress in their research project and capstone paper. These individuals will guide your progress through DRPH 910 and 930.

While advisors will reach out to students periodically to review their progress, we strongly recommend that students themselves contact their advisors and mentors whenever they need any information or assistance related to the Program. It will be helpful to create your own Program of Study timeline to ensure that your academic needs and educational objectives are met in a timely manner. Your advisor can help you with this. Alternatively, you can use the Program Gates and Completion Checklist included in this Handbook.

Distance and Correspondence Education Policy

a. Purpose

The purpose of Distance and Correspondence Education at the Appalachian College of Pharmacy (ACP) is to support and expand the mission of the College to address the health-related needs of rural and under-served

communities, particularly those in Appalachia, by providing students with more flexible and affordable quality learning opportunities. All distance and correspondence education courses taught at ACP must adhere to federal (e.g., U.S. Department of Education), state (e.g., State Council of Higher Education for Virginia (SCHEV), regional accreditation (e.g., Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)), and Accreditation Council for Pharmacy Education (ACPE) requirements.

b. Definitions

Appalachian College of Pharmacy uses the most current definitions of distance education and corresponding education from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC):

i. Distance education: distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

ii. Correspondence education: correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

c. Classification of Distance Courses

Appalachian College of Pharmacy classifies distance courses as follows:

i. Online – Courses that are delivered 100% online

ii. Hybrid – Courses that are delivered 51 – 99% online

iii. Blended – Courses that are delivered 25 – 50% online

iv. Face-to-face – Courses that are delivered < 25% online

v. Off-campus instruction sites – Locations that are geographically separate from the main campus and where students can complete 25% or more of the educational program credit hour requirements.

d. Policy Statements

In accordance with the SACSCOC Principles of Accreditation, the College will use the following policy statements in implementing and reporting on distance and correspondence education.

i. ACP ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives course credit by verifying the identity of a student who participates in coursework as outlined in the College's Student Identity and Privacy Policy.

- All students are issued a unique username and student ID. The unique username or student ID is used along with a unique password or PIN for all ACP activities including email (via Google G Suite for Education), Sonis (student information system), CORe (experiential education platform), ExamSoft (secure assessment software), and Canvas (learning management system (LMS)).

- Student identity is verified through secure login, proctored examinations (e.g., supervised face-to-face, electronic, and/or online services), and/or other technologies and practices that are effective in verifying student identification.

- All students and faculty are required to use a secure login/password to access online courses through Canvas, ExamSoft, and/or other platforms (e.g., Google Classroom, Google Meet). Links

to Zoom are housed in Canvas. Use of these platforms allows for regular and timely interactions between students and faculty.

ii. ACP protects the privacy of all students, including distance and correspondence education students, through strict adherence to the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA).

• ACP's LMS utilizes user roles (e.g., course coordinator, course faculty, student, etc.) to restrict access to course and student information. Students are only able to access course content and information necessary to complete course requirements. Students are unable to access protected information of other students in the LMS.

• Only students registered for the course are enrolled in course sites.

• Only users that have completed FERPA training have access to the control panel (e.g., Gradebook tool) and protected student information in course sites.

• ACP utilizes SONIS to report and maintain student course grades in a secure environment.

iii. ACP does not charge additional fees for verification of student identity.

iv. ACP will accurately report the enrollment headcount annually as required.

v. All distance and correspondence education courses and programs at ACP comply with the SACSCOC Principles of Accreditation, ACPE Standards 2016, and state (SCHEV) requirements and will use the guideline statements listed below in the College's implementation and reporting for distance and correspondence education programs.

e. Guideline Statements

i. Mission

• The purpose of Distance and Correspondence Education at ACP is to support and expand the mission of the College to address the health-related needs of rural and under-served communities, particularly those in Appalachia, by providing students with more flexible and affordable quality learning opportunities.

ii. Curriculum and Instruction

• Appropriately credentialed faculty are responsible for the design, development, implementation, and revision of distance and correspondence education courses/programs.

• All distance and correspondence education courses at ACP are comparable to traditional face-to-face courses in terms of pre-requisites, learning objectives, rigor, student effort, assessment, evaluation, and student support, and are approved through the same curriculum approval processes as traditional campus face-to-face-based courses.

• Analogous instructional activities and assignments conducted in traditional campus face-to-face courses and programs will be utilized in distance and correspondence education courses and programs.

• Since the student learning outcomes and assignments for distance courses are the same as face-to-face courses, and distance students are required to engage with the instructor and other students (e.g., synchronous sessions, discussion boards), the in-class and out-of-class time for the distance course is equivalent to the face-to-face course and the credit hours are the same. (see Credit Hour Policy)

• In general, laboratory, skills, and experiential courses may not be offered via distance education (see Credit Hour Policy for exceptions)

• All academic programs, regardless of delivery mode, engage in similar institutional assessment efforts, including annual reports and accreditation reviews, as appropriate.

• Distance and correspondence education courses will be delivered by reliable methods that allow for regular student-faculty interaction, and the College will provide technical, academic, clerical, and instructional design support services to faculty. Technical and academic support will be provided to students as appropriate. Expectations concerning the use of technology will be clearly communicated to students via course syllabi.

• Materials created by faculty members for distance-education courses will be similar to materials created by faculty members for traditional courses.

• Decisions to offer courses or programs through distance and/or correspondence education will reflect student needs and availability of resources.

• If a degree program is designed to be offered entirely by distance and/or correspondence education, the enrolled student must satisfy all requirements of that degree program and the program must be of an appropriate length.

• The College monitors individual student academic progress through programs, including those that involve distance education.

• Academic support services will be offered to students that enroll in distance and/or correspondence education courses.

• SCHEV requires the college to report the course delivery mode according to a schedule in which modes are defined. The Registrar's office will have copies of this schedule.

• ACP does not have any consortial arrangements or contractual agreements for the delivery of courses or services offered by distance education.

iii. Faculty

• All faculty assigned to develop, design, and teach distance and/or correspondence education courses will be equally qualified and credentialed as faculty for campus-based programs and courses.

• Criteria for evaluation of faculty teaching distance and/or correspondence education will be similar to those used for evaluation of campus-based courses.

• Faculty members involved in distance education will receive training to enhance their skills with respect to technology and teaching, as well as mentoring, engaging, and evaluating students enrolled in distance learning courses or activities.

• Prior to teaching an online course, all faculty must receive appropriate training on the necessary instructional technologies.

• All academic programs regardless of delivery mode have a sufficient number of qualified faculty to develop, design, and teach the courses/programs.

• Faculty are provided computers that meet the Minimum Technology Specifications for distance learning.

• ACP has an IT department that is available to provide faculty with IT training and support services.

iv. Security and Privacy

• Students' privacy and identity will be secured using an array of techniques, including secure login and password, proctored examinations (supervised face-to-face, electronic, and/or online services), authenticated assessments, and/or other technologies and practices that are effective in verifying student identification. (see Student Identity and Privacy Policy)

• For all proctored assessments, students must present an official, current ACP photo ID prior to taking the assessment or use ExamID in ExamSoft.

• All students are required to use a secure login/passcode to take online courses through Canvas (LMS) and/or other platforms (e.g., Google Classroom, Google Meet). Sharing user names and passwords is a violation of this policy and constitutes a violation of the Academic Integrity Policy

v. Institutional Effectiveness

• The Office of Institutional Effectiveness and Assessment will assist departments offering online courses and programs in the implementation of an evaluation process.

• The College's review of distance education programs is analogous to campus-based programs, including assessment of student learning outcomes, student retention, monitoring and student satisfaction, and will ensure comparability of distance and campus-based courses.

• The College will regularly assess the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

f. Resources for Academic and Student Support

i. Library and Learning Resources

- Equivalent online library and learning resources will be available to students enrolled in distance education programs and courses as students enrolled in campus-based programs and courses. Students will receive an online orientation on available resources and their use following matriculation into the College.
- Elements of library support and learning resources available to students will include electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, reciprocal borrowing and interlibrary loan services, and cooperative arrangements with other libraries for collection access.
- The library will regularly evaluate learning resources provided to distance education students and make recommendations.
- Students enrolled at ACP will have access to necessary laboratories, facilities, and equipment regardless of course/program delivery mode.

ii. Student Services and Tutoring

- Students enrolled in distance education courses will have adequate access to a range of student support services comparable to those offered to traditional on-campus users, including admissions, orientation, academic advising, tutoring, registration, course/program withdrawal, payment processing, financial aid information, disability and counseling services, complaint resolution.
- Students receive training for technology policies, computer usage, educational software (e.g., SONIS, Canvas, and Exam Soft) during Student Orientation.
- ACP has an IT department that is available to provide students with necessary IT training and support services.

iii. Facilities and Finances

- Financial support for distance education, including funding for faculty, staff, services, and technological infrastructure, is part of the annual budgetary process for the College.
- Appropriate technical expertise, technological infrastructure and support will be available to meet the needs of faculty, staff, and students engaged in distance education programs and courses.

g. Student Rights, Responsibilities, and Complaints

i. Student Rights and Responsibilities

- Distance education students have the same rights as students participating in face-to-face instruction as outlined in the Student Handbook.

- Distance Education students will be held to the same academic and professional standards as students participating in face-to-face instruction, and are subject to the Academic Integrity and Student Conduct policies as outlined in the Student Handbook.
- All students are required to have a laptop computer that meets the Minimum Technology Specifications for distance learning.
- ACP has an IT department that is available to provide faculty with IT training and support services.
- Students must complete an Online Readiness Assessment that assesses student self-motivation, commitment, basic technological skills, competencies, and support needed to succeed in a distance-learning environment prior to completing distance education courses/programs.

ii. Student Complaint Information

- ACP complaint process: Students enrolled in an ACP course who have a complaint about a course or experience should follow ACP's complaint, grievance, and appeal procedures as outlined in the Student Handbook.
- SARA-complaint process: Student complaints not resolved at the institutional level (ACP) may be appealed to the SARA state portal entity – the State Council of Higher Education for Virginia. The state portal entity has final authority on SARA complaints.

  Darlene Derricott
  Director of Academic Services
  State Council of Higher Education for Virginia
  101 N. 14th Street, 9th Floor
  Richmond, VA 23219
  804.225.2621
  DarleneDerricott@schev.edu
  State entity SARA Website

  For a complaint that has not been resolved through these grievance procedures, students residing outside Virginia may file a complaint with the state in which you reside. (https://www.nc-sara.org/)

  Students in California, which is not a member of SARA, may contact the state Attorney General Office of California or the California Bureau for Private Postsecondary Education.

- SACSCOC complaint process: Students may submit a complaint about a SACSCOC-accredited institution using the SACSCOC complaint process (https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf).
- ACPE complaint process: Students may submit a complaint about an ACPE-accredited institution using the ACPE complaint process (https://www.acpe-accredit.org/complaints/).

iii. International Students

- International students must maintain full-time enrollment; however, regulation: 8 C.F.R 214.2(f)(6)(i)(G) 3.20.7 Distance Education Limits: No more than the equivalent of one on-line/distance education class (or 3 credits) per session may count towards the "full course of study" requirement.

h. Disclosures

i. Regulatory Requirements

- All distance and correspondence education courses must adhere to federal (e.g., U.S. Department of Education), state (e.g., State Council of Higher Education for Virginia (SCHEV)), regional accreditation (e.g., SACSCOC), and Accreditation Council for Pharmacy Education (ACPE) requirements.

ii. Accreditation

- ACP is accredited by SACSCOC to award doctorate degrees. The U.S. Department of Education (USDE) recognizes SACSCOC for the accreditation and pre-accreditation of degree-granting institutions of higher education in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia, including the accreditation of educational programs offered via distance and correspondence education within these institutions. Accreditation by SACSCOC may be used by an institution accredited by the agency to establish eligibility to participate in Title IV programs.
- ACP is accredited by ACPE to award the Doctor of Pharmacy degree. ACPE is recognized by the US Department of Education (USDE) for the accreditation and pre-accreditation, within the United States, of professional degree programs in pharmacy leading to the degree of Doctor of Pharmacy, including those programs offered via distance education.

iii. Authorizations/Certifications

- Institutions must be authorized to deliver online instruction to students in other states or to place students in clinicals, internships, or practica out of state.
- The State Authorization Reciprocity Agreements (SARA) establishes national standards for interstate offering of postsecondary distance education programs among member states. The agreement creates a system for institutions offering distance education to receive authorization from states other than their home state, by placing the responsibility for regulation, quality assurance, and student protection on the institution's home state. Institutions participating in SARA can offer educational opportunities in all SARA member states, the District of Columbia, the U.S. Virgin Islands, and Puerto Rico without seeking individual approval in each state.
- ACP is a member of NC-SARA through the state portal entity, SCHEV.
- See the National Council of State Authorization Reciprocity Agreements (NC-SARA) website for an updated list of states that participate (https://www.nc-sara.org/)

Student Identity and Privacy Policy

The Appalachian College of Pharmacy (ACP) is committed to protecting the privacy of all students, including those enrolled in distance and correspondence education. Our procedure for protecting student privacy is outlined below. The Office of the Registrar is responsible for ensuring the provisions below are enforced.

a. ACP protects the privacy of all students, including distance and correspondence education students, through the strict adherence to the Family Educational Rights and Privacy Act of 1974 as Amended (FERPA) Faculty and staff receive training on FERPA annually.

b. At the time of enrollment, all students are required to present the College with a government issued photo ID, such as a driver's license or passport, and complete the College's Identity & Statement of Educational Purpose form for initial verification of student identity. A copy of the completed form will be placed within the student's academic records.

c. ACP issues a unique username and password to each student (and student ID) at the initial time of enrollment. The unique username and student identification number (ID) are the unique identifiers for the student throughout their academic career at ACP. The unique username or student ID is used along with a unique password or PIN for all ACP activities including email (via Google G Suite for Education), Sonis (student information system), CORe (experiential education platform), and Canvas (learning management system (LMS)). For security purposes, all systems require all passwords to be updated approximately every 90 days. Students receive a training session on username and password security and protection during

Orientation that includes having them change the initial password provided. The College has no access or ability to view passwords once the initial password is reset by the student.

d. Student identity is verified through secure login, proctored examinations (e.g., supervised face-to-face, electronic, and/or online services), and/or other technologies and practices that are effective in verifying student identification.

i. All students are required to use a secure login/pass code to access Canvas (LMS), ExamSoft (secure assessment software), and/or other platforms (e.g., Google Classroom, Google Meet, GoToMeeting, Zoom). Canvas and the other platforms allow for regular and timely interactions between students and faculty.

ii. For all proctored assessments, students must present an official, current ACP photo ID prior to taking the assessment or use ExamID in ExamSoft.

e. Students and faculty at ACP access all courses, including distance and correspondence education courses, through the College's LMS Canvas, which may provide links to other platforms (e.g., Google Classroom, Google Meet, GoToMeeting, Zoom) that require a secure login/pass code.

i. ACP's LMS restricts access to course and student information by controlling users' access through user roles (e.g., course coordinator, faculty, student). Student users are only able to access course information that is needed to complete course requirements. The privacy of individual student's assessments and grades is maintained within the LMS.

ii. Only registered students are enrolled in course sites.

iii. Faculty access to course information is restricted to courses which they teach.

iv. Only users that have completed FERPA training have access to the control panel (e.g., Gradebook tool) and protected student information in course sites.

f. Faculty use ACP's secure SONIS website for reporting student grades for all courses, including distance and correspondence education courses. Only the course coordinator, Registrar, and Dean/Assistant Deans have the permissions in SONIS to view student grades.

Technology

a. Computer

Students will need to have access to a computer to complete the DrPH program. While enrolled, students may utilize the IT department for technical support.

b. Internet Requirements

All off-campus/distance students are required to purchase their own dedicated home high-speed Internet service at a minimum required speed of 3.0 Mbps upload and 3.0 Mbps download for viewing lecture captures, simultaneous screen sharing and video/audio conferencing. To test connectivity level, go to speedtest.net and run a test.

c. Other Requirements

Students may also need to purchase a headset with microphone should their location in which they will be attending classes not be completely noise free. Students will also want to ensure they have a working printer with built in or separate scanner so that any active learnings that require handwritten information can be scanned and emailed back to the College. All software requirements will be given to the students with download locations and installation instructions on orientation of curriculum.

Grade Appeal Policy

a. Appeal of Final Course Grade

If a student believes that his final course grade is in error, the student shall first contact the course coordinator or preceptor and attempt to resolve the matter. If the student is unable to resolve the matter, the student may initiate a grade appeal by submitting a written statement summarizing the alleged error and the desired remedy to the DrPH Appeals Committee at appeals.drph@acp.edu. The initial grade appeal to the DrPH Appeals

Committee shall be made no later than ten (10) days after the posting of the final course grade. If the 10th day is not a business day of ACP, the 10th day will be extended to the next business day of ACP. The DrPH Appeals Committee shall review the appeal and attempt to resolve the concern. The DrPH Appeals Committee is convened on an as-needed basis and is comprised of three faculty members appointed by the Dean of the DrPH program. If not resolved, the student may appeal to the President. An appeal to the President shall be filed no later than ten (10) days after being notified of the decision by the DrPH Appeals Committee. Mathematical or computer errors in grade entry on the part of ACP faculty and staff may be appealed at any time. The decision of the President is final.

b. Appeals of Academic Dismissal, Suspension, Probation

In order to appeal a decision regarding dismissal, suspension, or probation based upon lack of academic performance or related grounds, the student shall do the following:

i. The student, within ten (10) days of receiving notice of his academic suspension or dismissal shall submit a detailed appeal in writing to the Assistant Dean of Student and Alumni Affairs setting forth his grounds for the appeal along with any documentation he wishes to have considered. If the 10th day is not a business day of ACP, the 10th day will be extended to the next business day of ACP.

ii. The President, or the President's designee, shall decide the appeal and issue a decision in writing within ten (10) business days of the President receiving notification of the appeal.

iii. The appeal process and outcome shall be kept confidential except that the record of appeal will be placed in the student's file and made available to accrediting agencies or for legally issued subpoenas.

The foregoing appeal process applies to academic sanctions only, and does not apply to suspension or dismissal for violations of the Honor Code of Academic Integrity, Professional Code of Conduct violations, unprofessional behavior, crimes, and related violations as set forth herein.

TECHNICAL STANDARDS

The educational mission of ACP is to educate and graduate competent DrPH practitioners who serve in a variety of institutional, community, and other settings. Students must meet certain technical standards which outline the essential functions that candidates for the Doctor of Public Health must be competent to perform. It is recognized that degrees of ability vary among individuals; therefore, ACP is committed to supporting its students by reasonable means to complete the course of study leading to the Doctor of Pharmacy degree insofar as the student seeks and follows the recommendations necessary to do so.

1. Domain: Communications
    a. Performance Standards
        i. Student must have functional English speaking, reading, and writing abilities necessary to communicate clearly and professionally with faculty, staff, peers, patients, and healthcare professionals in a mature and professional manner that reflects the core values of ACP.
        ii. Communication includes both verbal and non-verbal expression, reading, writing, and computer skills. Students must be functionally proficient in computer skills including word processing, data entry, and exam taking.
    b. Essential Functions
        i. Ability to participate in class discussion groups for the purpose of the delivery and receipt of course content information
        ii. Ability to recognize both verbal and non-verbal communication, including facial expressions and body language
        iii. Ability to demonstrate awareness of and appropriately communicate both verbally and non-verbally
        iv. Ability to report accurately and legibly in patients' charts demonstrating the knowledge of the meaning and spelling of words and rules of composition and grammar

v. Ability to explain to healthcare team members, patients, and/or caregivers the reasons and procedures for treatment, preventive measures, disease process, and the need for referral
vi. Ability to use computers and other technology to accurately record information and convey critical health-related documentation
vii. Ability to recognize and respond to physical and psychological needs of patients

2. Domain: Intellectual
    a. Performance Standards (Conceptual, Integrative, and Quantitative Abilities)
        i. Student must have critical and logical thinking ability sufficient to measure, calculate, reason, analyze, and engage in clinical judgment and problem solving to address issues and problems within all relevant learning environments.
        ii. Student must have the ability to multi-task and to perform work in a logical and sequential manner and the ability to synthesize and apply complex information.
    b. Essential Functions
        i. Student must be able to memorize, perform scientific measurement and calculations, reason, analyze, and synthesize information
        ii. Demonstrate ability to retrieve (electronically and manually), read, understand, and interpret medical, scientific, and professional information and literature
        iii. Demonstrate the intellectual and reasoning abilities required to develop problem-solving and decision-making skills
        iv. Demonstrate ability to learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, individual study of materials, preparation and presentation of written and oral reports, and use of computers and other technology
        v. Demonstrate ability to prioritize and complete tasks in laboratory, clinical, and patient care settings within expected time constraints
        vi. Perform a variety of duties accurately, often changing from one task to another without loss of efficiency or composure
3. Domain: Behavioral/Social
    a. Performance Standards
        i. Student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attendant to the interaction with classmates, faculty, and patients.
        ii. Student must possess the ability to interact with and relate to faculty, staff, peers, patients, and healthcare professionals in a mature and professional manner that reflects the core values of ACP.
        iii. Student must demonstrate sensitivity to people from a variety of cultural backgrounds.
        iv. Student must possess the ability to interact with and respond to needs of patients and caregivers from a variety of cultural backgrounds and with a diversity of emotional, intellectual, and physical health issues.
    b. Essential Functions
        i. Student must be of sufficient emotional and mental health to fully utilize intellectual abilities to exercise good judgment, to complete patient care responsibilities appropriately and to relate to faculty, staff, peers, patients, and healthcare professionals with courtesy, compassion, maturity, and respect for their dignity
        ii. Student must be able to effectively function when faced with the challenges and uncertainties in classrooms, laboratories, and experiential settings
        iii. Student must be able to tolerate the mentally and physically taxing workloads of ACP and to function effectively under stress
        iv. Student must be able to adapt to changing environments, to display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients
        v. Student must accept constructive criticism and be able to respond and modify behavior accordingly
        vi. Student must be able to interact with faculty, staff, peers, patients, and members of the healthcare team in a mature and professional manner that reflects the core values of ACP

4. Domain: Visual, Auditory, and Observation
    a. Performance Standard
        i. Student must possess sufficient visual and auditory abilities to gather data from written reference materials, oral presentations, illustrations, diagrams, and classroom and patient observations.
    b. Essential Functions
        i. Ability to gather data from written reference material, computer-based programs, and oral presentations
        ii. Ability to observe and/or conduct demonstrations and experiments
        iii. Ability to utilize various types of physical assessment skills required for patient-centered care, including reading digital or analog representations of physiologic phenomena
        iv. Ability to execute physical movements reasonably required to properly participate in the activities of a laboratory or an experiential rotation that are components of pharmacy practice
        v. Have the ability to read and interpret prescriptions, prescription labels, and drug labels
5. Domain: Tactile and Motor Competencies
    a. Performance Standard
        i. Student must possess sufficient tactile and motor abilities to prepare pharmaceutical products, evaluate patients, and perform basic laboratory tests.
    b. Essential Functions
        i. Possess manual dexterity necessary to manipulate and control laboratory equipment and materials
        ii. Possess manual dexterity sufficient to accurately compound and prepare pharmaceutical products for dispensing to patients
        iii. Possess manual dexterity and sense of touch sufficient to perform basic patient assessments including, but not limited to palpation, auscultation, percussion, and other diagnostic maneuvers
        iv. Possess sufficient manual dexterity to conduct laboratory diagnostic tests and administer non-oral medications
6. Domain: Ethical Values
    a. Performance Standard
        i. Student must demonstrate a professional demeanor, conduct, and behavior that is appropriate to his/her standing in the professional degree program.
    b. Essential Functions
        i. Adherence to ACP's Honor Code of Academic Integrity and Professional Code of Conduct
        ii. Protect the confidentiality of any and all patient information in the student's professional and personal communications
        iii. Uphold the ethical standards set forth in the profession of public health.
        iv. Obtain and maintain a valid pharmacist Intern license in the Commonwealth of Virginia (or other site where the student may receive training)
        v. Pass requisite criminal background checks, drug tests/screens, or any other requirements adopted by ACP, its affiliated experiential sites (or other sites where the student may receive training), and any accrediting and/or regulatory agency

APPALACHIAN COLLEGE OF PHARMACY STUDENT RIGHTS AND RESPONSIBILITIES

Students enrolled at ACP assume an obligation to conduct themselves in a manner that is civil and compatible with ACP's function as an institution of higher education.

1. Student Rights
    a. ACP seeks to maintain an environment where students:
        i. may freely exchange ideas in an orderly, professional, non-threatening, non-violent, and non-slanderous manner inside and outside the classroom

ii. may freely associate with other individuals, groups, and organizations which do not infringe upon the rights of others
iii. can expect to participate in the ACP community without discrimination as defined by federal and state law and regulations
iv. can expect reasonable access to the facilities and services of ACP in accordance with the policies and procedures stated in the Student Handbook and Course Catalog
v. can expect to perform daily functions and activities with reasonable expectations of a safe campus environment with the exceptions that ACP cannot assure safety in regard to dangerous weather conditions, acts of terrorism or deadly assault, and events which by their sudden nature are not preventable or predictable under normal circumstances
vi. can expect discipline to be implemented through established duly adopted procedures, including appeals processes
vii. can expect to have access to established procedures for presenting and respecting their concerns/complaints
viii. can expect to have access to qualified faculty and academic resources necessary for the learning process
ix. can expect faculty and other instructors to offer office hours outside of the normal class period
x. can expect to have reasonable access and opportunities to interact with people and institutions beyond the ACP community
xi. can expect to have representation on selected ACP faculty committees to participate in the improvement of the academic and administrative units
xii. can expect timely and courteous responses to inquiries from academic and administrative units
xiii. can expect academic and administrative policies that support intellectual inquiry, expression, learning, growth, and professional development
xiv. can expect notification of their rights with respect to their education records as it relates to The Family Educational Rights and Privacy Act (FERPA)

2. Student Responsibilities and Guidelines for Professionalism
    a. ACP strives to create an environment in which professional attributes and behaviors are cultivated. However, it is the duty and responsibility of each member of the ACP community to uphold the honor of the profession of public health at its highest standards and accept its moral and ethical principles in the classroom, workplace, experiential training sites, community, and other areas of public health involvement.
    b. Professional behavior is critical to success not only in the DrPH program, but also in the practice of a career in public health. Whether an act of unprofessional behavior requires a formal proceeding of the Honors, Ethics, and Professionalism (HEP) Board is dependent on the severity of the offense and whether the student has a pattern of behavior that demonstrates consistent unprofessional conduct.
    ~~c.~~ It is the responsibility of each student to be familiar with ACP guidelines for professionalism.
    d. ACP expects professional behavior and expects students to conduct themselves in accordance with the guidelines as published by American Public Health Association. The guidelines delineate what is expected of each student member of the ACP community with regard to professional behavior.
    e. Professional Knowledge, Skills, and Behaviors
        i. Performs responsibilities in a manner consistent with ACP's educational outcomes statement and the Council on Education in Public Health (CEPH).
        ii. Interacts effectively with faculty, staff, other students, patients and their families, public health colleagues, and other health professionals
    f. Commitment to Self-Improvement and Life-Long Learning
        i. Reflects critically on his or her actions and seeks to improve proficiency in all facets of his/her responsibilities
        ii. Accepts and responds to constructive feedback

iii. Provides constructive feedback to others
iv. Recognizes limitations and seeks help when necessary
v. Takes responsibility for learning; an active and self-directed learner
vi. Does not participate in activities that compromise learning (disruptive behavior, cheating)
vii. Maintains personal health and well-being

g. Service Orientation/Altruism
   i. Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of life
   ii. Recognizes and avoids conflicts of interest
   iii. Provides service to the community and society-at-large
   iv. Offers to help others when they are busy or in need of assistance
   v. Shares opportunities for recognition with others
   vi. Does not seek to profit unfairly from others
   vii. Puts patient needs above their own, e.g., staying as long as necessary to ensure appropriate care
h. Continuing Commitment to Excellence and Pride in the Profession
   i. Demonstrates dedication to his/her patients and the profession supported by a strong work ethic
   ii. Upholds the competent delivery of healthcare services; addresses lack of knowledge or skill in self and others
   iii. Conscientious; well-prepared for class and clinical rotations
   iv. Displays a consistent effort to exceed minimum requirements; demonstrates quality work
i. Covenantal Relationship with the Patient and Respect for Others
   i. Empathetic and responsive to the needs of the patient, the patient's family, and other members of the healthcare team
   ii. Respects a patient's autonomy, privacy, and dignity
   iii. Involves the patient as a partner in his/her healthcare decisions; honors the patient's values and belief systems
   iv. Respects and appreciates the diversity of his/her patients
   v. Listens and communicates effectively
   vi. Maintains appropriate boundaries
   vii. Advocates for others
   viii. Non-judgmental; displays compassion and empathy
   ix. Skillful in establishing a rapport with patients and other healthcare team members
   x. Contributes to team building
   xi. Maintains composure and adapts well to changing or stressful situations
   xii. Resolves conflicts fairly
j. Creativity and Innovation
   i. Contributes to quality improvement in all professional endeavors
   ii. Applies creative and innovative approaches to challenges
   iii. Contributes to the development of new knowledge and practices that advance pharmaceutical care
k. Conscience and Trustworthiness
   i. Demonstrates a high degree of integrity, truthfulness, and fairness
   ii. Uses time and resources appropriately
   iii. Truthful about facts or events
   iv. Does not hide errors
l. Accountability
   i. Demonstrates initiative, reliability and follow through in fulfilling commitments
   ii. Promptly completes responsibilities in a timely manner (notifies appropriate individuals of unexpected emergencies)
   iii. Responsible for and accountable to others (e.g., patients, their families, society, and the profession)

iv. Accepts responsibility for his/her errors and explores ways to prevent errors from occurring in the future
v. Confronts individuals who demonstrate unprofessional behavior
vi. Does not participate in activities that impair judgment or compromise patient care responsibilities
vii. Accountable for his/her academic and professional performance

m. Ethically Sound Decision-Making
i. Demonstrates an awareness of professional norms, laws, and behavior; knowledgeable of theories and principles underlying ethical conduct
ii. Adheres to high ethical and moral standards
iii. Able to cope with a high degree of complexity and uncertainty
iv. Controls emotions appropriately even under stressful conditions; maintains personal boundaries
v. Prioritizes responsibilities properly

n. Leadership
i. Contributes to the profession; actively involved in professional organizations or other venues
ii. Proactive in solving social and professional challenges
iii. Helps promote a culture of professionalism
iv. Embraces and advocates for change that improves patient care
v. Encourages current and future pharmacists in their professional development

3. Professional Responsibilities
a. Respect and Concern for the Welfare of Patients
i. Treat patients and their families with respect and dignity both in their presence and in discussions with others.
ii. Recognize when one's ability to function effectively is compromised and ask for relief or help.
iii. Recognize the limits of their competence in the care of patients and seek supervision or advice before acting.
iv. Not use alcohol, illicit or prescription drugs in a manner that could compromise the student or patient care. Please refer to the Alcohol and Drug Abuse Prevention Policy for further detail.

b. Respect for the Rights and Property of Others
i. Refrain from contributing to or engaging in any activity that disrupts or obstructs the teaching activities of ACP. This policy refers to activities on campus or at affiliated training sites, including rotation sites.
ii. Interact with other professionals, staff, and peers in a considerate manner and with a spirit of collegiality and cooperation.
iii. Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, sexual preference, or socioeconomic status.
iv. Respect the patient's modesty and privacy of information.

c. Trustworthiness
i. Be truthful in communications with others.
ii. Maintain confidentiality of patient information in accordance with HIPAA regulations.
iii. Admit errors and not knowingly mislead others for self-promotion at the expense of the patient.
iv. Not represent his or herself as a pharmacist, physician, physician's assistant, nurse practitioner, or other heath professional.
v. Accurately acknowledge the sources of all information. Failure to do so will be considered plagiarism.
vi. Abstain from falsifying documents or records.

d. Responsibility and Sense of Duty

i. Participate responsibly in-patient care or research to the best of their ability and with the appropriate supervision.
ii. Undertake clinical duties and persevere until they are complete.
iii. Notify the responsible party if something interferes with their ability to perform clinical or academic tasks effectively.

e. Ethical and Legal Consciousness
i. Abide by all regulations, rules, and laws related to healthcare and the public health profession.
ii. Accept disciplinary action taken against him or her.
iii. Adhere to all rules and policies of individual institutions or organizations as they apply to themselves.

f. Professional Demeanor
i. Maintain a neat and clean appearance and dress in attire that is accepted as professional to the population served. Guidelines for the professional dress code may be found in the Professional Attire section of this handbook.
ii. Be thoughtful and professional when interacting with patients, their families, and other health professionals.
iii. Avoid offensive language, gestures, inappropriate remarks, and all forms of violence and threats.
iv. Be punctual when attending meetings, appointments, patient care settings, rotation sites, or other ACP-related activities.
v. Desist from purposely submitting false or misleading information on a curriculum vitae concerning academic details, work experience, or any other matter relevant to past professional experience.
vi. Maintain adherence to ACP's social media policy.

PROFESSIONAL CODE OF CONDUCT

1. Definitions and Guidelines for Unprofessional Behavior

All unprofessional behavior is a violation of the Professional Code of Conduct. Unprofessional behavior includes any act or omission that is unethical, improper, or ill-advised in view of public health practice or procedure and/or in violation of any regulations or laws governing the profession of public health. Although the following list of guidelines is not exhaustive, failure to follow any of the requirements listed below constitutes unprofessional behavior in the clinical or classroom setting.

2. Civility

An environment conducive to learning depends on behavior of mutual respect among students, faculty, administration, and staff. ACP does not tolerate disrespect or lack of civility toward any member of the ACP community. Any inappropriate verbal, written, or e-mail remarks that disrespect, harass, discriminate, intimidate, or demean the character of another individual will be dealt with through formal disciplinary procedures.

3. Communication in the Experiential Setting

Communication with preceptors, health professionals, patients, and other students should be professional and courteous. Avoid making negative or disparaging remarks regarding the clinical rotation site (to individuals or through social media posts). Avoid discussing the clinical rotation site business practices with other students or individuals.

4. Etiquette in the Experiential Setting

While completing the Applied Practical Experience (APE), professional behavior and adherence to ACP policies as well as any specific site requirements is expected at all times. Students must dress in appropriate and professional attire while at any APE learning site. This includes dress shirts, pants and

ties for men and skirts/dresses/slacks for women or attire conforming to the policies of the experiential site.

6. Professional Attire (Dress Code)

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. In most circumstances, business casual attire is acceptable.

9. Acceptable Attire for Participation in Experiential Rotations

Students are expected to dress in a professional manner at all times while on experiential rotations unless otherwise indicated by the preceptor. Professional dress for the purposes of this handbook shall be defined as a dress shirt, tie, and dress pants for men, and dress pants, skirts (at least knee length), or dresses (at least knee length), blouses, shirts, or sweaters for women, and other attire that is suitable for wearing to a professional office or workplace. Open-toed shoes of any kind are strictly prohibited in the clinical setting. Students must adhere to the dress requirements of their experiential site. 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. Nail polish of any kind is prohibited in the clinical setting.

10. Inappropriate Dress

Students at an experiential rotation in inappropriate attire, as stated above, will be required to leave the premises and not return until dressed in professional attire as described above. Failure to comply with the dress code after being required to leave the premises will be handled by the Honor, Ethics and Professionalism (HEP) Board.

HONOR CODE OF ACADEMIC INTEGRITY

Students are responsible for learning and upholding professional standards of their academic work and chosen profession.

1. Definitions and Requirements: Individual, Collaborative and Group Assignments

a. Individual Assignments – An individual assignment is an academic effort completed independently, without giving or receiving assistance from another. All work should be considered to be individual work unless the instructor specifies otherwise. For individual assignments, a student may not collaborate with classmates. Answers to an active learning, case, SOAP note, or other written assignment shall be formulated solely by the student without assistance or input from group members, classmates, or other individuals.

b. Collaborative and Group Assignments – A collaborative assignment is an academic effort that may be completed in collaboration with others as directed by the instructor. A student may collaborate with assigned group members, utilizing the team-based learning approach. Answers to an active learning, case, SOAP note, or other written assignment shall be formulated through the combined efforts of the assigned group, but students may be asked to turn those assignments in individually. Faculty may develop other criteria for an assignment; however, such directions shall be communicated in writing with the assignment.

2. Honor Code Reaffirmation

ACP has developed an “Honor Code reaffirmation pledge” to reinforce the importance of academic integrity when addressing cheating and plagiarism. This pledge applies to all individual examinations and assignments for classes, clinics, internships, and all other types of instruction offered by ACP. By signing or turning in any examination or assignment, students reaffirm the Honor Code of Academic Integrity (Honor Code) and confirm that the work is their own and that

they have not received unauthorized assistance on the assignment. For all examinations and academic work, instructors may require students to sign the following pledge:

"I reaffirm the Appalachian College of Pharmacy Honor Code and have not given or received unauthorized assistance on this assignment or examination"

Student's signature: Date:

Regardless of the presence of a signed pledge statement, students will be held responsible when they violate established codes of conduct as described below.

3. Honor Code of Academic Integrity Violations

The following six categories are included in the violation of academic integrity:

a. Cheating in the Academic Setting

Definition: Using or attempting to use unauthorized materials, information, notes, student aids, or other devices, or obtaining unauthorized assistance from any source for work submitted as one's own individual efforts in any class, clinic, assignment, or examination.

Examples:

• Copying from another student's paper or test or receiving assistance from another person during an exam or other assignment in a manner not authorized by the instructor.

• Possessing, buying, selling, removing, receiving, or using at any time or in any manner not previously authorized by the instructor a copy or copies of any exam or other materials (in whole or in part) intended to be used as an instrument of evaluation in advance of its administration.

• Making a copy of any exam, quiz, or individual questions from an exam or quiz by any means (hand written copies, electronic copies, etc.) and removing those exams, quizzes, or questions from the classroom during or after an exam or quiz.

• Using material or equipment not authorized by the instructor during a test or other academic evaluation, such as crib notes, a calculator, tape recorder, PDA, cellular phone, or other personal electronic device.

• Working with another or others on any exam, take-home exam, computer or laboratory work, or any other assignment when the instructor has required independent and unaided effort.

• Attempting to influence or change an academic evaluation, grade, or record by deceit or unfair means, such as: (1) damaging the academic work of another student to gain an unfair advantage in an academic evaluation; (2) marking or submitting an exam or other assignment in a manner designed to deceive the grading system.

• Submitting without prior permission the same academic work that has been submitted in identical or similar form in another class or in fulfillment of any other academic requirement at ACP.

• Permitting another to substitute for one's self during an exam or any other type of academic evaluation.

• Gaining an unfair advantage in an academic evaluation by receiving specific information about

a. test, exam, or other assignment.

b. Plagiarism in the Academic Setting

Definition: Representing orally or in writing, in any academic assignment or exercise, the words, ideas, or works of another as one's own without customary and proper acknowledgement of the source.

Examples:

• Submitting material or work for evaluation, in whole or in part, which has been prepared by other individual(s) or commercial service.

• Directly quoting from a source without the customary or proper citation.

• Paraphrasing or summarizing another's work without acknowledging the source.

• Downloading material from websites without appropriate documentation.

c. Facilitating Academic Dishonesty

Definition: Helping or attempting to help another person commit an act of academic dishonesty.

Examples:

• Providing assistance to another during an exam or other assignment in a manner not authorized by the instructor.

• Acting as a substitute for another in any exam or any other type of academic evaluation.

• Providing specific information about a recently given test, exam or other assignment to another student who thereby gains an unfair advantage in an academic evaluation.

• Providing a copy or copies of any exam, quiz, or individual questions impermissibly obtained from an exam or quiz by any means (hand written copies, electronic copies, etc.) to any other student.

• Permitting one's academic work to be represented as the work of another.

• Preparing for sale, barter, or loan to another such items as unauthorized papers, notes or abstracts of lectures and readings.

d. Abuse of Academic Materials

Definition: Destroying or making inaccessible academic resource materials constitutes abuse of academic materials.

Examples:

• Destroying, hiding, or otherwise making unavailable for common use library, computer, or other academic reference materials; and destroying hiding, or otherwise making unavailable another's notes, experiments, computer programs, or other academic work.

e. Lying, Deceit, Fraud, or Willful Misrepresentation of the Facts in The Academic Setting

Definitions:

i. Lying - Making any oral or written statement within the academic setting that the individual knows to be untrue.

ii. Deceit - Willful or reckless misrepresentation or concealment of material facts with an intent to mislead. (Duhaime's Law Dictionary)

iii. Fraud - An intentional misrepresentation of a material existing fact made by one person to another with knowledge of its falsity and for the purpose of inducing the other person to act, and upon which the other person relies with resulting injury or damage. Fraud may also be made by

an omission or purposeful failure to state material facts, which nondisclosure makes other statements misleading. (USLegal.com)

iv. Willful Misrepresentation of the Facts - Giving a false or misleading account of facts with an intent to mislead or deceive.

Examples:

- Making a false statement to any instructor or other ACP employee in an attempt to gain an advantage or exception; falsifying evidence or testifying falsely in a HEP Board, Administrative Board, or other administrative interview or investigative proceeding; inventing or counterfeiting data, research results, research procedures, internship or practicum experiences or other information; and citing a false source for referenced material/data.
- Any Form of Academic Dishonesty Not Previously Defined that Provides a Student an Unfair Advantage or Violates the Rights of Another Student or Member of the ACP Community.
- Failure to report any known Honor Code of Academic Integrity violation is, in and of itself, a violation of the Honor Code

HONOR, ETHICS AND PROFESSIONALISM POLICY AND PROCEDURES

1. Honor, Ethics and Professionalism (HEP) Charge

An Honor, Ethics and Professionalism (HEP) Charge is a written report filed against a student for an alleged violation of the Honor Code of Academic Integrity, the Professional Code of Conduct, or for unprofessional behavior. A HEP charge may be filed by an administrator, faculty or staff member, preceptor, or by another student.

2. Honors, Ethics and Professionalism (HEP) Board and Administrative Board

a. a. The Honors, Ethics and Professionalism (“HEP”) Board, is responsible for hearing charges filed against ACP students regarding alleged violations of the Honor Code of Academic Integrity (“Honor Code”) or Professional Code of Conduct (“Code of Conduct”), except for charges that are deemed to be under the jurisdiction of the ACP Administrative Board. Alleged violations of the Honor Code or Code of Conduct shall include student conduct within the academic setting and conduct while attending ACP sponsored events. The standing HEP Board shall consist of the Chair, two Class Presidents, and three faculty members or preceptors appointed by the Provost. If a Class President is unavailable or ineligible to serve on the HEP Board, a replacement shall be appointed by the Provost.

In order to serve on the HEP Board, all student representatives must be in good academic standing, as defined in the Student Handbook, and may not have violated the Honor Code of Academic Integrity or Professional Code of Conduct. If a student member of the HEP Board is charged with violating the Honor Code of Academic Integrity or Professional Code of Conduct, he or she shall temporarily stop serving on the board until charges are resolved. If charges are admitted to by the student or are otherwise determined by the Hearing Board, that student shall no longer be eligible to serve on the HEP Board and a replacement shall be appointed to serve the remainder of the removed student’s term. If acquitted, that student may resume responsibility on the HEP Board and serve the remainder of the removed student’s term.

b. The Administrative Board shall have original jurisdiction to hear all HEP charges that, if proved, could give rise to a criminal charge, potentially involves the violation of a contract between ACP and any party, or, could negatively impact ACP’s financial status or expose ACP to civil or criminal liabilities. The Administrative Board includes the President, Dean, Associate

Dean of Academic Affairs and Assessment, Associate Dean of Student and Alumni Affairs, Chief Financial Officer, Director of Academic Records, and both Department Chairs.

3. Conflicts of Interest

Any member of the HEP Board or Administrative Board hearing the charge ("Hearing Board") who has a conflict of interest (as defined herein) regarding the charge shall recuse himself or herself. If the conflicted member refuses to voluntarily recuse himself or herself, the conflicted member shall be removed and replaced (as provided herein) upon a finding by the Hearing Board that such conflict of interest exists. A Hearing Board member will be disqualified and replaced if the member was involved in the investigation or decision to refer the matter for a hearing.

Any person serving on the Hearing Board shall have a conflict of interest and recuse himself or herself if that member: is the individual filing the charge ("Complainant"), is the victim of the alleged acts of the Accused Student, or has a relation (spouse, fiancé, romantic or outside business partner, child, parent, sibling, or any member of his or her household) who is the Complainant or the Accused Student, or is a victim of the alleged acts of the Accused Student. Any member of the Hearing Board that recuses himself or herself from hearing the matter shall take no action to influence the remaining Hearing Board members as to an outcome. The recused member's replacement shall be appointed by the Dean. If the Dean has a conflict of interest, replacements shall be appointed by the President.

4. Submitting an Honor, Ethics and Professionalism (HEP) Charge

Any member of the Appalachian College of Pharmacy (ACP) community (hereinafter "Complainant") may file charges against a student for a violation of the Honor Code of Academic Integrity ("Honor Code"), the Professional Code of Conduct ("Code of Conduct"), or alleged violations of state or federal criminal laws, or breaches of ACP contract terms with any party, including experiential sites.

An individual planning to file a charge may first notify the student with whom the incident occurred. Consultation with this person prior to the filing of a charge may lead to a resolution.

If consultation with the Accused Student fails to resolve the issue, or if consultation with the Accused Student is not prudent, the Complainant may prepare an Honor, Ethics and Professionalism ("HEP") charge in writing and submit the HEP charge to the Assistant Dean of Student and Alumni Affairs. Any HEP charge should be submitted as soon as possible after the event takes place, preferably within five working days.

A form titled "Honor, Ethics and Professionalism Charge" is available in the Appendix of the ACP Student Handbook. This form may be submitted by a student, faculty, or staff member to the Assistant Dean of

Student and Alumni Affairs. An Honor, Ethics and Professionalism (HEP) charge shall include the following information:

a. Name of student(s) involved (hereinafter "Accused Student")

b. Date(s) of the incident

c. A description of the incident that occurred

d. A list of individuals who witnessed the incident

e. The name of the individual who submitted the charge

5. Review of Honor, Ethics and Professionalism (HEP) Charge

The Chair of the HEP Board shall review the charges in consultation with the Associate Dean of Student and Alumni Affairs to determine if the charges have merit.

Charges that have merit will be heard by the Honor, Ethics and Professionalism Board, except if the Associate Dean of Student and Alumni Affairs (in consultation with ACP's legal counsel as necessary) determines that certain charges may potentially result in legal liability for ACP, then those charges will be presented to the ACP Administrative Board ("Administrative Board").

6. Notice of Honor, Ethics and Professionalism (HEP) Charge

When the Associate Dean of Student and Alumni Affairs receives a HEP Charge and the Chair of the HEP Board and Assocaite Dean of Student and Alumni Affairs deem the charge appropriate for review, the Chair will set a date and time for a hearing. All HEP charges shall be presented to the Accused Student in written form by the Chair of the Hearing Board (HEP Board or Administrative Board) that will hear the charge (hereinafter, the "Hearing Board").

The Chair of the Hearing Board, or designee, shall write a letter to all parties involved (e.g. Accused Student, Complainant) in the case providing the following information:

a. A statement of the misconduct that includes the specific charge(s)

b. The names of parties involved in the incident

c. The date, time, and place of the HEP Board or Administrative Board hearing

7. Student Response to Honor, Ethics and Professionalism (HEP) Charge

The Accused Student shall submit a written response to the Chair of the Hearing Board within five (5) days acknowledging or denying the actions described in the charge.

The Accused Student shall be afforded due process. If the Accused Student denies committing the actions described in the charge, a hearing will be held to determine whether the Accused Student violated the Honor Code or Code of Conduct and to determine appropriate sanctions. The Complainant and the Accused Student shall have the opportunity to provide their testimony, present evidence, and call witnesses. If the Accused Student admits to actions that are a violation of the Honor Code or Code of Conduct, a hearing will be held to determine the appropriate sanction(s). Although the Accused Student admitted to the action(s) described in the charge, the Complainant and the Accused Student shall have the opportunity to provide their testimony, present evidence, and call witnesses to aid the Hearing Board in determining appropriate sanctions.

8. Evidence

All evidence, including lists of witnesses to testify at the hearing and evidence to be offered, shall be exchanged between the Complainant and Accused Student, or their representatives, not less than five (5) business days prior to a hearing scheduled before the Hearing Board. Any supplemental evidence

to be introduced at the hearing as a result of the review of the previously submitted evidence, witness list, and exhibits shall be likewise exchanged at least two (2) days prior to the hearing. Deadlines for submission of evidence may be waived by the parties, if necessary, to accommodate end of term constraints. Otherwise, any non-disclosed evidence and witnesses will not be allowed to be presented at the hearing or subsequent appeals. Evidence presented by the Complainant and Accused Student shall be provided to the Hearing Board in advance of a scheduled hearing.

9. Faculty Advisor to the Student

The Accused Student may seek advice from a faculty member to assist the student through the hearing process. The faculty member may attend the hearing but is prohibited from providing legal advice (i.e. interpretation of or advice regarding state or federal law, legal rights, regulations, or legal procedure), conducting his own investigation, questioning the Complainant or Complainant's witnesses before or during the hearing, testifying as a fact witness, or attempting to have any influence upon the decision-

making process. The faculty advisor may raise any procedural issue regarding ACP's policy guidelines and hearing process and request the Hearing Board Chair to rule upon the issue before the hearing resumes. The Chair's decision (subject to the majority vote of the Hearing Board, including the Chair's vote) is final and not to be further debated by the faculty advisor, the Accused Student, or the Complainant.

10. Legal Counsel

a. The hearing is an internal process; legal rules of evidence do not apply, and legal counsel may not represent the Complainant or the Accused Student. The College does not provide for formal legal representation at hearings.

b. ACP legal counsel may be present at any proceeding or meeting related to the HEP charge to advise the Hearing Board or its Chair regarding the appropriate rules and procedures involved and to respond to any legal questions of law posed by members of the Hearing Board.

c. ACP counsel cannot question or impeach the Complainant, Accused Student, or any witnesses, respond to their questions of law, or make arguments about what the final decision should be.

d. The Accused Student has the right to obtain counsel of his choice prior to responding to the HEP charge. If the Accused Student retains legal representation, that HEP charge shall be heard by the Administrative Board. The decision by an Accused Student to retain legal counsel shall be deemed a waiver of the right to have the HEP charge heard by the HEP Board.

e. The Accused Student's counsel cannot attend the actual hearing but may serve as a legal advisor outside the hearing room as needed by the Accused Student, particularly in questions regarding possible self-incrimination if the HEP charge alleges facts that, if proved, would amount to the violation of state or federal criminal statutes.

f. In order to avoid any potential interference with the client/attorney relationship and avoid any conflict of interest or allegations that the faculty advisor (and by inference ACP) is providing legal advice or obtaining client/attorney confidentialities or strategies from the Accused Student, the faculty advisor shall immediately cease his role as advisor to the Accused Student if the Accused Student has legal counsel. The faculty advisor shall have no further communication with the Accused Student or the Accused Student's legal counsel, except that the faculty advisor may assist the Accused Student during the Administrative Board hearing with respect to ACP procedural issues only. The faculty advisor is

otherwise prohibited from further involvement in the HEP charge process or subsequent proceedings from the moment that Accused Student or his lawyer advises that he has legal counsel.

11. Hearing Board Procedures for an Honor, Ethics and Professionalism (HEP) Charge

Hearing Board proceedings shall occur in a timely manner. The hearing board will convene and review the description of the incident and the evidence provided in the charge.

a. It is the responsibility of all parties involved to be present at the hearing. Both the Complainant and the Accused Student shall have an opportunity to appear before the Hearing Board, if desired. Furthermore, all faculty, whether they submit an Honor, Ethics and Professionalism Charge or not, may appear before the Hearing Board on relevant issues that have occurred in their classes.

b. Both the Complainant and the Accused Student may present a written or oral statement on his behalf at the hearing, present witnesses to testify about relevant information, and present

relevant evidence in written or other tangible form. The Complainant and the Accused Student must submit their list of witnesses to the Chair of Hearing Board for approval.

c. The Accused Student and members of the Hearing Board shall have an opportunity to question the Complainant and the Complainant's witnesses about relevant information and their testimony.

d. The Complainant and the members of the Hearing Board shall have an opportunity to question the Accused Student and the Accused Student's witnesses about relevant information and their testimony.

e. All witnesses, except the Complainant and Accused Student, shall be excluded from the hearing until they are called to testify and shall exit the hearing as soon as their testimony ends. The Hearing Board Chair can require any witness to remain available for recall as a witness until excused. All witnesses, including the Complainant and Accused Student, will be required to affirm that the information they are presenting is accurate and complete to the best of their knowledge, and the refusal by such witness to so affirm shall exclude his testimony or evidence. The Hearing Board Chair may exclude evidence, written or oral, that is repetitive, speculative, irrelevant, slanderous, or offered on its face merely to intimidate or embarrass a party or witness. The Complainant, Accused Student, or a member of the Hearing Board may challenge the Chair's ruling on admissibility, and will be subjected to majority vote by the Hearing Board, including the Chair's vote, and such decisions shall be final and not open to further debate or objection.

f. All hearings shall be closed sessions and only the Hearing Board and those persons invited to attend will be allowed at the hearing.

g. Hearings shall be conducted by the Chair of the Hearing Board. The Chair shall only be entitled to vote along with the other members of the Hearing Board in the event of a tie vote.

h. In any action by the Hearing Board, a majority vote of the members shall be required.

i. After reviewing the evidence and hearing testimonies of witnesses, the Hearing Board will meet in closed session without the Complainant, Accused Student, and any witnesses to determine whether a violation of the Honor Code or Code of Conduct occurred. The standard of proof required to determine a violation is a preponderance of the evidence (whether it is more likely than not that the Accused Student has committed the violation). The Hearing Board shall decide the matter by majority vote.

j. If the Hearing Board concludes that the Accused Student violated the Honor Code or Code of Conduct, the Hearing Board will also determine appropriate sanctions. If the Hearing Board concludes that the student did not commit the actions described in the charge, or that the incident is not a violation of the Honor Code or the Code of Conduct, the Accused Student will be notified, and no other proceedings shall follow.

k. When the Hearing Board has made its final decision, the Chair of the Hearing Board shall notify the Accused Student in writing of the decision. The Complainant may only be notified of the decision as permitted by the Family Educational Rights and Privacy Act (FERPA).

l. A record of the Hearing Board proceedings and documentation will be maintained by ACP.

m. The decision of the Hearing Board regarding a written reprimand or disciplinary probation shall be implemented. If the Hearing Board recommends suspension or dismissal of a student, the Dean of the College must approve the suspension or dismissal of the student.

n. The matter is closed unless the Accused Student or the Complainant appeals the decision.

12. Sanctions for Honor Code of Academic Integrity and Professional Code of Conduct Violations

Students whose behavior violates the Honor Code of Academic Integrity or Professional Code of Conduct are subject to a range of sanctions, listed below, in order to permit flexibility and equity in the Codes' enforcement. The sanctions include:

a. Written reprimand – a letter from the Hearing Board that decided the matter, signed by the Chair, stating that the Accused Student acted with impropriety. The letter shall be included in the Accused Student's student file for a designated specified time, and if no such time is designated the letter shall be a part of the Accused Student's permanent file maintained by ACP.

b. Disciplinary Probation – imposed for a defined period of time in which the Accused Student may not participate in ACP sponsored extra-curricular activities, serve as an officer in any school or school-related professional organization, or violate any other restrictions, terms, or conditions imposed by the entity that decided the matter. The Accused Student shall be listed as not in good academic standing during the period of probation. If the Accused Student is later found to be in violation of applicable ACP policies during this probationary period, a more severe punishment may be imposed by the board hearing the disciplinary probation violation charge. At the end of the defined period of disciplinary probation, the Accused Student will return to good standing if no further charges are pending. This policy does not apply to academic probation, which is covered separately.

c. Suspension – imposed for a defined period of time in which the Accused Student is not permitted to attend classes or be present on campus or at ACP sponsored events or clinical rotations sites. At the end of the suspension period, the Accused Student may apply to the Dean for reinstatement.

d. Dismissal (expulsion) – the most severe punishment for repeat offenses, probation violations, or one or more serious offenses. Once dismissed, the Accused Student shall not be permitted to apply for reinstatement or readmission to ACP.

Sanctions of suspension and dismissal may be recommended by the HEP Board and the Administrative Board, but the decision to suspend or dismiss a student from the College must be approved by the Dean of the program.

NOTICE: If convicted of any felony or a misdemeanor involving the illegal use, possession, or transaction of drugs, the student shall be automatically dismissed by the Dean without a right to any ACP hearing. If such conviction is on appeal, then the student may be suspended from ACP by the Dean pending the outcome of the appeal, and if the student's appeal is successful, ACP reserves the right to process an HEP charge based upon the allegations and evidence contained in the criminal proceeding which will be adjudicated by the "preponderance of the evidence" and not by the criminal standard of proof "beyond a reasonable doubt." If the student's dismissed criminal charges are expunged by a court of competent jurisdiction, and such fact is presented to the Dean, a HEP charge based solely on the expunged criminal charge may be dismissed according to statutes providing expungement relief. Students convicted of non-felony crimes may also be dismissed by the Dean from ACP under the same procedure described herein, as such conduct may denote a disregard for the professionalism and trustworthiness required of pharmacists.

e. Other sanctions - In addition to the sanctions stated above, the Accused Student may be subject to other requirements that relate to the founded HEP charge, including but not limited to: restitution of costs incurred by the victim or ACP, or costs of repair or replacement when property

is damaged; performance of academic assignments or community service; or successful completion of assigned counseling at the Accused Student's cost. The HEP Board has the authority to assign a failing grade or grade change for the course if the violation involved any irregularity pertinent to an assessment instrument (exam, quiz, or assignment).

13. Authority and Jurisdiction of the College

The HEP Board and the Administrative Board shall each have the authority and jurisdiction to determine whether a policy of the Honor Code or Code of Conduct has been violated. The HEP Board and the Administrative Board shall accordingly determine sanctions as described in the Student Handbook.

ACP has the authority and jurisdiction to impose sanctions for any violation of the Honor Code and Code of Conduct, whether the violation occurs on or off-campus or during any ACP sponsored event or activity, when such action is reasonably necessary, in the College's discretion, to prevent disruption and protect the reputation and well-being of ACP and the campus community.

14. Hearing Board Appeals Process

a. If the Accused Student or the Complainant believes that an inappropriate decision or sanction has been rendered, he or she has the right to file an appeal. Either the Accused Student or the Complainant may appeal decisions of the Hearing Board.

i. Decisions of the HEP Board may be appealed by submitting an appeal in writing to the President of ACP within ten (10) working days of the receipt of the HEP Board's decision. If the 10th day is not a business day of ACP, the 10th day will be extended to the next business day of ACP.

ii. Decisions of the Administrative Board may be appealed by submitting an appeal in writing to the Chair of the ACP Board of Trustees within ten (10) working days of the receipt of the Administrative Board's decision. If the 10th day is not a business day of ACP, the 10th day will be extended to the next business day of ACP.

b. Appeals must be based on a contention that an error was made in the review of the evidence presented at the original hearing.

c. The purpose of an appeal is NOT to rehear the case, but instead provides a process for additional information to be offered that serves to clarify the evidence presented during the original hearing to correct any previous misinterpretation. No "new evidence," including witnesses (material or character), will be considered from either party (the Accused Student or the Complainant) as part of the appeals process.

d. It is the responsibility of the person filing the appeal to clarify information that they believe justifies an overturning of the Hearing Board's decision or sanction.

e. For HEP Board hearings, the President of ACP will be the final arbitrator of the appeal. The President of ACP will endeavor to notify the Accused Student of the resolution within ten working days of the receipt of the appeal.

f. For Administrative Board hearings, the Chair of the ACP Board of Trustees will be the final arbitrator of the appeal. The Chair of the ACP Board of Trustees will endeavor to notify the Accused Student of the resolution within ten working days of the receipt of the appeal.

g. The Complainant may only be notified of the appeal decision as permitted by the Family Educational Rights and Privacy Act (FERPA).

15. Pre-emptive Authority of the Dean

Unless otherwise provided herein, the Dean shall in all cases of felony charges, or any alleged crime involving the illegal use, possession, or distribution of drugs, suspend the student from ACP and postpone any pending HEP review process until the criminal proceeding is concluded and all rights of appeal have expired. If the student is found guilty of or pleads guilty or no contest to such criminal charges, then the Dean shall pre-empt the HEP review process and immediately dismiss the student from ACP for cause. Students convicted of non-felony crimes involving violence, lying, cheating, stealing or drug offenses (excluding alcohol violations) may also be dismissed by the Dean under the same procedure, as such conduct denotes a disregard for the professionalism and trustworthiness required of pharmacists.

If the criminal charges are non-drug related misdemeanors in nature or have been dismissed or nolle prossed, the Administrative Board may hear and rule upon the charge.

The Accused Student's graduation may be deferred by the Dean until the HEP charge is resolved.

16. Suspension of the Student

Whether or not an official HEP charge has been filed, the Dean or any of ACP's Assistant or Associate Deans, in the absence of the Dean, may impose and enforce an immediate suspension of a student from ACP programs and premises in situations involving: any felony charge; any misdemeanor charge involving acts of violence, fraud, theft, abuse of alcohol or stalking; intentional injury or threats of potential injury to members of ACP's community; intentional damage to ACP's property or the property of others that is located on ACP's campus or premises such as clinical sites; or other serious or imminent threats of injury posed by the student to himself or others that reasonably requires an immediate suspension on an emergency basis. The Dean may modify or reverse the student's suspension pending the hearing before the Hearing Board. If the Dean is the person who imposed the original suspension, then any appeal of that suspension shall go to the President.

17. Confidentiality

It is the intent of the Hearing Boards that the highest degree of integrity, confidentiality, and professionalism be employed in all dealings with the hearings. This includes, but is not limited to:

a. Keeping confidential all matters discussed within hearings.

b. Maintaining confidentiality in all hearing board decisions.

c. Maintaining anonymity of all parties in reports of violations and sanctions to the ACP community.

Specific details of the HEP charge and ACP proceedings shall remain confidential unless otherwise found to be reportable to law enforcement. The Complainant, members of the Hearing Board hearing the allegations, and ACP students and employees called to testify in the matter for ACP shall not otherwise disclose the proceedings or their contents unless compelled to do so by a Court of competent jurisdiction, a duly appointed arbitrator, or exceptions provided elsewhere herein.

Any ACP employee or student improperly disclosing information about the hearing or its outcome may be subject to applicable ACP disciplinary procedures. Although probably ill-advised, the Accused Student may accurately disclose the hearing process and sanctions imposed as a First Amendment right. Subject to applicable law, the College's administration may publicly refute any untrue allegations made by a student regarding a HEP complaint.

Matters, including testimony, evidence, or exhibits, that are deemed by ACP or the Hearing Board to be trade secrets, medical information protected by state or federal privacy laws, or involves the mental

evaluation of a party or witness, shall not be made part of the transcript of the hearing but shall be kept in a secure location in the event same is sought by persons or agencies with the legal right to access them. Other testimony, evidence, or exhibits that would violate laws or restrictions regarding privacy, contracts, or personal identity, such as Social Security numbers, shall be redacted from the hearing transcript and secured for safekeeping upon request from the party or witness that could be affected by such release or upon the Dean's own initiative.

18. Immunity

Participants involved in a hearing and ACP employees, officials, representatives, students, or agents shall be immune from liability for reporting evidence or information that may give rise to academic or criminal sanctions against the student, unless shown to be knowingly false and done with actual malice. This immunity is part of the conditions precedent for the student to obtain a hearing before the HEP Board or Administrative Board.

19. Questions

Questions related to the Honor Code of Academic Integrity and Professional Code of Conduct may be directed to the Assistant Dean of Student and Alumni Affairs.

COMPUTER USE POLICY

1. General Principles

ACP Technology Resources (ACPTR) is intended to support and enhance the academic mission and administrative functions of ACP. This policy complements and supplements, rather than replaces, other policies concerning appropriate conduct of ACP employees and students regarding the use of computers and related technology and equipment. ACPTR includes any computer, computer-based network and supporting infrastructure, computer peripheral such as printers, scanners, software, audio-video network operating systems, or any combination thereof owned, licensed, or under the custody or control of ACP. Information Technology (IT) services and equipment covered by this policy shall include, but not be limited to, the following: software, apps, learning management systems, e-mail, cloud based applications, facsimiles, telephone and voice mail systems, computer networks, on-line services, the Internet, computer files, video equipment and video recordings, audio recordings, cellular telephones, electronic bulletin boards, and internal memoranda.

This policy also applies to any of the above-mentioned items which fall under college and/or personal ownership used in conjunction with any portions of the ACP's networked infrastructure. ACP grants access to its networks and related computer systems subject to certain responsibilities and obligations set forth herein and subject to all local, state, and federal laws. Appropriate use of ACPTR must always be legal, ethical, and consistent with ACP's mission, policies, and procedures. Computers and Internet access are provided to all students and faculty whose functions so require. ACPTR are the sole property of ACP, and may be modified, replaced, or removed as required by technological needs.

Students shall not use ACP information technology (IT) services and equipment for personal purposes except in emergencies or as may otherwise be expressly authorized. In the event such personal usage results in damage to ACP's information technology (IT) services (e.g., viruses, trojans, ransomware, spyware, etc.), the student will be responsible for reimbursement for costs incurred. Students shall also ensure that no personal correspondence appears to be an official communication from ACP.

Use of the information technology (IT) and network facilities at ACP is a privilege and not a right and implies consent to abide by this policy and other relevant policies and regulations relating to the use of these facilities.

In making acceptable use of ACP resources, users shall follow these guidelines:

a. Access only files, data, and resources accessible to the user through purchase, lease, or permission or that are publicly available. Do not use someone else's user ID or password at any time.

b. Take all reasonable precautions to safeguard passwords. ACPTR users are responsible for all activities that originate from the system being used by them. In other words, allowing others access to or use of passwords or user IDs when such use violates these policies is not a defense to enforcement of these rules.

c. Use only legal versions of copyrighted material in compliance with vendor license requirements. This includes, but is not limited to, installing software on personal or other systems and making copies of software, music, or movies for others.

d. Be considerate in the shared use of resources. Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, disk space, printer paper, manuals, or other resources.

e. All users must have an antivirus program installed with the most current update on their personal computer when connecting to the ACP network.

f. Access only Internet sites that are directly related to either class assignments or job functions.

g. All users must maintain the confidentiality of student information in compliance with the Family Education Rights and Privacy Act of 1974 (FERPA).

1. Unauthorized Use

The following activities are prohibited at all times:

a. Attempting to use ACPTR or other means to decode passwords or access confidential information.

b. 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 secure data.

c. Connecting unauthorized equipment to the campus network, including hubs, switches, or wireless access points.

d. Engaging in any activity that might be harmful to ACPTR 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 ACP data.

e. Making or using illegal copies of copyrighted materials or software, or storing such copies or transmitting them over the ACPTR network.

f. Using email or messaging services to harass, offend, or intimidate another person. Examples include broadcasting unsolicited messages, repeatedly sending unwanted email, or using someone else's name or user ID for prohibited activities.

g. Wasting computing resources or network resources. Examples include intentionally placing a program in an endless loop, downloading or streaming videos, movies, sporting events during business hours; printing, using excessive amounts of paper, or sending chain letters or unsolicited mass mailings.

h. Removing supplies provided in computer laboratories for use on personal computers.

i. Using ACPTR for commercial purposes. Examples include selling access to one's user ID or to ACPTR systems or performing work for profit using such resources in a manner not authorized by ACP.

j. Accessing or storing games and other non-academic related files such as music or movies on shared computing facilities, such as computers and personal network directories.

k. Using ACP information technology resources to view or download pornography, participate in online betting or gambling, or engaging in any other activity that does not comply with the general prohibitions above, including the downloading, streaming, or storing of music, sporting events, movies, unlicensed media, or network games.

4. Privacy and Misuse of ACP Equipment

Users are advised that there is no guarantee of privacy associated with their use of ACPTR. ACP may view electronic data accessible via ACPTR at any time and without notice or user permission to ensure compliance with these policies and applicable law or in some instances may be required by law to allow third parties to do so. For example, electronically stored data may become evidence in legal proceedings. Due to internal and external hacking or inadvertent mistyping of access codes, messages or data may be viewed by others. Any student or ACP employee using an ACP-owned or controlled computer may be required to surrender such computer to the President or his designee without any advance notice. As a means to protect the college's information services and network, the college reserves the right to scan ACP laptops for viruses, malware, ransomware, trojans, spyware, etc. and to remove such items from a laptop and to reformat the laptop if necessary. Such computers are deemed to be the exclusive property of ACP, and no user has any rights of privacy to the information on the computer's system or hard drive. Refusal by a student or ACP employee to immediately turn over an ACP computer upon request may result in termination by the President from enrollment or employment subject only to appeal or arbitration rights set forth in applicable ACP policies or contracts. Any student or ACP employee that causes, without written permission from the President or his designee, any ACP computer or data to be altered, erased, written over, or otherwise tampered with may be subject to termination from enrollment or employment and held liable for the costs of repairing such alterations or replacing the computer. Such assessed costs shall be deducted from any monies or refunds owed by ACP to the student or employee, including ACP's internal personnel costs and/or external contractor's costs involved in retrieving, examining, or repairing such damages. Any contrary policies of ACP notwithstanding, anyone purposely and without permission damaging or altering an ACP computer or network system or causing applicable warranties to be voided may be charged criminally for destruction of property, misappropriation or unauthorized dissemination of intellectual property, or other offenses set forth in state or federal law.

5. Security

System administration access: ACP's Director of Information Technology or his authorized designee will be granted authority to access files for the maintenance of the systems, storage or backup of information, or pursuing system problems. Further ACP-authorized personnel may access usage data, such as network session connection times and endpoints, CPU and disk utilization, security audit trails, etc. Such activity may be performed within the reasonable discretion of the Director of Information Technology, subject to prior written approval from the President.

ACP maintains a backup schedule of most user areas. However, individuals are responsible for backing up their own data in a timely manner. ACP disclaims any and all liability resulting from any and all situations in which ACP is unable to recover data in user storage areas.

6. Enforcement

It is the policy of ACP that all members of the ACP community act in accordance with these responsibilities, relevant laws and contractual obligations, and the highest standards of ethics. ACP 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 stored on ACP systems allegedly related to unacceptable use, and to protect its network from systems and events that threaten or degrade operations. 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 for hearing and possible disciplinary action.

All ACPTR users have the responsibility to report any unauthorized access attempts or other improper usage. If a security or abuse problem with any ACPTR is observed by or reported to a user, such user shall immediately report the same to ACP's Director of Information Technology.

7. Termination of Services

If a user assumes a new position and/or responsibility within the ACP community, such user shall not use facilities, accounts, access codes, privileges, or information for which he or she is not authorized in his or her new position or circumstances. Upon ceasing enrollment or employment at ACP, a student or employee may have access to e-mail and network accounts disabled, effective immediately upon separation. Such student or employee shall immediately return all resources owned or issued by ACP, and shall immediately return any associated data or other files that may be stored on personal equipment.

8. Use of Electronic Devices in the Classroom

All cell phones and other outside communication devices or functions, including texting and social media access, must be turned off during class unless authorized by the instructor for course-related activities) Personal computers or devices may only be used for purposes associated with the course as described above. No other computing or Internet activities are permitted. Unauthorized computer use during class may result in loss of computing privileges and/or wireless network access. ACP reserves the right to limit or deny student access to the ACP wireless network during classroom instruction.

9. Use of Social Media

Social media includes all means of communicating or posting information or content on the Internet, including to a student's own or someone else's blog, journal, personal web site, social networking (i.e., Facebook, LinkedIn, Twitter, etc.) or a chat room, whether or not associated or affiliated with ACP, as well as any other form of electronic communication.

The same principles and guidelines found in other ACP policies apply to students' activities online. Ultimately, students are solely responsible for what they post online. Before creating online content, students shall consider the risks that are involved and that any conduct that adversely affects academic performance, the performance of fellow students, or otherwise adversely affects ACP may result in disciplinary action up to and including termination.

The unauthorized use or manipulation of any student, staff, or faculty member's likeness, voice, or image to create digital media is strictly prohibited under this policy. This includes, but is not limited to, the generation or dissemination of altered media, deepfakes, or misleading content intended to bully, defame, or harm an individual's reputation. Students are expected to respect the digital privacy and consent of all community members, and any use of campus computing resources to facilitate such actions will be considered a direct contribution to a hostile educational environment. Violations of this

policy will result in immediate disciplinary action up to and including suspension, expulsion, or legal referral.

a. Know and follow the rules

Students should carefully read these guidelines, the Professional Code of Conduct, and the Anti-Harassment Policy, and ensure that all postings are consistent with these policies. Inappropriate postings that may include discriminatory remarks, harassment, and threats of violence, or similar inappropriate or unlawful conduct will not be tolerated and may subject the offending party to disciplinary action up to and including termination.

b. Be respectful

Students should always be fair and courteous to fellow students, administration, faculty, and staff of ACP. Students should also keep in mind that speaking directly to individuals in a respectful manner rather than by posting complaints to a social media outlet is more likely to resolve issues. Nevertheless, if a decision is made to post complaints or criticism, students should avoid using statements, photographs, video, or audio that reasonably could be viewed as malicious, obscene, threatening, or intimidating, that may disparage other individuals, or that might constitute harassment or bullying. Examples of such conduct include, but are not limited to, offensive posts meant to harm someone's reputation or posts that could contribute to a hostile environment on the basis of race, sex, disability, religion, or any other status protected by law or ACP policy.

c. Be honest and accurate

Students should make sure posted information or news is honest and accurate, and if a mistake is made it is corrected quickly. Be open about any previous posts that have been altered. Remember that the Internet archives almost everything; therefore, even deleted postings can be searched. Never post any information or rumors that are known or suspected to be false about ACP students, administration, faculty and staff, or other individuals.

d. Post only appropriate and respectful content

i. Students must maintain the confidentiality of ACP private or confidential information.

ii. Students should not create a link from a blog, website, or other social networking site to an ACP website without identifying themselves as a student of ACP.

iii. Students should express only personal opinions and should never represent themselves as a spokesperson for ACP. If ACP is a subject of the content students are creating, they must be clear and open about the fact that they are students. Students creating such content must use their real names, state their positions, and make it clear that their views do not represent those of ACP, fellow students, administration, faculty, and staff of ACP. It is best to include a disclaimer such as "The postings on this site are my own and do not necessarily reflect the views of ACP."

iv. Students should not engage in online arguments or inflammatory debates in an attempt to defend ACP or disparage others.

v. Students may not use ACP trademarks or other intellectual property for commercial use without permission.

ACP acknowledges that students may access social media from time-to-time using its provided equipment or systems as long as such use is within the policies stated herein. However, such use,

even if authorized, does not permit the use of ACP e-mail addresses to register on social networks, blogs, or other online tools utilized for personal use.

10. Media Contacts

Students should not speak to the media on the behalf of ACP without approval by the President or Dean. The restriction regarding media contacts includes informal contacts through social media. All media inquiries should be directed to management.

*Nothing in this policy is intended in any way to interfere with any rights afforded to employees under the National Labor Relations Act and other federal or state law, and all ACP employees are required to notify the President if such Act is violated so corrective actions may be taken.

POLICY PROHIBITING SEXUAL AND OTHER UNLAWFUL HARASSMENT

Harassment of applicants, students, and employees of the Appalachian College of Pharmacy (ACP) for any reason, particularly on the basis of race, color, religion, age, sex, marital status, national origin, disability or handicap, sexual orientation, ancestry, or veteran's status, including sexual harassment (all as defined and protected by applicable law) is prohibited.

As a recipient of federal financial assistance, ACP is required to comply with Title IX of the Higher Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) and related regulations, which prohibit discrimination on the basis of sex in educational programs or activities. Appalachian College of Pharmacy does not discriminate on the basis of sex in the education program or activities and the College is required by Title IX and 34 CFR Part 106 - Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance not to discriminate in such a manner. The requirement not to discriminate in the education program extends to admission and employment. Inquiries about the application of Title IX and 34 CFR Part 106 to Appalachian College of Pharmacy may be referred to the College's Title IX Coordinator, to the Assistant Secretary, or both. Sexual Misconduct as defined in this Policy is a form of sex discrimination, and is prohibited by Title IX.

1. Scope of Policy

The Appalachian College of Pharmacy has adopted the following standards of conduct (herein after broadly referred to as "Sexual Misconduct Policy" or "Policy") for all members of our community--students, faculty, administrators, staff, vendors, contractors, and third parties-- with respect to sexual harassment, sexual exploitation, sexual violence, stalking, and dating and domestic violence (collectively referred to as "Prohibited Conduct") to address ACP's responsibilities under Title IX and the Violence Against Women Reauthorization Act of 2013 (also known as the Campus SaVE Act). These standards apply equally to all regardless of the sex, gender, sexual orientation, gender identity, or gender expression of any of the individuals involved.

Sexual Misconduct (both on and off campus) violates ACP policy and Federal Civil Rights Laws, and may also be subject to criminal prosecution. ACP is committed to creating and sustaining an educational and working environment free of sex discrimination, sexual harassment, sexual violence, sexual exploitation, domestic violence, dating violence, and stalking. The safety and well-being of the campus community is a priority for ACP.

This Sexual Misconduct Policy adopted by ACP is designed to provide for a prompt, fair, and impartial investigation and resolution of complaints, while ensuring a Complainant's protections under Title IX. A complete copy of the ACP Sexual Misconduct Policy can be found at:

https://www.acp.edu/wp-content/uploads/2020/11/Sexual-Misconduct-Policy-10-29-20.pdf

2. Title IX Coordinator

Pursuant to Title IX of the Education Amendments of 1972 and the U.S. Department of Education's implementing regulations at 34 C.F.R. Part 106, ACP's Title IX Coordinator has primary responsibility for coordinating ACP's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of ACP, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX. The Title IX Coordinator oversees this process in order to ensure the appropriate steps are taken to end the Prohibited Conduct (under Title IX and the Campus SaVE Act), prevent its recurrence, and redress its effects. The Title IX Coordinator shall be appointed by the President of ACP.

Title IX Coordinator:

Caterina Hernandez
Office Phone: (276) 498-5235
Address: McGlothlin Hall (1060 Dragon Rd., Oakwood, VA 24631)
Email: TitleIXCoordinator@acp.edu
Website: https://www.acp.edu/resources/title-ix/

All ACP faculty and staff are required to report allegations of Prohibited Conduct as defined in this Policy (or potentially Prohibited Conduct) to the Title IX Coordinator unless they have a recognized confidentiality privilege. Additionally, any student with knowledge of Prohibited Conduct is strongly encouraged to report the concern to the Title IX Coordinator.

Under Virginia Code § 23-9.2:15: Any responsible employee who in the course of his employment obtains information that an act of sexual violence may have been committed against a student attending the institution or may have occurred on campus, in or on a non-campus building or property, or on public property shall report such information to the Title IX coordinator as soon as practicable after addressing the immediate needs of the victim. "Sexual violence" means physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent.

A student may also contact or file a complaint regarding an alleged violation of Title IX with:

US Department of Education
Office for Civil Rights
OCR; Phone: 1-800-421-3481
Email: OCR@ed.gov)
Online: http://www2.ed.gov/about/offices/list/ocr/complaintintro.html.

HAZING POLICY

Hazing is prohibited in any form at the Appalachian College of Pharmacy (ACP). This policy applies to all ACP student organizations and individuals. Hazing is a criminal offense in the Commonwealth of Virginia.

Hazing is defined as recklessly or intentionally endangering the health or safety of a student or students or to inflict bodily injury on a student or students in connection with or for the purpose of initiation, admission into or affiliation with or as a condition for continued membership in an organization, fraternity, or student body regardless of whether the student or students so endangered or injured participated voluntarily in the relevant activity.

Conduct which meets the definition of hazing as described in this Hazing Policy is a violation of the Appalachian College of Pharmacy's Professional Code of Conduct.

BULLYING POLICY

Bullying is prohibited in any form at the Appalachian College of Pharmacy (ACP).

Bullying is defined as written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities by placing the student (or students) in reasonable fear of physical harm.

Conduct which meets the definition of bullying as described in this Bullying Policy is a violation of the Appalachian College of Pharmacy's Professional Code of Conduct.

COMPLAINT POLICY

Student complaints may be submitted using the Complaint Form on the ACP website.

Title IX complaints may be reported directly to the Title IX Coordinator. Title IX complaints will be addressed under ACP's Sexual Misconduct Policy and Procedures.

Upon receipt of a complaint, the Associate Dean of Student and Alumni Affairs ("Associate Dean") will meet with the student who submitted the complaint and with any individuals named in the complaint. The Associate Dean may meet with students, faculty, staff, and administrators to obtain additional information or evidence.

After investigating the complaint, the Associate Dean will determine any measures taken by the College to address the complaint. Such measures to address the complaint will be reported to the complainant and to the respondent (if the complaint includes a respondent).

No student shall be subjected to unfair action or retaliation as a result of filing a complaint under this policy.

Complaint Hearing

If the complainant or respondent is dissatisfied with the initial resolution of the complaint, that party may request a hearing. The following procedural rules shall apply to a hearing:

a) A hearing will be scheduled and a hearing officer appointed by the President will preside at the hearing.

b) The order of the hearing shall be as follows:
- i. Reading of the complaint
- ii. A statement by the complainant
- iii. A statement by the respondent (if the complaint includes a respondent)
- iv. Presentation of evidence and witnesses by parties to the complaint
- v. Closing comments of the complainant
- vi. Closing comments of the respondent (if the complaint includes a respondent)

c) A record of the hearing shall be maintained.
d) Upon completion of the hearing, the hearing officer will make a decision in writing on the complaint and the appropriate institutional response, if any, within ten (10) calendar days. The ten (10) day timeline may be extended by ACP if all parties are provided written notice. Absent an appeal to the President, the decision of the hearing officer is final.

Appeal Process

a) Either party, if not satisfied with the decision of the hearing officer, may appeal that decision in writing to the President, provided that notice of appeal is received by the President within ten (10) working days from the date of the hearing officer's written decision. The President shall review the record of the proceeding and conduct further investigations as are deemed appropriate. The President shall consider all information and render a decision on the appeal.
The decision of the President shall be final and shall be rendered in writing within thirty (30) calendar days of the appeal. The thirty day timeline may be extended by ACP if all parties are provided written notice.

b) The records of all complaints, complaint resolutions, complaint hearings, and all final decisions on complaints will be kept by the Legal Counsel for a period of not less than three (3) years after the parties involved no longer attend ACP. These records will be made available to others only with the express and specific approval of the Legal Counsel or upon a subpoena from an authorized agency.

After utilizing the college's grievance process, any unresolved complaint may be appealed to the State Council of Higher Education for Virginia (SCHEV).

James Monroe Building
101 North Fourteenth Street
Richmond, Virginia 23219
804.225.2600; Fax: 804.225.2604
www.SCHEV.edu

GRIEVANCE POLICY FOR VETERANS AND OTHER ELIGIBLE PERSONS

Veterans and other eligible persons may report a grievance against the school to the Virginia State Approving Agency and US Department of Veterans Affairs.

"The Virginia State Approving Agency (SAA) is the approving authority of education and training programs for Virginia. Our office investigates complaints for GI Bill® beneficiaries. While most complaints should initially follow the school grievance policy, if the situation cannot be resolved at the school, the beneficiary should contact our office via email saa@dvs.virginia.gov. GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Website at http://www.benefits.va.gov/gibill."

ACCESS TO STUDENTS BY THIRD PARTIES

ACP encourages the education of students regarding professional and educational products and services offered by parties other than ACP or student organizations ("third parties"). This policy prescribes the manner in which third parties may access and/or address students enrolled at ACP.

Individuals or organizations that contact ACP requesting access to students via e-mail or in person must be referred to the Office of the Dean and in the Dean's absence to the Office of the Assistant Dean of Student and Alumni Affairs. Third parties may not access students without the express permission of these officials.

ACP reserves the right to refuse access of third parties to its students and reserves the right to refuse to release student information to third parties. While present on campus, third parties are expected to inquire about and adhere to relevant policies and any terms or agreements associated with the third parties' presence on campus.

1. E-mail Access to Students

Students' e-mail addresses are not to be released to third parties, and any proposed communications shall be pre-approved by the Dean or Assistant Dean for Student and Alumni Affairs and forwarded by their offices to the students.

2. In-Person Access to Students

Third parties may request to make presentations to ACP students through the Dean or Assistant Dean for Student and Alumni Affairs, and notices of and information regarding approved presentations will be forwarded by ACP to the students.

RECORDED CONVERSATION POLICY

No student or other member of the ACP campus community (e.g., Board of Trustee member, administrator, faculty, or staff) shall record by any electronic means (e.g. video recording, audio recording, etc.) any conversation with any individual who is a member of Appalachian College of Pharmacy Board of Trustees, administration, faculty, staff, or student body (collectively "ACP campus community") without the knowledge of that individual. It shall be a violation of the Appalachian College of Pharmacy Code of Conduct to record a conversation with any member of the ACP campus community without the knowledge of that individual. Any student who violates this policy will be subject to a disciplinary hearing through the Honor, Ethics and Professionalism (HEP) Board or the Administrative Board. Any employee of Appalachian College of Pharmacy who violates this policy will be subject to disciplinary action by the College.

Official college recordings of ACP Board of Trustee meetings, HEP or Administrative Board disciplinary hearings, faculty meetings, and other ACP committee meetings are exempt from this policy.

VACCINATION POLICY

The Appalachian College of Pharmacy (ACP or "the College") strongly encourages vaccination including the COVID-19 vaccine for all those to whom it is not medically contraindicated. The College advises any individual who has questions about vaccinations to seek the advice of the individual's physician or medical provider as to whether or not the individual should be vaccinated based upon the individual's particular medical circumstances.

If an unvaccinated student is not permitted to participate at an APE site due to the vaccination policies of that site, then the College will make a reasonable effort to obtain another comparable rotation site for the student. The College cannot assure that an appropriate comparable rotation site for an unvaccinated student will be available which may delay student progression to graduation.

STUDENT HEALTH INSURANCE POLICY

The Appalachian College of Pharmacy (ACP or "the College") strongly encourages DrPH students to maintain health insurance coverage throughout their education. In the event a student misses time on an Applied Practical Experience (APE) due to the lack of health insurance coverage, all missed time must be made up and graduation may be delayed.

STUDENT SUPPORT SERVICES

The College provides academic and student support services to its students regardless of their location or enrollment status. Students enrolled in the DrPH Program have access to the full range of student support services including academic support, academic advising, financial aid, disability services, counseling services, and complaint resolution. The Program utilizes the College's Student Affairs Office, Office of Student Success and Career Planning, the Library, and Information Technology (IT) Department to assist in providing support.

1. Record Keeping and Student Files

a. Transcripts

Transcripts are available in both electronic and paper formats through Parchment. Students may request a transcript using the Parchment link on the ACP website under the Resources tab. Paper copies of transcripts may also be obtained through the Office of Registrar, located in the Student Affairs Suite, 101 Garden Hall.

b. Student Files

The Director of Academic Records is responsible for maintaining and updating student files. Faculty and administration have access to student files for legitimate educational and business purposes only, including the use of such files in litigation or arbitration.

Records of students and graduates are maintained in accordance with all applicable federal and state laws. The Director of Academic Records maintains an academic record for each student, including information related to the academic and experiential curriculum. Additional student records regarding experiential rotations are maintained by the Experiential Office.

ACP complies with the Buckley Amendment, formally known as the Family Educational Rights and Privacy Act of 1974 (FERPA), which establishes that a post-secondary student has the right to inspect and review his or her academic records and prohibits outside parties from obtaining the information contained in these records without the student's written consent subject to the exceptions noted below. However, a student may sign a waiver allowing named parties to review certain confidential information contained in his or her file.

FERPA affords students the following rights with respect to their educational records:

i. The right to inspect and review the student's educational records within forty-five (45) days of the day ACP's Director of Academic Records receives a written request for access.

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

iii. Students may make a request in writing to the Director of Academic Records to amend a record that they believe is inaccurate or misleading. The request must clearly identify the part of the record they want to be changed and specify why it is inaccurate or misleading. If ACP decides not to amend the record as requested by the student, the applicable ACP official will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment through the appeal process. The appeal for amendment of the record will be heard by the Appeals Committee.

Iv. 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.

Upon request, ACP may disclose education records without the consent of the student when the following conditions are met:

i. School officials with legitimate educational or legal defense interest;

ii. Other schools to which a student is transferring;

iii. Specified officials for audit or exam purposes;

iv. Appropriate parties in connection with financial aid to a student;

v. Organizations conducting certain studies for or on behalf of the school;

vi. Accrediting organizations;

vii. Appropriate officials in cases of health and safety emergencies; and/or

viii. Federal, state, and local authorities pursuant to specific law or subpoena.

ACP may disclose directory information without a student's consent. Directory information includes but is not limited to: the student's name; address; telephone listing; email address; photograph; date and place of birth; field of study; grade level; enrollment status (e.g., graduate, full-time or part-time); dates of attendance; participation in officially recognized activities; degrees, honors and awards received; and the most recent educational institution attended.

A student may make a request to the Director of Academic Records in writing that his or her directory information not be released to third parties. All such requests will be honored.

A student has the right to file a complaint with the US Department of Education concerning alleged failures by ACP 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

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?src=rn

A student (or applicant for admission) is permitted to waive access by third parties to confidential recommendations written on his behalf regarding (a) admission to any educational agency or institution, (b) an application for employment, or (c) the receipt of an honor or recognition. A student who consents to release records to third parties must do so in writing to the Director of Academic Records and specify the records and the reasons for their release and the names and addresses of the parties to receive the records. ACP may charge the student fees for copying.

The Director of Academic Records shall maintain a record identifying all outside parties who have requested or obtained access to a student's educational records. This record shall be available only to the student upon written request to the Director of Academic Records and ACP officials with a legitimate interest as set forth herein.

All student records are made available to students with the following limitations:

a. Recommendations submitted to ACP by third parties under conditions of confidence, such as letters of recommendation; and

b. Student records requiring the interpretation of a professional, such as medical, psychiatric, or psychological testing, must be reviewed in consultation with the appropriate professional and accompanied by a Health Insurance Portability and Accountability Act (HIPAA) release executed by the student.

2. Academic Support

The Office of Student Success and Career Planning coordinates numerous academic and student support services, activities, and programs. Representatives of Student Success and Career Planning (SSCP) are available to students through email, phone, online chat, or in-person. The College's tutoring program is available to all enrolled students at no cost and is coordinated through the SSCP office. Tutorials are provided that offer guidance to students on how to study, how to take tests, and other basic academic improvement initiatives. Faculty advisors are also available to students either in-person or through virtual technologies. Additional academic support is available through the use of faculty recorded videos hosted on the College's learning management system (LMS) and through learning resources posted on the student intranet site.

3. Career Planning

The College hosts various virtual opportunities to help guide and facilitate career placement. These activities and resources stem mainly from the Student Affairs Office and Office of Student Success and Career Planning. Additional resources are provided through the College YouTube channel, such as skills training for students preparing to graduate and enter the job market. Training includes curriculum vitae (CV) preparation, job interview skills, and understanding generational differences in employee and co-worker relations.

4. Academic Advising

Academic advising is available to distance learning students through email, phone, chat, or virtual conferences with the student's Faculty Advisor. Faculty Advisors are assigned to students during the online Student Orientation.

5. Non-Academic Counseling

Students may receive counseling for non-academic issues through a secure online, interactive counseling services portal. The Student Assistance Program provides professionally guided reflection regarding academic, personal, and career issues that do not arise to the level of a mental health diagnosis or treatment. Counseling is available online.

6. Financial Aid Counseling

Counseling for financial aid is available to students through the Student Affairs Office and is provided by the Director of Financial Aid. Virtual conferences may be scheduled for distance learning students.

7. Disability Services

The College provides disability services for students who request testing or other accommodations under Section 504 of the Americans with Disabilities Act. Exam proctoring for distance learning students (including distance learning students with testing accommodations) will be conducted using ExamSoft.

8. Information Technology

The College's IT Help Desk provides technical support to students. The support includes email assistance, directory assistance, and assistance with various educational technologies or platforms such as Canvas and ExamSoft. Assistance is also available for hardware/software troubleshooting both in person and through remote assistance. Due to the variety of computer hardware and software, it is not possible to provide assistance for operational problems with students' personal computers or uploaded software.

LIBRARY AND LEARNING RESOURCES

Much of the learning resources of the Appalachian College of Pharmacy consists of electronic databases and subscriptions applicable to public health research and practice. Learning resources and library support available to students include electronic document delivery, electronic journals, full-text databases, end-user searching, reference assistance and instruction, reciprocal borrowing, and interlibrary loan services. The College maintains library intranet pages with access points to subscription and purchased e-books and e-journals for use by students. It subscribes to OCLC's EZproxy proxy server software that enables off-campus consultation of library materials 24 hours a day, seven days a week for all students and faculty authenticated by usernames and passwords. Mobile apps are also available for some point of care and research databases. The Library Director has created short video tutorials and posted them to the library's YouTube channel on how to obtain full text journal articles via PubMed and how to request interlibrary loan articles from the library. Librarian assistance is available through email, phone, online chat, or in-person.

The following Program-specific e-curricular and textbook access is maintained by the College library.

- **Lippincott Williams & Wilkins Health Library**
- **Wiley Publishers Courseware**
- **Jones-Bartlett Learning**

The following databases including public health publications are available online through the library.

- **Cochrane Library** (subscription through Wiley) - Contains evidence-based evaluations on the efficacy of public health interventions in The Cochrane Library suite of databases: the Cochrane Database of Systematic Reviews (CDSR), Cochrane Clinical Answers (CCA), and Cochrane Central Register of Controlled Trials (CENTRAL).
- **ERIC** (Education Resources Information Center) - ERIC is an Internet-based bibliographic and full-text database for education research and information.
- **PubMedCentral** (National Library of Medicine) - PubMed contains more than 35 million article citations from over 5,500 biomedical journals and links out to full text articles when available on other sites. It includes the MEDLINE® index, in addition to listings for other life sciences journals and books and is published by the National Center for Biotechnology Information (NCBI), in the U.S. National Library of Medicine (NLM), located at the National Institutes of Health (NIH).
- **ScienceDirect College Edition** [Journal] Collection (Health and Life Sciences) - A collection of 1,200+ health and life science journals published by Elsevier, via their ScienceDirect search platform, with full text available from 1995-present.
- **TRIP PRO** (Turning Research Into Practice) - This federated search engine is designed to allow users to quickly and easily find and use high-quality research evidence to support investigations, practice, and/or care. TRIP PRO is an expanded version that will be an added resource for the DrPH Program and will replace the current basic version.

The following is a representative list of the more than 200 journals and primary source materials with a public health focus available to students in the College's library

- ***American Journal of Public Health*** (ISSN: 0090-0036) from 1971 to present in PubMedCentral
- ***Ethics, Medicine, and Public Health*** (ISSN: 2352-5525) from 01/01/2015 to present in the ScienceDirect College Edition [Journal] Collection
- ***Journal of Infection and Public Health*** (ISSN: 1876-0341) from 2008 to present in Elsevier Open Access Journals
- ***The Lancet Public Health****.* (ISSN: 2468-2667) from 11/01/2016 to present in Elsevier Open Access Journals
- ***Public Health****.* (ISSN: 0033-3506) from 11/1/2016 to present in Elsevier Open Access Journals

APPENDICES

A. Intellectual property policy

B. Accommodation request

C. Honor, Ethics and Professionalism Charge

D. FERPA Waiver

E. FERPA Confidentiality Agreement

F. Withdrawal Form

G. Leave of Absence Form

H. Substantive Change Policy

I. Certification of Understanding and Adherence to Policies, Rules, and Procedures of the Appalachian College of Pharmacy

J. Appalachian College of Pharmacy - Organizational Chart

Appendix A

Appalachian College of Pharmacy

Intellectual Property Policy

Purpose of the Policy

The Appalachian College of Pharmacy (ACP) desires to publish guidelines relating to the ownership of intellectual property created by or on behalf of ACP, its faculty, staff, and students. As a non-profit educational institution, ACP desires to promote the creation and dissemination of scholarly and academic works and inventions in a manner that is equitable to everyone involved.

Summary

While the federal "work for hire" doctrine (see definition below) provides in general that the copyright in all copyrightable works created by an employee in the normal course of his or her employment belong to the employer, ACP desires to allow those rights to revert to the creator(s) in certain circumstances outlined in this policy. However, when a work is specifically commissioned by or is developed with significant ACP resources, different ownership rules are appropriate. Further, when a work is commissioned by a third party, the agreement governing such commissioned work shall determine ownership rights.

Definitions

The following terms shall have the following meanings for purposes of this Policy:

"Copyright" shall mean the federal right of protection in copyrightable materials that permits the owner to prevent others from copying, making derivative works, distributing to the public, or publicly performing or displaying such materials (17 U.S.C. §106). Copyrightable materials are original works of authorship and include literature, music, photography, computer programs, and artistic works.

"Significant ACP Resources" shall mean the substantial use of ACP's facilities, equipment, and/or personnel in the creation and/or development of materials or inventions. Materials and inventions created and/or developed principally during normal business hours at ACP shall be considered as using Significant ACP Resources. If there is any doubt whether intellectual property has been created using Significant ACP Resources, the Dean shall make the final determination.

"Sponsored Resources" shall mean funding and/or other assistance provided by a third party including, without limitation, the government, for the development of materials and/or inventions by ACP's faculty, employees, and/or students. All such sponsored activities shall be governed by a separate agreement to which ACP is a party.

"ACP Commissioned" shall mean materials and/or inventions specifically requested by ACP either orally or in writing and all developments related thereto. If there is any doubt whether materials and/or inventions have been ACP Commissioned, the Dean of ACP shall make the final determination.

"Work for Hire" shall mean the federal rule that the copyright in materials prepared by an employee within the scope of his or her employment is owned by the employer and not the employee (17 U.S.C. §201(b)).

Policy

Work for Hire

Except as otherwise provided in a written agreement, all copyrightable materials created by ACP faculty and/or staff that is not ACP Commissioned, created with Significant ACP or Sponsored Resources shall not be considered Work for Hire, but all Copyrights and other intellectual property rights arising

therefrom shall be the property of the creator(s). However, the creator(s) agree by evidence of their employment with ACP when such copyrightable materials were generated to grant ACP a non-exclusive, fully paid up, perpetual, and worldwide license to use all such works that relate to the operations or missions of ACP. In this regard, the Dean of ACP shall be notified in a timely manner of the creation of all such works and shall be provided with a complete and accurate list with copies of all such works upon the termination of employment, for any reason, of each faculty and staff member. All use of such works by the creator(s) shall give appropriate credit to ACP.

ACP Commissioned Works and Use of Significant ACP Resources

Except as may be otherwise provided in a written agreement, all Copyrights and other intellectual property rights in works created and/or developed using Significant ACP Resources or that are ACP Commissioned shall be owned by ACP. In certain circumstances, ACP may want to provide for joint ownership or to cede its intellectual property rights to the creator(s). In such cases, the ownership of the intellectual property rights and any allocation of income derived from such intellectual property shall be governed by a separate written agreement entered into between ACP and the creator(s). All creators of intellectual property under this section shall notify the Dean of ACP in a timely manner of the creation or contemplated creation of such intellectual property. If the creator(s) desire to have an ownership interest in any intellectual property created and/or developed using Significant ACP Resources or that is ACP Commissioned, such matter should be discussed with the Dean of ACP and a written agreement should be entered into as soon as reasonably practical.

Sponsored Resources

In all cases, intellectual property that is to be created and/or developed by ACP faculty, staff, or students using Sponsored Resources shall be governed by a written agreement to which ACP shall be a party. The ownership of the Copyrights and other intellectual property rights and any allocation of income derived from such intellectual property shall be governed by that agreement.

Trademarks

ACP’s name, logo, trademarks, and service marks (collectively, the “ACP Marks”) are owned exclusively by ACP and its faculty, employees, and students may not use any of the ACP Marks as a trademark or service mark without the express written permission of the Dean of ACP.

Appendix B

Appalachian College of Pharmacy

Accommodation Request

Student Information	
Student Name:	
Student Email:	
Student Phone:	

Nature of Disability:						
	☐	Visual Disability	☐	Learning Disability	☐	Psychiatric / Mood Disorder
	☐	Hearing Disability	☐	Physical Disability	☐	Attention Deficit / Hyperactivity Disorder
	☐	Other:				

Did you receive accommodations during your undergraduate studies? ☐ Yes ☐ No

If yes, please specify:

_____

_____

Accommodations Requested:
_____
_____
_____
_____
Please submit supporting documentation for your request.

I certify that the above information is true and accurate. If testing accommodations granted to me include a deviation from the standard testing time schedule, I agree that, from the time I begin the examination until I have completed it, I will not communicate in any way, to the extent possible, with any other individuals taking the examination and I will not communicate in any way with any such individuals about the content of the examination.

If clarification or further information regarding the documentation provide is needed, I authorize Appalachian College of Pharmacy to contact the professional(s) who diagnosed the disability and / or those entities which have provided me test accommodations. I authorize such professional(s) and entities to communicate with the Appalachian College of Pharmacy in this regard to provide Appalachian College of Pharmacy with such clarification and / or further information.

Student Signature	*Date*

Appendix C



HONOR, ETHICS AND PROFESSIONALISM CHARGE

Student Name: _____ Date of Incident: _____

Time of Occurrence: _____ Location: _____

Is this incident associated with a course(s)? Yes_____ No _____

If so, please list the name of the course. _____

Incident Details:

Professional Code of Conduct alleged violation:

___ Unprofessional Behavior (Please describe the incident)

_____
_____
_____
_____

Honor Code of Academic Integrity alleged violation: (Please check all that apply)

Please review the Student Honor Code of Academic Integrity for full explanation of each charge.

___ Cheating
___ Plagiarism
___ Facilitating Academic Dishonesty
___ Abuse of Academic Materials
___ Stealing
___ Lying, Deceit, Fraud, or Willful Misrepresentation of the Facts
___ Any Form of Academic Dishonesty Not Previously Defined that Provides a Student an unfair Advantage or violates the rights of another student or member of the ACP community

Honor Code of Academic Integrity alleged violation (Please describe the incident)

_____
_____
_____
_____
_____
_____

Evidence (Please list and describe **all** evidence that exists to support this claim and submit any evidence you intend to use to support this complaint)

_____
_____
_____
_____

Please list all witnesses or individuals who may have information regarding this complaint.

_____
_____
_____

Action Taken for Professionalism Concern:

- ☐ Student Coaching
- ☐ Written Warning
- ☐ Corrective Action/Improvement Plan
- ☐ Suspension: _____ day(s)

Depending on the nature of the incident, the Appalachian College of Pharmacy reserves the right to impose any of the sanctions listed above at its discretion. A copy of this Student Incident Report shall be maintained by the College. Further action may be taken by HEP Board if deemed appropriate.

Corrective Action/Improvement Plan:

_____
_____
_____
_____

Student Comments:

_____
_____
_____
_____

_____ _____
Complainant's Signature Date

BY SIGNING BELOW, YOU ACKNOWLEDGE THAT YOU HAVE RECEIVED THIS NOTICE.

_____ _____
Student Signature Date

_____ _____
Dean, Signature (required for Other Action or Dismissal) Date

Appendix D

APPALACHIAN COLLEGE OF PHARMACY

FEDERAL EDUCATION RIGHTS AND PRIVACY ACT WAIVER FORM

Instructions: This form is to be used by the student to grant access to their education records to other entities besides themselves, such as a parent, spouse, organization, etc. When completing this form, please print all items clearly to allow for correct processing.

I, _____(please print name), hereby authorize the release of my academic records indicated below to the individual or organization listed below as permitted under the Federal Education Rights and Privacy Act (FERPA).

I understand that this request will remain in effect until I request in writing that the waiver be withdrawn.

Individual or Organization Receiving the Information:

Name: _____ Fax Number: _____

Address: _____

_____

Email Address: _____

Information to be Released:

Please indicate which of the following records that you are instructing ACP to release to the individual or organization named above.

_____ All Records _____ ACP Transcript _____ Immunization Record _____ Drug Screen

_____ Background Check _____ Withdrawal Record _____ Proof of Health Insurance

_____ Letters of Recommendation _____Honors, Ethics and Professionalism

_____ Other (Please Describe) _____

If applicable, describe the purpose of the request:

_____

_____

I understand that the records that I am requesting shall be released to the individual or organization named above that the records may include sensitive information related to my transcripts, withdrawal records, immunization records, background check, drug screen, or other confidential academic information.

I understand that I may see and request a copy of the information described on this form if I so desire. I understand that any review of my records or information shall be supervised. I agree to pay any fees associated with copying of records.

I understand that the information requested herein for release to the above individual or organization may be communicated electronically or by a copy of the original.

I understand that I have the right to revoke this authorization by submitting a revocation in writing to the Appalachian College of Pharmacy Admission's Office.

_____	_____
Student Name (please print)	Student (signature)
_____	_____
Student Social Security Number	Date

Appendix E

Appalachian College of Pharmacy
Family Educational Rights and Privacy Act (FERPA)
Non-Disclosure / Confidentiality Agreement

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the confidentiality of student education records. "Education records" are those records that are directly related to a student that are maintained by an educational institution or by a party acting for the institution. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

As a student participating in an academic experiential rotation or as student tutor, it is important for you to familiarize yourself with some of the basic provisions of FERPA to ensure that you do not violate this Federal law.

You **must not**, under any circumstances, release to any person(s) information about a student, unless your position specifically requires you to do so. You must refer any requests for information about a student to your supervisor to ensure that you do not violate FERPA.

You **must not** release any information about a student unless authorized to do so by your supervisor or preceptor. You must avoid acquiring student record information that you do not need to do your assignment or job, nor should you disclose/release information about students that you may have learned while performing your assignment or job. Even a minor disclosure of information may be a violation.

The course you are participating in or department you work in may have additional restrictions on information sharing and/ or additional rules about privacy and confidentiality. *(e.g. research results, pending policy changes, financial information)*. Be sure to discuss these issues with your preceptor or supervisor before you begin your experiential rotation or job. In general, keep any information obtained on your experiential rotation or at the workplace strictly confidential.

I have read and understand my responsibilities as described above and that unauthorized disclosure is a violation of Federal law. I further acknowledge that an intentional or unauthorized disclosure also violates the Appalachian College of Pharmacy policy and could constitute just cause for disciplinary action, including dismissal from the program or termination of my employment.

_____
Student Name (please print)

_____ _____
Student Signature **Date**

_____
Supervisor/Preceptor Name (please print)

_____ _____
Supervisor/Preceptor Signature **Date**

Appendix F



Appalachian College of Pharmacy
1060 Dragon Road
Oakwood, Virginia 24631

WITHDRAWAL FORM

(Name)_____

(Last 4 digits of Social Security)_____**wishes to withdraw from all**

classes for the term of_____**, year** _____**.**

Effective date of withdrawal is_____ .

_____ _____
Student **Date**

_____ _____

Appendix G



Appalachian College of Pharmacy
1060 Dragon Road
Oakwood, Virginia 24631

LEAVE OF ABSENCE FORM

(Name)_____

(Last 4 digits of Social Security)_____**wishes to take a leave of absence**

from all classes for the term of_____**, year** _____**.**

The reason for the leave of absence_____**.**

Effective date of leave of absence is_____ **,**

and the anticipated return date is _____**.**

_____
Student **Date**

_____
Dean **Date**

Appendix H

Substantive Change Policy

Substantive change is a federal term for any "significant modification of the nature and scope of an accredited institution." Appalachian College of Pharmacy's regional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), is required by the federal government to monitor compliance with the substantive change policy and to approve any major changes. It is the responsibility of the Appalachian College of Pharmacy:

- to notify SACSCOC of substantive changes in a timely manner, and
- in many cases to seek SACSCOC approval up to six months before implementing the change.

The types of substantive change and the procedures for addressing them may be found on the SACSCOC website at https://sacscoc.org/accrediting-standards/substantive-changes/
Please contact the Colleges SACSCOC Accreditation Liaison, for more information and for procedures to follow to obtain the necessary approvals prior to implementation of the proposed action.

Appendix I

Cost of Attendance Budget Increase Request Form

Per federal financial aid guidelines, student budgets may be increased for only the items listed below. You will be notified via email when the request is either approved or denied. Requests with incomplete documentation will not be approved.
Please note the following:
• All expenses listed on this form must be supported by appropriate documentation.
Expenses listed without supporting documentation will not be reviewed.
• A determination with respect to your appeal will be sent via email within 10 business days.
• If approved, you may apply for additional federal and/or credit based loans to cover those expenses.
• This form and documentation should be returned to the Financial Aid Processing Center. Documents can be scanned and emailed to ACP-FAO@financialaidservices.org

Allowable Items for a Cost of Attendance Increase
Please provide the cost and supporting documentation for each budget item you wish to have reviewed. You must enter an amount you are requesting for the item(s) selected below.

___Fall Term ___Spring Term ___Summer Term

_____Dependent care expenses which occur during the academic year, and which are necessary in order for you to attend class. Requested Amount $_____

Provide a signed letter or signed contract from your care provider including:
Dependent's name and date of birth.
Cost of daycare and academic year schedule of care provided.

• Recent receipts of payment.
• May not include private school tuition.
• Adjustments will not exceed $600/month.

_____Other Miscellaneous Education Related Expenses. Requested Amount $_____
Expenses could include medical/dental not covered by insurance, unexpected transportation costs (including repairs), etc.

By signing this form, I certify that the information provided within this request is accurate. I agree to provide the Financial Aid Processing Center for Appalachian College of Pharmacy additional information if necessary. I understand that if I am awarded additional Federal Direct Loans based on my request, that loan fees will be deducted from each disbursement by the Direct Loan Program. I understand that additional loans approved based on my request will increase my student loan debt, and that this may result in higher student loan payments, additional time needed to pay off student loans, or both.

_____ _____
Student Signature Date

Appendix J

CERTIFICATION OF UNDERSTANDING AND ADHERENCE TO POLICIES, RULES, AND PROCEDURES OF THE APPALACHIAN COLLEGE OF PHARMACY'S INTERPROFESSIONAL DOCTORATE IN PUBLIC HEALTH LEADERSHIP

I hereby certify and confirm that I have been provided access to a copy of the Appalachian College of Pharmacy's Interprofessional Doctorate in Public Health Leadership Student Handbook and Course Catalog.

I hereby certify and confirm that I understand that the policies, rules, and procedures contained in the Student Handbook and Course Catalog will apply during the academic year containing the date below and are in force until such time that they are revised. Further, I certify that I have read and understand the policies and agree to adhere to such policies as they apply to my tenure at ACP and in some situations these policies may be enforced even after I depart ACP.

I further understand that the Appalachian College of Pharmacy may revise its policies, rules, and procedures at any time, that I am charged with the notice and knowledge of those revisions upon being posted to the ACP website, and that I will adhere to any revisions, alterations, or changes made by ACP from that point forward.

_____ _____

Signature Date

_____

Name (please print)

Appendix K

Appalachian College of Pharmacy - Organizational Chart

