DISCLAIMER

This handbook is not a contract. The School of Pharmacy (SOP) reserves the right to modify the policies and procedures described in this handbook at any time. Students will be notified via frequent administrative updates and via email of revisions and new editions of the handbook and are expected to familiarize themselves with any new or updated information. The information contained in this handbook is complementary to that in the *Experiential Education Manual*. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the Assistant Dean for Student Affairs (ADSA).
DEAN’S MESSAGE

Dear Doctor of Pharmacy Student,

Welcome to Pacific University School of Pharmacy. We are delighted that you have chosen, and been selected by, our School to begin your journey in achieving your professional and academic goals in the areas of pharmacy and patient care. Our School is your road and your journey is rich with endless opportunities and productive challenges. The School of Pharmacy Student Handbook is a collection of critical information that is designed to be a road map to your journey and a guide to achieve your academic and professional destination. The Student Handbook assists students in identifying and understanding the School’s values, expectations, policies, procedures, and requirements. It is of paramount importance that you frequently consult it, along with the Pacific University Student Handbook, during the course of your study at our School.

The Student Handbook is not designed, nor should be viewed, as a substitute for your interaction with faculty and staff, administration, or your faculty advisor. I encourage you to ask questions and seek clarification from your faculty advisor and the School’s administration in any area of the Student Handbook that is unclear to you. Our dedicated faculty, staff, and administration are committed to make your journey a smooth path to your success and achievements.

Enjoy your journey at Pacific University, study wisely, and be involved with many available professional activities. Your journey is bright at Pacific.

Sincerely,

Reza Karimi, RPh, PhD
Professor and Dean
School of Pharmacy
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What’s New in 2015-16 Revised Edition

This section explains the new areas or policies of the Pacific University School of Pharmacy Student Handbook 2015-2016.

- **SPC Policy Changes**
  - Referral Process – All instances of academic or professional problems that may require SPC referral begin with the Assistant Dean for Student Affairs (ADSA). See new flowchart in SPC section.

- **Reflective Journal Writing (RJW) and Electronic Portfolios:** RJW has been required previously in a number of courses, but the process has been formalized. RJW will be housed in an Electronic Portfolio within E*Value so that students can track their progress through the program.

- **SOP Mission, Vision, Values, and Strategic Goals:** Modifications were made to the Mission, Vision, and Values, and the SOP Strategic Goals are now included in the Student Handbook.

- **Academic Dishonesty:** Improved explanations of Academic Dishonesty were added, including additional examples of Cheating, Plagiarism, Fabrication, and other types of Academic Misconduct.

- **Electives:** All students beginning with the class of 2018 will be required to take at least 1 didactic credit hour of elective as a minimum for graduation. For the class of 2017, electives are not required for graduation. A maximum of 2 electives per semester are allowed.

- **Withdrawals** – all withdrawals requests are processed through the Assistant Dean for Student Affairs and approved by the Dean. Previously, if a student needed an Administrative Withdrawal it was processed through the Dean of Students.
Glossary of Terms and Abbreviations

This section contains commonly used terms and abbreviations.

AD – Assistant Dean.

ADAA – Assistant Dean for Academics and Assessment (Fuentes)
ADSA – Assistant Dean for Student Affairs (Hughes)
ADPP – Assistant Dean for Pharmacy Practice (Doyle)
ADPS – Assistant Dean for Pharmaceutical Sciences (Roberts)

Admissions Committee – The committee reviews the admission process annually. The committee is responsible for reviewing the application content, application review forms, interview questions, interviewee evaluation and rolling admission/class recommendations. In addition, the committee will assist with specific projects as assigned by the Dean. Two students from each class serve as representatives on this committee. Recommendations to interview and/or admit to the program are presented to the Dean for final approval.

APPE – Advanced Pharmacy Practice Experiences encompass the third professional year and constitute over 40% of the curriculum. Each experience is six weeks in length.

CHP – College of Health Professions houses all of the graduate-level programs within the College of Health Professions, including the School of Pharmacy.

Creighton Hall – Also known as Health Professions Campus Building 1 (HPC1). The administration and primary classrooms of the School of Pharmacy are located on the fourth floor.

Curriculum Committee – The committee reviews the curriculum annually. The committee is responsible for reviewing and vetting requests for curricular changes initiated by the faculty or administrators and approving syllabi for all courses, including examination schedules for didactic courses and evaluation tools for experiential courses. The committee also works collaboratively with the School of Pharmacy’s Assessment Committee (SOPAC) in evaluating trends in examination, assessment or other data to recommend programmatic change to the Dean. In addition, the committee will assist with specific projects as assigned by the Dean. One student from each class serves as a representative on this committee. Recommendations are presented to the Dean for final approval.

Experiential Education Manual – Manual that addresses the policies and procedures related to experiential rotations.

Hillsboro Campus – Formerly known as the Health Professions Campus, the Hillsboro Campus houses the College of Health Professions (CHP) and College of Business (COB).
HPC 2 – Health Professions Campus Building 2 is located at 190 SE 8th Avenue, Hillsboro, Oregon. School of Pharmacy research laboratories are located on the 4th floor.

IPPE – Introductory Pharmacy Practice Experiences are designed to introduce first- and second-year Doctor of Pharmacy (PharmD) students to the activities, structure and responsibilities of community, institutional and health-system pharmacy practice. The IPPE rotations complement the didactic blocks of the first- and second-year curriculum and prepare the student for Advanced Pharmacy Practice Experiences (APPE) during their third professional year.

ITF – Inter-Modal Transit Facility, located at 711 SE Baseline, Hillsboro, OR 97123, which houses classrooms and offices on the first floor. Permits for student parking at the ITF are available for purchase. Contact Pam Arnold in Suite 230 of HPC 2 for more information (x2622). Students are NOT allowed to park in the ITF without a paid permit.

LSS – Learning Support Services: See web page for more information: (http://www.pacificu.edu/studentlife/lss/).

SOP – School of Pharmacy.

School of Pharmacy Assessment Committee (SOPAC) – The committee assesses various components of the assessment plan and results for the program (i.e. curriculum, mission, vision, objectives, strategic plan, program) annually. The committee is responsible: functioning as an advisory group or “think tank” regarding assessment plans; playing a consultative role in reviewing and making recommendations for assessment plans and tools and assessment results; and evaluating trends and interpretation of data to recommend action and develop measurable actions plans from various stakeholders. Recommendations and results are presented to the Dean then to the faculty for notification. Items are submitted to the Dean for final approval, if applicable. The committee will assist with specific projects as assigned by the Dean. One student from each class serves as a representative on this committee.

Student Focus Groups – Focus groups are formed ad hoc to formally collect student feedback on SOP issues. If feedback is desired that cannot be elicited from student representatives on the SOP committees, a Student Focus group will be convened. Feedback is shared with the appropriate committee or members of the School. The School maintains contact with the students as identified concerns are addressed.

Student Progression Committee (SPC) – The committee monitors the academic progress and professional development of the students within the SOP. The committee meets regularly to address normal business of the committee and as needed, to address formal student, faculty, preceptor, or staff concerns regarding issues of academic integrity, academic performance, or professionalism. The committee serves as the initial committee for academic and professionalism issues and provides recommendations to the Dean for review. The committee is responsible for establishing and periodically reviewing the School’s policies and procedures that address issues of academic integrity, professionalism, and ethics.
A. General Information – Pacific University Oregon and School of Pharmacy

Introduction to the Handbook

The Pacific University School of Pharmacy Student Handbook has been designed to serve as an introduction and guide to the Pacific University School of Pharmacy for all Doctor of Pharmacy (PharmD) students.

The information, policies, and rules contained, linked, and/or referred to herein are subject to change with or without notice. No part of this publication should be construed as a contract or offer to contract between the School and a student. The Pacific University School of Pharmacy Student Handbook should be used in conjunction with other University informational publications, materials, or announcements.

Each student enrolled in the School is individually responsible for current University, College of Health Professions, and School of Pharmacy regulations, policies, and procedures.
Welcome to Pacific University Oregon

History

(Excerpted from “The History of Pacific University” on the Pacific University web page - http://www.pacificu.edu/about/history/index.cfm)

Oregon's Pacific University is the oldest chartered university in the West. The Oregon Territorial Legislature granted its original charter as the Tualatin Academy on Sept. 26, 1849. The charter predates statehood by 10 years, and was the first formal act of the territorial government. Pacific founders were also instrumental in the 1843 vote at Champoeg, which resulted in the formation of the Oregon Provisional Government, the first American government on the Pacific Coast.

The school traces its roots to a log cabin meeting house in Forest Grove where the Rev. Harvey Clark, a Congregationalist minister, and Tabitha Brown, a former teacher from Massachusetts, cared for and educated orphans of the Oregon Trail. The University issued the first baccalaureate degree in the region in 1863 to Harvey W. Scott, later the editor of The Oregonian. Pacific's Old College Hall, built in 1850, housed the original academy and is the oldest educational building in the West.

In 1945, the University expanded into the health professions through a merger with the Pacific Northwest College of Optometry. Today, Pacific is a comprehensive university with undergraduate, graduate and professional programs in the liberal arts and sciences, optometry, education, healthcare and business. Pacific serves more than 3,400 students on campuses in Forest Grove, Eugene, Hillsboro and Woodburn.

Other health professions programs were added later: Physical Therapy in 1975, Occupational Therapy in 1984, Professional Psychology in 1985, and Physician Assistant Studies program in 1996. The College of Health Professions was established in 2005 to house the health professional programs. The School of Pharmacy and the School of Dental Hygiene Studies joined the College of Health Professions in 2005. The CHP has expanded to include the School of Healthcare Administration and Leadership in 2008, Audiology in 2011.

Today, Pacific's focus on teaching and learning in a close nurturing environment leads to genuine transformation in students’ lives. Distinguished by its inquiry-based curricula and interdisciplinary collaboration, Pacific offers students exceptional opportunities for experiential learning, leadership and civic engagement.
University Mission
A diverse and sustainable community dedicated to discovery and excellence in teaching, scholarship and practice, Pacific University inspires students to think, care, create, and pursue justice in our world.

University Vision 2020
Pacific University will embrace discovery as an essential characteristic of teaching, learning, scholarship, practice and creative expression. We will achieve excellence and distinction by investing in exceptional people. We will embrace a rich diversity of ideas, peoples and cultures. We will incorporate sustainability into all of our endeavors.

The culture of Pacific fosters warm and supportive relationships that enable the University to provide an extraordinary educational experience. Students, faculty and staff are drawn to Pacific by its welcoming environment, emphasis on public service, and development of graduates who contribute as gifted leaders of the global community.
Pacific University Oregon School of Pharmacy

Overview
The School of Pharmacy ("School") is located in Hillsboro, Oregon, and shares physical facilities with nine other professional programs in the College of Health Professions (CHP) on the Hillsboro Campus: Dental Hygiene Studies, Occupational Therapy, Physical Therapy, Physician Assistant Studies, Professional Psychology, Healthcare Administration and Leadership, Audiology, and Audiology. Though the School of Pharmacy is not located on the Forest Grove campus, it shares resources with, and has strong ties to, the Pacific University campus in Forest Grove. The School occupies the fourth floor of Creighton Hall (HPC 1), which includes two 105-seat classrooms, multiple breakout rooms, a student laboratory that is fully equipped as a compounding lab, and faculty offices. In addition, there are additional offices for the School’s faculty members in HPC1 on the fifth floor and in HPC 2 on the third floor. HPC 2 also provides a state-of-the-art science research facility to accommodate the scholarship needs of the School’s science faculty, as well as supplies additional space for students, faculty, staff and administrators to study, socialize and collaborate.

The School offers a three-year professional curriculum leading to conferral of the Doctor of Pharmacy degree. The curriculum is composed of two didactic/experiential years followed by one year of Advanced Pharmacy Practice Experiences (APPE). During the first two academic years, students spend time off-site in various healthcare settings as part of the Introductory Pharmacy Practice Experiences (IPPE). The IPPE 1 and IPPE 4 courses occur during the didactic year. In addition, students participate in longitudinal IPPE 2 and IPPE 3 courses during the summer following the conclusion of the first professional year. These IPPE experiences assist in providing hands-on experiences that support and reinforce classroom instruction.

The curriculum is based on a modified-block design that allows the sequential delivery of blocks rather than the more traditional method of teaching multiple subjects at the same time. Students are not assigned letter grades in the curriculum but instead receive either a “Pass” or “No Pass” based on achievement of 90% of stated competencies. During block courses, students are assessed every two weeks during the first two years of the curriculum. Students who do not achieve the necessary level of competence are given opportunities for re-examination and extended learning, if necessary. Re-examinations are conducted the week following the block exams, while extended learning blocks are conducted during a dedicated period after the fall and spring terms.

There are also longitudinal blocks in the curriculum that occur over the course of the entire term, with classes meeting approximately every two weeks. Longitudinal blocks place an emphasis on integration of knowledge, critical thinking and the utilization of evidence based principles.
**SOP STRATEGIC GOALS**

**Goal 1:** Develop and implement focus area(s) that is/are meaningful and attractive to faculty, staff, students, candidates and stakeholders that highlight our program’s strengths.

**Goal 2:** Aggressively market the positive aspects of our program.

**Goal 3:** Improve interprofessional and intraprofessional interactions across P1, P2 and P3 years and alumni across a continuum.

**Goal 4:** Strengthen internal and external collaboration and increase presence with community organizations (regional and national groups; scholarship for service).

**Goal 5:** Professional Development and Scholarship

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**Accreditation Process and Status**

**Pacific University**

The University’s authority for conferring degrees was established in the Charter of the University by the Legislative Assembly of the Territory of Oregon in 1849. In 1863, the first baccalaureate degree was presented to Harvey W. Scott, who later became editor of The Oregonian, the state's largest newspaper. Pacific University sought and received regional accreditation from the Northwest Association of Schools and of Colleges and Universities (NASC), Commission on Colleges and Universities in 1929. In 1945, the University requested permission from NASC to offer the doctoral degree. The Doctor of Optometry (OD) was the first doctoral degree to be conferred by the University. Pacific University is fully accredited by the Northwest Commission on Colleges and Universities (NWCCU), which until the year 2003 was part of NASC. The University was fully reviewed by the Commission in 2007 and received full accreditation for the next 10-year cycle. In 2010, NWCCU revised the accreditation cycle to a seven-year cycle. Pacific’s year seven report and visit will be in fall 2016.

Pacific University is a member of the National Association of Independent Colleges and Universities, the Oregon Independent Colleges Foundation, the Oregon Independent Colleges Association, the American Association of University Women, the Council for Higher Education of the United Church of Christ, the College Scholarship Service, the Northwest Conference of Independent Colleges, the National Collegiate Athletics Association, and the Association of Independent Liberal Arts Colleges for Teacher Education.
School of Pharmacy
Each College or School of Pharmacy in the United States, and selected non-US sites, are accredited by the Accreditation Council for Pharmacy Education (ACPE), the national agency for the accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education.

ACPE Accreditation Disclosure Statement (July 2011)
The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-US sites. For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps: Pre-candidate status, Candidate status, and Full accreditation. Pre-candidate accreditation status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Pre-candidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program, and authorizes the college or school to admit its first class. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled, but has not yet had a graduating class. Full accreditation is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited program. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

A comprehensive self-study evaluation was completed by the Accreditation Council for Pharmacy Education (ACPE) in fall 2014. The ACPE Board of Directors reviewed the Doctor of Pharmacy program for purposes of continued accreditation at its January 2015 meeting. The accreditation term granted for the Doctor of Pharmacy program extended until June 30, 2023. A spring 2016 focused on-site evaluation has been scheduled to monitor progress on a few ACPE standards.

Pacific University School of Pharmacy’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.
ACPE Standards Comments Form and Communication of Complaints:
The Accreditation Council for Pharmacy Education (ACPE), the pharmacy school accreditation agency, is required to demonstrate to the U.S. Secretary of Education its expectations regarding a program’s recording and handling of student complaints. ACPE must demonstrate a link between its review of complaints and its evaluation of a program in the accreditation process. Therefore, in order to demonstrate compliance with the U.S. Department of Education Criteria for Recognition, and with the prior review and advice of the Department of Education personnel, ACPE requires pharmacy schools to provide an opportunity for pharmacy students to provide comments and/or complains about the school’s adherence to ACPE Standards. The Colleges and Schools of Pharmacy have an obligation to respond to any written complaints by students lodged against a School of Pharmacy, or a pharmacy program that are related to the standards and the policies and procedures of the Accreditation Council for Pharmacy Education (ACPE). The website for ACPE is http://www.acpe-accredit.org. Hence, the College has established, implemented, and maintains a student complaint procedure that affords the complainants with fundamental procedural due process. The policy for student complaints related to ACPE Standards that has been established at the Pacific University School of Pharmacy includes the following:

1. The student who wishes to file a complaint may visit the ACPE Standards Website at http://www.acpe-accredit.org.
2. The student may submit a written complaint to the Dean, and/or ADs using the form below. A student may also submit a written complaint to a student class officer (e.g., Class President, Vice President, or elected student representatives) who will forward to School administrators on their behalf.
3. The appropriate AD or Dean will investigate a student’s written complaint. The investigating AD will share the results of this investigation with the other Dean’s Cabinet. The Dean will review this report and determine if the complaint requires a formal intervention.
4. All written complaints will be kept in a confidential, secured file in the Dean’s office. The file of student complaints will be made available for inspection to ACPE at on-site evaluations or otherwise at ACPE’s written request. The findings of this inspection, and the resulting implication(s) to the accreditation of the professional program, shall be noted in the Evaluation Team Report.

Last Name: ___________________________ First Name: ___________________________
Local Address: _____________________________________________________________
City: ___________________________ State: ________________ Zip: _____________
Phone: ___________________________ Email: _________________________________
Home Address: _____________________________________________________________
City: ___________________________ State: ________________ Zip: _____________
1. Classification: P-1, P-2, P-3 Advisor: ___________________________
2. State the specific ACPE Standard that you are commenting on:
3. Provide pertinent information about your concerns:
School of Pharmacy Faculty and Administrative Staff

The complete list of School of Pharmacy Administration, Faculty, and Staff may be found in Appendix B.

College of Health Professions (CHP) Structure

The School of Pharmacy is one of nine professional programs that belong to the College of Health Professions (CHP). A complete list of the CHP structure and programs may be found in Appendix C.

Facilities

Health Professions Campus Building 1 (HPC 1, Creighton Hall)

Creighton Hall continues to house the SOP on the entire fourth floor. It is also home for the following programs: Athletic Training, Dental Hygiene Studies, Physical Therapy, and Physician Assistant Studies. This five-story, LEED Gold-certified building provides the School with two 105-seat classrooms, multiple group breakout rooms, a pharmaceutics compounding lab, student lockers, student mailboxes, faculty/staff offices, faculty/staff work space, conference rooms, and space to study, socialize and collaborate. Technology resources in Creighton Hall include pharmacy classrooms containing fixed tables with power and internet connections for each student. The entire building also has wireless technology. Offices for faculty and staff members are located on the fourth and fifth floors.

Students have access to the the University Technology Information Center, the Hillsboro Campus Library, a café, student gathering spaces, and a variety of student life support services that occupy shared space throughout the two Hillsboro Campus buildings and two blocks away at leased space in Tuality Healthcare at various times of the week. Conference rooms and classrooms within the building are available to all CHP faculty, staff, and students for reservation during business hours (7 a.m.–5 p.m.), after hours (5 p.m.–10 p.m.), and on weekends. Building hours during University holidays may vary.

Clinics serving the area community are located in the building as well, including the Virginia Garcia Hillsboro Health Center and Pharmacy, the expanded psychology clinic, a dental clinic, a physical therapy clinic, an optometry clinic and an inter-professional diabetes clinic.

Health Professions Campus Building 2 (HPC 2)

This building is located across the street from Creighton Hall and fulfills the University’s commitment to the Health Sciences Campus. HPC 2 houses the School of Professional Psychology, Occupational Therapy, School of Pharmacy offices and research lab, and the Occupational Therapy clinic. HPC 2 provides additional classrooms, student and faculty socialization space, research facilities and office space for the school. HPC 2 is equipped with 13 classrooms, which are available to all CHP faculty, staff, and students for reservation during business hours (7 a.m.–5 p.m.), after hours (5 p.m.–10 p.m.), and on weekends (Saturdays noon
6 p.m. and Sundays noon – 9 p.m.). These classrooms give flexibility to pharmacy faculty in providing alternate sites for teaching electives and other team-based learning activities. Technology resources in HPC 2 include classrooms with fixed tables with power for each student, and building-wide wireless technology.

Students have access to additional socialization and study spaces in HPC 2, consisting of three lounges, 21 group study rooms, and 10 student study alcoves. These spaces are dedicated to allow students from different disciplines in the CHP to gather and build interprofessional relationships. A first floor common area includes a kitchenette with attached seating area and a central atrium space that can also be used for social events and gatherings. The third floor of HPC 2 contains six additional faculty offices for dedicated use by the School’s basic science faculty and the fourth floor provides a state-of-the-art science research facility to accommodate the scholarship needs of the School’s science faculty.

**Experiential Education Facilities**

The School has affiliations with a variety of experiential training sites, including but not limited to health systems (e.g. hospitals), managed care pharmacy organizations, community pharmacies (e.g. chain and independent), ambulatory clinics, long term care facilities, home infusion pharmacies, mail order pharmacies, and the pharmaceutical industry. The vast majority of these facilities are located within the states of Oregon and Washington. Experiential sites will be continually added by the School in order to provide variety and quality to the experiential curriculum. Students will complete all rotations at sites assigned by the School and where the School has a current, active affiliation agreements. For more information regarding requirements for experiential rotations, please see the *Experiential Education Manual.*
B. Doctor of Pharmacy (PharmD) Program and Curriculum

Program Structure
The PharmD program consists of a three-year professional curriculum, composed of two didactic years followed by one APPE year. The three years are divided into:

- **P1 = August to May**: Didactic year spent on campus integrated with patient care/pharmacy setting experiences that support the classroom material (IPPE 1).
- **P2 = June to August**: Didactic, IPPE-2 and IPPE-3 courses integrated with patient care/pharmacy setting experiences and distance learning; 
  - **August to May**: Didactic year spent on campus integrated with patient care/pharmacy setting experiences that support the classroom material (IPPE 4).
- **P3 = May to May**: The P3 year is comprised of eight distinct six week APPE experiences. There are seven advanced experiential rotations (PHRM 701-707), each consisting of a minimum of 40 hours per week for six weeks on site. There is also a six-week course (PHRM 711) that is required and consists of activities to prepare students for the NAPLEX and MJPE exams. An additional year-long, longitudinal course (PHRM 709) culminates at the end of the P3 year and is designed to provide NAPLEX/MPJE review and to prepare students for graduation activities and ceremonies.

**Modified-Block Curriculum Delivery**

The curriculum is based on a modified-block design that allows the sequential delivery of blocks rather than the more traditional method of teaching multiple subjects at the same time. There are also longitudinal blocks in the curriculum that occur over the course of the entire term, with classes meeting approximately every two weeks. The modified-block curriculum provides a focused, learner-centered learning environment that maximizes learning opportunities and minimizes use of short-term memory during summative student examination. The delivery of one content area at a time allows students to concentrate on one topic before moving onto the next subject area. The students attend class for six hours per day, allowing less disruption in the delivery of material and encouraging faculty to employ a variety of learning and teaching strategies. Faculty have the time to involve the students in role-playing, group debates, small group activities, learning bridge assignments, case presentations, expository writing, large and small group discussions, laboratory assignments, critical literature reviews, and other forms of active participation. This model is further enhanced by assigning students to groups of seven during the orientation in the P1 year. To encourage teamwork with each group, professional team builders are utilized during orientation to coach team-building activities. The assignment to groups also gives students an early connection with others within the class, facilitating communication, development of interpersonal skills and collegial interaction. During the year, each group has planned opportunities to work collaboratively as a team in faculty assigned activities, as well as mechanisms to provide feedback to one another on group performance. The schedule also allows students to participate in afternoon labs, interdisciplinary and interprofessional activities or take didactic electives.
Interprofessional Competence: Theory & Practice (IPC)
This required course is designed for first-year students in each of the CHP programs and provides basic guidance in developing essential skills and attitudes in order to function effectively in an interprofessional healthcare community and is comprised of two half-credit phases: didactic and experiential. In order to insure adequate interprofessional training, students are required to attend and perform well in both half-credit phases of the Interprofessional Competence course. Effective performance is determined by participation, attendance, collegiality; and the course coordinator determines final grades. The didactic component is presented in a series of sessions during the first-year of the program. An experiential schedule is assigned for spring semester. Please refer to the course syllabus for more information.

Interdisciplinary Case Conference (ICC)
There are a series of ICCs that are organized during each academic year. The ICCs are open to all CHP faculty and students. Students are encouraged to attend these ICCs as they will enrich their educational experiences. In order to make sure this educational opportunity is provided to all students, sign-up sheets are established for P1 and P2 students and are on a first-come-first-serve basis. All P1 and P2 students are required to sign-up for and attend one of the available ICCs per year. Please see the ICC schedule for further details.

Grading
The School uses a “Pass”/“No Pass” system of recording student achievement. The faculty of the School has set the standard of achievement for each student at 90%. Therefore, in order to receive a “Pass” (designated as “P” on the transcript), a student must achieve a score of 90% or higher within the course (or on the course exam, if it fully determines the course grade). If a student does not achieve 90% in the course, then he/she must remediate that portion of the curriculum at a pre-designated time, be reassessed and achieve a level of 90% or higher. An “IN” (Incomplete with No Pass) will be assigned to the student until the examination is successfully remediated. A more detailed review of this process will be discussed in the Academic Standards of Progress section of this handbook.

Active vs. Passive Learning
The modified-block curriculum allows faculty the opportunity to bring creative learning opportunities into the classroom. Delivery of block content in a traditional curriculum is generally passive and faculty-centered in nature, often utilizing passive lecturing supplemented with overheads or slide presentations. Faculty members often have limited time to engage the students in creative individual or group activities. However, with six hours per day devoted to content delivery in our modified-block curriculum, faculty members introduce alternative methods of education, teaching the students to learn in an interactive and integrated environment. By varying the methods of content delivery, students with diverse learning styles are actively engaged. This method can substantially contribute to a deeper mastery of the
subject content and contribute to better integration of subsequent topic areas. The desirable aspects of a modified-block curriculum include:

○ Emphasis on learner-centered paradigm
○ Greater level of practice in application of the subject content
○ Development of a collaborative learning environment
○ Improvements in instructional quality

Reflective Journal Writing (RJW) and Electronic Portfolios

○ Reflective journal writing (RJW) allows students to participate in deeper thinking and metacognition. Using an electronic student portfolio system provides the infrastructure necessary to collect evidence of both the process and products of learning.
○ RJW is required for all experiential courses and may occur in other courses as well. RJW is considered part of the portfolio system. Other requirements may include uploading other assignments, rubrics, preceptor feedback, etc., as determined by the course coordinator.
○ Portfolios will be subject to periodic audit to ensure completeness. Complete portfolios are required for successful completion of the program.

School of Pharmacy Block Competencies Map

Four specific sources have been identified to help outline the competency-based curriculum that has been created for the program: 1) School Ability-Based Outcomes, 2) the Council for Advancement of Pharmacy Education (CAPE) Outcomes, 3) ACPE Standard 2016 - Appendix 1 and 2, and 4) the North American Pharmacist Licensure Examination (NAPLEX) competencies. The School block competencies map will identify each competency with the corresponding block number that will address it. The School Curriculum Committee oversees the map and provides access to the current map via the School homepage on Moodle™.

Ability-Based Outcomes

The School of Pharmacy expects all of its graduates to achieve the terminal knowledge, competencies, values and ability-based outcomes at the end of the three-year curriculum. The competencies/outcomes are specified to give the instructor direction in projecting his/her lectures. Knowledge, behaviors, values or block competencies acquired in a specific block will enable the student, at some later point, to be able to perform the specified ability-based outcomes.

CAPE 2013 Curricular Outcomes

Pacific University and the School of Pharmacy have adopted the Center for the Advancement of Pharmaceutical Education (CAPE) educational outcomes of the American Association of Colleges of Pharmacy.

ACPE “Standards 2016” - Appendix 1 and 2

The School’s curriculum has been mapped to the necessary sciences that are aligned with the recommendations listed in Appendix 1 and 2 of the ACPE Standards 2016. These sciences include biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, clinical sciences, and pre-APPE performance domains and abilities.
NAPLEX® Competencies
In addition to the terminal competencies, the graduates of the School of Pharmacy are expected to achieve the following competencies as outlined by the NAPLEX®. Please see the NAPLEX website for more information (http://www.nabp.net/programs/examination/naplex/naplex-blueprint/).

School of Pharmacy Curriculum
The 2015-16 School curriculum descriptions and block calendar have been distributed electronically to all students, faculty, administration, and staff. In addition, these current academic year documents are posted on the School homepage on Moodle™.

C. Pacific University and School of Pharmacy Academic Policies
University/School Academic and Professional Activities Calendar 2014-2015 Academic Year
All Pacific University Offices are open for business from 8 a.m. to 5 p.m., Monday through Friday, except the official holidays noted in Appendix A. This academic calendar may also be found at the School homepage on Moodle™.

University Student Handbook

The Student Handbook acts in conjunction with the University's catalogs to inform all students of the University's policies and procedures. It is the student's obligation to be knowledgeable of and understand the policies and standards contained in these publications. The University reserves the right to change the provisions of the University Student Handbook. Such changes will become effective whenever proper University authorities so determine, and will apply to those who are matriculated as well as to prospective students. Students will be informed of such changes. Questions may be directed to the Office of Student Conduct. Comments and suggestions are invited and always welcome. Please send your comments to Student Life at UC A102 or email studentconduct@pacificu.edu.

The Student Code of Conduct

Pacific University is an academic community – a community where the pursuit of knowledge, understanding and skills are the common ideals, which unite us as its members. An academic community in which students, faculty and staff members come together in voluntary association is based upon the fundamental respect members maintain for themselves and for others. Personal integrity is valued above all else, and each community member is expected to maintain integrity in every situation no matter how trivial. Students are required to engage in responsible social conduct that reflects credit upon the University community and to model
good citizenship at all times. Preserving the safety and security of students, faculty, staff, and guests is one of the paramount duties of the University. Responsible membership in the community is exemplified by close attention to the safety of one’s fellow members. Toward these ends, the University has established policies, standards and guidelines that collectively define the Student Code of Conduct.

Nothing in these policies or guidelines is designed, nor should be construed to inhibit students’ abilities to strive for true academic freedom or to think, care, create, and pursue justice in our world.

**Title IX Non-Discrimination Policy**
(from [http://www.pacificu.edu/faculty-staff/governance-and-policies/title-ix](http://www.pacificu.edu/faculty-staff/governance-and-policies/title-ix))

Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681) is a federal law that states “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” The law expressly prohibits all forms of sex discrimination, which include sexual harassment, sexual assault and sexual violence. Since the university is a recipient of federal financial assistance, all Pacific University students, employees, affiliates and visitors are covered by Title IX requirements and protections. Please direct grievances, questions, concerns and requests for consultations to the Title IX Coordinator or his/her Deputies.

**Mark Ankeny**  
Title IX Coordinator  
VP of Enrollment Management and Student Affairs  
503-352-2924  mankeny@pacificu.edu  
114A Marsh First Floor

**Proscribed Conduct**

Any student found to have committed, to have attempted to commit, or to have significantly aided in the following misconduct is subject to the disciplinary sanctions outlined in Article IV. An attempt to commit a violation is a violation in and of itself. The fact that a student may be influenced by other aspects, such as but not limited to, alcohol or other drugs, during a violation shall in no way limit or excuse the student’s responsibility for the consequences of his/her behavior. A student is also responsible for the behavior of guests and may face disciplinary sanctions for guests’ behaviors even if the student host was not present at the time. (See link above for full descriptions of violations listed below)
1 Violation of Law
2 Violation of University Policy
3 Threatening and/or Endangering Behavior
4 Weapons and Dangerous Materials
5 Hazing
6 Property Theft and/or Damage
7 Key and Entry Card Use
8 Fire Safety
9 Alcohol
10 Illegal Substances/Illegal Use of Substances/Paraphernalia
11 Distribution and/or Manufacturing of Illegal Substances
12 Compliance
13 Dishonesty
14 Abuse of Conduct System
15 Protection of the Greater Good
16 Disorderly Conduct
17 Abuse of Technology
18 Unauthorized Recordings

Learning Support Services/American Disabilities Act Statement
The University is committed to providing an educational environment that is accessible to all students. Services and accommodations are available to students covered under the Americans with Disabilities Act (student rights and responsibilities - http://www.pacificu.edu/about-us/offices/learning-support-services/faculty/student-rights-responsibilities)
If you require accommodations in a didactic block or experiential activity, please immediately contact,

Kim Garrett
LSS Interim Director
503-352-2194 lss@pacificu.edu
A meeting to review the documentation of your disability will be conducted and discussion of the services the University offers and any accommodations you require for specific blocks. If you require any accommodation and have received your LSS documentation, please contact the block coordinator on the first day of the block to discuss the plan for the accommodation.
Additional information: http://www.pacificu.edu/about-us/offices/learning-support-services

Tuition, Fees, and Expenses
Students are responsible for making payments of all fees and charges in accordance with one of the University’s payments options. All payments must be made in US currency. After notice of acceptance, a non-refundable tuition deposit of $1,000 is required of students enrolling in the School of Pharmacy. Additional expenses students can expect during enrollment in the School include those associated with books, equipment, necessary immunizations and health screenings, technician and intern licenses, student government and living.
If the student fails to pay tuition and/or fees on time, the student will not be registered for further classes until payment is paid in full. This could impact his/her progression in the program and subsequent graduation date.

**Oregon and Washington State Board of Pharmacy: Intern Certificate of Registration**

Students must be eligible to obtain an Intern license in Oregon and Washington in order to enroll in the School. Students are encouraged to access the Oregon and Washington Boards of Pharmacy at:

http://www.oregon.gov/Pharmacy/index.shtml
http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/PharmacyIntern

All students must maintain an active Oregon and Washington intern license while enrolled at the School. Intern licensure must be on file with the School. Revocation or expiration of said license precludes students' ability to participate in experiential activities. Students are responsible for updating their information with the Board of Pharmacy and ensuring their licenses are current. Failure to do this may result in inability to practice at sites, which may impact progression and graduation eligibility and dates.

**Attendance Policies**

**General**

Students are in a professional program and expectations for participation and attendance are similar to employment responsibilities. Additionally, active participation, which is vital to team dynamics and success, is expected.

**Attendance is required at all scheduled examinations, re-examinations, extended learning periods and experiential activities.** Absence from instructional periods for any reason does not relieve the student from responsibility for the material covered during those periods.

**Attendance requirements during instructional/didactic sessions are at the discretion of the block coordinator and may vary between blocks.** Students should consult the respective faculty and course syllabi for details related to attendance requirements for each block.

Expectations for the communication of absences or tardiness should follow directions provided in each individual block syllabus. If a student is/will be absent for more than two consecutive days from an experiential activity, or a didactic block which requires attendance, he/she is required to contact the AD for Academics and Assessment.

**Excused Absence**

Absence from scheduled examinations, re-examinations, or extended learning blocks, is subject to approval by the ADAA (who may consult with the Course Coordinator), and may be permitted only under the following conditions*:
1. Student illness when accompanied by a physician’s note describing the timeframe that would qualify as excused;
2. Personal emergency or emergency in the student’s immediate family such as death, hospitalization or other emergency situation. In this case, the student must contact the block coordinator, who shall consider the request and determine whether an excused absence is warranted; or
3. Attendance at a professional meeting provided that the absence has been pre-approved by the AD for Academics and Assessment at least two weeks in advance.

*If didactic/classroom attendance is required for a particular block, as noted in the syllabus, these conditions would also qualify for excused absence from classroom activities. Excused absences from in-block activities are approved by the Course Coordinator.

If an absence from a scheduled examination or re-examination is excused, the student may be assessed using a different examination instrument at a time set by the block coordinator. Students with excused absences will be given the same examination opportunities as students who were present at the examination or re-examination. The ADAA will determine if the student will have the opportunity to earn group points missed due to an excused absence, upon consultation with the Course Coordinator. This is assuming the student’s group received the points. Points may be earned by completion of an assignment/activity, as assigned by the ADAA.

If the student received group points, either by participating in the original exam or by alternative methods, those points will carry over to a makeup re-exam that the student missed due to an excused absence. The block coordinator will work with the student and schedule a makeup examination as soon as possible following the student’s return to school. The date and time of the makeup examination will be communicated to the ADAA and may or may not be scheduled during regular School hours.

For any unexcused absence from a scheduled examination, the student will be required to attend the scheduled re-examination. The student will not be entitled to receive group points. The student’s performance will lead to either passing that examination or attending a scheduled extended learning block.

For any unexcused absence from a scheduled re-examination, the student will be required to attend the scheduled extended learning period and be assessed on those competencies at that time. More than one unexcused absence is not permitted. Following a second unexcused absence, the student will not be allowed to sit for the re-examination and will be referred to the ADAA.

Students who cannot sit for an examination or other curricular requirements because of religious observances are responsible to notify the ADAA in writing no later than the first week of classes of each semester.
Extended Excused Absence Policy
If a particular life experience happens to a student during the program, including but not limited to an accident, severe injury, illness, pregnancy, etc., the student may be eligible to receive an excused absence of up to three consecutive weeks (i.e. a total of 15 consecutive University work days) during an academic year. In order to receive an excused absence, a statement from the student and, depending upon the life experience, a statement from the student’s healthcare provider must be provided to the AD for Student Affairs identifying the need for an absence of up to 15 consecutive University work days. If the time frame is longer than 15 consecutive University work days, the student’s request will be considered a request for Leave of Absence (Leave of Absence section).

If a student is granted an extended excused absence, the following didactic and/or experiential requirements must be accomplished:

Didactic: Within the first week of the student’s official return date, a written plan needs to be established for all missed homework assignments and makeup exams to be completed as soon as possible. The student will work with the AD for Student Affairs and the block coordinator(s) to establish the schedule.

Experiential: All experiential hours, as well as assignments, must be made up by the end of the given semester for IPPE. For APPE rotations, students will need to make up all missed time prior to being eligible for graduation. Please consult the Experiential Education Manual.

The procedure for obtaining an Extended Student Excused Absence is as follows:

1. At least five University work days prior to the event and/or circumstance surrounding the absence request, a written statement from the student and, if necessary, the student’s healthcare provider must be provided to the AD for Student Affairs (ADSA) identifying the need for an absence of up to three consecutive weeks.
2. The ADSA reviews the request and forwards it to the Dean for review and consideration.
3. If approved by the Dean, the ADSA will provide to the student the specific written requirements and timeline of the extended student excused absence. The student will return a signed copy of the terms to the AD for Student Affairs.
4. The student shall contact the ADSA at least three business days before the scheduled return day to confirm the date of return. Provider documentation approving the return may be required as well.
5. If necessary and for purposes of calculating tuition adjustments, the official date of the Extended Excused Absence will be either the date the student last attended class, or on the start date requested by the student (if the request is for a date in the future), providing the Extended Excused Absence is granted.
6. If there is a change in the student’s medical or personal condition that would require more than the approved three consecutive weeks (15 consecutive University work days), the student must apply for a personal or medical leave of absence (See Leave of Absence section).
Experiential Activities
Attendance is required at all scheduled experiential rotations. Students are required to abide by the attendance policies outlined in the syllabi and/or Experiential Education Manual.

Class Hours and Start Time Policies
The P1 class hours for the didactic portion of the curriculum are typically from 8 a.m. to 3 p.m., with a lunch break from 11 a.m. to noon. The P2 class hours for the didactic portion of the curriculum are typically from 8:30 a.m. to 3:30 p.m., with a lunch break from 11:30 a.m. to 12:30 p.m. On Tuesdays, classes will begin at 8 a.m. and end at 4 p.m. The lunch break on Tuesday will be from 11 a.m. – 1 p.m. On Wednesdays, all classes will begin at 8 a.m., with a lunch break from noon to 2 p.m., and classes will end at 4 p.m. Please note these times are subject to change. All time changes will be communicated to students by the block coordinator and/or an administrator. This does not mean that faculty members do not have any flexibility and must begin lecturing at 8 a.m. Faculty have the latitude to allow students to study in their teams or work on special projects; however, that time is defined and structured, and faculty are available to assist and facilitate students in their learning. Students will not be allowed “time off”, “comp time” or time to complete assignments intended as “homework” off-campus during these times unless approved by the curriculum committee and faculty as part of the block plan/syllabus and the block plan/syllabus has been distributed to students in writing no later than the first day of the block. Students will be required to complete course work during evenings and/or the weekend.

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<td><strong>P2</strong></td>
<td><strong>Re-exam</strong></td>
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<td>8 AM – 11 AM</td>
<td>8 AM – 12 PM</td>
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<td><strong>Class</strong></td>
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<td><strong>Exam</strong></td>
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<td><strong>week</strong></td>
<td><strong>11 AM – 1 PM</strong></td>
<td><strong>12:00 – 2 PM</strong></td>
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<td><strong>Exam</strong></td>
<td><strong>Group Exam</strong></td>
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<td><strong>9 AM – 11 AM</strong></td>
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The examination schedule may be found in the School Academic Calendar in Moodle™. The scheduled dates for examinations and re-examinations are set prior to the beginning of the academic year. These dates are communicated to students in writing, and as such, represent a contract with the students and may only be altered in extenuating circumstances and with the approval of the AD for Academics and Assessment or his/her designee.

Any deviations from this policy must be approved in advance by the AD for Academics and Assessment or his/her designee.
Evaluation of Student Progress
Progression of students toward achievement of programmatic and block outcomes is frequently monitored using various methods of examination. However, formal summative examinations for the purposes of communicating whether or not a student has passed a particular set of competencies are scheduled regularly throughout the academic year. Students who are at risk for being placed on academic probation will receive a notification, via email, of their academic progress from the ADAA.

Exam Schedule and Policies
This schedule will be followed unless otherwise approved by the ADAA. Start times for the team examination and examination review will be clearly communicated to the students prior to the start of the examination. Times for re-examinations are set and communicated to students after students receive their results on the original examination day in accordance with the Student Examination Policy.

Unless specifically noted, the following policies pertain to all SOP examinations: individual exams, re-exams, group exams, extended learning exams, etc.

General Exam Policies
○ Students are to bring and use their personal laptop for exams. Backup laptops are available from the library, but they are not intended to be a primary computer source. Library laptops will be allowed only if problems with a student’s personal laptop are confirmed by UIS, who will then give the student permission to use a library laptop.
○ All students must download the exam at least 60 minutes prior to the exam start time. Proctors will provide the exam password at the start of the examination timeframe. All students must be logged into the exam by no later than 30 minutes into the exam start time (e.g. 9:30 a.m. for Friday exams). All students must submit their exams by the exam end time.
○ All backpack and personal items shall be stored in students’ lockers, not against the walls in the classrooms.
○ BoxerID cards, or other student identification, must be exchanged if students check out any items provided by the SOP on exam day, such as calculators, cables, Mac adapters, etc.
○ Hats or other head dresses may not be worn during examinations (unless honored by a religion).
○ Only ear plugs can be worn during the examinations. Ear buds and headphones are prohibited.
○ All electronic examinations should be taken through the ExamSoft© tool. Disabling or by any other means altering the ExamSoft© tool functionality during examinations will be viewed as a serious misconduct.
○ No electronic device is allowed during examinations (except items clearly designated by the instructor).
○ During the individual examination, group examination, or re-examination, students are allowed to wear or remove their jacket/coat.
○ Students may not communicate with anyone (with the exception of the block coordinator or proctors) within or outside of the room during any examination.
○ No P3 student (e.g. on an Academic APPE rotation) should be asked to proctor examinations unless he/she is accompanied by a faculty member/preceptor.
○ Privacy screens are not allowed on laptops during exams.

**Individual Exam Policies (Friday)**

○ Students should be in testing rooms ready to begin by 8:55 a.m. (i.e. all notes and electronic study materials closed, logged into ExamSoft©)
○ Exams begin at 9:00 a.m.
○ A seating chart will be posted in the designated area.
○ The P1 and P2 classes will take written and group exams simultaneously beginning at 9 a.m. Exams will be given in rooms as assigned.
○ Proctors are assigned for exams by the Curriculum Committee.
○ Students who do not have their personal laptop available for use on Friday will not be allowed to sit for the exam.
○ UIS will be present during the first 20 minutes of the examination time to address technical issues.
○ Students with technical problems should raise their hands and proctors will get UIS for assistance. Students should NOT turn the computer off/on unless instructed to do so by UIS or a proctor. This practice can affect ExamSoft© tool.
○ There will be no entry into the exam room after 9:30 a.m. However, all students must finish the exam by 11:00 a.m. Students are not allowed to leave the exam room, even if they have completed their exam, until after 9:30.
  ● Unexcused tardiness will be considered an unexcused absence and will result in the student forfeiting participation in that examination and potential group points.
  ● Students with any absence from an examination are not allowed to be included in any re-examination prep.
○ Scratch paper, if provided for exam, will be passed out after the exam has started. Scratch paper shall be turned in before the student leaves the exam room.
○ Upon completion of the individual exam, students in 403 and 411 should close their laptops, leave them at their seats and exit the room quietly. Students in breakout rooms should close their laptops, move them to the table/wall in the front of rooms 403 or 411 and leave quietly.
○ Students may access their lockers after they have completed the individual exam to get their phones, food, etc. Lecture notes/materials should be left in lockers (per School of Pharmacy Honor Code).
○ After completing the individual exam, students must immediately vacate the 4th floor. No talking is allowed on the 4th floor during the exam. Students may not go to other floors of Creighton Hall (2nd, 3rd or 5th) as other classes are in session. Unless in the library or at Einstein’s Bagels (as a customer), students must leave Creighton Hall. Students may go to the following areas after the individual exam:
● HPC1 First floor café (Einstein’s Bagels), if the student is a paying customer.
● HPC2 first floor vending space, atrium area, or available breakout rooms.
● Outdoor public spaces on or near campus.
  ○ Students who complete their exams before 11:00 a.m. will leave the 4th floor area and should return to the 4th floor no sooner than 11:00 a.m. When returning in the stairwell, talking is not permitted out of respect to the other programs. Students have from 11:00 a.m. -11:15 a.m. to transition to group exam rooms. The Group Exam begins at 11:15 a.m.
  ○ Students should be respectful of other programs and classes in session when congregating in these areas. (e.g. class activities in or around the HPC 2 atrium).
  ○ After the individual exam, we cannot control the information that student’s access. We expect SOP students to comply with the SOP HONOR CODE and adhere to the following:
    ● May discuss concepts from the exam with other students to gain a better understanding of the exam topics.
    ● Should not discuss specific exam questions with students outside of their group, to “poll” or strategize with others.
    ● Should not access lecture notes or course materials to investigate answers to specific questions before the group exam. The intent of the group exam is to discuss these questions within your group and learn from each other.
    ● Should not try to remember/recreate specific exam questions for the purpose of creating a bank of exam questions for either the Monday exam or exams in future years.

**Group Exam Policies (Friday)**

  ○ Group exams begin at 11:15 a.m.
  ○ Group exams may not be started earlier than 11:15 am.
  ○ P1 and P2 groups will share the breakout rooms for group exams.
  ○ Failure to be present when the group examination is distributed will result in the student forfeiting his/her opportunity for group points.
  ○ Teams should not talk to each other during group exams and should be respectful of the other team (e.g. noise level, space sharing).
  ○ Breakout room doors are to remain open during group exams.
  ○ Group members are encouraged to use white boards during group exams. White boards should be erased prior to leaving the breakout rooms. If there is not adequate white board space for both groups, one group may request scratch paper, which must be turned in before leaving.
  ○ Only one computer per group is allowed during the group exams. Access to other devices is not allowed during the group exams (except items clearly designated by the instructor). The team should designate which computer to use. The designated team member will be able to retrieve that computer between 11:00 and 11:15 a.m. when all the individual examinations are done.
  ○ Group members should notify a proctor to witness the submission of their group exams. In addition, group members should not leave the exam room prior to the submission of their exam.
○ After submission of the group exam, team members may retrieve their laptops.
○ Students who have submitted their group exams may exit quietly and leave the 4th floor immediately.

Re-Exam Policies (Monday)
○ Re-exams begin at 8:00 a.m.
○ If a seating chart is used (varies by exam), it will be posted in the designated area. There may or may not be pre-arranged seating for re-exams, depending on the size of the cohort. However, the faculty or proctor may ask a student to move to a different seat at any time.
○ Proctors provided on re-exam days will vary depending on number of students.
○ Students who do not have their personal laptop available for use on Monday will not be allowed to sit for the exam, unless UIS has determined their laptop is out of order.
○ Upon completion of the re-exam, students should raise their hands and an exam proctor will come and witness their submission of the exam. After submission, students may take their laptops and leave the exam room.
○ After the re-exam, students must vacate the 4th floor and may return after 10:00 am.

Restroom Policy
If students must use the restroom during an exam, the student should notify an exam proctor and use the appropriate (male/female) restroom pass. The student will be allowed to use the restroom and must complete a documentation form before returning to their exam. The form will include name, time left, time returned, and if the student has a Learning Support Services (LSS) accommodation related to restroom use. This form will be used to document bathroom usage. Students who do not have an LSS accommodation may contact LSS for an evaluation. Documentation forms will be forwarded to the ADSA after each exam.

One student per testing room is allowed restroom use at a time (for any exam type). Only one student may be actually in the restroom at a time. (e.g. female must wait in hall if female restroom in use). This will be regulated by a proctor. Students are strictly forbidden from taking any materials into the restroom that could assist them on the exam (e.g. notes).

Students who have completed their exam on Friday or Monday may not use the 4th floor restrooms after the exam. Restrooms are available on every floor within the HPC 1 building. They should go to the lobby, or another floor, because proctors may only allow students with a male/female restroom pass into the restroom during the exam.

Examination Seating Arrangements
A randomly assigned seating chart will be created and posted at the entrance to the student hallway for each exam. All Friday exams will have a seating chart, as will occasional Monday exams. Faculty reserve the right to move students prior to and during the examination. Any additional changes may be requested only after a student has met with Learning Support Services (LSS) and an accommodation has been established for the student.
Clarifications During Exams
Interpretation of exam questions is part of the student learning assessment process. Students are not allowed to ask any exam-related questions during the individual or group examinations. Students are **only** allowed to raise their hand during an examination if a student has a computer problem, requests the restroom, or has an emergency related issue. Students will be asked to read the question carefully and try their best to answer it.

Personal Property On/About Students During Exams
Only the items clearly designated by the instructor (e.g. pencil, calculator, charts, and provided scratch paper) are permitted at the student’s desk. Books, notebooks, papers, handouts, and class-related materials, as well as any personal technological items such as personal digital assistants (PDAs), iPod or other mp3 players, purses, and book bags must be kept in the student’s individual locker.

Cellular Phone and Other Communication Devices
Cellular phones, pagers, and any other two-way communication devices must be turned off and kept with personal items in the student’s individual locker. A student having a cell phone in his/her immediate possession or in examination rooms during the examination or the group examination will forfeit his/her right to participate in the examination or team examination, and will receive no credit for either examination.

If a student potentially might need to be reached during an exam by an outside party (e.g., spouses, children, etc.) for an emergency, the student should contact the Assistant Dean for Academic Affairs before the exam to determine who should be contacted.

Issues Preventing Exam Participation: Evaluations
**Students who fail to submit required course/instructor evaluations as assigned on three (3) separate occasions throughout the academic year will not be eligible for group points on any subsequent exam(s).** The student will be allowed to participate with their groups on the group exam, but no group points will be awarded for that individual. Any additional missed required evaluations will result in the student not being eligible for group points on the next scheduled examination as well. The schedule for all block and faculty evaluations is provided to students at the beginning of each semester.

P1 and P2 Re-Examination Prep
Re-examination prep for first and second year students will be an electronic review conducted by the block coordinator. The block coordinator will communicate the details for this process.

Re-Exam and Extended Learning Waiver
Since the nature of the program is Pass/No Pass, there may be times when students may choose to take advantage of tutoring, mentoring, or other special help sessions.

Repeat examinations or other help sessions may occur at times and places which are known throughout the student body, which may allow classmates to surmise one’s particular academic
standing by virtue of attendance at these examinations or help sessions. In addition, during re-examinations or extended block examinations, P1 and P2 student take their examinations in the same room. The fact that students may deduce this information about another student is not a violation of their rights under the Federal Education Rights and Privacy Act of 1974 (FERPA) by the faculty, staff, or administrators of the Pacific University School of Pharmacy Program. Due to the nature of the program, we ask that each student review the re-examination and Extended Learning policy and sign a waiver/release for the duration of the program.

Any violation of the above exam policies will forfeit a student’s right to receive any point(s) and may result in academic sanctions.

Student Progression Policies and Procedures
These policies and procedures incorporate the requirements for a student to successfully complete our program. Success is defined as the satisfactory progression of a student through the academic, professional, and experiential aspects of the program. The Student Progression Committee (SPC) administers these policies and procedures, with the assistance of the School of Pharmacy faculty and administration.

Program Completion Timeframe
A student may take up to five years to complete the three year Doctor of Pharmacy (PharmD) program at Pacific University. All forms of leave (voluntary withdrawals, administrative withdrawals, or leaves of absence) may be extended to a maximum of 24 months total (either consecutive months or cumulative time) with approval from the ADSA or the ADAA. A student will be dismissed from the program five years from his/her start date if he/she has not completed program requirements. At that point, the student may choose to re-apply for admission to the School. (See Voluntary Withdrawal, Administrative Withdrawal, and Leave of Absence sections.)

Academic Progression
The modified-block curriculum provides a structured model that identifies the step-wise academic progression of a student. One unique aspect of our program is the “Pass”/“No Pass” grading structure of our curriculum. Successful academic progression through the program is defined as receiving a “Pass” for every required course.

A student who scores less than 90% for any examination must return for a re-examination. If less than 90% on re-examination is achieved, the student will be enrolled in an extended learning block. An emailed letter from the AD for Academics and Assessment will be sent to the student, copying the advisor, and serves as written confirmation about the requirement for extended learning. For longitudinal didactic and experiential courses, “Pass” grades for each are determined as outlined in the syllabi.

The following flowchart identifies a student’s progression through the program and identifies the possible scenarios for students who are enrolled in up to three extended learning blocks in
a single semester. Accumulation of four (4) extended learning blocks in a single semester will result in the student’s Mandatory Dismissal from the program (see Mandatory Dismissal section).

Student Progression Committee (SPC)
The committee monitors the academic progress and professional development of the students within the School of Pharmacy. The committee meets regularly to address normal business of the committee and as needed, to address formal student, faculty, preceptor, or staff concerns regarding issues that can affect students’ progression in the program. These include, but are not limited to academic integrity, academic performance, and professionalism. The committee serves as the initial committee for academic and professionalism issues and provides recommendations to the Dean for consideration. The committee is responsible for establishing and periodically reviewing the School’s policies and procedures that address issues of academic integrity, professionalism, and ethics.

If a member of the SPC feels that a conflict of interest in a particular case exists or is unable to attend a meeting, the member shall notify the Chair, who may consult with the Dean to determine if an alternate faculty member should be appointed ad hoc. If any member of the SPC feels there is a potential conflict of interest where a committee member has not recused themselves, the committee may, by a majority vote, require the recusal of the individual in question, whereupon the Chair may consult with the Dean to determine the need for a substitute.
Student Progression Committee Referral and Communication Process

A Student is identified to have an Academic or Professional Problem
(Faculty members, course coordinators, staff, preceptors and administrators refer the issue/student to the ADSA.)

Issue/student referred to ADSA (ADSA loops in faculty advisor)
(ADSA may seek input and history from faculty advisor and individual reporting the issue/student; ADSA will make the final determination on how to proceed)

Possible Options after Communicating between ADSA, faculty advisor and reporting individual may include:
1. Gather information
   a) ADSA may meet with the student to learn more about the issue.
   b) Meetings may include ADSA and anyone the ADSA deems necessary to further the conversation.
   c) ADSA may involve others (witnesses, other Assistant Deans, as appropriate).
2. Communicate with appropriate parties
   a) If issues are academic (including didactic and experiential courses), ADSA may consult with ADAA.
   b) If issues are professional (in both didactic and professional settings), the ADSA may consult with anyone necessary, including faculty, witnesses of the incident, staff, preceptors, DEE, or others.

ADSA directs to one of two outcomes (timeline is determined on a case by case basis):
1. Student Referred to Meet with SPC
2. Tracking (ADSA and advisor monitor student for further issues.)

ADSA Supplies Information

To Student:
- Student is notified of impending SPC Meeting date and time by e-mail.
- Student receives instructions/template for making an action plan.
- Student receives a description of a typical SPC meeting.

To SPC:
- Summary of Incident
- Raw Data (emails, evidence, etc.)
- Suggestions
  - Meeting conduct options
  - Disciplinary options (in line with Student Handbook)

Student meets with advisor and creates a draft action plan

Draft action plan submitted to SPC before scheduled meeting

Meeting with SPC and Follow-up Communication

1. ADSA will serve as the SPC administrative liaison and guide the committee in decision-making related to academic and professional issues referred to the committee.
2. SPC, when meeting with students, may do any/all of the following:
   a) Ask the student to review their previously-developed draft action plan outlining strategies to avoid or prevent the issue from escalating in the future.
   b) SPC may recommend academic probation, professional probation, suspension to the Dean at any time in accordance with the most recent version of the Student Handbook.
   c) Ask students to invite their advisors.
   d) Extend an invitation to faculty who witnessed or reported an incident to help better understand the situation.
   e) Ask for information from faculty advisors related to the situation or related to a previous action plan that the student may have developed.
3. SPC will also communicate to individuals who originally witnessed or reported issues, including faculty, faculty advisors, staff, preceptors, administrators, as appropriate.

Process updated July 2015
Student Progression Committee (SPC) Procedures for Academic, Professional, and/or Experiential Unsatisfactory Progress

1. **Students are accountable for all actions while in the program.** The following scenarios outline the process for certain instances where the School’s administration and/or SPC may be/are involved. In any instance that a student is referred to the SPC, the student may be requested to submit a letter addressing the issue and provide a draft action plan to rectify the issue, to the SPC Chair prior to the scheduled meeting. A summary of the incident will be provided to the student and the faculty advisor prior to the SPC meeting by the SPC Chair. A meeting between the student and his/her advisor should occur prior to the SPC meeting.

   A. Upon confirmation of any “No Pass” score on a Friday course exam, the AD for Academics and Assessment (ADAA) will send the student an email copying his/her advisor and encourage the student to reach out to their advisor as soon as possible to discuss any help they might need and develop any plans necessary to succeed moving forward. Due to the accelerated nature of the program, it is important for any difficulties to be addressed swiftly and for assistance to be sought early, as needed.

   B. Continued confirmations of “No Pass” scores and continued need to re-examine on Monday will trigger continued correspondences from the ADAA, requiring a potential meeting between the student and the ADAA, as well as requiring the student to develop an action plan to help improve success. These action plans may be helpful if the student continues along this pathway and earns extended learning blocks and must meet with SPC.

   C. Upon accumulation of two extended learning blocks in any semester, the ADAA will provide a notice, via email, to the student and faculty advisor regarding the current academic status of the student. A meeting between the student and his/her advisor must occur upon accumulation of two extended learning blocks in any semester. This is intended to encourage the student to proactively address this unsatisfactory trend, as well as remind them of the established process for probation.

   D. Upon accumulation of three extended learning blocks in any semester, the ADAA will notify the student and faculty advisor by email, regarding the current academic status of the student. The SPC Chair will notify the student and faculty advisor of the next scheduled SPC meeting, which the student must attend. The student may be given recommendations from the SPC (which are approved by the Dean), such as providing an action plan to address the issue, which will be expected to be followed.

   E. Upon accumulation of four extended learning blocks or failing three extended learning blocks within a semester, the ADAA will notify the student and faculty advisor in writing of the student’s mandatory dismissal from the School (see Mandatory Dismissal section).
With any issue surrounding academic dishonesty occurring during a didactic course, the ADSA will notify the student and faculty advisor in writing, by email, of the professional issue in question and may refer the student to the SPC after meeting with the student.

With any professional or experiential issue occurring during an experiential course or any School of Pharmacy related activity or event, the student and faculty advisor will be notified in writing, by email, of the professional issue in question and the student may be referred to the SPC by the ADSA after consulting with the appropriate individual, such as the ADAA, DEE and/or faculty, etc.

With any other issue occurring during a didactic block, the course coordinator will notify the student and faculty advisor in writing, by email, of the academic issue in question and may refer the student to the ADSA. The ADSA may/may not meet with the student to discuss the academic issue and may refer the student to SPC.

Except as provided below, SPC proceedings will be closed to all individuals not directly involved with the SPC or the specific issue.

In the case that the student’s faculty advisor is a part of the issue being addressed by the SPC, the SPC Chair will allow the student to bring another advocate (e.g. fellow student, counselor, faculty member, etc.) to the proceeding for support. The advocate will not be a part of the proceedings and will be informed at the beginning of the meeting that their primary duty is to support the student and that they are now bound to the confidential nature of the proceedings (as are all SPC members and other participants). The advocate, along with the student, will be excused from the meeting prior to SPC deliberations and will not have a vote in the proceedings.

The student may petition the SPC Chair to allow an advocate (e.g. fellow student, counselor, faculty member, etc.) to the proceeding for support during his/her scheduled meeting (in addition to his/her faculty advisor). The request must be in writing and must identify the advocate the student wishes to have present. Under most circumstances, the SPC Chair will grant the request unless the advocate has been involved in the incident or will be presenting information at the scheduled meeting. The advocate, along with the student, will be excused from the meeting prior to SPC deliberations and will not have a vote in the proceedings.

As part of a professional development opportunity, faculty members, residents, and others in training, may need to attend SPC meetings to appreciate the breadth of academia and responsibilities of its faculty members.

A simple majority of voting committee members must be present, either in person, via video/telephone conference, or similar technology, in order to conduct the proceedings of an SPC meeting.
4 The meeting with each invited student will entail the following procedure:
   A All documentation identifying the academic, professional, and/or experiential issue(s),
   the student’s draft action plan, and any other available materials regarding the issue will
   be reviewed by the SPC prior to the student joining the proceeding.

   B The student and faculty advisor shall be invited in to the meeting and will receive a
   thorough overview of the SPC proceedings and any relevant information related to their
   situation to help in making the best decision:
      ● students will be asked if they would like to make a statement addressing the issue.
      ● members of the SPC will ask questions of the student
      ● student will be asked to provide any closing comments
      ● advisor/advocate may be asked to provide additional comments
      ● student and faculty advisor/advocate will be excused from the proceedings before
        SPC begins deliberations

   C The SPC meets at the conclusion of the fall and spring Extended Learning periods.
   Students will be invited to attend the SPC meeting if they do not pass an Extended
   Learning, but they are not required to attend. The Committee will determine terms of
   the resulting academic probation for the student.

5 The SPC shall deliberate on each individual case and make their recommendation regarding
   the student being reviewed. During deliberations, the SPC will consider all available
   information deemed appropriate, which may include any prior disciplinary action against
   the student. SPC recommendations, which may include suspension or dismissal, will be
   forwarded to the Dean for review, acceptance, modification or rejection. The SPC shall
   forward a written report of all proceedings and recommendations to the Dean.

6 The decision of the Dean regarding the SPC recommendations and action plan (if applicable)
   will be communicated to the student and faculty advisor within five university work days
   following the conclusion of the SPC meeting. The appropriate AD may meet with
   the student and faculty advisor to discuss the decision and recommended action plan. When
   the SPC’s recommendation involves suspension or dismissal, the ADAA will meet with the
   student and faculty advisor to discuss the decision. The student will sign a hard copy of the
   SPC letter, keep a copy for their records, and return the original to the appropriate
   person, as stipulated in the letter, by the indicated date.

7 The student may appeal the decision of the Dean, according to the Student Appeal
   Processes outlined in the Student Appeals Processes section.
Academic Standards of Progress

Academic Excellence Recognition

Dean’s Honor Role

Students who pass every block with no more than 2 re-exams for the year will be recognized as being on the Dean’s Honor Role on a yearly basis. Block coordinators for longitudinal courses that do not utilize the exam/re-exam design, will determine analogous criteria for their blocks, in order to identify eligible students. The criteria for the longitudinal courses will be described in the course syllabi. Students with any probationary action from the Student Progressions Committee (SPC) for either professional or academic reasons are not eligible for the Dean’s list during the corresponding academic year.

Graduation Academic Excellence Awards

To be eligible for these awards, students must pass all courses without any disciplinary action from the SOP via the Student Progression Committee and/or the Dean. That is, students who receive probation, or significant disciplinary action, for any reason throughout the duration of the program, including professionalism issues, are ineligible.

a. High Honors: Students in this category pass every P1 and P2 block, including longitudinal courses, without taking a single re-exam. Block coordinators for longitudinal courses that do not utilize the exam/re-exam design, will determine analogous criteria for their blocks, in order to identify eligible students. The criteria for the longitudinal courses will be described in the course syllabi.

b. Honors: Students in this category pass every P1 and P2 block, including longitudinal blocks, without taking more than 2 re-exams over the entire P1 and P2 years (cumulative, that is, 2 re-exams overall for the entire two years). Block coordinators for longitudinal courses that do not utilize the exam/re-exam design, will determine analogous criteria for their blocks, in order to identify eligible students. The criteria for the longitudinal courses will be described in the course syllabi.
Unsatisfactory Progress

The Office of the AD for Academics and Assessment will track the academic progress of each student. If a student fails an examination, the student returns for the re-examination. If the student fails the re-examination, the student will participate in the extended learning program. Student transcripts will reflect an “IN” (incomplete) for the block until the extended learning is successfully completed. The grade will then be changed to reflect the accomplishment. Students will be encouraged to meet with their faculty advisors if they accrue one extended learning. Students are required to meet with their faculty advisor if they accrue two or more extended learnings.

Re-examination and Extended Learning

If a student does not pass four courses (blocks and/or longitudinal courses) during a semester, mandatory dismissal from the program will occur. The student’s status will be dismissed “not in good academic standing” and the student may request re-admission through the School’s Admissions Application process (See Mandatory Dismissal section).

Students failing to pass three extended learning blocks during a semester will be dismissed from the program. Students failing to pass one or two extended learning blocks may not progress to the next term. If the student intends to remain enrolled in the program, the block(s) must be repeated the next time they are offered, which will result in a delay in the student’s graduation date.

If the curriculum has changed such that content from the block that the student did not pass is moved to a different block, the student may also have to repeat that/those additional block(s), in order to revisit that content. This determination will be made by the ADAA.

Any student who returns to complete a block or portion of the block during the second year will not begin the P3 year until May of the following year (i.e. the P3 year can only begin in May, not earlier, even if a student completes their final required block before May). Such students are placed on academic probation as a result of receiving a “No Pass” during an extended learning block. The Student Progression Committee (SPC) in coordination with the ADSA and ADAA, provides the student a letter outlining the probationary requirements. In addition, the student works with their advisor to create an action plan, to be approved by the SPC, for that particular academic year. Progression through the curriculum will be determined as part of the terms of probation by the SPC.

Students are only allowed to repeat a block once after failing to pass their extended learning block. In other words, if a block is not passed and must be repeated, the student must pass either the exam or re-exam when the block is re-taken. (A student cannot have an EL for the same block 2 times). If the student does not pass the re-exam the second time, he/she will be dismissed from the program (see Mandatory Dismissal section).
Individual Block Requirements
There are blocks in our program that have unique requirements related to the successful completion of the program.

PHRM 596 IPPE Prep; PHRM 597 IPPE 1; PHRM 598 IPPE Prep 2; PHRM 696 IPPE 2; PHRM 697 IPPE 3; PHRM 698 IPPE 4; PHRM 699 APPE Prep
The specific requirements for all IPPEs may be found in their individual block syllabi.

PHRM 701-707, 711 – APPE
The specific requirements for all APPEs may be found in the Experiential Education Manual and/or syllabi.

PHRM 709
The specific requirements for this longitudinal course may be found in the course syllabus.

CHP 510 & 511; PHRM 590, 592, 594, 595, and 596; PHRM 690, 692, 694 and 695
These are longitudinal blocks. Content is assessed via examination and/or achievement of required competencies within a different structure. The syllabi for each block will outline the covered topics and provide completion requirements.

Electives
There will be elective blocks available to P2 students during fall and spring semesters. P1 students may be eligible for certain electives in the spring semester only. A maximum of two elective blocks per student are allowed per semester. The list of offerings will be communicated to the students via email and posted on the School homepage on Moodle.

All students beginning with the class of 2018 will be required to take at least 1 didactic credit hour of elective as a minimum for graduation. For the class of 2017, electives are not required for graduation. The electives have been created to provide students with an opportunity to learn more about a specific topic. Elective blocks will not be incorporated into the modified-block curriculum, allowing for the scheduling of these electives outside of normal class times. Students will sign-up for fall electives during the first week of classes in the fall and during the first week of classes in the spring for spring electives. The elective course coordinator will schedule a meeting of the elective block during the first two full weeks of classes for each semester. Students signing up for an elective will be able to drop the elective within the first two weeks of the term. If the student does not drop the block by the designated time and decides to drop the elective at a later date or does not successfully complete the block, the student will receive an “N” (No Pass). While this may not prevent a student from graduating from our program, provided they have at least a minimum of 1 didactic credit from another elective for the class of 2018 and onwards, the “N” will be on their permanent transcript.
Possible Factors Contributing to Unsatisfactory Academic Progress

Academic Integrity
Pacific University is an academic community where the pursuit of knowledge, understanding, and skills unites us as its members. This community depends on the integrity of its members to fulfill its mission, and we all have a clear and vested interest in promoting it. Every one of us has reasons to be concerned about academically dishonest practices. Among such reasons are the following:

1. Academic integrity is at the core of our community values. Examples of academic integrity include, but are not limited to, being professionally responsible and professionally honest, developing collegial work relationships with our colleagues and peers, and doing everything possible to enhance the life of others.
2. Academic dishonesty can undermine the value of Pacific diplomas by weakening the reputation of the University, associating it in the public mind with institutions whose students have little integrity and a poor work ethic.
3. Academically dishonest practices are corrosive to individual and community integrity.
4. In the long run they harm the perpetrator, who fails to give him/herself the opportunity to develop ideas and skills.
5. They are unfair, because they may give the academically dishonest person an advantage over other students who are relying on their own work and knowledge.
6. They are unfair because they weaken the link between grades and work, undermining the immediate incentive of students to put in the hard work necessary to develop skills and knowledge.
7. Certain forms of academic dishonesty are illegal, because they infringe on copyrights.
8. Academic dishonesty is a violation of the Pacific University Code of Academic Conduct and will be punished according to Pacific University and School of Pharmacy policies. See Pacific’s Academic Catalog for more details: [http://www.pacificu.edu/about-us/offices/registrar/academic-catalog](http://www.pacificu.edu/about-us/offices/registrar/academic-catalog)

Forms of Academic Dishonesty

Cheating
Cheating is an attempt to use deception to portray one’s knowledge and skills as better than they really are. Behaviors that fall under the label of cheating include, but are not limited to:

1. Giving or receiving unauthorized aid in academic work such as the improper use of books, notes, or other students’ tests or papers.
2. Taking a dishonest competitive advantage. For instance, preventing others from obtaining fair and equal access to information resources.
3. Using work done for one block in fulfillment of the requirements of another, without the approval of the instructor(s) involved.
4. Copying from another student’s paper.
5. Allowing another student to cheat from your test paper.
6. Collaborating on projects or exams that are clearly meant to be individual enterprises.
7 Using any unauthorized materials during a test or assignment where such materials are prohibited.
8 Taking a test for someone else or allowing someone else to take a test for you.
9 Stealing another student’s work, including material in a computer file, and submitting it as your own.
10 Collaborating, without authorization, with another person during an examination or in preparing academic work offered for credit;

**Plagiarism**

Plagiarism is the use of someone else’s words, ideas, or data as your own without proper documentation or acknowledgment. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. Plagiarism can be unintentional, depending on the nature of the violation; nevertheless, in all cases it is and will be treated as a violation. Behaviors that fall under this category include, but are not limited to:

1. Quoting another person’s actual words, complete sentences, paragraphs, or an entire piece of written work without acknowledgment of the source.
2. Using another person’s ideas, opinions, or theories, even if they are presented entirely in your own words, without proper acknowledgment of the source from which they were taken.
3. Using facts, statistics, or other material to support an argument without acknowledgment of the source.
4. Copying another student’s work.

**Fabrication**

Fabrication is the intentional use of invented information, or the use of falsified results or data with the intent to deceive. Behaviors that fall under this category include, but are not limited to:

1. Citation of information not taken from the source that is cited.
2. Listing sources in a bibliography not used in the academic project.
3. Submitting a paper or lab report or any other kind of document based on falsified, invented information, or the deliberate concealment or distortion of the true nature of such data.
4. Forging a signature on a Pacific University document.

**Other Forms of Academic Misconduct**

These address the violation of Pacific University policies, including but not limited to:

1. Tampering with grades or helping another to tamper with grades or any other part of a student’s academic record.
2. Furnishing to a Pacific University office or official a document based on information that you know is false or which has been tampered with in an unauthorized fashion.
3. Falsifying attendance, or documentation thereof, for coursework that specifies attendance for academic success.
4 Stealing, buying, or otherwise obtaining all or part of an un-administered test or the unauthorized (by the instructor) use of a previously administered test.

5 Changing a grade in a faculty member’s records, on a test, or on other work for which a grade has been given.

6 Using electronic information resources in violation of the “Acceptable Use Policy” (which must be signed before joining the Pacific University’s electronic network and annually thereafter).

7 Attempted or actual theft of property of the School or of a member of the institution’s community or campus visitor.

8 Tampering with the election of any School recognized student organization.

9 Unauthorized possession, duplication or use of keys to any premises of the School, or unauthorized entry, or use of the premises of the School.

Sanctions and Procedures for Academic Dishonesty Cases

All acts of academic dishonesty will be reported to the ADSA and may be forwarded to the Student Progression Committee (SPC).

Sanctions

The range of possible sanctions that may be imposed in instances of academic dishonesty includes, but is not limited to, those listed below; it is general Pacific University policy that sanctions are imposed that are consistent with the severity of the violation.

1 In case of violations of the “Acceptable Use Policy,” sanctions range from being barred from the campus electronic network to suspension from Pacific University.

2 In particularly serious broaches of the Honor Code (see Honor Code section) or in repeat offenses, suspension or dismissal from Pacific University may be imposed, as well as other appropriate sanctions.

In most first offenses, no permanent record of the violation will be made. Should the student not be involved in any subsequent incidents of academic dishonesty, then the record of the violation will be destroyed upon the student’s graduation. Only those faculty members directly involved in the incident and those serving on panels that might hear a student’s appeal will be notified. Serious or second violations will, however, be noted on the permanent record.

School of Pharmacy Procedures

Faculty members will follow these procedures when they believe that an instance of academic dishonesty has occurred.

1 If the faculty member believes that there is a potential case of academic dishonesty, the initial evidence should be collected, the course coordinator should be consulted, and a meeting with the involved student(s), course coordinator and faculty member should be conducted as soon as possible. The ADSA should also be consulted. Faculty involved will not consult with colleagues or discuss any details with other faculty or staff (except the course coordinator).
2 If the student is unable to explain the reason for the faculty member’s suspicions, then the faculty member will forward the case to the ADSA, who may investigate further and/or refer the incident to the Student Progression Committee (SPC).

3 The SPC will initiate an investigation into the case and collect any additional evidence.

4 At the next SPC meeting, the case will be heard and recommendations forwarded to the Dean. This procedure is outlined in the SPC procedures section.

5 The student may appeal the decision of the Dean. The student appeal process is outlined under the Student Appeal Processes section.

Things Students Can Do to Avoid Charges of Academic Dishonesty

1 Prepare in advance for examinations and assignments; don’t let yourself get too far behind in your reading and studying for any of your blocks.

2 Prevent other students from copying your exams or assignments. Shield your exam. Don’t distribute your papers to other students prior to turning them in.

3 Check with your instructor about special requirements that might pertain to that particular block or assignment. If you cannot find a written section in the syllabus or on the actual assignment to answer your questions about what is acceptable, ask the instructor what his/her expectations are.

4 Utilize a recognized handbook on the citation of sources. Many professional organizations have style manuals for this purpose, for example, the APA Style Manual for psychology or the MLA Style Sheet for the humanities. Be sure to ask your professor what an acceptable style guide is for the written work you will be submitting in her/his block.

5 Discourage dishonesty among other students.

6 Refuse to help students who cheat.

7 Protect your rights and those of other honest students by reporting incidents of cheating you have observed to the professor. If the professor is unavailable or the student is not comfortable communicating with the professor, students should communicate with ADSA.

Honor Code
The Honor Code for the School of Pharmacy supports the University Code of Academic Conduct. In keeping with the obligations of integrity, honesty, responsibility, and personal honor which are integral to the practice of pharmacy, the School, faculty, staff and students support and promote this Honor Code to uphold these important values during the process of pharmacy education. Students at Pacific University and the School of Pharmacy are bound by the Honor Code. Each student will be required to sign the Honor Code as stated below and recite the pledge of professionalism during orientation at the White Coat Ceremony.

This code mandates academic honesty and integrity on the part of students in all academic and experiential matters pertaining to their education. Examples of honor code infractions are located in the Forms of Academic Dishonesty section.
1 No student at the School of Pharmacy shall participate, by any means, in actions of dishonesty, cheating, plagiarizing, stealing, or lying to any School official. All students have an obligation to report suspected violations.

2 All suspected violations must be reported within a reasonable amount of time of the alleged offense, to the block coordinator, experiential preceptor, or other School official.

3 Any student who has knowledge (other than unsubstantiated rumor), or is a witness to any violation or possible violation, and who knowingly fails to report such is also in violation of the Honor Code and is subject to disciplinary sanctions.

4 Any student found to report another student intentionally and maliciously for the mere purpose of harassment shall be subject to disciplinary sanctions as set forth in the Code of Student Conduct and Discipline.

5 Any staff member who witnesses a suspected or actual act of academic dishonesty will report the incident to the ADSA.

6 Any faculty or preceptor who witnesses a suspected or actual act of academic dishonesty will investigate the incident by talking to the student. If the student is unable to explain the faculty member/preceptor’s suspicions, he or she will report the student to the ADSA (faculty) or DEE (preceptors).

Honor Code Violations

All issues dealing with violations or suspected violations of the Code of Academic Conduct should be reported to the ADSA, who may then involve other parties as necessary and/or forward to the Student Progression Committee, if appropriate.

Professional Standards of Progress – Unsatisfactory Progress

Violation of the Standards of Professional Conduct

A defining quality of a profession is its ability to police itself. To that end, it is the duty and responsibility of each member of the academic community to use his/her professional judgment to take appropriate action when an apparent violation occurs. Depending on the situation, the individual may attempt to resolve the situation on his/her own, or if that remedy is unsuccessful or if the violation is deemed serious, the individual witnessing the violation should report the incident to the classroom instructor or experiential rotation preceptor. If there appears to be an adequate cause, the individual receiving the report will communicate it to the appropriate administrative faculty (matters concerning academic integrity should be referred to the ADSA). Any student found to report another student intentionally and maliciously for the mere purpose of harassment shall be subject to disciplinary sanctions.

The appropriate administrative faculty member shall first make a preliminary inquiry into the allegation(s) to determine if there is sufficient basis to conduct an investigation. If an investigation is deemed warranted, the administrative faculty member, or their designee, may meet with the student to inform him/her of the allegation and allow the student opportunity to respond. The administrative faculty member will determine if there is sufficient information available to mediate and resolve the complaint. If the information appears to be in dispute, the
administrative faculty member has the option to refer the matter to the SPC for their review. If a referral is made to the SPC, the administrative faculty member will prepare a written report regarding the issue, based upon all known information and forward to the Chair of the SPC.

**Experiential Standards of Progress – Unsatisfactory Progress**

Students must pass all experiential blocks (PHRM 596, 597, 696, 697, 698, 701-707, and 711) to successfully graduate from the program. The School reserves the right to remove a student from an experiential site at any time. Reasons for this may include concern for patient safety, inappropriate professional or ethical behavior, or programmatic needs.

If a student receives a score of “N” (“No Pass”) for any of the experiential blocks, the student may be granted the opportunity to remediate that block, if approved by the Director of Experiential Education in coordination with the AD for Academics and Assessment. Remediation will only be allowed once and only when it is available (as in APPE rotations) or when it is offered the following year (as in all IPPE rotations). Failure to pass the block a second time will result in removal from the program. For APPEs, the preceptor will submit a suggested outcome of ‘Recommendation To Pass’, ‘Recommendation To Not Pass’, or ‘Incomplete’, however, it is the responsibility of Pacific University School of Pharmacy to award a final grade for each experience.

**Pharmacy Practice Experiences**

**Introductory Pharmacy Practice Experiences**

Students must successfully complete all IPPE assignments and competencies, in order to advance in academic status. Students must successfully complete all IPPE 1 requirements during the P1 (first academic) year of the curriculum in order to advance to P2 status. IPPE 2 and IPPE 3 mark the beginning of the P2 year, and cannot be started until students have completed all requirements for the P1 year. All IPPE requirements during the second academic year of the curriculum (IPPE 2, IPPE 3, and IPPE 4) must be completed successfully in order to advance to P3 status. Consequently, a student may not be enrolled in the P2 didactic curriculum until he/she achieves all IPPE 1 objectives nor will they be assigned to P3 pharmacy practice experiences until he/she meets all IPPE 2, IPPE 3, and IPPE 4 objectives. For more details about IPPEs’ failure and any possible FEL or SEL, please review their corresponding syllabi.

**Advanced Pharmacy Practice Experiences (APPE)**

Students must successfully complete all seven APPE rotations (four required and three elective) as well as PHRM 711 and PHRM 709 to be eligible for graduation. Required rotations (PHRM 701-704) and elective rotations (PHRM 705-707) must be remediated with an APPE of the same classification (i.e. 701 for 701). The remediation may occur at the same or different site at the discretion of the Director for Experiential Education. In the event a similar elective experience is not available due to site availability or logistics, (e.g. PHRM 705 at a pediatric clinic) an
alternative experiential site may be utilized at the discretion of the Director for Experiential Education. Remediation of an APPE may delay the student’s date of degree conferral. A student may remediate one APPE. Failure to pass the block a second time will result in mandatory dismissal from the program. The Dean and the SPC examines exceptions to this policy on a case-by-case basis.

Documentation Procedure
If a student feels that they have been evaluated unfairly or in error, the student is encouraged to first contact the preceptor(s) responsible for the evaluation and attempt to resolve the matter. If the student is unable or unwilling to resolve the matter at this level, the student must contact the Director of Experiential Education (DEE) to discuss their concerns. The Director of Experiential Education may choose to meet with the preceptor(s) individually or facilitate a discussion between the student and the preceptor(s) if the student is willing to participate. The DEE will consult/review with the ADAA for support and guidance. If following these discussions a student receives a “No Pass” for the experiential course, the student will be referred to SPC by the ADSA. Students who receive a “No Pass” for any experiential course will then be placed on academic probation with terms of probation set by the Student Progression Committee (see Academic Probation). If the student wishes they may appeal this probation to the Dean (see Student Appeal Processes).

Consequences of Unsatisfactory Achievement of Academic, Professional, and or Experiential Standards

The Student Progression Committee (SPC) and the Dean will have the following sanctions at their disposal when reviewing any student issue related to academic, professional, and/or experiential issues. During probation, a student may be required to meet regularly with their faculty advisor, the appropriate AD and/or the SPC, if directed.

Academic Probation
School of Pharmacy students will be placed on academic probation for any “No Pass” (N) during any extended learning block (failure of EL re-examination) or by receiving an N for any APPE rotation.

Students on academic probation are required to satisfy and comply with the terms and/or conditions of their probation. The Student Progression Committee or ADSA (in consultation with the ADAA) may recommend suspension of students who have not fulfilled the terms and conditions of their academic probation, as stipulated in their official probation letter.

The AD for Academics and Assessment will acknowledge the student’s placement on academic probation and the ADSA will refer the student to the SPC for a meeting. For probation resulting from a “No Pass” during an Extended Learning, the SPC will recommend terms of probation to the ADAA and Dean. For probation resulting from a “No Pass” for an Experiential Block, the SPC will recommend terms of probation, based on input from the Director of Experiential Education,
to the Dean. Upon approval by the Dean, the SPC will specify the terms of probation to the student in a written document.

Included in this document will be:

1. a statement informing the student of their current academic standing and that unsatisfactory progress on two APPE blocks, more than two Extended Learnings in one semester, or the failed remediation for an Extended Learning block will result in dismissal from the program “not in good academic standing”.
2. a statement reiterating the School’s Withdrawal/Dismissal Policy.
3. information regarding the student’s right to the appeal process.
4. This document will be provided to the student to sign and return a copy of the letter. A copy of the letter will be submitted to the Dean and other necessary individuals.

Under normal circumstances, a student will be removed from academic probation once he/she has successfully passed all extended learning blocks and met all other probation requirements.

For academic probation resulting from a “No Pass” in an experiential block, the ADAA will communicate the terms of probation in a written document for the student to sign and return a copy. A copy of the letter will be submitted to the Dean, the student’s academic advisor, and other necessary University offices, such as the Registrar. Students will remain on academic probation until successful completion of all program requirements (i.e. the duration of their P3 year).

Probation for Professional or Personal Misconduct

School of Pharmacy students who exhibit inappropriate professional or personal behavior may be placed on probation for Professional or Personal Misconduct. Inappropriate professional conduct exhibited while in enrolled in the program (e.g. on-campus, at SOP events or off campus professional events, or at any IPPE or APPE rotation site) should be reported to the ADSA for evaluation and triage.

Inappropriate professional or personal behavior includes, but is not be limited to the following: excessive attendance issues (unexcused absence; tardiness); disruptive behavior in class; inappropriate or disrespectful behavior toward fellow students, faculty, staff, preceptors, or staff/employees at pharmacy practice sites; inappropriate or disrespectful interaction with patients; and unprofessional dress, language, or inappropriate conduct as defined by the School or the respective pharmacy practice sites.

The ADSA will work with the appropriate AD and faculty advisor to review the incident. A meeting with the student may be held. The ADs will resolve the incident, or refer to the SPC. If probation is recommended by the SPC and approved by the Dean, the ADSA will acknowledge the student’s placement on Probation for Professional or Personal Misconduct, and the Student Progression Committee will specify the terms of probation in a written document, including further disciplinary action to be taken should the terms of probation not be met within the specified time. All recommendations will be submitted to the Dean for final approval. This document will be delivered to the student, the Dean and faculty advisor.
Suspension
Suspension of a student is a serious action and is only considered in situations of academic difficulties, or for professional or personal misconduct. The Student Progression Committee, after appropriate review, may recommend suspension of a student from the program to the Dean.

If the Dean supports the SPC’s recommendation for suspension, the ADSA will notify the student of his/her suspension in writing, including the terms and conditions of the suspension. A meeting with the student and his/her advisor will be held in a reasonable time frame. This decision will also include the length of time for which the suspension will be enforced. During the imposed suspension, the student is prohibited from attending or participating in any instructional sessions (either in the classroom or on experiential rotations) or any Pacific University or School of Pharmacy events that are not open to the general public, including events involving student organizations. The student’s status will be communicated to the OR and WA Boards of Pharmacy (BOP). The state BOPs will determine the status of the intern licenses.

Following the suspension period, the student shall request, in writing, permission to return to the program to the ADSA. The ADSA (in consultation with the ADAA) shall consider the request and shall provide a detailed recommendation to the Dean for approval.

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

Withdrawal and Dismissal Procedures
Attendance at the School is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct.

The School reserves the right to require a student to withdraw or be dismissed at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation.

Voluntary Withdrawal
Application for voluntary withdrawal from the School must be made in writing to the AD for Academics and Assessment (ADAA). Except in rare and special circumstances, the application will be accompanied by a personal interview with the ADAA (and the ADSA, as appropriate). Every effort should be made by the student to assure that no misunderstandings or errors occur in the withdrawal process. Following notification by the student and the personal interview,
the ADAA will notify the Dean and provide the student with the forms necessary to process the official withdrawal. Withdrawal is not complete until the required forms are signed by the student, an administrative faculty member, and the Dean.

The procedure for Voluntary Withdrawal is as follows:
1. The student must first consult with his or her faculty advisor.
2. The student makes a written request to the ADAA to voluntarily withdraw from the School.
3. The ADAA notifies the Dean, prepares the necessary forms for withdrawal and may schedule a withdrawal interview.
4. The withdrawal interview with the student and the ADAA is held and the terms of withdrawal are agreed to and put in writing. The student must also communicate with the Financial Aid office, regardless of whether or not the student received financial aid. In addition, the student is asked to fill out a withdrawal exit survey.
5. The student must turn in their Boxer ID card to the ADAA.
6. The completed withdrawal form and terms of withdrawal are signed by the student and returned for signature to the ADAA who shall forward them to the Dean for signature.
7. The University’s Dean of Students Office will be informed of the withdrawal.
8. The OR and WA Boards of Pharmacy will be informed of the withdrawal. The student should follow their respective policies to surrender their intern license.
9. Once all forms are signed and dated, the withdrawal process is complete.
10. In a situation that a student does not comply the above withdrawal process, the withdrawal process is considered complete.

Administrative Withdrawal
[http://www.pacificu.edu/about-us/offices/registrar/academic-catalog](http://www.pacificu.edu/about-us/offices/registrar/academic-catalog)

As stated in the Pacific University Catalog, under Academic and Registration Policies, students who must withdraw for health emergencies or other emergency reasons may be granted an Administrative Withdrawal (AW). A statement from a healthcare provider or other documentation may be required for an Administrative Withdrawal. The Dean of the School of Pharmacy, acting on behalf of the University, may withdraw a student from the University if the student has mental or physical health problems and/or engages in or threatens to engage in behavior that (a) poses a danger of causing physical harm to the student or to others or (b) directly and substantially impedes the activities of other members of the campus community. The procedure for these withdrawals is contained in the University Student Handbook and is in accord with the guidelines of the American Psychiatric Association and Section 504 of The Rehabilitation Act of 1973. Re-enrollment is at the discretion of the Vice President of Student Life, in consultation with appropriate health professionals.

Mandatory Dismissal

As stated in the Academic Standards of Progress section above, students who do not pass four re-examinations or three extended learning blocks in a semester or in the case of professional and/or personal misconduct are dismissed from the program “not in good academic standing”.

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The procedure for Mandatory Dismissal is as follows:
1. The AD for Academics and Assessment (ADAA) will inform the student, the ADSA and their faculty advisor, in writing, the student is dismissed from the School.
2. The ADAA notifies the Dean, prepares the necessary forms for dismissal and schedules a dismissal interview.
3. The dismissal interview may be attended by the student, the ADAA and the ADSA and the terms of dismissal agreed to and put in writing. The student must also meet with the office of Financial Aid, regardless of whether or not the student received financial aid.
4. The completed dismissal form, including the terms of dismissal, is signed by the student and the ADAA. The signed documents shall then be forwarded to the Dean for signature.
5. The University’s Dean of Students Office will be informed of the dismissal.
6. The OR and WA Boards of Pharmacy will be informed of the withdrawal. The student should follow their respective policies to surrender their intern license.
7. Once all forms are signed and dated, the dismissal process is complete.
8. In a situation that a student does not comply with the above dismissal process, the dismissal process is considered complete.

Conditions for Re-admission for Students Withdrawing “In Good Academic Standing”
Students who withdraw “in good academic standing” (i.e. not on academic probation, voluntary withdrawal, or personal LOA) are not assured of re-admission unless it is a part of the final written decision and/or agreement made between administrative faculty and the student, and it is acknowledged through signature by the Dean. Unless circumstances determined by the Dean warrant, students who are granted re-admission following withdrawal in good academic standing re-enter at the beginning of the next academic year and register for the entire academic year, including all blocks previously completed and passed.

Conditions for Re-admission for Students Withdrawing/Dismissed “Not in Good Academic Standing”
Students, who withdraw while on academic probation, do so “not in good academic standing”. Students who withdraw “not in good academic standing” may request re-admission through the School’s Admissions Application process unless otherwise stipulated.

Good academic standing in the School of Pharmacy is defined as:
   a. satisfactory academic performance
   b. sound practice skills
   c. adherence to University and School rules and procedures
   d. behavior that leads to professional competence and positive interpersonal and professional relations

Leave of Absence
Any student may request a Leave of Absence (LOA) due to the existence of a medical condition or personal issues that affect their ability to continue the program. Requests for a LOA will be reviewed on a case-by-case basis and must be approved in advance by the Dean. This will be
the same as a voluntary withdrawal, but for a defined period of time. Any student who requests a leave of absence during a semester will be withdrawn from all courses and be required to restart the semester when returning.

A student requesting a Leave of Absence should consult with his or her faculty advisor first. The next step is to apply in writing (email is acceptable) to the ADSA. If the LOA is medically related, the request must be accompanied by a letter from a physician, or approved provider, describing the general nature of the medical condition for which the leave is requested, the estimated length of time needed for recovery, and the ability of the individual to re-enter the program. A letter granting medical clearance from the medical provider is also required when the student returns to the program. The ADSA will review the request for completeness and forward it to the Dean for review. Upon receipt of the LOA request, the Dean will notify the student of the decision within 5 University work days. The LOA cannot begin prior to the Dean’s approval.

Any LOA may have an administrative withdrawal associated with the terms of the leave (see Administrative Withdrawal section), however, only the Dean of Students/Vice President of Student Life may grant an administrative withdrawal (AW) and it is an additional step in the leave process. In AW cases, the ADSA shall notify the Office of the Vice President of Student Life of the AW request, and the Dean of Students shall determine whether or not the AW is to be granted.

Leaves of absence requested for a full academic year will be for one year only with expected reinstatement at registration for the following year. Leaves of Absence requested more than one month after registration for any given academic year will be granted for a period not to exceed the number of months remaining until the registration date for the next academic year. Unless circumstances determined by the Dean warrant, students who are granted leaves of absence re-enter at the beginning of the next academic year and register for the entire academic year, including all blocks previously completed and passed. Leaves of absence may be extended to a maximum of 24 months total (either consecutive months or cumulative time). Students are encouraged to focus on addressing their health and/or personal issues that resulted in the LOA. Therefore, they are discouraged from auditing regular SOP classes, enrolling in electives or participating in student organization activities. The Dean will determine the terms and conditions of the leave.

A student, who is granted a LOA for an entire academic year, must submit a letter of intent to return to classes to the ADSA at least three months prior to the requested date of return. It is the student’s responsibility to keep the AD for Student Affairs informed of any change of address while on a LOA.

If the student has not paid 100% of the tuition during the year in which the leave is granted, the balance of the tuition plus any increase in tuition or fees will be payable in the next year of attendance.
The procedure for obtaining a Leave of Absence (LOA) is as follows:

1. The student should first consult with their faculty advisor in a timely manner following the incident(s) that are causing him or her to consider taking a Leave.
2. The student makes a written request to the ADSA for a Leave of Absence. This request should include the reason for the LOA and the dates requested. Email is acceptable written communication for this request.
3. The AD for Student Affairs notifies the Dean of the request and prepares the necessary documentation for the LOA.
4. The Dean, the student, and the ADSA may meet either in person or via phone to discuss the request.
5. The Dean shall determine, in writing, whether or not to grant the request and the terms of the LOA, if granted. Any terms shall be put in writing for the student to review and sign. The Dean will approve or deny the LOA request within 5 University work days.
6. If the request is granted, the student shall sign and date the appropriate document. The student shall then return the completed document to the ADSA.
7. The student must meet with the Director of Financial Aid to verify that the student does not have any outstanding financial obligations to the School.
8. The University’s Dean of Students Office will be informed of the LOA.
9. Once all documentation is signed and dated, the Leave of Absence process is complete. For purposes of calculating tuition reimbursement, the official date of the Leave of Absence will be the original date of receipt of the student’s request, providing the leave is granted.
10. In a situation that a student does not comply with the Leave of Absence requirements or deadlines, the student’s enrollment is terminated.

Independent Study Contract (ISC)

An ISC may be an option for students who are on a temporary leave from the program. The ISC is a program where students work with an assigned faculty member on a topic of interest for a period of at least 9 weeks. The ISC topic may also be an area that the student would like to improve on during their time away from the program. ISCs may be taken for up to 6 credits a semester, require the student to pay tuition, and result in a grade that appears on the student's official transcript. ISCs may be completed on campus or remotely. Participation in an ISC maintains the student status as “enrolled” from the University perspective. Contact the Assistant Dean for Academics and Assessment for more information about ISCs.
**Student Appeal Processes**

A student may appeal School decisions regarding academic progression (including, but not limited to suspension and dismissal) to the College of Health Professions Standards and Appeals Committee. All requests for appeals of rulings by the Dean of the SOP shall be submitted in writing to the Vice-Provost/Executive Dean of the College of Health Professions within ten (10) University work days after the ruling from the School is received by the student.

Students are permitted to participate in didactic curricular activities (i.e. attend class on campus) during the appeal process, but are not allowed to participate in introductory experiential educational activities (i.e. IPPE rotations) or APPEs until the appeal process is over.

Appeals must be explicitly justified for at least one of the following reasons:

1) Evidence of substantial, material error in procedure by the School of Pharmacy. The error must be of sufficient gravity to constitute:

   (i) a total departure from procedure

   (ii) a defect that prevented the giving or receiving of necessary and relevant information, or

   (iii) a lack of neutrality on the part of the hearing authority

2) New evidence that is both (i) unavailable at the time of the original hearing, and (ii) that is sufficient to alter the decision. (Both must be met to invoke this basis for appeal)

3) Evidence that the sanction(s) imposed was/were disproportionate to the severity of the violation, or that a sanction is unnecessarily extreme in light of the standard being upheld. Note that the appellant bears the burden of demonstrating the disproportionate relationship between the sanction and the offence committed. A description of the impact of the sanction upon his/her personal circumstance without anything more is insufficient as a basis for appeal.

The review process shall commence in a timely fashion, subject to the availability of all concerned parties, but not to exceed twenty (20) University working days following receipt by the Vice-Provost of the initial request for appeal.

See the College of Health Professions Appeals procedures for full details of the CHP Appeals Process this can be found within the CHP Bylaws.  
[http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions](http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions)

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**Pacific University Level Appeals**

Final appeals for all academic and professional issues will be heard by the Pacific University Standards and Appeals Board. Procedures can be found online in the University Handbook under section 2.5.11. ([http://www.pacificu.edu/policies/index.cfm](http://www.pacificu.edu/policies/index.cfm))
D. Student Services and Resources

School of Pharmacy Office of Student Affairs
The Office of Student Affairs oversees the progression continuum of each student. From the moment of first contact regarding career information through graduation, each step in the continuum provides additional services and support to the student in achieving the desired outcome of becoming a committed alum of the Pacific University School of Pharmacy and a dedicated and caring pharmacist. The Office of Student Affairs is overseen by the Assistant Dean for Student Affairs.

Professionalism
Upon your acceptance to the School of Pharmacy, you have taken the first steps on your journey to becoming a member of a profession. Throughout your program of study, the concept of professionalism will be reinforced through readings, discussions, debate, and example. The School of Pharmacy faculty and staff are all committed to instilling in our students the importance of personal and professional honor and integrity.

Surveys of the general public consistently rank pharmacy as one of the most trusted professions. In our position as a gatekeeper for the profession of pharmacy, we intend for our graduates to uphold and maintain the level of confidence and trust the public has placed on pharmacists. Consequently, upon accepting admission to the School, each student agrees to abide by the standards, policies, procedures, and code that was previously outline in this handbook.

This concept is so important to our School that each student will make a pledge of professionalism during orientation. During orientation, each student continues to develop as a professional, this is highlighted by the presentation of their white coat. This ceremony reminds all students of the responsibility of a pharmacy professional and formalizes this with the white coat and the pledge of professionalism – a commitment to their progression toward becoming a professional (Appendix D – Pledge of Professionalism). On the last day, commencement is the celebration of the academic and professional accomplishments of each student. While a celebration, the soon-to-be newest members of the profession of pharmacy are again reminded of their responsibilities to not only themselves, but to their colleagues and society as a whole. The oath of the pharmacist provides this reminder (Appendix F – Oath of a Pharmacist).

Professional Activities
As mentioned previously, there will be various activities related to becoming a professional. In addition to the academic calendar, there are a number of professional activities scheduled throughout the year (Appendix A).
Student Information and Resources

Advising
Each student will be assigned to a faculty member as an advisor/mentor. The faculty member will serve as their advisor during the entire time in the program. The role of faculty advisor is to provide students with a contact person to discuss difficulties, seek help for issues, as well as provide career and professional advice. If additional support or counseling is needed by any student, the faculty advisor will contact the AD for Student Affairs and appropriate measures will be taken to contact University Student Counseling Center. It is recommended that each student meet with his or her faculty advisor a minimum of three times during the academic year. A student on probation must meet with his or her faculty advisor as required by the Student Progression Committee. If either the student or faculty member does not find the relationship helpful, either is free to seek a change in writing to the AD for Student Affairs who will notify the Dean of any faculty advisor changes.

Campus Security
Campus security at the Hillsboro Campus may be found in room 180 in the HPC Building 2 in the first floor lobby or by calling 503-352-7207. Additional information regarding Campus Public Safety may be found at: http://www.pacificu.edu/cps/.

Commuting
A variety of commuting information and details may be found at: http://www.pacificu.edu/hpc/commuting.cfm.

Computer Specifications Requirement
The School of Pharmacy requires all incoming students to possess and use a laptop in their program. The following web site was designed for prospective students and identifies the laptop requirements for the program (see sub-section titled Computer Specifications): https://helpdesk.pacificu.edu/kb/article/168-Computer_Recommendations_-_Incoming_Pacific_University_Students_-_Fall_2015

Current students may find additional information at the following web site: http://www.pacificu.edu/about-us/offices/university-information-services/personal-technology-purchases

Additional information may be found under University Information Services.
Communication
Communication is critical within any program.

Students are expected to check their University email account twice daily while enrolled in the program.

It is the student’s responsibility to contact the appropriate person for discussion or information, as detailed below. While students are encouraged to speak with their faculty advisor first, the following are additional examples of where to receive answers:

○ Questions regarding didactic material:
  ● Use the syllabus for each block to identify the correct individuals
  ● Contact the faculty person responsible for the specific lecture in question
  ● If this person is not available, contact the Block Coordinator

○ Questions or concerns regarding the program in general:
  ● Contact your faculty advisor
  ● If the student has contacted the advisor and is not satisfied, please contact the appropriate AD or director:
    ● AD for Academics and Assessment – e.g. curriculum, examinations, assessment, evaluations
    ● AD for Student Affairs – e.g. student services (student health, counseling, learning services, etc.), student government, student organizations, scholarships
    ● Director of Experiential Education – e.g. any issues/questions/comments regarding any of our experiential education activities

○ Questions or concerns regarding personal issues:
  ● Contact your faculty advisor
  ● If the question or concern is of a serious nature, your faculty advisor will help you connect with the service you need, in conjunction with the AD for Student Affairs.

Emergency Services

Fire Evacuation
Fire extinguishers are located throughout the building and can be used for small fires. In case of a major fire, all individuals should remain calm and leave the building through the closest door or emergency exit available. Evacuations should be orderly with no running or unnecessary talking. Maps and signs of emergency exits are posted in each classroom.

First Aid Requirements
In the event of a minor medical problem, first aid kits are available in the Administrative Office and Compounding Lab. In the event of a major medical emergency, the emergency medical service can be contacted by calling 911 or 9-911 from the building land line.
Weather Announcements
In the event of inclement weather, all students and personnel should assume that classes would be held unless notified by BoxerAlerts, radio or television announcements. The University will use all major media stations in making announcements.

BoxerAlert
The University uses BoxerAlert system to notify students, faculty, and staff of urgent and important news via student’s cell phones and email. It is reserved for emergencies and safety matters, particularly campus closures for weather or other reasons. All students are automatically enrolled in BoxerAlerts, and you are strongly encouraged to maintain current contact information for these alerts. To do this, go to the Pacific University homepage, on the right hand side click on “Online Tools”, then click on the button that says “BoxerAlerts”, click on “Sign In” and fill in the information.

Financial Aid
Upon your admission to the University, you received information regarding financial aid. Currently, Dianna Hall is the direct contact for all Graduate and Professional Program students at Pacific University. Please contact the Financial Aid Office with any questions that you might have via:

hall4524@pacificu.edu or financialaid@pacificu.edu

Phone – (503) 352-2222 or 877.PAC.UNIV ext 2222
Web site – http://www.pacificu.edu/financialaid/

Library and Learning Resources Center
Please refer to the Health Professions Campus library home page for information: http://www.pacificu.edu/libraries

Student Government

School Student Senate
The School Student Senate is the governing body for the School student body. The Senate will consist of representatives from each class and recognized student organizations. The Senate Constitution and By-Laws are posted and available on the School homepage on Moodle™.

Class Officers
Each class will hold elections for class officers. P1 students will hold elections for class officers early in the Fall Semester. Elections for P2 and P3 class will be conducted in the Spring Semester. P1 and P2 classes will elect a President, Vice President, Secretary, Treasurer, and
Activities Coordinator. P3 students will elect a President, Vice President/Treasurer and Activities Coordinator. See Senate Constitution and Bylaws for details.

**Student Representation on School Committees**

Student participation in School committees is encouraged. During orientation, P1 students will be invited to apply for the opportunity to serve on a committee. An online application will be available in early September and interested students must submit a completed application. The completed applications will be reviewed by Administration and all applicants will be notified. Students will be limited to service on one School committee and unless otherwise indicated, the student will serve on the assigned committee for their entire 3 years in the program. The following outlines the student opportunities for committee service:

- **Admissions** - Two student representatives from the P1 and P2 classes (the selected P1 students will serve on the committee for three years). The P3 students will serve as their availability permits in regards to their APPE rotations.

- **Curriculum** – One student representative from each P1 and P2 classes will be selected to attend Curriculum Committee’s regular meetings. The P3 student will serve as their availability permits in regards to their APPE rotations.

- **Assessment** – One student representative from each P1 and P2 classes will be selected to attend Curriculum Committee’s regular meetings. The P3 student will serve as their availability permits in regards to their APPE rotations.

- **Student Focus Group** – The student representatives will serve as a focus group to the program on an *ad hoc* basis. The Student Focus Group will not meet regularly, but when feedback is desired that cannot be obtained solely from student representatives on the Admissions, Assessment and/or Curriculum committees.

With this structure, 12 students will be actively involved in School committees during the academic year. This number does not include all additional students that could be involved with a Student Focus Group.

**Student Organizations**

Students are encouraged to include involvement in student organizations as part of their pharmacy school experience. Organizations provide students the opportunity to network, develop leadership skills, contribute to the profession and socialize with their peers. During orientation, students will learn about the organizations available in the School and how to become involved. The following organizations are officially recognized by the School of Pharmacy:

- Academy of Managed Care Pharmacists (AMCP)
- Ambassador’s Club
- Kappa Psi Professional Fraternity
- Phi Delta Chi Pharmacy Professional Fraternity
Phi Lambda Sigma Pharmacy Leadership Honorary
Pacific Pharmacy Students United (PPSU): umbrella organization including American Pharmacists Association-Academy of Student Pharmacists/Oregon Pharmacists Association (APhA-ASP/OSPA), American Society of Health-System Pharmacists/Oregon Society of Health-System Pharmacists (ASHP/OSHP)

Student Senate
Professional Student Senate (CHP-wide senate for all programs)

See the SOP Student Organization Handbook for additional information.

University Student Life
Additional information and resources may be accessed by visiting the University Student Life web page: http://www.pacificu.edu/studentlife/.

Veteran’s Benefits
The Registrar is the certifying official for all Veterans’ benefits for students. All eligible students are requested to fill out necessary application and certification documents prior to the start of classes. Please contact the Registrar’s Office at (503) 352-2234.

Graduation Week and Commencement
Commencement is the culmination of all of your hard work and successful completion of the program requirements. Graduation week leads up to commencement and will feature a number of planned activities and events. The class officers of the P3 year will be actively involved in planning the activities and events. Attendance in all curricular activities, including commencement, is required during the graduation week.

Alumni
Congratulations! You are now a graduate of the Pacific University School of Pharmacy! We look forward to watching your professional contributions as you begin your career path. We also hope to continue our relationship with you as you pursue post-graduation opportunities.

We look forward to providing our alumni with continuing education opportunities and other related activities on campus and around the state. You will always be an important part of this program!
E. Student Affairs Policies and Procedures

Alcohol Policy
The School has created an alcohol policy regarding school sanctioned events, which includes all recognized student organization activities. The policy states that alcohol will not be provided at school sanctioned events, including recognized student organization events. The Dean’s office may approve the presence of alcohol at school sanctioned events, including recognized student organization events following a formal request.

This is Pacific University policy and applies to all students and programs. Further detail may be found in the Pacific Student Handbook and online at: http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct and http://www.pacificu.edu/about-us/offices/campus-wellness/alcohol-drugs

Animals
Pets or other animals are not allowed in CHP campus buildings, with the exception of service animals. This is due in part to the multiple clinics located on campus.

Background Checks and Drug Testing
Students are required to undergo a background check and drug test at the following three times:
  ○ Pre-matriculation (after admission, before P1 classes begin)
  ○ End of P1 Academic Year
  ○ End of P2 Academic Year

Drug tests may also be required as per discretion of the School of Pharmacy or Experiential Sites. **If any untoward event occurs that may impact a student’s background check between regularly scheduled checks, the student is obligated to notify the ADSA immediately.**

Background checks or drug tests that reveal issues may impact the student’s ability to progress in the program and/or be licensed as an intern in Oregon or Washington.

A third party will be engaged to conduct these background checks and coordinate the drug test. Upon request, the student will provide a copy of these results, or will provide an access code, created by the third party, to their preceptors or other inquiring administrative personnel at the site. Upon request, students are also required to provide this access code to the Oregon Board of Pharmacy or other Boards of Pharmacy in states in which they are on rotation. The cost for all background checks and drug tests are the responsibility of the student. Some experiential sites may require additional screenings and it is the responsibility of the student to complete any additional screenings prior to the start of their rotation. Students cannot begin practical experience until the required screenings have been completed and the results have
been found to be satisfactory. **Negative dilute results are not accepted.** Additional instructions will be sent to students to repeat the screening if this situation arises. Please see *Experiential Education Manual* for more information.

**Controlled Substance Policy**
This is Pacific University policy and applies to all students and programs. Further detail may be found in the Pacific Student Handbook and online at: [http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct](http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct)

**Falsification of Records**
No student shall alter, forge, counterfeit or cause to be altered, forged or counterfeited any records, documents or forms submitted to or in use at the School or University.

**Grades/Transcripts**
The School uses a “Pass”/“No Pass” system of recording student achievement. A “P” (pass) or “N” (no pass) will appear on the student’s transcript. When a student needs a copy of their transcript for scholarship or job applications, a request must be made to the Registrar’s office for an official transcript or unofficial transcript: [http://www.pacificu.edu/registrar/forms/index.cfm](http://www.pacificu.edu/registrar/forms/index.cfm)

In addition, a copy of the program’s description letter of our grading policies is available on the School homepage on Moodle™ to ensure recipients of the transcript are not confused about the lack of a traditional letter grade system on the transcript.

**Harassment Policy**
This is Pacific University policy and applies to all students and programs. Further detail may be found in the Pacific Student Handbook and online at: [http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct](http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct)

**Hazing, Theft, and Concealed Weapons**
Hazing: No member of the University community shall participate in, knowingly permit, or fail to report the hazing of a student. Hazing includes the mental or physical requirement or obligation placed upon a person seeking membership in or as a member of a student organization that could cause discomfort, pain, fright, disgrace, injury or which is personally degrading or which violates any University policy or any federal, state, or local law. Further detail may be found in the Pacific Student Handbook and online at: [http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct](http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/student-code-conduct).

Theft: Without proper authorization, no student shall take, attempt to take, or keep in his/her possession items of University property or items belonging to students, staff, student groups, or visitors to the campus.
Weapons: Illegal or unauthorized possession of firearms, explosives or other weapons or dangerous chemicals on University premises (or off-campus site that hosts academic experiences such as experiential rotations, externships and observations) is prohibited. In addition, the brandishing of any item as a weapon is also prohibited.

*Health Insurance Portability & Accountability Act (HIPAA) and Blood Borne Pathogen (BBP) Training*

All students will be required to complete HIPAA and BBP training prior to experiential rotations on an annual basis. Each incoming class will complete both training modules as a part of orientation requirements. Current P1 and P2 students will renew their training prior during the final week of classes in May of that academic year.

*Health Related Policies*

**Immunizations and Documentation**

1. Students enrolled in the Pharmacy Program must complete a health history with documentation of current immunizations for tetanus; measles, mumps, and rubella (MMR); chicken pox (varicella); hepatitis B; and tuberculosis. A clinician from the Student Health Center reviews the health history and updates the student’s electronic University file to provide the program with a summary of the student’s immunization status. The program provides verification of the immunization status for students assigned to an experiential site to both the preceptor and the host facility; however, students are also expected to know how to verify the documentation within their electronic University file. Students are expected to adhere to all infection control policies of the experiential site.

2. Tuberculosis (TB) Testing - Each student must have documentation of a negative two-step PPD test, IGRA serology test (e.g. Quantiferon test) or a chest x-ray and documentation regarding the individuals’ risk for transmission of the disease at enrollment. Students are required to have **annual** two-step PPD or IGRA serology test while enrolled in the program that covers the student for each academic year (current P1 and P2 students will repeat their testing annually in May) The results of this annual test must be sent to the Student Health Center and placed in each student’s record. Students with a prior documented positive PPD are required to have a repeat chest x-ray every two years, or more frequently if required by their experiential site. A student who converts to a positive tuberculin skin test (TST), a positive interferon-gamma release assay (IGRA) tuberculin blood test, or has chest x-ray changes while enrolled in the program, will require evaluation by the Student Health Center or a private provider.
An annual influenza vaccination is required of all School of Pharmacy students while enrolled in the program. The University Student Health Center may offer influenza vaccination annually to pharmacy students if available. Third year students are also encouraged to obtain influenza vaccination at their sites if available.

**Health Insurance**
Students are required to have health insurance with coverage equivalent to or better than the plan offered by the University. Students are automatically billed for the University group policy unless a waiver is signed and proof of other insurance is provided to the business office. Specific information may be found at the following web site:
http://www.pacificu.edu/healthcenter/insurance/index.cfm

**Communicable Diseases**
While enrolled in the program, students exposed to a communicable disease such as tuberculosis, varicella, hepatitis, or HIV should be evaluated by a clinician as soon as possible. The program should be notified if there is any limitation to the student’s ability to participate in site activities or if other students need to be evaluated as a result of this exposure to a communicable disease. Additional information about University policy regarding blood borne pathogens may be obtained at the following web site:
http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/miscellaneous-policies#blood

Additional University policy regarding infectious disease may be obtained at the following web site: http://www.pacificu.edu/current-undergraduate/student-resources/policies-and-forms?field_type=All&search_api_views_fulltext

1. **Annual HIPAA and Blood Borne Pathogen training** – each year, all pharmacy students will complete both training modules and receive a verification certificate to inform any experiential sites.

2. **Basic Life Support (BLS)/** all students will be trained and certified in BLS at the end of the P1 year and ACLS at the end of the P2 year. Students will provide their documentation upon request.

3. **Immunization Training** – all students will be trained and certified in proper immunization techniques and procedures at the end of the P1 year.
Intolerance Policy
The School is committed to creating an educational environment which is free from intolerance directed toward individuals or groups and strives to create and maintain an environment that fosters respect for others. As a health science educational institution, the School has a mandate to address problems of a society deeply ingrained with bias and prejudice. To that end, and through the Office of Student Affairs, the School provides opportunities for educational programs and activities to create an environment in which the diversity and understanding of other cultures is valued. The School does not discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference, or disabled veteran or Vietnam era status.

Name or Address Change
If your legal name or address changes during the program, students should communicate that to the following:

1. Pacific University Registrar: [http://www.pacificu.edu/registrar/forms/index.cfm](http://www.pacificu.edu/registrar/forms/index.cfm)
2. Washington and Oregon Board of Pharmacy
   a. The OBOP website has information on address changes for interns at the following link. It is very important that the Board has interns’ current address. [http://www.oregon.gov/Pharmacy/pages/Address_change.aspx](http://www.oregon.gov/Pharmacy/pages/Address_change.aspx)
   b. The OBOP requires a copy of the legal document showing your name has been legally changed. Documents accepted include copies of Marriage Certificates, Divorce Decrees, or Court Documents showing your name has been legally changed.
3. The School of Pharmacy Office

Parking
The Hillsboro campus has a few parking options for students. Students are not allowed to park in the Inter-Modal Transit Facility (parking garage) across the street from Creighton Hall, unless they have purchased a pass. Students who park in that facility illegally are subject to citations and other repercussions as enforced by Tuality Hospital security. Please go to the following site for parking options: [http://www.pacificu.edu/hpc/parking.cfm](http://www.pacificu.edu/hpc/parking.cfm). Student parking is also not allowed in the parking lot outside of Creighton Hall. These stalls are reserved for Virginia Garcia patients.

Students are encouraged to use mass transit And to review various parking policies at: [http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/miscellaneous-policies#parking](http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/miscellaneous-policies#parking)
Personal Habits
Smoking, eating food or gum chewing should be kept out of patients’ view. Intoxication or signs of recent use of agents, other than those prescribed by a licensed health care provider is totally unacceptable in any educational or professional setting. Influence of prescribed agents may require adjustments in educational activities.

Professional Appearance
The School is committed to preparing students for professional careers. Part of the educational process is learning what professional dress attire is and understanding the expectations of future employers. Students shall maintain a physical appearance and personal hygiene that is conducive to developing effective pharmacist-patient relationships. Students who do not appear well groomed and appropriately attired when interacting with a patient are at risk for jeopardizing patient respect and for creating a barrier to effective communication.

The following standards represent the School expectations:

1. Students shall display mature discernment as to appropriate attire for all School activities, reflecting proper taste, personal modesty, neatness, and a concern for the feelings of others.
2. Wearing revealing attire is unprofessional.
3. Shirts must be worn during all School of Pharmacy related activities. Clothes that cover one’s legs may be recommended by instructors for safety reasons.
4. For health and safety reasons, appropriate footwear is to be worn at all times.
5. Clothing with inappropriate advertising, designs, and/or logos such as alcohol and cigarette ads, sexually explicit sayings or designs, as well as drug-related sayings or designs that may be offensive to others. These should not be worn in professional environments or situations.
6. An individual faculty member or site may have additional dress requirements or preferences concerning appropriate student attire as related to their block. Where applicable, these will be specified in the block syllabus.
7. In addition to the above recommendations, students are required to adhere to the following dress code policy during the experiential part of their curriculum: “Students are to dress professionally at all times and must conform to the dress code of the School of Pharmacy and the experiential site. Under no circumstance may students wear jeans or tee shirts. Caps or headgear cannot be worn other than for religious or medical purposes. Hosiery is required and shoes must be closed toed. Students should also have a clean white lab jacket to wear at the practice site with their nametag clearly visible. In addition, individual sites may have more restrictive dress codes (which may include jewelry restrictions) and students must follow the more restrictive dress code when present at those individual sites.”

Grooming and attire are a reflection of the individual and the School, and as such are considered a professional expectation. All students are expected to practice personal hygiene (clean and well groomed) and wear professional attire while attending all practice site visits and
professional meetings. Students are also to adhere with site-specific dress codes. A short white lab jacket should be worn at all times unless instructed otherwise by the site preceptor. Students should wear their School identification badge and/or site identification at all times. Nametags should be worn in a clearly visible location, e.g. above the waist.

Students are not permitted to wear any visible piercing while on rotation except for earrings. Students should confirm with their preceptor whether earrings are acceptable. In addition, students must cover tattoo marks or other body art. Questions and/or clarifications pertaining to policies and procedures or other issues should be directed to the AD for Student Affairs.

The School recommends while on rotation students be conservative with respect to hair coloring. Preceptors reserve the right to require students to comply with the dress code in order to continue the rotation.

School of Pharmacy Property Use Policy

Student Lounge
The Student Lounge, located at the end of the fourth floor hallway, was created to provide students with an area to gather and equipment to store and/or heat their lunch. As such, the students are responsible for keeping the area clean and neat. Microwaves and a refrigerator are available for students’ use. Rules for cleaning, microwave use, and refrigerator storage will be created and posted at the beginning of the academic year.

Student Lockers
The Office of Student Affairs will make student locker assignments at the beginning of each academic year. All lockers must be cleaned out by the last day of classes for each academic year. If a student withdraws, transfers, or is dismissed from the School and University, he or she must empty their locker immediately. Contents left in lockers at the end of the school year will be discarded.

Food Service
There is an Einstein’s Bagel café on the first floor of Creighton Hall. The tables and chairs provided in this area are reserved for the café’s customers.

School Property Damage
No student shall willfully or maliciously damage or destroy School/University property or property on the campus which belongs to any student, employee, or visitor of the School/University. Furthermore, this prohibition applies to off-campus sites while students are participating in academic learning experiences, including, but not limited to externships, experiential rotations, and observations. Students are obligated to pay for all property damage caused by improper use.
**Sexual Misconduct Policy**
This is Pacific University policy and applies to all students and programs. Further detail may be found in the Pacific Student Handbook and online at: http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/sexual-misconduct-policy.

**Social Media Policy**
Social networking is a widely used and accepted channel of communication in society today. Websites and applications such as Facebook, Twitter and MySpace, are commonly utilized to share general and personal information as well as communicate with family and friends. This policy applies to all School of Pharmacy students, faculty, adjunct faculty and staff.

**Definition of Social Media**
Social media (SM) is defined as online tools that allow interaction among individuals. Social media uses web-based technologies to transform how people communicate with one another and receive new information or entertainment. Examples of select types of social media include career-building networks, such as LinkedIn and ASHP Connect; primarily social networks, such as Facebook, Twitter, Google+, and MySpace; and multimedia sites, such as Flickr and YouTube. SM may also include other communication channels, such as Moodle™, blogs, “wikis” and podcasts.

**Social Media in Healthcare**
Social media may reduce barriers and improve communication channels between caregivers and patients. Many health care organizations (e.g. hospitals, community pharmacies, professional societies, patient advocacy groups, etc.) have used SM for both communication and marketing. Pharmacy professionals use SM in many settings to educate and communicate with patients. When appropriate, pharmacy professionals should utilize these tools to maximize the provision of pharmacy practice services to help patients, who are comfortable with SM, make the best use of their medications.

The use of social media by pharmacy professionals should remain professional, responsible and respectful. Users must consider the purposes and potential outcomes of using SM and use professional judgment and adhere to pharmacy standards and legal requirements at all times.

**Social Media Expectations for School of Pharmacy (SOP) students, faculty and staff:**

1. Adherence to professional standards. Social media should not be used as a tool for harassment or defamation of patients, healthcare providers or peers.
2. Protect confidential and proprietary information at all times.
3. Respect copyright and fair use: Do not use the Pacific University logo, university images or other proprietary information on personal social media sites, unless approved by the University.
4. Do not use Pacific University’s name to promote a product, cause, political party or candidate.
5. Officially recognized Pacific University social media accounts must be approved by the Pacific University Marketing and Communications Department.
Postings on social media should neither claim nor imply that they represent the opinions of or are speaking on behalf of Pacific University or the SOP.

Patient confidentiality and health information: may not report the personal health information of other individuals (friends, relatives or patients encountered on rotations) either directly or indirectly. Removal of a person’s name does not qualify as proper de-identification of protected health information. Inclusion of data such as age, gender, race, or date of interaction may allow a reader to recognize the identity of a patient, constituting a violation of HIPAA (Health Insurance Portability and Accountability Act).

Academic information of another student may not be reported. (e.g. course grades, evaluations, adverse academic actions, participation in extended learning, probationary status, etc.)

Students must not upload images of faculty, preceptors, or other students onto a SM site without the permission of those individuals.

Patient images shall not be uploaded unless a WRITTEN release is obtained: [http://www.pacificu.edu/about-us/offices/marketing-communications/photography-multimedia](http://www.pacificu.edu/about-us/offices/marketing-communications/photography-multimedia) Students or faculty who believe they have been targets of unprofessional behavior via social media should contact the Assistant Dean for Student Affairs to address their concerns.

School of Pharmacy faculty may not “friend” current pharmacy students on social sites, such as Facebook, or develop comparable online relationships on other social media outlets. This does not apply to students who have graduated from, or terminated their relationship with the School of Pharmacy and Pacific University.

Faculty and current students may be connected on sites that are exclusively used for professional networking or career building, such as LinkedIn and ASHP Connect.

The SOP may use social media to investigate any student or faculty suspected of improper use of any social media.

Improper use of social media may result in disciplinary action as determined by the School of Pharmacy.

Use of University internet resources are guided by the Appropriate Use Policy for Information Technology: [http://www.pacificu.edu/current-undergraduate/student-resources/policies-and-forms](http://www.pacificu.edu/current-undergraduate/student-resources/policies-and-forms)

School of Pharmacy Best Practices/Recommendations

1. Think twice before posting: Privacy is almost impossible to maintain in the area of social media. Consider how a posting will reflect on yourself and/or Pacific University. Search engines can retrieve posts years after they are created and comments can be forwarded or copied. If you wouldn’t say something directly to a person, evaluate the appropriateness of posting it online. If you feel angry, emotional or passionate about a subject, it’s wise to delay posting until you are calm and clear-headed.

2. Be accurate: do no post or respond to hearsay or rumors. Have the facts before you post. If you make an error, correct it visibly and quickly.

3. Be Respectful: Respect is a core value of Pacific University School of Pharmacy and students, faculty and staff are held to this expectation.

4. Be Positive
5 Be Transparent: be honest about your identity.
6 Photography: Photos posted on social media platforms can be easily shared by others. Consider adding a watermark and/or posting images at 72 dpi and ~ 800x600 resolutions to protect your intellectual property. (Images at that size are viewable on the web, but not suitable for printing.)
   a. Photographs that imply disrespect for any individual or group because of race, age, gender, ethnicity, sexual orientation, religion, etc. are inappropriate
   b. Photographs that may be interpreted as condoning irresponsible use of alcohol, substance abuse, irresponsible sexual conduct or that are sexually explicit are inappropriate
   c. Commenting on inappropriate photos posted on other individuals pages may reflect poorly on the individual who comments. Avoid involvement with any inappropriate or borderline postings.
7 Use of stringent privacy settings on personal social network accounts: such that would limit retrieval of personal information to those who are unknown to you.
8 If you choose to list an email address on a social networking site, use a personal email address (not your “pacificu.edu” address)

Student ID Card (Boxer Card)
Students will be required to have their ID cards on them at all times while on School premises, as well as when involved with their experiential sites. All students receive their ID cards at orientation in their first year. The student is responsible for replacement in a timely manner if the card is lost. There may be a fee associated with obtaining a replacement card.

Student Grievance Procedure
It is the policy of the University not to discriminate on the basis of sex, physical or mental disability, race, color, national origin, sexual orientation, age, religious preference, or disabled veteran or Vietnam era status. Further, the University expects that those with whom it deals will comply with all applicable anti-discriminations laws.

The School has adopted an internal grievance procedure for the prompt and equitable resolution of complaints alleging harassment, discrimination, or concerns regarding a requested service or accommodation on the basis of a disability. A student may express or file a complaint or grievance that alleges discrimination and, after an investigation, receive a fair resolution without fear of reprisal. Complaints should be filed with the University Vice President for Student Affairs and Dean of Students.

The Dean of Students is responsible for, among other things, compliance with the Americans with Disabilities Act, (Title II), and Section 504 of the Rehabilitation Act of 1973. Any student who wishes to file a complaint or seek an accommodation at the campus in which they are enrolled will follow the Student Grievance Procedure and contact the Dean of Students:
Informal Procedure
Prior to filing a formal complaint about a member of the faculty, administration or another student regarding nonacademic matters, including complaints of harassment or discrimination, the aggrieved is encouraged to consider discussing the concern with the individual involved. If this is not possible, or does not lead to satisfactory resolution, then a formal complaint should be filed with the Dean of Students, Will Perkins.

Student Records
In regards to your records, please refer to the annual notification of Students Rights under the Family Educational Rights and Privacy Act (FERPA):
http://www.pacificu.edu/registrar/privacy.cfm.

University Information Services (UIS)
UIS keeps track of many technology related systems and services at Pacific University. The UIS pages contain information about the many different services we provide to help you get the most out of the technology available at the University (http://www.pacificu.edu/uis/).

Appropriate Use Policy for Information Technology
The latest copy of the appropriate use policy may be found at:
http://www.pacificu.edu/current-undergraduate/student-resources/policies-and-forms

Network and Internet Access Policy
This is Pacific University policy and applies to all students and programs. Further detail may be found in the Pacific Student Handbook and online at: http://www.pacificu.edu/about-us/offices/student-conduct/student-handbook/miscellaneous-polices#network
F. Appendices
Appendix A – Student Resources

- 2014 – 2015 School of Pharmacy Academic and Professional Calendar

- School of Pharmacy Administration, Faculty and Staff
  - Administration - http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions/school-pharmacy/administration
  - Faculty - http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions/school-pharmacy/faculty
  - Staff - http://www.pacificu.edu/future-graduate-professional/colleges/college-health-professions/school-pharmacy/staff

- College of Health Professionals (CHP) Structure
Appendix B – Pledge of Professionalism

As a student of pharmacy, I believe that there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between society and myself, as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

To accomplish this goal of professional development, I, as a student of pharmacy, should:

○ Develop a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

○ Foster professional competency throughout life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

○ Support my colleagues by actively encouraging personal commitment to the Oath of Maimionides and a Code of Ethics as set forth by the profession.

○ Incorporate into my life and practice, dedication to excellence. This will require an ongoing re-examination of personal and professional values.

○ Maintain the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation rather; it begins with my membership in this professional school community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Appendix C – Code of Ethics for Pharmacists

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

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

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

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

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

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

VI  A pharmacist respects the values and abilities of colleagues and other health professionals.
When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professions may differ in the beliefs and values they apply to the care of the patient.
VII  A pharmacist serves individual, community, and societal needs.
   The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

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

   (Adopted by the membership of the American Pharmaceutical Association, October 27, 1994.)
Appendix D – Oath of a Pharmacist

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

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

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

I will respect and protect all personal and health information entrusted to me.

I will accept the lifelong obligation to improve my professional knowledge and competence.

I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.

I will embrace and advocate changes that improve patient care.

I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

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

Revised Version Adopted in 2007 by the American Association of Colleges of Pharmacy
Appendix E – SOP Mission, Vision and Values

**SOP Mission**

We prepare dynamic practitioners, leaders, and scholars to promote patient advocacy and advance the profession of pharmacy to deliver innovative and collaborative patient-centered care in diverse populations by building an interprofessional, learner-centered community.

**SOP Vision**

Create and sustain an interprofessional community of excellence in education, scholarship and practice which is widely recognized and respected.

**SOP Values**

- Innovation in teaching, learning, and scholarship
- Leadership in patient and professional advocacy
- Collaboration & collegiality
- Integrity
- Diversity & inclusion
Appendix F – Ability Based Outcomes

I. Knowledge Application and Critical Thinking (NABP 1.2.1; NABP 1.2.2; NABP 1.2.4-1.2.14; NABP 1.5.0)
   a. Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social, behavioral, administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care (1.1: Learner)
   b. Develop and use strategies to critically think about, and apply, basic science and clinical science (1.1 Learner)
   c. Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution (1.1 Learner)

II. Information/Knowledge Management (NABP 1.1.0)
   a. Identify and prioritize important and relevant information using critical thinking and sound reasoning/judgment (1.1 Learner)
   b. Recognize limitations and appropriate applications in retrieving drug information (2.1: Caregiver)
   c. Rapidly and accurately assess information/situations and develop a plan of action. (2.1: Caregiver)
   d. Utilize resources available for retrieving drug information (2.1: Caregiver)
   e. Collect and synthesize core science and clinical information to assess patient status and identify potential problems (2.1: Caregiver)
   f. Utilize computer systems and technology available to promote patient safety in healthcare (2.2: Manager)
   g. Utilize practice protocols or guidelines to develop patient-centered care plans (2.1: Caregiver)
   h. Identify and utilize appropriate resource(s) in obtaining drug information (2.1: Caregiver)
   i. Retrieve, evaluate and interpret scientific literature (1.1 Learner)
   j. Communicate health information effectively to all stakeholders at a level commensurate with their understanding (3.6 Communicator)
   k. Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding (3.2 Educator)

III. Leadership Development (NABP 1.4.0; NABP 1.5.0)
   a. Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth (4.1: Self-Awareness)
   b. Utilize a self-directed approach to life-long learning (4.4: Professionalism)
   c. Demonstrate responsibility for creating and achieving shared goals, regardless of position (4.2: Leadership)
d. Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals (4.3: Innovation)

e. Exhibit behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society, if binding (4.2: Professionalism)

f. Critically evaluate clinical/workplace situations and render recommendations on how to enhance them to achieve better outcomes (4.3 Innovation)

g. Demonstrate knowledge of, and practice, skills of serving as “Big L” and “little l” leaders to enhance working relationships and engage colleagues around a common vision and goal (4.2: Leadership)

h. Demonstrate knowledge of, and practice, skills related to career planning and self-improvement/career development (4.4: Professionalism)

i. Develop, and reflect on, an innate sense of resilience when situations call for perseverance in the face of obstacles (4.1: Self-awareness)

j. Learn and utilize skill sets demonstrating adaptability and maximizing the outcomes of changing situations for the better (4.2: Leadership)

k. Demonstrate an understanding of, and reflect on, experiences working alongside peers with different worldviews and approaches to practicing within the profession (3.4: Collaboration)

l. Create action plans to effectively manage self and others in high-stress situations, interactions and environments (4.1: Self-awareness)

m. Gain insight into, and reflect on, personality traits and/or attributes inherent to one self that impact, both positively and negatively, their interactions with peers, faculty, preceptors, etc. (4.1: Self-awareness)

n. Gain insight into, and reflect on personal practices related to professionalism and duty to the profession (4.4: Professionalism)

o. Demonstrate and practice self-initiative in the one’s own journey to continuous professional development (4.1: Self-awareness)

p. Develop, and reflect on, an understanding of one’s strengths (talents) and limitations (4.1: Self-awareness)

q. Develop self-awareness of the importance of, and be motivated to seek, engagement in the profession through service (4.4: Professionalism)

r. Develop and practice strategies for assessing situational risk inherent to the practice of pharmacy (2.2: Manager)

s. Create a personal mission plan useful in determining and prioritizing personal and professional goals (4.2 Leadership)

t. Demonstrate and practice skills in leading change and promoting advocacy for the profession, patients and self. (3.3: Advocate)

u. Balance a sense of independence and interdependence when setting both personal and professional goals (4.1: Self-awareness)

v. Develop and practice a balanced approach to finding and solving problems versus finding and maximizing opportunities (4.4 Leadership)
IV. Pharmacy Practice and Practice Management (NABP 1.4.0; NABP 1.5.0)
   a. Demonstrate knowledge of, and practice skills related to, the laws governing pharmacy practice, especially regarding laws developed to protect the public (2.2 Manager)
   b. Recognize, clarify and complete medication order requirements (2.2 Manager)
   c. Develop an effective business plan (2.2 Manager)
   d. Utilize resources available to evaluate and prepare/compound medications following correct procedures and accurate calculations (2.2 Manager)
   e. Interpret and comply with federal and state laws involving pharmacy practice (2.2 Manager)
   f. Demonstrate knowledge of, and practice following, the pharmacist's "Code of Ethics" and/or "Pledge of Professionalism" (2.2 Manager)
   g. Demonstrate knowledge of, and practice sensitivity to, respecting patient confidentiality (2.2 Manager)
   h. Identify, and reflect on, areas of the profession that both excite and intimidate (4.1 Self-awareness)
   i. Use knowledge of the changing profession to evaluate, critique and enhance patient care practices in various care settings to meet the changing professional landscape (4.2 Leadership)
   j. Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems (2.2 Manager)
   k. Select, label and dispense/deliver the correct medication to the correct patient (2.1 Caregiver)
   l. Demonstrate knowledge of, and value of, quality improvement in reporting therapeutic interventions, adverse drug reactions, medication safety and continuous quality improvement (2.1 Caregiver)
   m. Demonstrate knowledge of principles and skills regarding management, supervision and workflow in pharmacy practice (2.2 Manager)
   n. Demonstrate knowledge of, and value of, inventory control (2.2 Manager)

V. Holistic/Integrative Patient Care and Pharmacist-Specific Abilities (NABP 1.1.7; NABP 1.1.8); NABP 1.2.3; NABP 1.3.0); NABP 1.4.0; NABP 1.5.0)
   a. Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices (2.4 Provider)
   b. Assure that patients’ best interests are represented (3.3 Advocate)
   c. Demonstrate an authentic concern for patients, the community and/or the profession (2.1 Caregiver)
   d. Evaluate populations and/or individual patient risk for disease and make recommendations for wellness and disease prevention (2.3 Promoter)
   e. Synthesize an evidence-based therapeutic plan/drug information response in a concise, practical and organized format using acceptable methods of referencing (2.1 Caregiver)
f. Actively participate and engage others, as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs (3.5 Includer)

g. Consistently provide appropriate and efficient written documentation that is legible, concise, organized, referenced and identified as your own (3.6 Communication)

h. Incorporate an inter-professional approach to achieve shared goals and maximize outcomes to represent the best interests of the patients and/or populations (3.4 Collaborator)

i. Recognize social determinants of health to diminish disparities and inequities in access to quality care (3.5 Includer)

j. Respect and value others and practice cultural sensitivity (3.5 Includer)

k. Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization (3.6 Communication)

l. Consistently utilize appropriate and effective verbal and non-verbal speaking and listening communication skills including: clarity, enunciation, pronunciation, rate/volume, terminology and eye contact with all health care professionals, patients, families and caregivers (3.6 Communication)

m. Provide patient consults in a format to ensure correct, clear and concise medication information is shared and received (3.5 Includer)

n. Communicate in a caring, empathic and professional manner in all situations using appropriate listening, verbal, nonverbal, and written skills during patient or inter-professional encounters (3.6 Communication)

o. Promote health improvement, wellness, and disease prevention particularly in underserved patient population through different programs e.g. immunization, blood pressure checkup etc. (2.3 Promoter)

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

q. Identify and prioritize actual/potential medication-related issues (2.2 Manager)

r. Triage patients to emergency medical attention and appropriate resources, if necessary (2.1 Caregiver)

s. Create and evaluate a treatment regimen with utilizing pharmacokinetic and drug formulation data, as well as psychosocial, ethical and financial information specific to the patient to improve patient/population outcomes (2.1 Caregiver)

t. Identify therapeutic endpoints and/or monitoring parameters specific to the patient (2.1 Caregiver)

u. Develop, implement and adjust an effective monitoring plan tailored to the patient's needs (2.1 Caregiver)

v. Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness (2.4 Provider)