UNIVERSITY OF CHARLESTON
SCHOOL OF PHARMACY

STUDENT HANDBOOK

University of Charleston School of Pharmacy Student Handbook

1

INTRODUCTION

The University does not discriminate on the basis of gender, race, color, age, religion, national origin, disability, veteran status, or any other legally protected category.

The University of Charleston is an Equal Opportunity Employer.

The University of Charleston is a small private university located in Charleston, West Virginia, a community of approximately 200,000 people located in the south central part of the state. Our 40-acre campus rests amidst magnificent mountains, rivers, and the capital city. The city is alive with fun restaurants, shops, historic sites, a civic center, theaters, malls, a municipal auditorium, and plenty of outdoor recreation. The university has a rich history of learner-centered and outcomes-based education. The School of Pharmacy educates pharmacists with the knowledge and skills necessary to provide comprehensive pharmaceutical care. The primary mission of the School of Pharmacy is to prepare pharmacists who will provide comprehensive patient care, to advance the profession through research and advocacy, and to serve the community as leaders in rural health care.

In order to fulfill our mission, our top priority is the creation of an environment and opportunities that stimulate our faculty, students and practitioners to learn, maintain and expand upon the knowledge, skills and attitudes necessary to meet the health care needs of the patients they serve. Our competency-based curriculum will provide knowledge, teach models of care management, and allow students to demonstrate prior knowledge and current understanding through a variety of assessments. Experiencing the profession of pharmacy and how the classroom relates to the practice is fundamental to understanding the profession. Therefore, during the first three years of the program, experiential (practice site) opportunities are threaded throughout the curriculum. The fourth year is spent almost entirely in practice settings with students returning to campus once a semester to participate in specialty certificate trainings and other offerings. The profession of pharmacy is one in which the management and use of information is essential to patient care. Our program integrates technology and information utilization throughout the professional program in a technology-rich learning environment.

Pharmacy is a trusted profession. Pharmacy has received this distinction as a direct result of the honor and integrity that members of the profession must embody. The core values of the profession of pharmacy are accountability, altruism, competence, duty, excellence, honor, integrity, justice, responsibility, respect, service, and stewardship. The core values must be understood, respected, promoted, and practiced by all members of the profession. The public has confidence in the embodiment of the professional value system by pharmacists and it is up to each member of the profession to maintain the public's

trust. Confidence can be fleeting; however it is requisite to the behavior of the individual pharmacist and their relationship with their patients. As a student pharmacist, adherence to high standards of personal and professional conduct must be a way of life and ethos. Matriculation through pharmacy school should provide opportunities to reinforce and nurture this belief system. Pharmacy students are expected to conduct all aspects of their lives with great intention, honor, respect, and integrity. This includes responsible actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the University community), and the profession of pharmacy in interpersonal, behavioral, and academic/scholastic expectations. Students are expected to conduct themselves at all times in a professional manner and to exhibit characteristics of a "professional student".

The minimum expectations of a professional student enrolled in the School of Pharmacy are to:

- Read, be knowledgeable of and uphold the School of Pharmacy Code of Conduct and University expectations of students. Any pharmacy student, who engages in any act of unacceptable behavior, as stated in the Student Handbook, is subject to disciplinary action.

- Demonstrate appropriate performance, behavior, attitude, and demeanor that is reflective of a profession in both their personal and professional conduct.

- Read, be knowledgeable of and adhere to the expectations and content of the Student Handbook.

Special Note: The University of Charleston School of Pharmacy, Pharmacy Student Handbook is subject to change. Students will be notified of updates via email and during UCSOP Convocation. It is the responsibility of each student to be familiar with the policies and procedures stated within this handbook. For up to date handbook information please visit the UCSOP website at www.ucwv.edu/pharmacy.

Mission and Vision

Mission

The mission of the University of Charleston School of Pharmacy is to prepare pharmacists who will provide comprehensive patient care, to advance the profession through research and advocacy, and to serve the community as leaders in rural health care.

Vision

The vision for the University of Charleston School of Pharmacy is to:

- Become nationally recognized for an emphasis on rural health care and service to the Appalachian area

- Maintain its status as an innovative leader in the use of technology in pharmacy education and practice

- Advance the profession of pharmacy through leadership, education, research, and advocacy

- Elevate the profile of the University of Charleston as a leading comprehensive university

Program Outcomes

The School of Pharmacy has five program outcomes that describe the graduate of the program. These end-of-program outcomes reflect the University of Charleston graduate level liberal learning outcomes (citizenship, communication, creativity, critical thinking, ethical practice and inquiry) as well as the Center for the Advancement of Pharmacy Education (CAPE) Outcomes of 2013.

The graduate of the University of Charleston School of Pharmacy will:

1. Use scientific principles of inquiry to design, implement and evaluate evidence-based practices to provide complete pharmacotherapy and medication counseling for individual patients and diverse populations.

2. Demonstrate critical thinking skills by transitioning foundational knowledge into a patient-centered practice, ensuring safe and effective medication management leading to promotion of improved health, sustained wellness and prevention of disease.

3. Collaborate and communicate effectively with patients, caregivers, other healthcare members, policy makers, and members of the community to effectively participate in a team approach to patient care.

4. Engage in innovative activities when evaluating and implementing medication distribution and related management systems.

5. Demonstrate legal, ethical and professional principles and judgment in pharmacy practice.

Achievement of these outcomes is evaluated for each student as they progress through the curriculum.

Accreditation

The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and Puerto Rico. 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. 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, generally including eligibility for licensure. All new programs in pharmacy undergo the same process and are not fully accredited until graduating a class of students. 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.

The University of Charleston School of Pharmacy's FULL Accreditation Status is affirmed through June 30, 2024. For more information regarding the accreditation process for pharmacy education please visit the ACPE website at http://acpe-accredit.org. Updates regarding the accreditation status of the School of Pharmacy can be found on the School of Pharmacy website (www.ucwv.edu/pharmacy..

WV Legislative Photography, Photo by Perry Bennett

University of Charleston
School of Pharmacy

Important Dates to Remember 2017-2018

August 28:   Fall Semester Classes Begin

September 1:   White Coat Ceremony

September 1:   SNPhA Roof Top Party

September 4:   Wear Your College Colors Day/Picnic

September 16:   Leadership Retreat

October 9-12:   Midterms

October 13:   Fall Break

November 20-24:   Thanksgiving Break

December 11-15:   Finals' Week

January 15:   Spring Semester Begins

March 12-16:   Spring Break

April 30-May 4:   Finals' Week

May 5:   Class of 2018 Hooding Ceremony

May 6:   Class of 2018 Commencement

Dates are subject to change

STUDENT RESPONSIBILITIES

ACCEPTANCE AND SUCCESSFUL MATRICULATION IN THE PROFESSIONAL PROGRAM IN PHARMACY REQUIRES A SIGNIFICANT COMMITMENT OF TIME, ENERGY, AND COGNITIVE RESOURCES BY THE STUDENT TOWARDS THE CURRICULAR, CO-CURRICULAR, AND EXTRA-CURRICULAR EXPECTATIONS OF THE PHARMACY PROGRAM.

POLICES, POLICIES, REQUIREMENTS & CERTIFICATIONS

Active Engagement

Students enrolled within the School of Pharmacy should expect to be actively engaged with on-campus curricular requirements from 8am - 5pm as a result of classroom, laboratory coursework, and team/group based assignments with additional requirements possible. Additional time may be required to complete the experiential portion of the program (early and advanced practice experiences) and for out of class assessment. Students need to provide the appropriate time necessary outside of scheduled academic meeting times to prepare for on-campus and off-campus curricular responsibilities. School-wide convocations that are announced by the Dean's office are also required. Documentation of active engagement through an ePortfolio is also a programmatic requirement for all UCSOP students.

ADA/504 -Americans with Disabilities Compliance Policy

The University of Charleston employs a Director for the Academic Success Center who works with students and faculty to assure provision of reasonable academic accommodations for students with documented disabilities. Students are viewed as partners in the accommodation process and are responsible for maintaining contact with the Learning Support Specialist about his or her needs and the success of the arrangements made to accommodate those needs. The goal of all parties is to assist each student to achieve his or her full academic potential.

It is the policy of the University of Charleston to provide reasonable accommodations for qualified individuals with documented disabilities. The University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as regards to affording equal educational opportunity. It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations. This is in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

For more information regarding accommodations, please visit the Academic Success Center located on the third floor of the library.

Allison Grassie (Campus Disability Coordinator)
Director, Academic Success Center
University of Charleston
302 Schoenbaum Library - Clay Tower Building
304.347.6983
allisongrassie@ucwv.edu

Calculator Policy

Pharmaceutical calculations are an important part of the pharmacists' training. It is imperative that those who wish to enter the profession have the mathematical knowledge necessary to appro-

priately dose, compound and monitor drug therapy. While today's technology provides many tools for ensuring appropriate drug use and outcomes, it is important that the pharmacy graduate understand the mathematical basis behind these technologies to appropriately use, analyze, and apply the information provided by these technological advances.

To assist the graduate in gaining a solid foundation, the School of Pharmacy has instituted a calculator policy for quizzes and exams that is limited to the approved calculators for UCSOP; the TI-30Xa Scientific Calculator or the ExamSoft™ integrated calculator. Students may purchase the TI-30Xa calculator at a retail outlet of their choice.

When delivering assessments using ExamSoft™ only the integrated calculator can be used. If a student is observed using a device other than the approved device for an assessment, it will constitute a violation of the UCSOP Code of Conduct. Students are also subject to academic assessment by the individual faculty member which may result in a zero for the quiz or examination as well as forwarding to the Assistant/Associate Dean for Professional and Student Affaris for additional consideration of possible sanctions.

Classroom Technology Policy

The use of any communication, storage, or recording devices (e.g. cell phones, smart watches) are prohibited during assessments or quizzes. Those who are found in possession of any of these devices during an assessment or a quiz will receive a grade of 'zero' on that assessment or quiz, and they will be reported to the Assistant/Associate Dean for Professional and Student Affairs for consideration of disciplinary action.

The unauthorized and/or distracting use of electronic devices will not be tolerated in any learning environment (e.g. classroom, service learning site, experiential site). Electronic devices include, but are not limited to: computers, cell phones, smart watches and other smart devices, iPods/iPads, and MP3 players. Examples of unauthorized use include: messaging, inappropriate internet browsing/ surfing, playing games, talking on cell phones, emailing. A student who engages in distracting or unauthorized use of electronic equipment in class is considered to be in violation of the Honor Code (see appendix S) and will be dismissed from the classroom, and will be reported to the Assistant/Associate Dean for Professional and Student Affairs for consideration of disciplinary action.

Certifications Policy

Upon acceptance to the School of Pharmacy, students are expected to participate in and maintain current certification in CPR, HIPAA training, and Blood Borne Pathogen certification. Periodic re-certifications are required and associated costs associated with recertification are the responsibility of the student.

CPR/AED

Students must hold valid certification in Basic Life-Support Cardiopulmonary Resuscitation (BLS-CPR) for Health Care Providers Certification and have a copy of the certifications on file in the Office of Professional and Student Affairs and within each student's portfolio. Effective dates must be current throughout the entire fourth professional year.

BLS-CPR courses must be approved by the DHHR, Bureau of Medical Services, for Provider Training. BLS-CPR Courses are accepted from the following approved providers:

- American Heart Association (BLS for Health Care Providers Course)

- American Red Cross (BLS for Health Care Providers Course)

- American Health & Safety Institute

- American CPR

- Emergency Care and Safety Institute

- National Safety Council

Students have the option to take a full live course or a blended course. A blended course must include a hands-on, live skills session with an authorized instructor and an in-person skills test with an authorized instructor. Only the lecture portion may be completed online. It is the student's responsibility to arrange for this certification.

HIPAA Training

Prior to matriculation at the start of the P1 year, students are required to complete an online HIPAA training certification. Documentation of successful completion of the training course is kept on file in the Office of Professional and Student Affairs and within each student's portfolio.

Blood Borne Pathogen Certification

Each year, students are required to renew their Blood Borne Pathogen Certification. This certification process is completed through specific course offerings. Verification of the annual certification is to be kept within each student's portfolio.

Confidentiality of Student Records

University of Charleston School of Pharmacy's (UCSOP's) policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Also known as the Buckley Amendment, FERPA was passed by Congress in 1974. It grants four specific rights to a postsecondary student:

- To see the information that the institution is keeping on the student.

- To seek amendment to those records and in certain cases append a statement to the record.

- To consent to disclosure of his/her records.

- To file a complaint with the FERPA Office in Washington DC.

FERPA applies to all educational agencies or institutions (including UC) that receive funds under any program administered by the Secretary of Education. FERPA governs what may be released but does not require that any information be released.

FERPA ensures the privacy of student records (other than directory information). Student records including information about registration, grades, financial aid and billing are considered confidential and may not be released without written consent of the student.

With respect to student matriculation in the School of Pharmacy the location, custody, and types of educational records are provided below.

Office of Professional and Student Affairs

Records maintained by the Office of Professional and Student Affairs include:

- Cumulative files containing academic information are maintained by faculty advisors concerning their advisees

- Application for admission and supporting documents

- Directory Information and other personal data

- Medical records

- Career placement records

- On-Campus housing information (in conjunction with the Office of Residential Life)

- Disciplinary records

- Attendance data

Pharmacy School Dean's Office

May include reports, records in original or copy form, comparable with those held by the Office of Professional and Student Affairs

- Academic progress reports

- Evaluations and related actions

- Correspondences, etc.

If you wish to allow anyone other than you (the student) to access this information you must complete a release form through the UCSOP Office of Professional and Student Affairs.

Criminal Background Check Policy

The School of Pharmacy requires criminal background checks on its students prior to admission. An additional background check may be required to be completed in advance of reporting to assigned experiential assignments during the P1-P3 years. Students will be required to submit an updated background check by the stated deadline, prior to the start of the P4 experiential rotations. Admission to the School of Pharmacy is conditional pending the results of the background check and failure to complete this prior to August 1 of the enrolling year will delay entry into the program. Failure after admission to comply with required criminal background checks will delay progression or render a student unable to complete the professional degree program. The results of the criminal background check will be shared with experiential sites as requested and it is under the purview of the site to refuse to admit a student to train at their facility. In these instances the student's graduation may be delayed.

The company that University of Charleston School of Pharmacy uses for the completion of the criminal background check is Certiphi. Students are responsible for the costs of the criminal background check and are required to follow the established procedures for requesting a criminal background check.

Student Reimbursement Policy

University of Charleston School of Pharmacy students are eligible for reimbursement funds for attendance at one local, state, regional or national conference each academic year (July 1-June

30). Conferences must relate to the profession of pharmacy or advancing your role as a public health advocate.

This benefit is provided to assist in the co-curricular and professional development of student pharmacists. Funding is based solely on availability of funds and is awarded based on perceived benefit to the school. All students receiving funding must be in good academic and professional standing.

Reimbursement is tiered based on conference location and no student may receive more than $200 per academic year for conference travel and expenses nor receive reimbursement for more than one conference per academic year. Approval must be given by the Assistant Dean for Professional and Student Affairs prior to conference registration.

The following can be reimbursed up to $100 if the conference site/location is less than 30 miles from the University of Charleston campus in Charleston, WV:

- Parking fees

- Conference registration

The following can be reimbursed up to $150 if the conference site/location is 30-100 miles from campus:

- Parking fees

- Conference registration

- Overnight lodging

The following can be reimbursed up to $175 if the conference site/location is greater than 100 miles but less than 200 miles from campus:

- Parking fees

- Conference registration

- Overnight lodging

The following costs can be reimbursed up to $200 if the conference/site location is greater than 200 miles from campus:

- Airplane, bus, or train tickets

- Local transportation while at the conference (bus, metro, taxi)

- Parking fees

- Conference registration

- Overnight lodging

If a student is presenting at a conference, they may request an additional reimbursement up to $50 to cover the cost of printing a poster or presentation materials.

Process:

1. Submit a funding approval form three weeks prior to the event. Funding approval forms are available through the Student Resource page via WebAdvisor. The student MUST indicate how he/she will share information obtained at the conference with fellow students upon return to campus (poster presentation, convocation, workshop, etc.). If a student presents a session or poster, he/she must be willing to share the poster and/or presentation during the University's Academic Showcase in the spring or during an UCSOP research symposium event.

2. Any travel commitments or fees incurred by the student are not a guarantee of funding. If commitments are made prior to approval of UC-SOP funding, the student recognizes he/she is solely responsible for those costs.

3. Within two weeks of the last day of the conference, students are required to submit ORIGINAL receipts along with the reimbursement form (can be found on the resources page) to the OPSA.

Remember: Food and gas receipts will not be eligible for reimbursement.

DRUG/ALCOHOL POLICY

University of Charleston School of Pharmacy seeks to provide a professional environment that is safe and drug-free for our students, residents, faculty, and staff. The awareness and understanding of the following Drug/Alcohol Policy is important for every member of the School of Pharmacy to ensure that individuals who may require assistance for the inappropriate or dangerous use of substances which may obstruct the ability to provide high quality health care are identified and able to receive appropriate and professional assistance. The following guidelines are in effect for existing and future students and resident members of the School of Pharmacy. The University of Charleston has an alcohol and drug use policy for employees. The School of Pharmacy supports the use of this policy for pharmacy students who are participating in ongoing University-scheduled and approved events. The School of Pharmacy Drug/Alcohol Policy as stated within this document does not apply to the responsible consumption of alcohol at University sponsored activities/events.

The School of Pharmacy explicitly prohibits:

- The use, possession, solicitation, or sale of narcotics or other illegal drugs, alcohol, or prescription medication without a prescription on University premises and/or while performing or representing the School of Pharmacy in an official capacity.

- Being impaired or under the influence of legal or illegal drugs or alcohol while on University premises and/or while representing the School of Pharmacy in an official capacity. Particularly if such impairment or influence of drugs or alcohol affects work performance, the safety of others, or puts at risk the School's reputation.

- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the University premises, if such activity or involvement adversely affects the academic or work performance, the safety of the University members or others, or puts at risk the School's reputation. The presence of any detectable amount of prohibited substances in the students or residents system while at work, while on University premises, or while performing or representing the School of Pharmacy in an official capacity. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription written and official instructions.

The School has the authority to conduct drug testing for the following circumstances:

UNANNOUNCED DRUG TESTING: School of Pharmacy students or residents may be required to complete a drug test at a predetermined interval provided by the School of Pharmacy in the event that impairment or dangerous behavior or conduct due to the use of legal or illegal drugs or alcohol is suspected.

REQUIRED TESTING: The School of Pharmacy must certify to experiential sites that our students/residents are negative for certain drugs and alcohol prior to being placed in those rotations. Certain experiential sites may also require random drug tests of students/residents while they are assigned to a particular location. School of Pharmacy students/residents must comply with the request for the completion of the drug test prior to placement or during placement at an experiential site. In the event that an experiential site's requirements for a drug/alcohol test are different than the School of Pharmacy's policies, the more stringent requirements are to be followed. If a student/resident is tested for drugs or alcohol outside of the school context and the results indicate a violation of this policy, the student/resident may be subject to appropriate disciplinary action. In such a case, the student/resident will be given an opportunity to explain the circumstances prior to any final action becoming effective.

FOR CAUSE TESTING: The School may ask a member of the School to submit to a drug test at any time it feels that the School of Pharmacy member appears to be impaired for unknown reasons, under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the person or in the general vicinity, unusual conduct on the member's part that suggests impairment or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

POST-ACCIDENT TESTING: Any student/ resident involved in an on-the-premise accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug and/or alcohol test. "Involved in an on-the-job accident or injury" means not only the one who was injured, but also any person who potentially contributed to the accident or injury event in any way.

All costs associated with drug testing are the responsibility of the duly enrolled student/resident. The notification, type of test, company, location, and required date and time to complete the drug test will be provided to the student/resident in writing.

Please Note: Possession or consumption of alcoholic beverages is expected to conform to the laws of West Virginia. Specifically, the University prohibits: the provision of alcoholic beverages to underage persons; public drunkenness; and possession of alcoholic beverages in open containers in University buildings and on University grounds except in areas where there are ongoing University-scheduled and approved events. Drugs—The manufacture, distribution, dispensation, possession or use of any illegal drug—as well as the illegal use of any legal drug—on University property or at any University-sponsored activity is prohibited. Additionally, employees are required to notify the Director of University Safety & Security in writing within five calendar days of any conviction for violation of a criminal drug statute whether the violation occurs on or off campus.

Employees are encouraged to report to the Director of University Safety & Security any suspected or observed violation of the alcohol and drug use policy by employees, students or visitors. Violations of the policy by faculty members may result in disciplinary action up to and including dismissal from the University.

HEALTH CLEARANCE & INSURANCE POLICIES

Health Clearance

A general health clearance for entering pharmacy students is required. The health clearance consists of official documentation of completion of a physical examination by a qualified health care practitioner. Official documentation from a physician's office denoting completion of a physical exam (dated January of year of enrollment or later) must be provided by August 1 of the year of enrollment. Please note that future updates and additional health clearances may be required on an annual basis. Information regarding future updates and/or requirements and their deadlines will be disseminated to students in a timely fashion.

Health Insurance Policy

Students enrolled in the School of Pharmacy are required to have and demonstrate proof of health insurance. Students will not be permitted to begin the professional program without this documentation. A copy of the student's health insurance card (or an official letter on company letterhead) that provides the student's name, identifying information, the company's name and contact information (insurer), and date of coverage is sufficient. Please note that annual proof of health insurance coverage is required and students are responsible for all costs associated with obtaining their own health insurance. After matriculation, documentation of any changes in health insurance coverage is to be submitted to the Office of Professional and Student Affairs within 48 hours of the change in coverage.

Immunization Policy

Students admitted to the School of Pharmacy are required to have updated immunization records. Students will not be permitted to begin the professional program without providing documentation of completion of required immunization to the Office of Professional and Student Affairs by August 1st of the year of enrollment. Students are required to show proof of immunity (titers) or vaccination records and incur all costs for the following immunizations:

- MMR (Measles/Mumps/Rubella) – complete series

- PPD (Tuberculosis) – required annually. (TB Skin Test or IGRA)

- Diphtheria/Tetanus/Pertussis – complete series

- Tdap Booster

- Hepatitis B (3 shot series; at least documentation of 2 shots is required by August 1 of the year of enrollment)

- Flu Shot (Strongly Suggested) – Some IPPE or APPE sites may require documentation of an annual flu shot.

- Varicella (Chickenpox) vaccine - Documentation of the age-appropriate vaccination (either the dates of the two dose shot or the results of

laboratory confirmation of immunity) or Laboratory confirmation after natural infection

- Meningococcal (required only if living on campus)

Special notes regarding immunizations:

- Future updates and additional immunizations may be required on an annual basis in order to assign students to experiential rotations. Information regarding future updates and/or requirements and their deadlines will be disseminated to students in a timely fashion by the Office of Experiential Education.

- Students with chronic diseases, such as cardiovascular disease or diabetes mellitus are strongly encouraged to consider obtaining pneumococcal vaccination.

- Students should keep their own copy of their immunization records, health insurance, and health clearance in their possession while enrolled in the School of Pharmacy at the University of Charleston. Students may be required to provide copies of these documents to preceptors (health care practitioners) when they are assigned to off-campus clinical training requirements.

- Female students are advised that pregnancy (see Appendix N) is a contraindication to administration of certain vaccinations and should consult their physician for specific and additional information regarding vaccine administration.

Recommended Immunization Schedule

Hepatitis B

Students are strongly encouraged to complete the three shot series in advance of starting the professional program; however completion of 2 of the 3 shots is acceptable if completed by August 1 of the year of enrollment with the 3rd shot completed by the conclusion of the spring semester of their first year. If you have been previously immunized for Hepatitis B, an official report of an acceptable titer level can be submitted.

Measles, Mumps, Rubella

This immunization is typically included in most childhood immunization schedules. An official report indicating the date of immunization can be submitted.

PPD

Tuberculosis (Annual Requirement)

Results of the TB skin test must be read by an appropriately qualified individual 48-72 hours after placement. If the test is positive, a chest x-ray and documented release from a physician or other qualified healthcare provider is required initially (clearance thereafter will be determined on an individualized basis by the treating physician; documentation will be required annually).

People who were previously vaccinated with BCG may receive a TB skin test to test for TB infection. Vaccination with BCG may cause a false positive reaction to a TB skin test. A positive reaction to a TB skin test may be due to the BCG vaccine itself or due to infection with the TB bacteria. TB blood tests (IGRAs), are the preferred method of TB testing for people who have received the BCG vaccination.

Diphtheria/Tetanus/Pertussis

This immunization is typically included in most childhood immunization schedules; an official report indicating the date of immunization can be submitted.

Special note: Students using on-campus housing may be required to get additional immunizations and should refer to the University of Charleston Student Handbook section on on-campus housing for additional information.

International Travel & Exposure to Outbreaks

Students should be aware that in cases of International or domestic travel that may result in exposure to infectious diseases, which could threaten public health, a period of quarantine or additional medical tests needed for health clearance may be required. Any costs related to medical treatment required as a result of exposure to an outbreak or public health threat will be the responsibility of the pharmacy student. Students are responsibility for understanding the possibility of exposure to such risks and understand that incidents of exposure to health threats could also result in a delay in starting a rotation and therefore, delay time to graduation. When traveling within the U.S. or abroad, students are encouraged to visit: www.cdc.gov for advice on taking necessary precautions.

Technical Standards for Student Pharmacists

Within the role of a student pharmacist, an individual will face a variety of physical, behavioral and emotional requirements. Potential students to the School of Pharmacy must review the Technical Standards to determine their ability and compatibility with the physical requirements for a pharmacist. The complete list of Technical Standards is in Appendix A.

Professional Liability Insurance Policy

Students enrolled in the School of Pharmacy have professional liability coverage provided by the University for those activities that are a direct result of student learning, such as participating in experiential learning. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of School of Pharmacy course work. Unless purchased by the student, students do not have professional liability coverage for work related (non-School coordinated) activities. The School of Pharmacy strongly encourages students to purchase professional liability/malpractice insurance at a nominal cost from providers such as Pharmacists Mutual Insurance (www.phmic.com) or Healthcare Providers Service Organization (http://www.hpso.com/). For additional information, contact the American Pharmacists Association (APhA) at www.aphanet.org or the American Society of Health-System Pharmacists (ASHP) at www.ashp.org.

3

STUDENT CONDUCT

The School of Pharmacy at the University of Charleston is committed to supporting the intrinsic value of each human being and maintaining the professional value system of pharmacy. This requires participation, engagement and commitment of every member of the School of Pharmacy community. The School of Pharmacy strives to effectively promote activities, behaviors, and actions consistent with the embodiment of personal and professional responsibility and accountability.

Choosing to join this community either as a student, faculty, staff, or administrator obligates one to act in a manner that is consistent with these values and commitments. Joining and being recognized as a member of the School of Pharmacy community requires demonstration of the acceptance of these commitments and agreement to strive for their achievement. As a result, each student must adhere to the University of Charleston's Code of Conduct. This code can be found on page 112 in the University of Charleston Student Handbook available at: http://www.ucwv.edu/UC-Life/Student-Resources/UC-Student-Handbook/. In addition, all students must adhere to the School of Pharmacy Code of Conduct in all interactions both off and on campus. Each student is responsible for the maintenance of his/her own integrity, and is likewise responsible for reporting possible violation of the Code by others. Additionally, faculty and staff members must take all reasonable steps to prevent violations of the Codes of Conduct, and each faculty/staff member is responsible for reporting possible violations.

1. The School of Pharmacy Code of Conduct at minimum embodies the following:

2. Respect and promotion of the dignity of all persons

3. Acting with professional and personal integrity

4. Respecting the policies of the School of Pharmacy and the University of Charleston

5. Supporting the personal, professional and academic growth and development of the members of the School of Pharmacy community

Obligations and Expectations of Pharmacy Students

The School of Pharmacy Code of Conduct (Code) is designed to provide ALL students an environment that embraces the professional value system and is conducive to professional and personal growth and development. Enrollment in this program obligates the student to performance and behavior both on and off campus, that is characteristic of a professional. Each student is required to know and understand all published policies, rules, and regulations governing student behavior and expectations (including updates), and they will be held responsible for compliance. Students are also expected to know and obey all federal, state, and local laws. Any student who violates these laws may be subject to disciplinary action by the School of Pharmacy or University of Charleston, regardless of any action taken by federal and/or civil authorities.

UCSOP Students are also expected to abide by all University Policies.

For more information view the University of Charleston 2017-2018 Student Handbook –http://www.ucwv.edu/UC-Life/Student-Resources/UC-Student-Handbook/

Non-Discrimination & Title IX Policy – http://www.ucwv.edu/uploadedFiles/UCWV/Content/UC_Life/Student_Resources/Title_IX/Title-IX-Policy-Sexual-Discrimination-Sexual-Harassment-and-Sexual-Assault-or-Violence.pdf.

Personal Conduct

Personal conduct covered under this Code includes that within the School of Pharmacy and/or on University property, at assigned experiential assignments, at School and/or University sponsored events/activities, at curricular and co-curricular activities. The School of Pharmacy may subject disciplinary oversight and jurisdiction at the above locations and beyond when personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the School of Pharmacy and those of a future pharmacist. Any action that comes to the attention of the School of Pharmacy that is a violation of civil and/or criminal law will be forwarded to the appropriate non-university entity for review. In these instances, the School of Pharmacy has the authority and obligation to independently review and discipline (if applicable) the merit of the charges irrespective of the actions and/or outcome of the non-university entity.

Professional Conduct

The School of Pharmacy at the University of Charleston embraces the professional value system in the governing documents of the profession of pharmacy. These documents are the foundation of the practice of pharmacy and serve as a guide to the expectations of the profession for faculty, staff, and students. Several of these documents are found in Appendices G – I.

Online Conduct

Online communication represents a valuable and popular form of communication and interaction between students, faculty and staff through the use of social media, YouTube and other venues. However, please remember that content posted online does not necessarily remain private and

can impact others within the community. This includes captions, photos, status updates, and personal contact information. When communicating online, please consider the information posted and what effect it could have if it was made public. Do not assume that because you have privacy settings on your social media accounts, that information you post cannot be publicly obtained. Student pharmacists are expected to behave in a professional manner when interacting via social media (Facebook, Twitter, LinkedIn, etc.). Additionally, as a student pharmacist, it is essential to ensure the information posted online does not infringe on FERPA or HIPAA regulations, university or school of pharmacy polices, and/or state or federal laws. While the Administration of UCSOP does not actively monitor online communication, any inappropriate content that is brought to the administration's attention will be dealt with according to the policies in the student handbook.

Professional Attire Policy

The creation and maintenance of a professional environment is the responsibility of ALL members of the School of Pharmacy community. As a part of this professional environment, the School of Pharmacy has expectations for professional attire for all members of our community. This policy is described in Appendix F. During classes, lab, co-curricular activities/events, experiential rotations, etc. the professional attire requirement is in effect unless otherwise indicated (e.g., social events, approved School of Pharmacy Dress Down Days, etc).

Electronic Devices Policy

The use of any communication, storage, or recording devices (e.g. cell phones, smart watches) are prohibited during assessments or quizzes. Those who are found in possession of any of these devices during an assessment or a quiz will receive a grade of 'zero' on that assessment or quiz, and they will be reported to the Assistant/Associate Dean for Professional and Student Affairs for consideration of disciplinary action.

The unauthorized and/or distracting use of electronic devices will not be tolerated in any learning environment (e.g. classroom, service learning site, experiential site). Electronic devices include, but are not limited to: computers, cell phones, smart watches and other smart devices, iPods/iPads, and MP3 players. Examples of unauthorized use include: messaging, inappropriate internet browsing/ surfing, playing games, talking on cell phones, emailing. A student who engages in distracting or unauthorized use of electronic equipment in class is considered to be in violation of the Honor Code (see appendix S) and will be dismissed from the classroom, and will be reported to the Assistant/Associate Dean for Professional and Student Affairs for consideration of disciplinary action.

Academic Honesty Policy

Students in the School of Pharmacy are expected to be honest in their learning and presentation of information to faculty members and their peers. These expectations apply to all written and/or oral examinations, assignments, presentations, etc. Knowledge or information that is presented to classmates or the faculty should contain original and accurate information obtained by evaluating, interpreting, and summarizing already researched and identified information. Any ideas or work that was not conceived by the

student must be appropriately referenced. Failure to do so constitutes a breach of the University Code of Conduct, the School of Pharmacy Student Handbook, and is absolutely unacceptable of a student who wishes to become a licensed and practicing pharmacist.

Any breach of academic honesty will not be tolerated. Student(s) who engage in acts of academic misconduct are subject to disciplinary procedures and sanctions by the School of Pharmacy. Academic or academic-related misconduct includes but is not limited to:

1. Unapproved or unauthorized sharing/ collaboration or use of external information during graded assessments (test, quizzes, etc).

2. Plagiarism or representing another's ideas as one's own without giving credit and/or providing the source of the information (see plagiarism policy in Appendix M).

3. Obtaining or gaining access to items which provides an unfair advantage in a graded experience and/or requirement.

4. Assisting a fellow student in committing an act of cheating or dishonesty.

5. Falsely distributing, obtaining, using or receiving previously graded academic materials (e.g., test, cases, etc).

6. Misusing, defacing, or tampering with academic resources, materials.

7. Falsifying or altering academic records.

8. Falsifying or altering clinical reports and/or other patient related notations.

9. Failure to report violations of the academic honesty policy.

Instances of academic dishonesty on a graded activity/assignment (test, quiz, case study, etc.) will first result in a grade of zero for the activity/ assignment. Additionally, a description of the infraction shall be forwarded to the Assistant/ Associate Dean for Professional and Student Affairs for review and to determine if there is sufficient evidence to refer to the Professional Standards and Conduct Council. Suspected violations of the Academic Honesty Policy shall be reported immediately to the class instructor (and/or course coordinator). A preliminary investigation regarding the validity of the charge (accusation) will be conducted by the faculty member and the findings officially communicated in writing to the accused with a copy to the Assistant/Associate Dean for Professional and Student Affairs and the course coordinator. When verification of the accusation is found and the accused does not agree with the findings, the matter will be forwarded to the Assistant/Associate Dean for Professional and Student Affairs. The investigation will proceed with the findings communicated in writing to the accused. The Assistant/Associate Dean for Professional and Student Affairs will hold a preliminary hearing with the accused and will then investigate to determine whether there is sufficient cause for a hearing of the Professional Standards and Conduct Council.

If a student's behavior is thought to pose a danger to him/herself or others, or could adversely affect other members of the UCSOP community, the Assistant/Associate Dean may impose an interim suspension, removal from class or other arrangements to protect those involved.

A student's withdrawal from the School of Pharmacy does not suspend, terminate or otherwise affect the prerogative of the School to start, resume or continue any disciplinary action or proceedings against a student for actions which occurred prior to the student's withdrawal.

Disciplinary Considerations

University of Charleston School of Pharmacy asserts that students are responsible and have control over their behavior at all times. The School, therefore, may require the withdrawal of students whose influence and behavior are deemed detrimental to the best interests of the School of Pharmacy.

The University Student Handbook lists various behaviors that may precipitate disciplinary action. These behaviors cover all forms of actions and communications (e.g., written or verbal communication, gestures, e-mail, social networking sites, etc). Examples of prohibited behaviors include, but are not limited to:

- lack of respect for other students, professors or staff as demonstrated by comments, tone of voice, social media posts/discussions, or disruptive behavior;

- the deliberate creation on the part of an individual student or a group of students of a hostile environment to an individual student, a group of students or faculty / staff members;

- hateful acts or utterances that are flagrantly abusive and intended to insult, bully, and or stigmatize an individual;

- ridiculing comments, opinions, or ideas of others;

- actions indicating a lack of concern for the welfare or safety of others or conduct which may discredit the University;

- actions or conduct which are intended to intimidate another person because of race, color, religious or national origin, gender, disability, or sexual orientation;

- abuse of property—public or private;

- obscene, lewd, vulgar conduct or public profanity;

- dishonesty about actions, whereabouts, or involvement in actions that violate the Code.

Any pharmacy student who engages in any act of unacceptable behavior, including but not limited to the above and/or following is subject to disciplinary action.

1. Conduct on or off campus or online which reflects poorly on the University of Charleston or the School of Pharmacy.

2. Intentionally and recklessly causing physical harm to others.

3. The use or possession of objects perceived to inflict harm to others.

4. The use of illegal drugs, misuse of controlled substances (as defined by law), and alcohol abuse.

Faculty have the authority to dismiss from the classroom, any students who are in violation of the University or School of Pharmacy Code of Conduct. The faculty member shall report through submission of the Professional Observation Form (POF) individual actions or continued actions of student misconduct to the Assistant/

Associate Dean for Professional and Student Affairs who after review may forward the information to the Professional Standards and Conduct Council for further action as appropriate. The Professional Standards and Conduct Council is further defined within this Handbook.

Disciplinary Actions

The standards and procedures set forth in this document are those the School of Pharmacy normally applies to disciplinary matters. The School reserves the right to take necessary, additional and appropriate action to protect the safety and well-being of the School of Pharmacy faculty, students, staff, administration, the larger campus, community, and the profession of pharmacy. This includes the right to censor, suspend, expel, or request the withdrawal of a student at any time. The authority for adjudication of student disciplinary matters is delegated in two ways:

1. The Professional Standards and Conduct Council is charged with making recommendations to the Dean regarding disciplinary matters and penalties.

2. The Dean of the School of Pharmacy has full authority regarding all academic, academic-related and behavioral disciplinary matters and penalties. The decision of the Dean can be appealed per the process outlined in the Judicial Affairs section.

All members of the UCSOP community are responsible to behave in ways that are consistent with the University's mission, School of Pharmacy's mission, and the Code of Conduct. Infractions brought to the attention of the Assistant/Associate Dean for Professional and Student Affairs will be thoroughly investigated and either de-

cided by the Assistant/Associate Dean or forwarded to the Professional Standards and Conduct Council (PSCC) for further action. The PSCC reviews alleged infractions of the UCSOP Student Code of Conduct, seeks input from the accused and faculty, decides relevancy, and recommend action to the Dean of the School who bears final responsibility and authority for disciplinary action. Under no circumstances shall the PSCC share the recommendations of the committee with the accused. Recommended action may include, but is not limited to, a warning, disciplinary reprimand, suspension of the student from the School of Pharmacy for a specified time, or permanent dismissal from the School of Pharmacy. Students should be aware that infractions that come to the attention of the School of Pharmacy may also be addressed by the University of Charleston Dean of Students if they are deemed violations of the Student Expectations and Accountability as expressed in the University of Charleston Student Handbook.

Disciplinary Procedures

Preliminary Hearing – Where there is evidence that a student is in violation of a School of Pharmacy policy, the student will be given the opportunity to discuss the matter with the Assistant/Associate Dean for Professional and Student Affairs (or his or her designee). Your advisor will also be asked to attend this meeting. If after this discussion and further investigation when it is deemed necessary by the Assistant/Associate Dean, the matter may be referred to the Professional Standards and Conduct Council (PSCC), which is defined in Appendix B.

Preliminary Disposition – Pending resolution of the matter and any permitted appeal, the stu-

dent's status will remain unaltered except in cases where there is reasonable concern for the safety and well-being of other persons or property.

Procedures for Committee Hearings

1. The Chair of the Professional Standards and Conduct Council and.or Assistant/Associate Dean of Professional and Student Affairs will notify the accused in writing as to the charges, time, date, and place of the hearing. The student will be allowed the opportunity to review and respond to any materials or evidence that will be presented at the hearing.

2. All committee proceedings and deliberations shall be at minimum audio recorded.

3. The accused may have an advocate, i.e. faculty advisor, who has been approved by the Assistant/Associate Dean for Professional and Student Affairs, present during the hearing. This advocate must be a member of the UC-SOP community and may not be an attorney or parent/legal guardian. The advocate may act only in an advisory capacity to the student and may not address the Committee. The student is responsible and expected to present and respond to the points of the hearing in his/her own words. Any party to the proceedings may request the privilege of presenting witnesses. Witnesses may be asked questions by the Committee members. All witnesses must be approved by the Assistant/Associate Dean for Professional and Student Affairs at least 24 hours in advance of the hearing. It is the responsibility of the accuser and the accused to contact their witnesses, and request their attendance. The Assistant/Associate Dean for Professional and Student Affairs may

also contact witnesses to appear before the committee.

4. Only Committee members are allowed to be present during the deliberations.

5. All recommendations of the Committee are forwarded to the Dean of the School of Pharmacy. A written decision from the Dean will be provided to the accused within 10 business days of the hearing, a copy will be placed in their student file, and a copy forwarded to the University of Charleston Dean of Students.

6. All disciplinary matters and their outcomes are confidential, except in instances in which allegations are found to be true and are of the nature that they would preclude the licensure of a pharmacist and/or bring harm to patients and their care.

Anonymity Procedures

The School of Pharmacy is committed to a fair and thorough investigation of all allegations. In a situation where a student may feel threatened and/or unsafe in providing information, anonymity to the accuser may be granted. The granting of anonymity is not a right or a given, but in certain instances it may be allowed. The following are instances (not all inclusive) in which the granting of anonymity may be considered:

1. There is reasonable cause to believe that the welfare (physical or emotional) of the witness is in jeopardy.

2. The witness would be subject to intense harassment.

A witness can make a request for anonymity to the Assistant/Associate Dean for Professional and Student Affairs, who will investigate and make a decision. Any statements of an anonymous witness will be given to the accused prior to the hearing. The accused may then challenge the statement and present rebuttal questions/information to be answered by the anonymous person through the Assistant/Associate Dean for Professional and Student Affairs.

Sanctions

In determining sanctions, the following are considered: the accused's present attitude and demeanor; past record (positive and negative); the severity of the damage, injury, harm or disruption done (or the potential for such); the individual's honesty, cooperation, willingness to make amends, and acceptance of responsibility and other factors deemed material. Sanctions, depending on the type, may preclude students from receiving honors, awards, scholarships, and/or other recognition actions by the School of Pharmacy. Sanctions may include a duration of time and may consist of one and/or any of the following:

Reduction and/or Removal of Privileges

The student may not receive usual and customary privileges and benefits normally bestowed to a pharmacy student in good standing.

Denial of Access

The student may be denied access or allowed only restricted access to certain parts of the School of Pharmacy, campus, practice environment, or off-campus location for a stated period of time.

Service/Work Project

The student may be assigned to complete a specified community service or work project as outlined in a community service/work agreement.

Fines and/or Restitution

The student will be required to pay a specified monetary fine within a specified period of time to the School of Pharmacy, other persons, groups or organizations for damages that resulted from violations of Code of Conduct. This sanction will generally be used only when property damage or similar violations are involved.

Disciplinary Reprimand

The student will be warned that his/her conduct is in violation of the Code of Conduct or School of Pharmacy rules and regulations and that further misconduct may be treated more severely.

Disciplinary Probation

The student will receive written notice that their behavior violates the Code of Conduct. They may be barred from participation in all or designated curricular or co-curricular activities and may be subject to other sanctions. They will be notified that any further violations of School of Pharmacy rules and regulations will in all likelihood result in suspension or expulsion.

Suspension

Suspension involves the separation of the student from the School of Pharmacy and all of its

affiliated activities for a set period of time. The student may not participate in any School sponsored activity. Reinstatement requires the approval of the Dean of the School of Pharmacy after any other sanctions or requirements have been met.

Expulsion

Expulsion involves the permanent separation of the student from the School of Pharmacy and all of its affiliated activities.

Revocation of Degree

The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct which may result in a revocation of a degree will be considered by the appropriate academic process within the University.

Other sanctions may be imposed as appropriate to promote a positive learning experience and the student's development. These sanctions may include participation in personal assessment or counseling, attending appropriate workshops or programs, writing reflection papers, etc.

Student Appeal Process for Disciplinary Action

The appeal process is available to any student who disagrees with the decision of the Assistant Dean for Professional and Student Affairs and/or the Dean.

The student must file a written appeal in the Office of Professional and Student Affairs within five (5) business days after learning the decision of the Assistant/Associate Dean or Dean. The Dean will consider all appeals from sanctions issued

by the Assistant/Associate Dean for Professional and Student Affairs, and the Provost will consider

---

The Professional Observation Form
www.ucwv.edu/pharmacy/resources

Any student, staff or faculty member at the University of Charleston School of Pharmacy can submit a Professional Observation Form (or POF) identifying professional (to be commended) or unprofessional behavior. Reported behaviors should be observed directly by the "reporter" (person completing the form) and clearly identify the person who was observed engaging in said behavior. Reporters can request to be anonymous but MUST include their name on the POF in the event that follow-up is required by administration. Forms should be completed and submitted with any pertinent documentation to:
Dr. Susan M. Gardner, Assistant Dean for Professional and Student Affairs at:
susangardner@ucwv.edu.

---

all appeals from sanctions issued by Dean. Pending the response to the appeal, the student's status as a student will remain unaltered and all sanctions will be held in abeyance expect in cases where there are concerns for the emotional or physical welfare of others.

Only the following will be considered grounds for appeal:

1. lapses of procedural due process,

2. absence of sufficient evidence to support the decision, or

3. submission of new evidence.

The terms, severity, and/or outcome of the sanction are not appropriate grounds for an appeal. The appeal must be composed in writing by the accused and must be thorough and complete. The appeal must be strong enough to provide the information necessary without the aid of a personal appearance by the accused.   The highest level of appeal is with the University Provost. The decision of the Provost will be provided within five (5) business days. The decision of the Provost is final.

ACADEMIC STANDARDS

The professional pharmacy curriculum at University of Charleston will entail a competency-based framework, using a student-centered approach to learning, and experiential exposure threaded throughout. The curriculum is designed to provide knowledge, teach models of care management, allow students to demonstrate their understanding, and allow diverse experiential opportunities for practice. Finally, the goal of the academic program is to transition learners from dependent to independent learners as they progress through the curriculum and prepare graduates for a lifetime of continued learning.

Academic Standards:

1. All aspects of the Doctor of Pharmacy program are subject to assessment.

2. All curricular goals must be assessed several times during the program both formatively and summatively. This is most easily achieved when each course instructor(s) constructs an evaluation plan that matches each course objective with multiple assessments.

3. In-class assessment will be the responsibility of the faculty associated with the course and should focus on the evaluation of the student learning as it relates to:

- student reaction to context, instruction, content, resources, processes

- student learning of the knowledge, skills, values, habits of a particular course, sequence of courses or discipline

Assessments should have a constructive purpose, beneficial to the individual being assessed as well as the individual(s) calling for the assessment.

4. The individual being assessed has the right to be informed of:

- what performance is expected

- linkages between performance and instruction

- the purposes of the evaluation

- what aspects of performance will be evaluated

- by whom the evaluations will be performed

- the tools or techniques used for their evaluation

- the criteria used

- to whom the assessment will be reported

- the results of the assessment in a timely manner

5. Formative teaching assessment is integral to students' achievement of learning outcomes and should ensure:

- an appropriate scope and degree of difficulty of the curriculum

- attainability of objectives

- appropriate learning materials and resources

- appropriate faculty expertise regarding the content or subject matter being taught

- consistency between curricular goals, course content, objectives, instructional methodology, and assessment

- the relevancy of material relative to pharmacy/health education

- accessibility, sensitivity, helpfulness, interest, and responsiveness of the instructor

6. Inadequate academic performance, as defined later in this document, may lead to either dismissal or delayed graduation.

7. In order to complete the program, students must satisfactorily achieve all program milestones (e.g., course grades, non-credit requirements and advancement examinations as determined) and meet the minimum degree requirements for graduation identified later in this document.

8. Ultimately, the responsibility for learning must be the learner's.

Special Notes: Formative assessments (e.g., assessment for learning that results in feedback about strengths and areas for improvement) should be an integral part of the teaching and learning process, and summative assessments (e.g., assessments that are used for grades, credentialing, etc.) should be similar in scope and format to the style of the formative assessments.

The faculty at the University of Charleston School of Pharmacy developed outcome competencies (characteristics), referred to as the UC Comps, for graduates with input from the Center for the Advancement of Pharmaceutical Education (CAPE) outcome statements and the Joint Commission of Pharmacy Practitioners (JCPP) consensus

Introductory (IPPE) and Advanced Pharmacy Practice Experiences (APPE) Schedule and Placement

Students will begin participating in their introductory professional practice experiences (IPPE) as early as their first semester of pharmacy school. To meet the IPPE requirements students will be required to visit pre-scheduled experiential sites both during and outside of regularly scheduled class times.

Fourth year (P4) students will begin attending their APPE's in May or June following the end of the 3rd professional year and not all APPE's will be located in the Charleston, West Virginia area. In the event rotations are scheduled outside the geographic area, students are expected to secure their own housing unless otherwise notified. The specific schedule for the 4th year APPE's,

rotation locations and assignments will be set by the Director of Experiential Education no later than March 31st of the 3rd professional year. The School of Pharmacy reserves the right to modify assignments and rotations schedules based upon preceptor and site availability. All experiential courses, Introductory (IPPE) and Advanced Pharmacy Practice Experiences (APPE) will be graded pass-fail.

Transfer Credit Policy

The School of Pharmacy will evaluate the transfer of credit on a case-by-case basis and is subject to approval by the Office of Academic Affairs. Requests for transfer credit must be made in writing at the time of application for admission to the attention of: The Office of Professional and Student Affairs and include the course number, tile, catalog description, and syllabus for each course for which transfer credit is being requested. The request must also include the UC course number and title for the course(s) for which credit is being sought.

All students wishing to transfer to the University of Charleston School of Pharmacy beyond the P1 year must first complete the Advance Transfer Application Process.

Incoming New (P1) Students:

- The following criteria must be met for consideration of course credit transfer into the UC Doctor of Pharmacy program:

- Courses are from an Accreditation Council for Pharmacy Education (ACPE) accredited Doctor of Pharmacy program ONLY

- A course grade of "C" or greater has been earned

- The course(s) being considered are live (not internet or simulated courses as they will NOT be considered)

- The course credit was received within three (3) years of requested transfer

- Students requesting transfer credit may be asked to "test-out" the material at the discretion of the faculty member responsible for the UC course.

Course syllabi are required to determine credit equivalency. Courses approved for transfer are limited to six (6) credit hours total. Transfer credit will appear on UC transcript as such. Transfer grades will not be factored into the UCSOP GPA.

Advance Transfer Students (P2-P4):

The following criteria must be met for consideration of course credit transfer into the UC Doctor of Pharmacy program:

- Courses are from an Accreditation Council for Pharmacy Education (ACPE) accredited Doctor of Pharmacy program ONLY

- A course grade of "C" or greater has been earned and the student has an overall GPA of 3.0 in all pharmacy degree credits

- The course(s) being considered are live (not internet or simulated courses as they will NOT be considered)

- The course credit was received within three (3) years of requested transfer

- Students requesting transfer credit may be asked to "test-out" the material at the discretion of the faculty member responsible for the UC course

Course syllabi are required to determine credit equivalency. Transfer credit will appear on UC transcript as such. Transfer grades will not be factored into the UCSOP GPA.

Advancement Policy

- To progress annually a student will:

- Earn a minimum grade of "C" in each course

- Earn the designation of "Credit" in all IPPE's or APPE's

- Maintain a minimum of 2.30 cumulative annual grade point average for all courses calculated each semester. To determine academic standing, grade point averages are rounded to the second decimal place (or nearest 0.01 point) and only the GPA calculated by the Office of Academic Affairs within the School of Pharmacy will be used for the purposes of annual progression and graduation

- Complete any academic deficiencies (e.g., repeat failed course) if allowed in a manner prescribed by the Academic Standards Committee

- Successful completion of all Top 20 quizzes with a 70% pass rate

- A student must complete all the graduation requirements within 6 years after enrolling in the program

The Associate Dean for Academic Affairs shall review each student's academic record for satisfactory progress through the curriculum. At the end of each academic semester, the Associate Dean for Academic Affairs reviews the academic performance of all students enrolled in the School of Pharmacy and evaluates each stu-

dent's qualifications to progress in the professional program. The Associate Dean for Academic Affairs notifies each student placed on academic probation and furthermore, makes notification of current academic deficiencies to the student and the Academic Standards Committee. Each student that is notified of academic difficulties will meet with the Academic Standards Committee for determination of continuance or dismissal from the School. Failure of the student to appear at their scheduled meeting with Academic Standards may result in temporary or permanent separation from the School of Pharmacy.

Remediation Policy

Within the School of Pharmacy, remediation is defined as the resolution of academic standards deficiencies that occur within a course or courses. Faculty members are not expected to reteach the entire course that the students remediate, but will guide the student to review the failed course in its entirety (not just the sections that the student failed). A student will be allowed to remediate a failed course only within the UCSOP (no online external courses) at the discretion of the Academic Standards Committee (ASC).

Conditions for Remediation

1.   Students can only remediate a failed required didactic or laboratory course of 4 or less credit hours, at the discretion of ASC. This policy does not apply to failed certification courses (for example, certification provided by APhA), experiential courses, or progression examinations.

2.   Cumulative GPA of the student should be a 2.3 or above at the time of meeting with the ASC.

3.   Students should not have failed more than one course in the academic year under ASC consideration.

4.   Students under disciplinary probation imposed by the Dean, as recommended by the PSCC, are not eligible for remediation of a course.

5.   Students should have achieved a score of at least 60% in the failed course.

6.   Students will not be awarded a grade above 'C' for courses that they remediate. (Grades obtained in remediation courses will replace the original grades.)

7.   Students are responsible for paying the tuition, fees, and other expenses associated with remediation.

8.   Students agree to keep all appointments with faculty and meet all deadlines (failure to do so could result in failure of the course).

9.   Failure in this course will count with respect to the student's official transcript, calculation of the cumulative grade point average, and academic standing. Failure of the remediation course will be handled according to the Advancement Policy and the Dismissal Policy in the UCSOP Student Handbook.

10.   Calculation of the student's grade point average for the purposes of academic probation and progression will be done within the Office of Academic Affairs within the School of Pharmacy (please refer to the handbook section on Grade Point Average for specific information).

11.   Students must accept that delivery of the course will be in a self-directed learning manner

with access to faculty, and that the evaluation processes are likely to be different from those of the original course.

12.   The remediation can only be done at the School of Pharmacy during the summer semester.

Remediation Process

1.   ***Didactic and laboratory courses taught within the School of Pharmacy***

Each course coordinator will develop a 'Remediation Plan'. The plan is subject to approval by ADAA prior to implementation. The plan should include at a minimum:

•   All remediation processes should be conducted within the School of Pharmacy. Students will not be allowed to take any remediations offered by external institutions.

•   Identify alternative teaching, learning and assessment processes utilizing technology for course delivery in such a manner as to place the burden for taking the course on the student.

•   The minimum number of assessments for a course will be one (1) examination per credit hour with other assessments (quizzes, assignments, capstones, etc.) as determined by the course coordinator of record. Alternative assessments and mechanisms of assessment should be considered.

•   Course coordinator or teaching faculty shall utilize tools including (but not limited to) ExamSoft analytics to identify the specific topic areas/outcomes that the students did poorly during the regular semester, and ensure that the remediat-

ing students achieved proficiency in those areas/outcomes.

•   Require the student to meet with the course coordinator within ten (10) calendar days of receiving the ASC decision letter to discuss the "Remediation" plan. Course Coordinator must explain the plan, process, etc. so the student knows what is expected, how it will be assessed, etc. in a similar manner to a course syllabi, albeit in an abbreviated manner.

    o   Students allowed to remediate a course failed in the fall semester should meet with the Course Coordinator as instructed with the understanding that the remediation opportunity will not occur until the summer.

•   Be implemented with the student(s) over a 2-8 week (2 weeks per credit hour) period of time during summer and must be completed by the end of the second Summer 5 week in-seat session. Final grades should be submitted within one (1) week of the end of the course. For multiple students the summer session can start and stop at the same time for all students.

•   Students are required to meet with the respective course faculty member(s) in person at least once a week during the remediation period, and each meeting should be at least of 2 hour duration.

•   Include a minimum number of communications to occur between the faculty member and the student and at least one communication per week must be in person. All other communications could be face-to-face, telephone, email, web-chat, threaded discussions, etc and are at the discretion of the Course Coordinator and par-

ticipating faculty. In the event the faculty member of record is not available the communication can take place with the instructor of record designee.

- Prepare a written plan for remediation that includes schedule for meeting and assessments, and have the student accept the plan by signing on the document.

Academic Probation

Academic Probation is the initial official action for a student failing to make satisfactory academic progress. A student will be placed on academic probation for:

1. Failure to earn a "C" grade or better in any course

2. Receipt of "No Credit" for and IPPE or APPE

3. Failure to maintain a cumulative grade point average of 2.30

4. Failure to successfully pass Top 20 exams, medical terminology or other Continuous Professional Development requirements (70% or higher)

Depending on the nature of the academic deficiencies and the overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. The Academic Standards Committee of the School of Pharmacy will review and report to the faculty the disposition of a student placed on academic probation. If a student fails to make satisfactory progress during the period of academic probation, and/or fails to correct academic deficiencies as prescribed by the Academic Standards Committee that student may be subject to academic dismissal from the School of Pharmacy.

Academic Dismissal

Academic Dismissal from the School of Pharmacy may occur if a student:

1. Fails to make satisfactory progress during a period of academic probation

2. Has academic deficiencies that preclude continuation in the prescribed program of study, and may not reasonably be expected to complete the requirements for the degree

3. Is placed on academic probation for two consecutive semesters or placed on academic probation more than twice while in the pharmacy program

4. Earns less than a 2.30 semester GPA during a period of academic probation

Students dismissed from the School of Pharmacy may seek re-entry by applying for re-admission during the normal admissions cycle. The Readmission Policy can be found in the "Other School of Pharmacy Policies" section.

Progression Test Policy

Progression assessments, administered longitudinally or at the end of the year, will be implemented as a requirement beginning the 2017-18 academic year for P1, P2, and P3 students.

During the 2017-18 and 2018-19 academic years, failure of the progression assessment by a P1 or P2 student will result in the student being

placed on academic probation for one semester. P3 students that fail the assessment will be allowed to begin P4 rotations as planned, but will be required to meet with their advisor on campus at least weekly during the "off block" to review their NAPLEX preparation plan. These P4 students will not be considered on academic probation.

P1, P2 and P3 students will be required to pass these assessments to progress beginning 2019-20 academic year.

Failure to progress in Introductory and Advanced Practice Experiences

Experiential education is coordinated by the Director of Experiential Education and outlined in the School of Pharmacy Experiential Handbook. Receipt of a failing grade (no credit) during an IPPE or APPE shall place the student on academic probation, may delay graduation, or be cause for dismissal. Student scores will be monitored.by the Director of Experiential Education. Scores range from 1-5 with 1 being the lowest and 5 being the highest. If the student does not achieve a minimum score of 3 they will be referred to the Associate Dean for Academic Affairs. The ability to progress will be determined by the Academic Standards Committee.

Academic Progression Appeals Process

Any student in the School has the opportunity to appeal to the Dean of the School of Pharmacy a decision made by the Academic Standards Committee. Written confirmation of a student's intent to appeal the decision of the Academic Standards Committee must be received by the Dean within three (3) days of the student's receipt of notification of the committee's decision. The stu-

dent's appeal must be in writing and received no later than 2 days after the submission of the intent to appeal letter. The appeal letter should be succinct and contain the student's rationale for requesting the appeal and justification for an alternative decision.

Academic Policy on enrollment in coursework outside of previously determined terms (Summer School)

The School of Pharmacy curriculum is comprised of 8 semesters (Fall and Spring). With the exception of the P2 IPPE experience and the P4 APPE curriculum, courses are not taught outside these previously determined terms. Coursework outside these terms (summer school) may be considered by the Academic Standards Committee (ASC) as a means to return a student to good academic standing. Such course(s) may be taught at another institution of higher learning and must meet the following requirements:

1. Offered through an accredited program.

2. Must be comparable to the course offered at UCSOP in contact hours, objectives, content and assessment measures.

3. Must be approved by ASC (in consultation with appropriate faculty) prior to enrollment in the course.

When a comparable external course is known to the ASC, they may offer this information within the terms of an academic contract. When such information is not known, the student may research possibilities and appeal to the ASC for consideration of a course meeting the above-described requirements. In either case, if ap-

proved, it will remain the sole responsibility of the student to contact the other institution for enrollment information and to pay any tuition and fees required of the institution. Upon completion of the approved course, the student must make arrangements for official transfer of credit to UCSOP within the time frame outlined by the academic contract. In addition to arranging for an official transcript of the grade/credit earned to be transmitted to the University registrar, the student must provide a copy of this transcript to the School of Pharmacy Office of Academic Affairs.

Graduation Requirements

To graduate, all students will have:

- Earned a passing grade in all coursework

- Maintained a minimum 2.30 grade point average cumulatively for all courses. To determine academic standing, grade point averages are rounded to the second decimal place (or nearest 0.01 point) and only the GPA calculated by the Office of Academic Affairs within the School of Pharmacy will be used for the purposes of annual progression and graduation]

- Successfully completed all co-curricular and non-credit requirements. (e.g., Convocation attendance, PCOA, P4 Journal Club, Top 20 weekly, Medical Terminology and e-Portfolio)

- Good moral character who have been recommended by the School of Pharmacy faculty (as indicated by the successful completion of the School of Pharmacy curriculum)

Classroom/Course Expectations

Grading Policy

For courses offered within the School of Pharmacy the grading policy is:

A = 90 – 100; B = 80 – 89.4; C = 70 – 79.4; F = 69.4 or below

This grading policy is considered a minimum standard for the UCSOP. Therefore, course coordinators and instructors may set requirements higher than this policy but not below. It is important for students to check their course syllabus to determine the grading scale for each course in which they are enrolled.

1. Each course team (instructor of record and other faculty participating in the course) will develop a set of course objectives that include relevant knowledge, skills, values and habits within the discipline(s) associated with the course.

2. Each course is expected to assess general class response and understanding at least once during the course, although frequent, short assessments are preferred.

3. To pass the course, students must earn a "C" or better. Assessments will provide feedback to students regarding strengths and weaknesses in the curricular competencies and suggestions for remediation and additional learning. Assessments shall be returned to the students in a timely fashion in order to maximize learning. Experiential assessments will be explained within the Experiential Handbook. As long as students pass experiential component, they will be allowed to proceed, but feedback from each component assessment will be expected to be used to correct weaknesses and drive further learning.

School of Pharmacy Grade Point Average

The grade point average (GPA) used for the purposes of annual progression, graduation, or Dean's List is calculated by the Office of Academic Affairs within the School of Pharmacy. Cumulative GPAs are calculated by dividing the total grade points earned by the total number of semester credit hours completed. To determine academic standing, grade point averages are rounded to the second decimal place (or nearest 0.01 point).

For students granted the opportunity to repeat a failed course by the Academic Standards Committee, the GPA calculated within the School of Pharmacy may differ slightly from that calculated for an official transcript created by University of Charleston Office of Student Solutions. Repeated courses, albeit taken at the University of Charleston School of Pharmacy or at a pre-approved institution, will be calculated into the School of Pharmacy GPA by replacing the grade of "F" with the earned grade and the corresponding course points. The grade of "F" will still be maintained on the student record but will no longer be used in the calculation of the cumulative GPA.

Students within the School of Pharmacy may retake courses within the professional program in which they have received a grade of "C" at the discretion of the Academic Standards Committee (ASC) or the Dean of the School of Pharmacy. Both the initial course grade and the repeat grade earned by the student would be used to calculate the student's grade point average (GPA). The second course attempt would be designated on the transcript with an "R" to indicate that the course was repeated.

Dean's List

The School of Pharmacy has two (2) Dean's Lists; one per semester and one for the academic year.

- The Semester Dean's List includes the names of pharmacy students who are pursuing the Pharm.D. degree and have attained a semester GPA of 3.50 in their final grades for at least 12 semester hours. Appropriate entries regarding inclusion on the Dean's List are made on the student's permanent academic record.

- The Annual Dean's List includes the names of pharmacy students who are pursuing the Pharm.D. degree and have achieved a semester GPA of 3.50 in 12 or more semester credit hours each semester of the academic year. Appropriate entries regarding inclusion on the Dean's List are made on the student's permanent academic record . Students who are on the Annual Dean's List receive a certificate.

- Students will be acknowledged for the Dean's List via a letter from the Dean as well as posted accordingly. The grade point average (GPA) used for the purposes of the Dean's List is calculated by the Office of Academic Affairs within the School of Pharmacy.

Re-grading Policy

Difficulties with assessment items on examinations should be communicated in writing to the course coordinator after the receipt of grade. Individual students may request in writing to have an assessment re-graded at the instructor's discretion and in the time frame specified within the course syllabus. Requests for re-grading of a question should be supported by appropriate jus-

tification (classroom text book, course materials, primary literature, etc.) and not based upon opinion or supposition. Re-grading requests submitted inappropriately will not be reviewed and re-grading may result in the lowering, increasing, or no change of the score. Students are referred to each course syllabus for specific course guidelines related to regarding of assessments.

Non-Credit Requirements

Students enrolled in the School of Pharmacy must meet certain non-credit requirements to be eligible for annual progression and ultimately graduate from the program. To inculcate the professional responsibility of Continuous Professional Development (CPD) the School of Pharmacy has several non-credit requirements that must be met. They include but are not limited to: Top 20 weekly quizzes throughout the P1-P3 years, Medical Terminology, Journal Club, PCOA and e-Portfolio. Information about these self-study requirements will be provided to the students and can be found on eLearn or PharmAcademic learning management systems.

ePortofolio

An e-Portfolio is a purposeful aggregation of digital items which may include: ideas, evidence, reflections, feedback and other documents which present evidence of a student's learning and/or abilities. An e-Portfolio provides:

- evidence that may be valuable when making application for a job, residency, or continued education.

- a depiction of the student's achievements and growth as they progress through the pharmacy program

- an opportunity for reflection, discussion, formative and summative assessment.

- evidence of personal development (PDP) and documentation of continuing professional development (CPD) and/or achievement of professional competencies.

All pharmacy students are enrolled in a non-credit e-Portfolio course each semester during P1 (PHAR 598/599), P2 (PHAR 698/699), and P3 (PHAR 798/799) years. Working in consultation with their academic advisors students upload a series of required and self-selected documents into an electronic file which upon completion of the pharmacy program provides valuable artifacts/evidence that essentially comprises a professional portfolio for graduates as they enter pharmacy practice. Students upload information, evidence, and refection at the end of each semester. Deadlines are communicated at the beginning of each academic year. Portfolios are graded as Pass (P) or Fail (F) by the student's academic advisor.

During P4 year, pharmacy students are registered for an e-Portfolio course (PHAR 899) worth one credit during either fall or spring semester. The student defends orally his/her portfolio in the semester in which he/she is registered for the e-Portfolio course.

Students must successfully pass all components of the e-Porfolio in order to graduate from the pharmacy program.

PharmD/MBA Program

For those students who wish to lead in health-care environments and have a competitive advantage in terms of technical acumen and mana-

gerial prowess, the University of Charleston offers a dual degree program, which combines the Doctor of Pharmacy (PharmD) and the Masters of Business Administration (M.B.A) course content. Students may apply for admission to this dual degree program in the spring semester of their P1 year, and the MBA course work starts in the fall semester of P2 year (please see the UC Catalog for more details).

Admissions Process & Criteria

Applicants must be a full-time P1 student at UC-SOP with a minimum of a 3.00 cumulative grade point average at the time of application AND at the end of the P1 year. Having a 3.0 grade point average during the first two semesters of the pharmacy program does not guarantee admittance. A minimum of four students is needed to administer a PharmD/MBA cohort and no more than five students will be admitted each year. On successful completion of PharmD and MBA, both degrees will be conferred together at May commencement.

Progression in the PharmD/MBA Program

To remain in good standing in the MBA program, students must maintain a 3.0 GPA in all business coursework. If a student in the joint PharmD/MBA program experiences academic difficulty in the Doctor of Pharmacy program (defined as having a GPA below 2.75 for two consecutive semesters), he/she will be required to meet with the UC-SOP Academic Standards Committee and may be required to withdraw from the MBA program.

If a student chooses to withdraw from the PharmD program but wishes to continue with the MBA program, he/she must first have completed a Bachelor's Degree to receive the Masters in

Business Administration, and the discounted MBA tuition for PharmD students will no longer apply. In addition, some work experience is a requirement of the MBA program. Student pharmacist applicants satisfy this requirement by virtue of their successful completion of the required Introductory Professional Practice Experience (IPPE) and Advanced Professional Practice Experience (APPE) obtained through the PharmD curriculum. Therefore, withdrawing or dismissal from the pharmacy program could result in additional requirements to satisfy the required professional work experience.
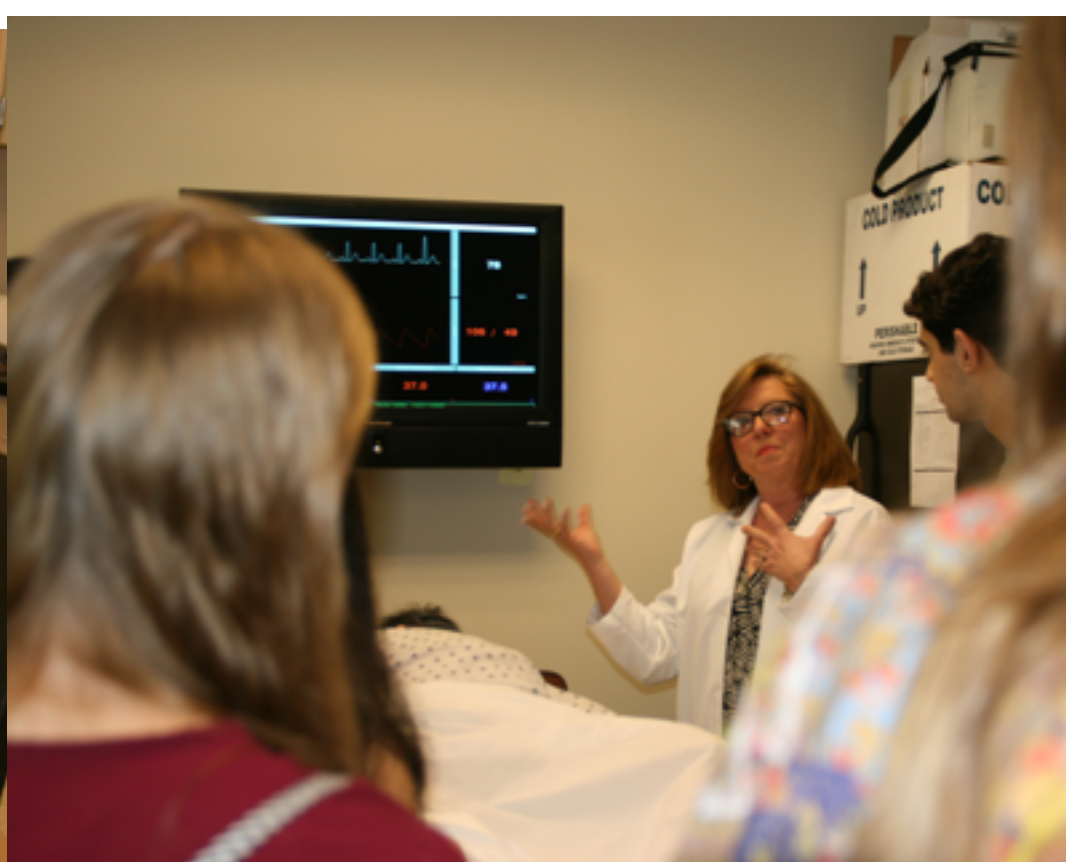
ATTENDANCE & LEAVE POLICIES

Attendance and Absence Policy

The School of Pharmacy expects students to make their academic and professional pursuits their top priority. Prompt attendance and active participation at all regularly scheduled classes, laboratories (including clinics), and examinations are necessary for a student to attain professional excellence.   Students must comply with a faculty member's method of monitoring attendance (class roll, pre-class assessments, etc). Absences and excessive tardiness from class activities may result in academic penalties. Personal situations (ex. illness, death in the immediate fam-

ily, etc.) may require students to occasionally miss a class or required event. Students who have responsibilities for caring for children or dependents are advised to develop back-up child (or person) care plans in the instance of early out and snow days with local schools and municipalities. In these instances of absence, appropriate documentation of the personal situation may be requested. Work is not a valid excuse.for not attending class or meeting required expectations. A student who will not be attending class must inform the course instructor and submit the Online Absence Request to the Assistant/Associate Dean for Professional and Student Affairs in advance of the class or meeting time, unless otherwise instructed in the course syllabus. The form is available at:

https://docs.google.com/forms/d/1QpmVHEXtJg Wte2eo3nbatPzaDoyUFDzf0ZacrtMmdXM/viewfo rm. Students may also access the form in eLearn through the ePortfolio course(s). In extraordinary circumstances, the course instructor (and Assistant/Associate Dean for Professional and Student Affairs) may be notified after the absence occurs. Lack of communication by the student within these guidelines will result in an unexcused absence. In general, excused absences are defined as absences resulting from medical emergencies, sickness, or death in the immediate family. In these instances, student must provide documentation for the absence to the Assistant/Associate Dean for Professional and Student Affairs within 24 hours of return to campus for the class in question. Without documentation, the absence is considered an unexcused absence.   Accumulation of more than two unexcused absences in an academic year may lead to a disciplinary or other action.   Students are expected to make up all work missed due to the

absence (if allowed by the course instructor as indicated in the course syllabus).

The School also views student participation at professional/scientific meetings and on professional field trips to have significant educational and professional development value. The school encourages student participation in these activities and provides a mechanism for students to request professional leave to participate in these types of events. In instance case in which a limited number of students plan to participate in a particular type of activity, classes will not be canceled. Participating students must request permission to be absent from classes using the online Professional Leave form in advance of the anticipated absence. The course coordinators/instructors will consider the course content that will be missed, the present progress of the student in the course, and how the material is to be made up in deciding whether the leave request will be approved. Information related to the Professional Leave process is found on the School's website.

Absences as a result of Religious Holidays Policy

Absences as a result of a major religious holiday will be excused when the student presents the request in advance of the absence to the Assistant/Associate Dean for Professional and Student Affairs at least 10 business days in advance of the absence. The intent and spirit of this policy is to allow students to attend religious ceremonies on the day of the observance. Major religious holidays are considered to be those days that are traditionally celebrated within each of the world's major religions. Retreats, conferences, revivals, or other functions specific to a

denomination or congregation are not eligible for an excused absence within this policy.

Missed Examination and Assignment Policy

Missed examinations or assignments are defined as any missed assessments (components of the course that the student may be graded on) that constitute a portion of the final grade for a course or for the year. The ability to make-up missed work due to an absence is at the discretion of the course coordinator. The following are guidelines regarding missed examinations or assignments:

- Students must submit the on-line Absence Request form as described above.

- Only those absences determined to be excused will provide the student the opportunity to make-up a missed assessment as described in the course syllabus

- When students miss an examination or assignment, it is the student's responsibility to notify the instructor of record for the course or assignment) according to the time limitations indicated in the course syllabus. This notification should occur in advance of the deadline or test date. Consideration will be given for extenuating circumstances that would prohibit advance notification. Where a reason or documentation is not presented, the student will be given a zero for the missed assignment or assessment.

Leave of Absence Policy

Students enrolled in the School of Pharmacy, who are in good academic standing, are eligible to request a Leave of Absence. Leave of Absence allows an approved student the ability to request release for no less than one academic

semester or no more than two academic semesters of curricular and co-curricular responsibility. A Leave of Absence does not negatively impact the student's academic status with the School of Pharmacy but will delay their anticipated date of graduation. Situations in which a Leave of Absence is appropriate, include physical or mental medical emergencies, death of an immediate family member, pregnancy, adoptions, or other situations on a case-by-case basis that preclude the student from meeting the minimum curricular and co-curricular requirements of the program within the semester and/or academic year they are enrolled. Pharmacy student Leave of Absence does not release students from their educational and/or financial obligations to the curricular and co-curricular responsibilities for the professional program in accord with the granting of the Doctor of Pharmacy Degree. A Leave of Absence has a maximum duration or expiration of one academic year (fall, spring semesters) from the date of the granting of a Leave of Absence and must be submitted using the appropriate forms found on the School of Pharmacy website.

Pharmacy students who are requesting a Leave of Absence must adhere to the following steps and guidelines:

1. The student must make an appointment with the Assistant/Associate Dean for Professional and Student Affairs immediately upon the recognition of the need for a Leave of Absence to discuss his/her individual situation and the determination of eligibility of leave.

2. The student must also consult their academic advisor to make them aware of their situation

and their desire to request a Leave of Absence.

3. The student must complete an official Leave of Absence request and submit the form/paperwork to the Assistant/Associate Dean for Professional and Student Affairs. This paperwork must include appropriate documentation. For example, if the student is taking a medical leave, he/she should provide supporting document from his/her physician.

4. Upon receipt of the official Leave of Absence request, the Assistant/Associate Dean for Professional and Student Affairs, working in conjunction with the Associate Dean for Academic Affairs, will review and consider the curricular and co-curricular impact of the granting of a Leave of Absence.

5. The student will receive a communication from the Assistant/Associate Dean for Professional and Student Affairs regarding the status of their petition within 10 business days of receipt of their petition. Once the pharmacy student Leave of Absence has been approved, the applicant must make an appointment with the Assistant/Associate Dean for Professional and Student Affairs and the Director of Financial Aid to discuss how the Leave of Absence affects financial aid eligibility. Additionally, at this time a meeting with any other School of Pharmacy and/or University representatives necessary to facilitate the Leave of Absence will occur (if applicable).

6. During the approved duration of the Leave of Absence, the student is responsible for periodically checking their University issued e-mail account and communicating with the Assistant/Associate Dean for Professional and Student Affairs to keep the School of Pharmacy informed of any changes to contact information and/or any situations that may impact the student's ability and/or readiness to continue with the program at the expiration of the approved Leave of Absence.

7. An approved Leave of Absence has a maximum duration or expiration of one academic year (fall, spring semesters). Any requests for an extension beyond the original expiration date must be made in writing, submitted to the Assistant/Associate Dean for Professional and Student Affairs, and received at least 3 weeks prior to the Leave of Absence expiration date.

8. Students who have been approved for a Leave of Absence must request a meeting with the Academic Standards Committee, three weeks prior to being reinstated in the School of Pharmacy.

9. On the return date from the approved Leave of Absence and prior to returning to any curricular and co-curricular requirements, the student must arrange to meet with the Assistant/Associate Dean for Professional and Student Affairs to provide any paperwork and/or documentation required to support the student's ability to return to normal curricular/co-curricular responsibilities.

Short Term Leave Policy

Students enrolled in the School of Pharmacy who are in good academic standing are eligible to petition for Short Leave. Short Leave allows an appropriately approved student the ability to receive up to 5 days of consecutive leave from curricular or co-curricular activities. Situations in which pharmacy student Short Leave is appropri-

ate include physical or mental medical emergencies, death of an immediate family member, pregnancy (see Appendix N), adoptions, or other situations on a case-by-case basis. Pharmacy student Short Leave does not release students from their obligations to the curricular and co-curricular responsibilities for the professional program. Pharmacy student Short Leave is designed to allow the pharmacy student time for recovery from associated medical interventions, coordinate and/or attend funeral arrangements, etc. prior to returning to curricular and co-curricular requirements. For instances in which greater than 5 days are required, the School of Pharmacy Leave of Absence Policy is available. Students are referred to the Student Handbook for additional information regarding leave policies within the School of Pharmacy.

Pharmacy Students who are petitioning for student leave must adhere to the following steps:

1. Make an appointment with the Assistant/Associate Dean for Professional and Student Affairs immediately upon the recognition of the need for Short Leave to discuss the situation and the determination of the appropriate type of leave.

2. File an official petition for the appropriate type of Pharmacy Student Leave (Short Leave, Leave of Absence, Withdrawal, etc.) with the Assistant/Associate Dean for Professional and Student Affairs. The Short Term Leave Request can be found on the School of Pharmacy website. Documentation (for example, doctor's notes) should be included.

3. Upon receipt of the petition the Assistant/Associate Dean for Professional and Student Affairs, working in conjunction with the Associ-

ate Dean for Academic Affairs, will consult with the faculty and/or responsible agent for each course and/or co-curricular requirement that the student is requesting leave.

4. The student will receive a communication from the Assistant/Associate Dean for Professional and Student Affairs regarding the status of their petition within 5 business days of receipt of their petition. Once the Pharmacy student Short Leave petition has been approved, students are required to contact each faculty course leader to determine how missed course content or co-curricular activities will be made up. All missed course work, evaluations, and course assignments must be completed by the date provided by the course coordinator. Students are expected to self-learn material missed in didactic coursework. When available and feasible, audio-video resources of the missed lectures will be provided to the student.

5. The student is responsible for communicating with the Assistant/Associate Dean for Professional and Student Affairs immediately before and during the Short Leave period to share their status/progress.

6. On the return date from the approved Short Leave and prior to returning to any curricular and co-curricular requirements, the student must arrange to meet with the Assistant/Associate Dean for Professional and Student Affairs to provide any paperwork and/or documentation required to support the student's ability to return to normal curricular/co-curricular functioning.

Please Note: Students who require time away from curricular and co-curricular responsibility

beyond the approved Pharmacy student Short Leave will be referred to the Assistant/Associate Dean for Professional and Student Affairs for review for a Leave of Absence from the School of Pharmacy.

Withdrawal Policy

Successful completion of the Doctor of Pharmacy Degree is based upon meeting specified levels of performance and the maintenance of minimum established standards of personal, professional, and scholarly conduct. The School reserves the right to require withdrawal of a student at any time, deemed necessary to safeguard the standards of orderly operation, scholarship, and conduct.

Requests for Letters of Standing

Students often require letters of standing for associations, organizations, and employment. Letters of good standing can be requested by contacting the Office Manager in the Dean's Office (UCSOP 1st Floor Administrative Suite). Letters will be prepared and mailed within five business days.

In situations where a student is requesting a letter of standing to another institution for purposes of transfer and withdraw from the UCSOP, the student must schedule an Exit Interview with the Assistant/Associate Dean for Professional and Student Affairs. Once the exit interview is completed, the ADPSA will notify the Office Manager and the Dean, and the letter will be prepared and mailed within five business days.

Letters of standing will include information about the student's academic and professional standing with the UCSOP. Under no circumstances, will separate letters (one for academics and one for professionalism) be sent on the student's behalf.

Physical and Psychological Emergencies Policy

A pharmacy student who is reasonably believed to be in an immediate life-threatening danger to themselves or others, due to physical or psychological difficulties, may be required to obtain professional evaluation and treatment. Failure to comply with this requirement can result in contact with their emergency contact (spouse, parent, etc), disciplinary action, or mandatory withdrawal from the University. If the disturbing and/or dangerous behavior is not corrected in a timely and sufficient manner, medical leave may be imposed.

ACADEMIC SUPPORT SERVICES

Standard Referencing Format

Students should submit written materials in accordance with the Standard Referencing Format as required by the instructor for the classes at University of Charleston School of Pharmacy. Examples of commonly used referencing styles are available via the School of Pharmacy library website at http://library.ucwv.edu/pharmacy, under the "citations and tutoring" tab. Some commonly used referencing format include American Medical Association, American Psychological Association, and International Committee of Medical Journal Editors Uniform Requirements for Manuscripts Submitted to Biomedical Journals.

Student Advising

The University of Charleston School of pharmacy has adopted an appreciative advising model. This means that faculty work one-on-one with students to get to know their career goals and aspirations and assist students with developing an individualized curricular and co-curricular plan based on those goals. This plan is part of the e-Porfolio process required of all University of Charleston School of Pharmacy students.

The purpose of the student advising program is to:

- Assist students admitted into the professional program in progressing through the professional curriculum

- Provide the student with a resource to reinforce the requirements, expectations, and standards of the professional program

- Assist the student to identify individual outcomes to guide their involvement in co-

curricular experiences that complement the curriculum and march career aspirations

- Guide the student in meeting the programmatic requirements necessary for student progression and graduation

- Provide the student with a resource regarding the profession of pharmacy and career paths

Expectations of the Student

- Be proactive in communicating with your advisor. Maximizing the value of an advisor as a resource occurs when the student is proactive in seeking guidance or assistance with various issues

- Schedule a meeting with your advisor:

    - during the first two-weeks of the semester to discuss any issues or concerns and develop individual co-curricular outcomes

    - during last two-weeks of the semester to discuss how the semester has gone

- Schedule a meeting with your advisor as soon as possible if you are placed on academic probation

- Seek immediate assistance from your advisor if experiencing academic difficulties or any other issues

- Make and keep appointments to meet with your faculty advisor regarding your academic ability and progress

Expectations of the Faculty

- Meet with each advisee in the first and last two-weeks of each semester, more if a student is experiencing academic difficulties or is on academic probation

- Communicate necessary information and provide updates to advisees on a periodic basis

- Assist the student to develop outcomes related to their co-curricular experiences

- Guide the student in meeting the requirements of the professional curriculum with constructive feedback as well as meeting other programmatic requirements

- Assist advisee with continuing professional and career development

Student Counseling Resources

The University of Charleston Counseling and Outreach Services provides on-site individual and group counseling to assist students with finding strategies to cope that may be of concern such as abuse, substance use/dependence, sleep problems, anxiety, loneliness, depression, relationship/family issues, stress, grief, eating disorders, among others. College life offers unique and rewarding opportunities, as well as new life experiences. Although college is a very positive experience, it can at times be challenging, overwhelming or difficult to manage. You are not alone. The Counseling Center is here to help. The University of Charleston Counseling Center is a safe haven of support. Together, we can work to find ways to improve your life, your experience on campus, and maximize your success at UC and beyond.

Conveniently located on the first floor of the UC School of Pharmacy.

Fall 2017 Hours of Operation

Monday	11:00 a.m. – 8:00 p.m.
Tuesday	8:30 a.m. – 5:00 p.m.
Wednesday	8:30 a.m. – 5:30 p.m.
Thursday	8:00 a.m. – 6:00 p.m.

Call 304-357-4862 or email uccounselor@ucwv.edu for an appointment

Tutoring Resources

The Rho Chi honor society offers a free peer-tutoring program each semester. Members of the honor society tutor pharmacy students in select subject areas. For a copy of the tutoring schedule, please visit the Office of Professional and Student Affairs or contact Ms. Jamie Bero, Director of Student Affairs, jamiebero@ucwv.edu.

In addition to the Rho Chi tutoring program, School of Pharmacy students have access to the University Academic Success Center, which offers a variety of workshops to help students adjust to campus life. Writing support can be requested from the Academic Success Center with the understanding that tutors may not be readily available. For students needing assistance with written assignments, the Academic Success Center can provide access to Smarthinking, an online program which provides feedback and suggestions for improving writing skills. Contact information for the University Academic Success Center is:

Allison Grassie, Director

Academic Success Center

302 Schoenbaum Library – Clay Tower Building

304.347.6983

allisongrassie@ucwv.edu
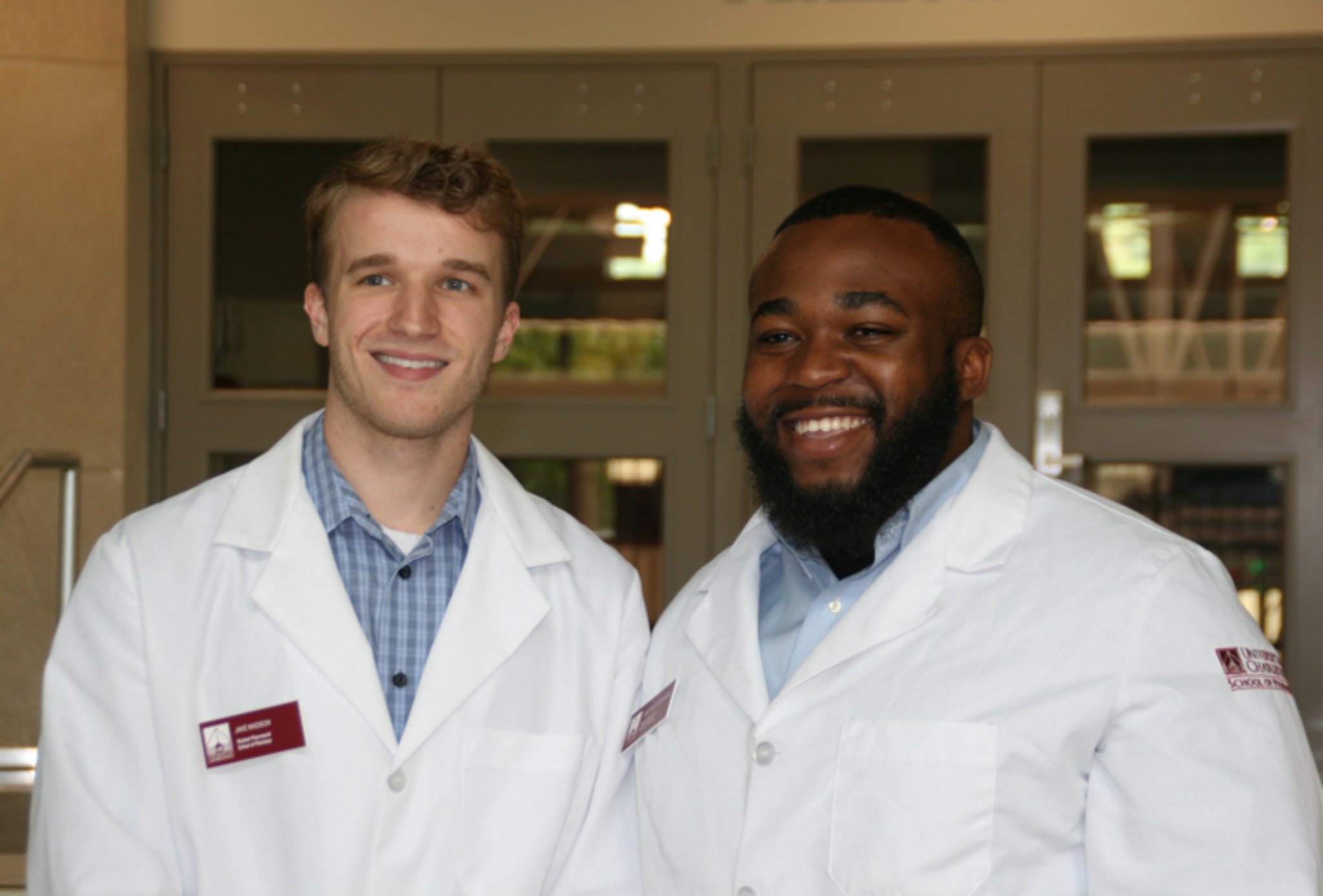
5

CO-CURRICULAR REQUIREMENTS & EXPECTATIONS

Advocacy/Activism/Outreach

University of Charleston School of Pharmacy places a high value on advocacy, activism and outreach. More information will be provided regarding this topic via the School of Pharmacy website (www.ucwv.edu/pharmacy).

Student Governance and Professional Organizations

The School of Pharmacy participates within the student governance process of the University as well as maintaining its own Pharmacy Student Governance Association (PSGA). The PSGA is the overarching governing body for pharmacy student issues and concerns. All students enrolled in the School of Pharmacy in good academic standing are members of the PSGA. Each class within the School of Pharmacy (P1, P2, P3, and P4) also elects officers to represent them and has representation on the PSGA Executive Board. Students are referred to the PSGA constitution and other guiding documents for specific information concerning student involvement and responsibilities of professional organizations, clubs, etc.

Student organizations are important vehicles to increase a student's growth, professional maturity and leadership development. Membership and active participation in professional pharmacy organizations is an expectation of the students enrolled in the program. The School of Pharmacy provides support for pharmacy students to join the West Virginia Rural Health Association and one recognized professional pharmacy organization of their choice that is active and in good standing. Professional organizations provide students the opportunities to develop leadership skills, broaden social and pro-

fessional perspectives, and contribute to the activities and initiatives of the School of Pharmacy. Anticipated outcomes of professional organizations are the sharing of ideas, values, activities, and cultures among faculty, staff and students. Ultimately, active participation in professional organizations benefits the School of Pharmacy, the student, and the profession. Presently, the following nine (9) professional organizations, two (2) leadership/honor societies, and two (2) social fraternities are recognized by the Pharmacy Student Governance Association and have active chapters in the School.

Professional Organizations

American Association of Pharmaceutical Scientists (AAPS)

Advisor: Dr. Aladin Siddig (aladinsiddag@ucwv.edu or x4352)

American College of Clinical Pharmacy (ACCP)

Advisors: Dr. Kristy Lucas (kristylucas@ucwv.edu or x4364) and Dr. Jennifer Dettra (jennifersimon@ucwv.edu or x4850)

American Society of Consultant Pharmacists (ASCP)

Advisors: Dr. Julie Testman (julietestman@ucwv.edu or x4918) and Dr. Karrie Juenglel (karriejuengel@ucwv.edu or x4372)

Student Society of Health-System Pharmacists (SSHP)

Advisors: Mr. David Bowyer (davidboyer@ucwv.edu or x 4893) and Dr. Sarah Embrey (sarahembrey@ucwv.edu or x4351)

American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)

Advisor: Dr. Lindsay Acree (linsdayacree@ucwv.edu or x4379)

Christian Pharmacists Fellowship International (CPFI)

Advisors: Dr. Leah Hall (leahhall@ucwv.edu or x4775) and Dr. Shelley Schliesser (shellyschliesser@ucwv.edu or x4959)

Industry Pharmacists Organization (IPhO)

Advisors: Dr. Aymen Shatnawi (aymenshatnawi@ucwv.edu or x4748) and Dr. Tamer Fandy (tamerfandy@ucwv.edu or x4994)

National Community Pharmacists Association (NCPA)

Advisor: Dr. Jamie Bennett (jamiebennett@ucwv.edu)

Student National Pharmaceutical Association (SNPhA)

Advisors: Ms. Jamie Bero (jamiebero@ucwv.edu or x6685) and Ms. Jane Condee (janecondee@ucwv.edu or x4764)

Leadership and Honor Societies

Rho Chi Honor Society

Advisors: Dr. Michaela Leffler (michaelaleffler@ucwv.edu or x4385) and Dr. Rebecca Linger (rebeccalinger@ucwv.edu or x4998)

Phi Lambda Sigma

Advisor: Dr. Kristy Lucas (kristylucas@ucwv.edu or x4364)

Social Fraternities

Lambda Kappa Sigma

Advisors: Dr. Sarah Embrey (sarahembrey@ucwv.edu or x4351) and Dr. Michelle Knight (michelleknight@ucwv.edu or x0028)

Phi Delta Chi

Advisors: Mr. Ron Ramirez (ronaldoramirez@ucwv.edu or x4394) and Dr. Alice Gahbauer (alicegahbauer@ucwv.edu or x4372)

Pharmacy Student Governance

Pharmacy Student Governance Association (PSGA)

Advisors: Ms. Jamie Bero (jamiebero@ucwv.edu or x6685) and Dr. Susan Gardner (susangardner@ucwv.edu or x 4879)

Class Governance

Class of 2018

Advisors: Dr. Stephen Cook (stephencook@ucwv.edu or x4347) and Mr. Ron Ramirez (ronaldoramirez@ucwv.edu or x4394)

Class of 2019

Advisors: Dr. Rebecca Linger (rebeccalinger@ucwv.edu or x4998) and Dr. Michaela Leffler (michaelaleffler@ucwv.edu or x4385)

Class of 2020

Advisors: Dr. Alice Gaubauer (alicegahbauer@ucwv.edu or x4372) and Dr. Gannett Monk (gannettmonk@ucwv.edu or x4353)

Class of 2021

Advisors: Dr. Tamer Fandy (tamerfandy@ucwv.edu or x4994) and Mrs. Barbara Doak (barbarasmith@ucwv.edu or x4854)

Pharmacy Fellows

Advisors: Dr. Jessica Robinson (jessicarobinson@ucwv.edu or 304-205-6475). Dr. Stephen Cook (stephencook@ucwv.edu or x4347), and Dr. Rebecca Linger (rebeccalinger@ucwv.edu or x4998)

6

APPENDICES

APPENDIX A: TECHNICAL STANDARDS STANDARDS FOR STUDENT PHARMACISTS

Within the role of a student pharmacist, an individual will face a variety of experiences that require intellectual/emotional and physical ability and skills in the completion of the four year curricular requirements. Students enrolled in the School of Pharmacy must review the following technical standards to determine their ability and compatibility to meet the intellectual/emotional and physical requirements for a student pharmacist.

Physical Requirements

Medium Work: Exerting up to 50 pounds of force occasionally and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

Intellectual/Emotional Requirements

Constant 67% - 100% of workday

- Ability to maintain both a high standard of courtesy and cooperation in dealing with colleagues, patients, and other health care professionals often in a highly charged and/or stressful or emotionally demanding environment

- Adaptability to situations requiring the precise attainment of set limits, tolerances, or standards

- Adaptability to perform a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure within short periods of time.

- Ability to maintain confidentiality of patient information

- Ability to take responsibility for personal actions, and to show emotional and mental stability under stressful conditions in learning and patient care settings.

Physical Activity Requirements

Constant 67% - 100% of workday

- Standing - entering prescriptions and medication orders into a computer system, filling prescriptions, checking prescriptions, and filing orders

- Walking - general activities in the pharmacy or throughout the health care environment/physical plant

- Talking - expressing or exchanging ideas by means of the spoken word to convey detailed or important spoken instructions to colleagues, patients, and healthcare providers

- Hearing - ability to receive detailed information through oral communications with colleagues, patients, and healthcare providers

Frequent 34% - 66% of workday

- Reaching - extending hand(s) and arm(s) to remove medications from shelves

- Stooping - bending body at the waist while retrieving medications from shelves

- Lifting - raising objects from a lower to a higher position or moving objects horizontally from position to position with a weight range of 0-20 pounds

- Fingering and handling - working primarily with the fingers to type and/or fingers and palm to pick up medications, medication bags, prescriptions, IV bags, and bottles and preparing IV admixture materials

Visual Acuity Requirements

Constant 67% - 100% of workday

- Reading prescriptions, medication orders, computer generated labels, over-the-counter medication packaging, labels on products, and other documents

- Work with computers, pneumatic tube system, and automated equipment

APPENDIX B: STANDING COMMITTEES

Academic Standards Committee

The Academic Standards Committee shall be comprised of the following membership:

- The Associate Dean for Academic Affairs (with a vote), who shall serve as permanent secretary of the Subcommittee.

- The Assistant/Associate Dean for Professional and Student Affairs (without a vote).

- Two members of the faculty, one from each academic department, appointed by the Dean.

This committee shall develop policy and make recommendations to the Executive Committee as required in all matters relating to assessing student progress in achieving the educational outcomes as identified by the faculty of the School of Pharmacy. Such activities shall include:

1. At the end of the spring semester each year, assess each student's progress towards accomplishing the outcomes defined and delineated for each year.

2. By May 15 of each year, deliver a summary report on students' outcomes to be presented to the faculty.

3. This Committee shall report its minutes, recommendations and policies to the Executive Committee through the Associate Dean for Academic Affairs.

Academic Affairs Committee

The Academic Affairs Committee shall be responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study, and for the development of recommendations of curricular revision, additions and other alterations to assure optimal student learning and outcomes. To accomplish the work in the several areas of responsibilities, this Committee may be divided into subcommittees under the direction of subcommittee chairs.

The membership of the Academic Affairs Committee shall be composed of:

- The Associate Dean for Academic Affairs of the School (Ex Officio without a vote), who shall serve as the permanent secretary to the Committee. In the event of a tie vote the Associate Dean for Academic Affairs will be given voting rights.

- A representative from Experiential Education, such as Director or Assistant Director of Experiential Education (Ex Officio without a vote).

- Four members of the faculty, two from each academic department who are appointed to this committee by the Dean.

- Two professional pharmacy students nominated by the pharmacy student governance body.

- One practicing pharmacist appointed by the Dean.

Student Affairs Committee

The Student Affairs Committee shall serve as the standing faculty committee to develop policy and to make recommendations pertaining to standards for professional pharmacy student recruitment and for admission to the academic program. This Committee shall also establish and recommend standards for the awarding of professional pharmacy student scholarships, awards and prizes, and shall supervise the giving of such.

To accomplish the work in the several areas of student affairs, this committee may be divided into subcommittees under the direction of subcommittee chairs to consider the natural division of student admissions and the awarding of scholarships and other awards. Faculty from each department shall be equally represented on each subcommittee created.

The Student Affairs Committee shall be composed of the following membership:

- The Assistant/Associate Dean for Professional and Student Affairs of the School (ex officio without a vote) who shall serve as the secretary to the committee. In the event of a tie vote the Assistant/Associate Dean for Professional and Student Affairs will be given voting rights.

- The Associate Dean for Academic Affairs of the School (ex officio with a vote).

- Four members of the faculty, two from each of the academic departments appointed by the Dean.

- One professional pharmacy student from each class nominated by the pharmacy student governance body, serving a one year term.

- One practicing pharmacist appointed by the Dean who is not a paid faculty member of the School of Pharmacy, serving a one year term.

Professional Standards and Conduct Council

The School of Pharmacy Professional Standards and Conduct Council is charged with hearing cases involving complaints of student conduct from faculty or others. The hearing shall be scheduled by the Chair upon request of the Dean or complainant and the committee shall recommend to the Dean the disposition of cases. Any vote with less than a three-quarters majority is moved forward to the Dean without recommendation.

The School of Pharmacy Professional Standards and Conduct Council shall be composed of the following membership:

- The Assistant/Associate Dean for Professional and Student Affairs (with no vote).

- One faculty member from each department.

- Two student members, nominated by the pharmacy student governance body.

Emergency provision - in the case that it is impossible for the Assistant/Associate Dean for Professional and Student Affairs to secure a quorum to conduct business, the chair may appoint one student from the Pharmacy Student Governance Association or one faculty member from the Faculty Affairs Committee who does not have a vested interest and/or who can deliberate with impartiality.

Quality Assurance Committee

The primary function of the Quality Assurance Committee (QAC) is the development and maintenance of a proactive culture of assessment for the School of Pharmacy. The QAC is responsible for reviewing, revising, and implementing the Comprehensive Assessment Plan (CAP) and with disseminating the resulting data to UCSOP stakeholders using appropriate venues. The QAC makes recommendations to the Dean regarding the development of policies, procedures, and/or initiatives that ensure quality programming. Further, this Committee is responsible for processing and compiling information needed for various reports required for accreditation, recruitment, marketing and continuous validation of program quality.

The School of Pharmacy Quality Assurance Committee shall be composed of the following membership:

- Assistant Dean for Assessment (Chair)

- Associate Dean for Academic Affairs

- Representation from Office of Professional and Student Affairs

- Two faculty members from each department

- Representation from Experiential Education

- Faculty Affairs Liaison

- Information Technology Representative

- One student from P2, P3, and P4 Classes

- One Alumni Representative

- One Preceptor

APPENDIX C: PROGRAM COMPETENCIES & UC COMPS

The School of Pharmacy has twelve general competencies, which are referred to as the UC Comps. These competency statements include the liberal learning outcomes from University of Charleston that are applicable to professional pharmacy education. The UC Comps are:

- Communication

- Use of Evidence-based Explanations in the Practice of Pharmacy

- Problem Solving

- Dispensing of Pharmaceuticals

- Providing Pharmacy Care to Individual Patients

- Providing Pharmacy Care to Patient Populations

- Teamwork and Collaboration

- Ethical and Legal Judgment

- Personal and Professional Growth

- Systems Management

- Advancement of Pharmacy and Health Care

- Promotion of Public Health and Wellness

These competencies will be evaluated for each student across the curriculum. The linking of the UC Comps to the curriculum allows for dynamic curricular mapping, which makes it possible to see how the curriculum is meeting the needs for developing a School of Pharmacy student into a potential pharmacist. Finally, the UC Comps pro

vide for integration of the University's liberal learning outcomes into the pharmacy's curriculum.

UC Comps defined

Communication

The competent graduate listens attentively and communicates clearly, both orally and in writing, with patients, families, and health care team members. The graduate establishes the rapport necessary to form and to sustain an effective therapeutic relationship including sociocultural issues.

Use of Evidence-based Explanations in the Practice of Pharmacy

The competent graduate recognizes and explains health problems based upon best evidence-based practices. The graduate develops a plan for intervention that utilizes evidence-based explanations for optimum results.

Problem Solving

The competent graduate recognizes a problem and is able to take appropriate steps to address the problem. The graduate integrates this ability with all other abilities and employs them in rational decision making processes.

Dispensing of Pharmaceuticals

The competent graduate assesses and evaluates the patient's medication orders, effectively procures appropriate products, prepares, dispenses, distributes, and if necessary administers

medications in an effective manner which contributes to the healing of individual patients.

Providing Pharmacy Care to Individual Patients

The competent graduate assesses and evaluates the patient's medication-related needs; develops, implements and monitors a therapeutic plan to attain desired outcomes all in an effort to prevent, detect, and resolve medication-related problems for individual patients.

Providing Pharmacy Care to Patient Populations

The competent graduate provides therapeutic guidance by responding to the many factors that influence health, disease and disability, besides those of a biological nature. These factors include sociocultural, familial, psychological, economic, environmental, legal, political, and spiritual aspects of health care seekers and of health care delivery. Through sensitivity to the interrelationships of individuals and their communities, the graduate responds to the broader context of pharmacy practice.

Teamwork and Collaboration

The competent graduate demonstrates effective interpersonal and team behaviors in a variety of social and professional situations and circumstances and in interdisciplinary team environments.

Ethical and Legal Judgment

The competent graduate recognizes the ethical and legal dimensions of pharmacy practice and health policy; identifies alternatives in difficult ethical choices; analyzes systematically the conflicting considerations supporting different alternatives; and formulates, defends, and effectively carries out a course of action that takes account of this ethical complexity. The graduate combines a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

Personal and Professional Growth

The competent graduate approaches the practice of pharmacy with awareness of his/her limits strengths, weaknesses and personal vulnerabilities. The graduate establishes personal values and priorities in order to balance personal and professional commitments. The graduate seeks help and advice when needed for his/her own difficulties and develops personally appropriate coping strategies. The graduate accurately hears and appropriately responds to constructive criticism. The competent graduate is aware of the limits of his/her personal knowledge and experience and has an intellectual interest in general education and pharmacy science. The graduate actively sets clear learning goals, pursues them, and applies the knowledge gained to the practice of his/her profession.

Systems Management

The competent graduate understands the components required to evaluate and implement patient care services and to manage the professional environment.

Advancement of Pharmacy and Health Care

The competent graduate identifies issues of public, professional and institutional concern and works for the common good to bring resolution.

Promotion of Public Health and Wellness

The competent graduate will be proactively in-
volved in community and professional efforts to
promote good health for the public welfare.

65

APPENDIX D: INCLEMENT WEATHER POLICY

As a residential campus, the University of Charleston does not close completely during extreme weather or other emergency situations. When UC students are present, services must be provided regardless of the circumstances.

When the University is "closed," it means that "classes are cancelled." Students and faculty do not have to be here. All administrators and staff, however, are to report to work. If an administrator or staff member cannot report to work due to inclement weather, he or she must contact his/her immediate supervisor as soon as possible. Any administrator or staff member unable to report to work on such a day will be charged with vacation time-off. If there are questions on any particular day, during inclement weather, **call 357-4700,** for a recorded message giving instructions to UC employees and students.

If the message indicates a "delay" instead of a "closure," there will be no class meetings prior to the delayed class time. This does not mean that the entire instructional day begins at a later time. For example, if we are on a "Two Hour Delay," and the class normally begins at 8 a.m., that class will not meet on that particular day. If the class normally meets from 9-11 a.m., the class will begin at 10 a.m. and end at the regular time (11 a.m.). If a quiz/examination is cancelled due to inclement weather, the responsible faculty member will inform the students at least 2 hours prior to the start of the quiz/examination.

Since Security staff members are on campus 24-hours-a-day, this department monitors ongoing weather conditions, and when necessary contacts appropriate Facility Services staff members or the appropriate senior administrator. Decisions are based on a variety of factors, including consultation with officials in surrounding counties. UC policy does not necessarily follow the actions of the Kanawha County public schools system. Once a decision is made, necessary information is forwarded to media contacts and a message is recorded on the UC phone number 357-4700. Please encourage all employees and students to call this phone number in the event of inclement weather conditions.

Postponement/cancellation information will be forwarded to the following local radio stations - WVAF 99.9 FM; WVSR 102.7 FM; WBES 96.1 FM; WQBE 97.5 FM and local TV stations - WSAZ-TV Channel 3; WCHS-TV Channel 8; WOWK-TV Channel 13.

APPENDIX E: COURSE DESCRIPTIONS

PHAR 501L. Professional Awareness and Preparation Seminar Lab   1 credit

This one-credit hour seminar lab is designed to provide the enrolling first year professional pharmacy student with foundational information and knowledge necessary to begin the program. The Seminar is two-weeks in length and takes place in the two weeks immediately preceding the start of the fall semester. The Seminar will provide an overview of professional expectations, the top 200 drugs, pharmaceutical calculations, medical terminology and an introduction to communication (written and verbal). Participants will also participate in activities designed to facilitate productive group interactions. This seminar lab provides foundational information and activities to prepare entering pharmacy students for the rigor and professional expectations of pharmacy school. The culminating activity of the course is the creation of a class mission statement and participation in the School of Pharmacy White Coat Ceremony..

PHAR 506. Immunization Certification (starting with the Class of 2019)   1 credit

Upon successful completion of this self-study and hands-on course, the student will receive a certificate of completion from APhA. Upon licensure and BLS certification graduates will be able to provide immunization therapy in accordance with the pharmacy regulations in their state of licensure

PHAR 510. Introduction to Pharmacy Practice & Law   3 credits

Introduction to Pharmacy Practice orients the entering pharmacy student to the social, economic, and political environments within which pharmaceutical care is currently being delivered to the patient. The basic health care environment is examined with particular emphasis on the role of the pharmacist in the United States health care system. This includes examining the pharmacist's role in a variety of practice settings. The course will provide an introduction to legal concepts that encompass the rights and responsibilities of the pharmacist and a practical application of the concepts.

PHAR 511. Drug Literature Evaluation   2 credits

Drug Literature Evaluation addresses an area of rapid growth in all areas of pharmacy practice: assuring the intelligent and safe use of drugs through effective utilization of the medical literature. The staggering size and varying quality of the clinical literature require that the pharmacy student develop sophisticated methods for managing the literature and critically evaluating the data that they often represent. Drug Literature Evaluation will present the student with the knowledge and tools necessary to manage this area of practice.

PHAR 512. Immunology

3 credits

Immunology will provide an introductory course that presents the basic elements of the immune system and of the means through which the mechanisms of immunity act in a wide range of clinical conditions, including protection against infectious agents, rejection of tumors, transplantation of tissues and organs, autoimmune and other immunopathologic conditions, and allergy..

PHAR 513. Biochemistry

3 credits

This course will provide students with the fundamental biochemical principles underlying cellular physiology and biological processes. Biochemistry will introduce bio-molecules mainly from a structural point of view and presents metabolism as well as molecular biology (gene expression and replication) by integrating structure-function relationship of enzymes and DNA-binding proteins, respectively.

PHAR 514. Pharmaceutics I (Pharmacy Calculations)

2 credits

The study of the measurement units, and mathematical functions and applications that are essential to the safe, accurate practice of pharmacy. This course emphasizes pharmaceutical nomenclature, numerical expressions, measurement equivalents, calculation formulas, and problem analysis and reasoning.

PHAR 515L. Pharmacy Skills Lab I

1 credit

The purpose of this course is to orient the student pharmacist in skills necessary for contemporary pharmacy practice. The course will provide

an integrated experience of both pharmaceutical sciences and pharmacy practice disciplines, and help students understand the important link between the two. Topics will include basic pharmaceutics, acid-base implications in pharmacy, assay measurement and compounding, and point-of-care testing skills (POCT). During the semester-long course, students will work both individually and in designated pairs, facilitating group learning, communication, and a team approach to problem solving. Co-requisites: PHAR 512, PHAR 513, PHAR 514

PHAR 520. Basic Principles of Pathophysiology

4 credits

The basic biological mechanisms of disease will be presented and discussed. Importance will be placed on basic principles of cell injury and death; inflammation; and neoplasia.

PHAR 522. Pharmaceutics II

3 credits

Pharmaceutics II is an overview of medicinal formulations and physical/chemical properties of drugs. The course covers such topics as the stability of compounded products, quality control, sterilization, biotechnology preparations, and pharmaceutical compounding. Prerequisites: PHAR 514.

PHAR 523L. Pharmacy Skills Lab II

1 credit

The purpose of this course is to orient the student pharmacist in skills necessary for contemporary pharmacy practice. Topics will include technical aspects of both sterile and non-sterile compounding, communications, and supervisory skills. The lab class also covers the legal, practi-

cal and scientific basis of drug products and pharmaceutical delivery systems. It provides education in the physiochemical theories, terminology, pharmaceutical skills and the interpretation of formulation and performance of pharmaceutical products. This course will incorporate the pharmaceutics behind dosage forms while providing hands-on application for the physiochemical theories represented via dispensing and extemporaneous sterile and non-sterile compounding. Pre-requisite: PHAR 512, PHAR 514

PHAR 524. Clinical Research Methods
2 credits

The study of general research methods and clinical design issues to foster an appreciation and understanding for conducting research, study design and development, statistical, method selection, application and interpretation of research results. Prerequisite: PHAR 511.

PHAR 525L. Introductory Practice Exp. I
1 credit

Introductory Pharmacy Practice Experience I (IPPE I) is intended to provided initial exposure to community practice for first year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to observe pharmacist patient care activities as well as managerial practices. Students will be placed in a community practice setting for 24 hours. This course also includes community pharmacy based simulation activities designed to prepare students for their IPPE experiences (the simulation experiences do not count for the number of required IPPE hours). Students will be enrolled in this course in either the fall or spring semester of the first professional year.

PHAR527 Life Style Modifications and Disease Prevention
3 credits

This course will focus on the non-pharmacological basis of disease prevention and those modifications to improve health. This course will combine a lecture-based course focusing on the need for wellness and the promotion of healthy lifestyles with projects geared towards elevating the students' understanding of how to put the concepts into pharmacy practice. Key components of the course will focus on nutrition, physical activity, smoking cessation, and health behavior modification. Students will also learn how cultural differences and social disparities may play a role in achieving the lifestyle modifications necessary for positive health outcomes. A focus on the therapeutic indications of over the counter medications is also included in the course content.

PHAR 530 Toxicology
3 credits

Basic principles of toxicology and toxicogenomics will be presented in the course. Lecture topics include dose response relationships, adsorption, distribution, biotransformation and excretion of toxicants, toxicokinetics, chemical carcinogenesis, and mutagenicity. The relationship of these principles to both EPA and FDA required toxicity testing will be discussed. Basic principles will be applied to developmental, respiratory and liver toxicity induced by chemicals and pharmaceuticals. In addition, the basic science of micro arrays, DNA chips, genetic testing and transgenic animals will be presented. Application of methods and principles to forensic toxicology will be presented. This course will provide the foundation for understanding the complex inter-

actions between pharmaceuticals and biological systems from a basic science perspective. (Elective)

PHAR 531. Ethnopharmacology of Appalachia
3 credits

This course provides the study and understandings about the people of Appalachia's use of plants, fungi, animals, microorganisms, and minerals and their biological and pharmacological effects. In this class there will be an examination of remedies from the standpoint of medical efficacy, potential toxicities, and drug interactions with prescribed medications. (Elective)

PHAR 532. Appalachian & Rural Considerations in the Health Care System
3 credits

The goal of this course is to develop understanding and knowledge regarding rural issues that influence the health care perceptions and accessibility of people living in the Appalachian region of the United States. The pharmacy student will explore the various avenues created to minimize barriers to health care, e.g., federally-assisted health services. The application of the course information will be a project and presentation that includes diversity and disparity concepts. (Elective)

PHAR 533. Psychosocial Aspects of Medical Care
3 credits

This course looks underneath the structure of contemporary medical care at motivators, belief systems, and relationships. Becoming aware of these less-tangible force better-equips the pharmacist to provide optimal health care and influ-

ence the system in which (s)he practices. (Elective)

PHAR 534. Introduction to Geriatric Issues in Pharmacy Practice
3 credits

The goal of this course is to provide the foundation for competent, compassionate care of older patients. This foundation involves attitudes, knowledge, and skills that are needed to care for the elderly. Specific course topics will focus on the social, economic, emotional, and ethical issues geriatric patients face in today's society. (Elective)

PHAR 535 Psychiatric Pharmacy
3 credits

Introduction to Psychiatric Pharmacy takes a global view of mental health illnesses and its treatment. The historical perspective of the treatment of the mentally ill and the growth and increased compassion that has now become a standard expectation in the treatment of mental disorders will be presented. The goal of the course is to provide introductory and foundational knowledge for competent, compassionate, and -empathetic care of patients with mental illnesses. Course content covers the identification of what encompasses mental health disorders as classified by the Diagnostic Standards Manual, Fifth Edition (DSM-V) and the general treatment of the most common mood disorders, substance abuse disorders, thought disorders, and cognitive disorders. The use of visitation to mental health support groups, historic or contemporary mental health institutions, guest lecturers, and viewing of contemporary movies that portray important issues associated with persons afflicted with mental illnesses and the effect on family, caregivers, and society at large may be incor-

porated into the activities of the course. Ultimately, students enrolled in the course will be provided with content designed to provide them with sufficient information to have the appropriate attitude, skills, and awareness to avoid stereotypes, stigmas, and other barriers that limit the adequate treatment of the mentally impaired. Students will become familiar with the changing demographics of mental illness and the impact that this will have on their provision of pharmacy care, regardless of their practice environment upon graduation. (Elective)

PHAR 536. Health Literacy

3 credits

Healthy people 2010 defines health literacy as the "degree to which individuals have the capacity to obtain, process and understand basic health information and services to make appropriate health decisions." Limited health literacy has shown to have a profound negative impact on patients' use of preventive medical services, knowledge about medical conditions, treatment, hospitalizations and the ability to follow basic instructions on prescription labels. This course will encompass the components and effects of health literacy on various populations including those in rural areas, pharmacy's role in health literacy, strategies for assessing a patient's health literacy, creation of self-care and chronic disease management education plans and, evaluation of commonly used educational materials. The study of health literacy will help improve the pharmacist's ability to educate patients and help ensure the best chance for compliance, appropriate decision-making and positive health outcomes. (Elective)

PHAR 537. Patient Safety in Pharmacy Practice

3 credits

This course is designed to introduce the students to patient Safety as related to Pharmacy Practice. The student will learn definitions related to patient safety, learn how to evaluate the medication use system for error potential, discuss and develop safety strategies as related to the medication use system, learn about regulatory agencies involved in patient and medication safety, and learn about quality management resources used in evaluating medication and patient safety. Note: For elective courses additional course enrollment information (class size, year preference, etc.) May be provided at the time of registration. (Elective)

PHAR 544. Veterinary Pharmacy

3 credits

Veterinary pharmacy provides students with a focused view of drug use in animals. Domestic animals are mainly reviewed but issues related to other animals and topics may occur. Students will focus on how pharmacies and pharmacists can assist in animal healthcare. (Elective)

PHAR 545. Bad Bugs, Pathogens and Prions

3 credits

This course will provide students with an understanding of virulence and pathogenesis of medically important microbes commonly seen by pharmacists. Topics will include diseases caused by bacteria, fungi, viruses, rickettsia, ecto and endo parasites. Special emphasis will be given to agents covered in the Phar 710 module (Infectious Disease) and vaccine preventable microbial and viral diseases. Other topics will include emerging pandemic organisms, and

prions. The course will build on material from the first year immunology course (Phar 512) as it relates to immune response to infectious diseases and complement the Phar 710 course. Pharmacy students considering a post graduate residency in infectious disease also will find this course valuable. (Elective)

PHAR 546. History of Pharmacy
                                    3 credits

The profession of pharmacy can trace its origins to prehistoric times. This elective course will focus on the evolution of the profession in the United States from 18th century to present time. Upon completion, the student will be familiar with the general chronology of the profession's development. Moreover the students will understand that pharmacy development is part of a larger context of social, political and cultural development in the healthcare realm. Sequential development periods will be presented through readings, lectures and discussions. (Elective)

PHAR 547 Spanish for Pharmacists
                                    3 credits

Spanish for Pharmacists is a beginner to intermediate course that focuses on mastery of oral and written communications in the Spanish language with a special emphasis on vocabulary and conversation beneficial to health care professionals. Students will explore topics relevant to real-world everyday situations. This course is an intensive exercise in learning to effectively, and directly apply linguistic, reading and writing skills in the target language. The curriculum focuses primarily on oral listening and speaking communication skills during class sessions. The application of reading and writing skills will be mostly self-directed and addressed in out-of-class assignments, activities, and projects. Prerequisite: one or more years of general high school and/or Advanced Placement Spanish. (Elective)

PHAR 548. Personal Financial Planning
                                    3 credits

The goal of this course is to provide pharmacy students with a foundation in the various aspects of Personal Finance. Research shows that those students who take a Personal Finance course early in their lives accumulate approximately one year's salary more in net worth than those who do not take one (Garman et al., 1998). Students will learn basic financial planning skills via a process that will give them both the competence and confidence to prudently manage their savings, budgets, and debt. In addition, they will learn about the different types of insurance. Finally, a significant amount of time will be spent on the different types of investments, risk assessments, and retirement planning. Most students taking this course will likely never have purchased a house, invested money for retirement, or purchased a home. After taking this course, they will feel more competent and confident in doing these. The ultimate goal is to place students on the path to become financial independence, and to give back to their communities through philanthropy. (Elective)

PHAR 549. Leadership & Advocacy for Pharmacy Practice
                                    3 credits

This course will examine the importance of leadership as it relates to pharmacy practice, advocacy, and patient care; and is specifically designed for student pharmacists to enhance their ability to become effective leaders in the practice of pharmacy. The objective of this course is not to build a leader, rather to augment the character-

istics the particular leader possesses. Students have the opportunity to partake in a variety of self-assessment, leadership, and advocacy activities including the development of a proposal with implementation plan to address a pharmacy-related issue and participation in an advocacy campaign. (Elective)

PHAR 598 & 599. ePortfolio

No credit

The e-Portfolio course will provide a mechanism for the pharmacy student to: i) document involvement in extra-curricular activities, achievements, and leadership opportunities
throughout the program; ii) increase self-awareness through examination and reflection on experiences, development of
skills, abilities, beliefs, values, and motivation as these enhance or limit personal and professional growth; iii) assess the individual student's extra-curricular professional growth and development; iv) design an individualized extra-curricular program that will facilitate and support the student's achievement of personal goals related to preparing to enter a desired practice area after completion of the pharmacy program; and v) develop a professional curriculum vitae as this evolves throughout the student's academic and extra-curricular experience. Students are required to complete required globally mandated activities and complete self-selected activities that reflect the interests, perceived needs, and career choice of the individual student. These courses encompass the four years of the pharmacy curriculum. The successful completion and defense of e-Portfolio (PHAR899) in the P4 year will culminate in the student receiving one-credit for this course. These courses are designed to allow the P1 student pharmacist to complete

their e-Porfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

PHAR 610. Pharmacokinetic Principles and Clinical Application   3 credits

Pharmacokinetics Principles presents the theoretical mathematical and functionally dependent physiologic relationships that comprise the quantitative basis for determining patient-specific and drug dosage regimens. This course emphasizes interpreting the (1) rate or time course of drug absorption and elimination, and (2) extent of in vivo distribution from data, graphs, and equations to calculate, identify, and monitor safe and therapeutically effective drug in plasma concentrations, especially for narrow therapeutic range drugs. Clinical application of these principles is also covered in this course. Pre-requisite PHAR 514.

PHAR 611L. Pharmacy Skills Laboratory III
1 credit

The purpose of this course is to orient the student pharmacist in skills necessary for contemporary pharmacy practice. Topics will focus on the cognitive aspects of dispensing, such as communication with both patients and other health care providers as well as practice using the pharmaceutical care process (including obtaining a health history, medication history, basic patient assessment, development of patient care plans and appropriate documentation styles). In addition, students will receive training on medication counseling, third party reimbursement, medication errors and hands-on practice with various physical assessment devices and injectable

medication devices. Pre-requisites: successful completion of all required P1 coursework

PHAR 612. Pharmacology I

4 credits

The basic biological mechanism of therapeutic agents used to treat diseases will be presented and discussed. Importance will be placed on basic pharmacologic principles of pharmacodynamics and cellular processes that underlie understanding a rational approach to therapeutics. Pre-requisites: PHAR 512, PHAR 513, PHAR 520..

PHAR 614 Medicinal Chemistry

3 credits

Medicinal chemistry is the application of organic chemistry to biological and pharmaceutical sciences. The course encompasses drug discovery, identification and preparation of pharmaceuticals, the structure activity relationships used to define or enhance drug action, xenobiotic metabolism and the interpretations of pharmaceutical mechanisms of action at the molecular level. Pre-requisites: PHAR 512, PHAR 513, PHAR 520

PHAR 615L. Introductory Pharmacy Practice Experience II

4 credits

Introductory Pharmacy Practice Experience II (IPPE II) is intended to provide a more in depth experience in community practice for second year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to participate in pharmacist patient care activities (under the direct supervision of a preceptor) as well as managerial practices. Students will be placed in a community practice setting for 160 hours and will be en-

rolled in this course in either the fall or spring semester of the second professional year. Pre-requisites: PHAR 525L

PHAR 619L. Sterile Products Laboratory (Class of 2019 only)

1 credit

This course introduces the concepts and procedures associated with sterile pharmaceutical compounding. The course will begin with the general principles of aseptic technique, focusing on USP<797> guidelines for sterile compounding. Students will gain hands-on experience with various types of compounding equipment, to include needles, syringes, vials, ampoules, minibags, intravenous pumps and tubing. The student will become familiar with the sterile compounding of hazardous drugs, high-risk products, ophthalmic, intranasal and nutrition products. In addition, there will be a focus on the assignment of appropriate expiration dates of extemporaneously compounded medications as well as clean-room design, quality assurance, and environmental monitoring. The course will culminate in a practical examination (media-fill process validation), a didactic cumulative final and the awarding of a certificate as documentation for course completion. Pre-requisites: PHAR 525L, PHAR 514, PHAR 523L

PHAR 626L. Introductory Practice Experience III

2 credits

Introductory Pharmacy Practice Experience III (IPPE III) is intended to provide an overview of institutional pharmacy practice to second year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to participate in pharmacist patient care activities (under the direct super-

vision of a preceptor) as well as managerial practices. Students will be placed in an institutional practice setting for two weeks (80 hours) during the summer between P2 and P3 year. Prerequisites: PHAR 525L, PHAR 615L

PHAR 629. Health Care Communications and Ethics   3 credits

This course is designed to help student pharmacists enhance the communication skills they need to deliver quality patient care and to function as a health care practitioner in a global society. This course includes comprehensive assignments and discussions that cover a variety of communication skills necessary for success as a healthcare practitioner to include; the interpersonal and inter-professional communication skills of listening and responding and the provision of health information orally and in writing to a variety of audiences. The course will focus on the development of individual skills through application of knowledge gained through lectures and active learning opportunities.   In addition this course will provide a review of ethical theories, principles and tools for ethical decision-making in the health care environment.

PHAR 630 Pharmaceutical Biotechnology
                                          3 credits

Pharmaceutical Biotechnology is intended to provide the student with a working knowledge of the preparation, stability and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics and gene therapy. Current FDA approved biotechnology drugs such as human insulin, growth hormones and interferons will be discussed. Note: For elective courses additional course enrollment information

(class size, year preference, etc.) may be provided at the time of registration. (Elective)

PHAR 631. Human Cancer
                                          3 credits

This course provides students with knowledge of the fundamental principles of biology of cancer, therapeutic agents, the identification, enrollment and the mechanism of clinical trials, nuclear pharmacy, and patient treatment. Discussions of the scientific literature in the field will complement didactic lectures. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management will be part of the course. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

PHAR 632. Advanced Topics in Pharmacogenomics   3 credits

This course extends and applies the concepts presented in the Human Response to Disease course. The goal is for students to develop a deeper understanding and working knowledge regarding current pharmacogenomic issues that influence the drive toward individualized medicine. In the near future, pharmacists will be required to evaluate current scientific and lay media reports on genetic variations that produce variability in expression of disease and response to treatment. The course will focus on the evaluation of scientific and lay media reports, application of this knowledge to predict variable patient outcomes, and translate the information to facilitate counseling to patients as individuals. Note: For elective courses additional course enrollment information (class size, year preference, etc.)

may be provided at the time of registration. (Elective)

PHAR 633. Advanced Compounding
3 credits

Advanced Compounding will cover a wide variety of dosage forms and the skills necessary to prepare contemporary compounded prescriptions. This course will provide advanced study into the most common dosage forms that are introduced in PHAR 523L Pharmaceuticals II laboratory and introduced dosage forms not covered in PHAR 523L Pharmaceuticals II lab. The course will explore the advanced physicochemical theory, pharmaceutical skills, interpretation of formulations, and the specialized patient counseling that is vital with compounded prescriptions. The demand for individualized patient care and customized dosage forms is increasing and this course will provide the student with the skills and knowledge to better fulfill this demand. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

PHAR 636. Diabetes Education and the Patient
3 credits

Students will learn how to relate on the patient level with respect to important disease states and gain a strong understanding of the importance of patient education and how to impart knowledge about diabetes self-management to the patient. The curriculum is based on national medical care and self-care education guidelines. The course is modeled on the principles and topics outlined through the certified "Diabetes Empowerment Education Program (DEEP). Topics are taught at the basic patient level of understanding including the use of techniques to help

patients understand their disease and methods to self-manage their disease. (Elective)

PHAR 640, Pharmacotherapy I
8 credits

The goal of this course is to introduce the pharmacy student to the pharmacotherapeutic basis of disease management. This course is designed to provide a comprehensive overview of cardiovascular, musculoskeletal and renal diseases. Students should understand, integrate and apply the information and skills obtained in pathophysiology, pharmacology, medicinal chemistry, biochemistry, immunology and pharmacokinetics to develop and implement a rational drug therapy plan. Case studies will be utilized to allow students to apply their learning and enhance their patient care skills by selecting appropriate therapeutic agents. Pre-requisites: Successful completion of all coursework through semester 3. Pre-requisites: Successful completion of all coursework through semester 3. Co-requisite: PHAR 641.

PHAR 641, Pharmacology II
4 credits

A continuation of PHAR 612 this course focuses on the biological mechanisms of therapeutics used to treat diseases. Importance will be placed on basic pharmacodynamic and cellular processes that are the foundation for understanding and identifying rational approaches to drug therapy recommendations. Pre-requisite: PHAR 612

PHAR 643, Strategies for Positive Health Outcomes
3 credits

The goal of this course is to challenge the student to take creative action to overcome the barriers to providing comprehensive pharmaceutical care. The contemporary pharmacist must not only be focused on the delivery of an accurate product, but responsible for the delivery of pharmaceutical care. Many barriers exist which must be identified and overcome in order to effect positive health outcomes. The course describes forces within and between individuals and societies, which influence health. Topics covered include the psychosocial aspects of care, public health, cultural competency, health literacy, and basic epidemiology among others.

PHAR 698&699. ePortfolio

No credit

The e-Portfolio course will provide a mechanism for the pharmacy student to: i) document involvement in extra-curricular activities, achievements, and leadership opportunities
throughout the program; ii) increase self-awareness through examination and reflection on experiences, development of
skills, abilities, beliefs, values, and motivation as these enhance or limit personal and professional growth; iii) assess the individual student's extra-curricular professional growth and development; iv) design an individualized extra-curricular program that will facilitate and support the student's achievement of personal goals related to preparing to enter a desired practice area after completion of the pharmacy program; and v) develop a professional curriculum vitae as this evolves throughout the student's academic and extra-curricular experience. Students are required to complete required globally mandated activities and complete self-selected activities that reflect the interests, perceived needs, and

career choice of the individual student. These courses encompass the four years of the pharmacy curriculum. The successful completion and defense of e-Portfolio (PHAR899) in the P4 year will culminate in the student receiving one-credit for this course. These courses are designed to allow the P2 student pharmacist to complete their e-Porfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

PHAR 715. Pharmacy Practice Management

2 credits

This course is designed to help change your behavior and improve your management skills and it focuses more on active involvement. Social science research has found that a powerful way to change behavior and internalize information is to turn students into teachers. People learn material better and become more competent in demonstrating and applying it if they are given an opportunity to teach it. Students in this class, therefore, will be given opportunities to become teachers of management skills..

PHAR 716L. Introductory Practice Experience IV

1 credit

Introductory Pharmacy Practice Experience IV (IPPE IV) is designed to provide an introduction to establishing the appropriate delivery of pharmaceutical care services to patients. Topics will focus on the role pharmacists play in pharmaceutical care, how those roles may be achieved, and the process of completing comprehensive medication reviews. Students will apply previous knowledge learned to further develop the skills and attitudes necessary to complete comprehen-

sive medication reviews and will participate in interprofessional experiences where students will work with the Physician Assistant students on case studies and other activities. Upon completion of this course, students should have gained the basic knowledge, abilities, and attitudes necessary for developing pharmaceutical care practices. This course will provide 39 IPPE hours (30 hours of clinical patient care experience under the direct supervision of a preceptor and 9 hours of interprofessional simulation). Prerequisites: PHAR 525L, PHAR 611L, PHAR 640, PHAR 641, PHAR 629, PHAR 615L, PHAR 626L.

PHAR 718, Pharmacogenomics and Medical Genetics 3 credits

Human response to Disease will explore how DNA variations are important in understanding the genetic basis for disease and individual responses to environmental factors, as well as for such normal variations in biological processes as development and a drug response. The course will also focus on the psychosocial response to the disease process and physiologic markers of that process.

PHAR 719, Pharmacotherapy II

8 credits

TThe goal of this course is to build upon the skills learned in PHAR 640. Specifically, this course is designed to provide a comprehensive overview of the pharmacotherapeutic management of endocrine, gastrointestinal, respiratory and neurologic/psychiatric diseases. Students should understand, integrate and apply the information and skills obtained in pathophysiology, pharmacology, medicinal chemistry, biochemistry, immunology and pharmacokinetics to develop and implement a rational drug therapy

plan. Case studies will be utilized to allow students to apply their learning and enhance their patient care skills by selecting appropriate therapeutic agents. Pre-requisites: Successful completion of all coursework through semester 4.

PHAR 725. Pharmaceutical Marketing

2 credits

This course will provide a working knowledge of the marketing principles for pharmacy practice, to include marketing techniques, operations, human resources, quality improvements, service marketing management, prescription drug promotion and pharmaceutical marketing issues currently of interest to the industry and the practice of pharmacy. Specifically this course will allow students to apply the knowledge and skills necessary to establish and market pharmaceutical care services in the community pharmacy setting. Prerequisites: PHAR 715.

PHAR 728. Pharmacy Law

3 credits

Students will learn the federal laws governing the practice of pharmacy. The course will emphasize introductory legal concepts that encompass the rights and responsibilities of the pharmacist and their practical application.

PHAR 729. Geriatric Pharmacotherapy

3 credits

This course is designed to provide current information regarding pharmacotherapy and pharmacy care for the geriatric population. It is intended to build upon existing pharmacotherapy knowledge and prior course content. Case-based learning will be used to develop problem solving and critical thinking skills, particularly in

regard to the selection and monitoring of medication therapies. Special emphasis will be placed on preventing and detecting medication-related problems and geriatric syndromes. This course will also emphasize the broader aspects of care for geriatric patients, including psychological, sociological, and financial elements that influence therapy management. The interdisciplinary team approach in caring for the geriatric population will be incorporated, along with the pharmacist's role in various care settings. (Elective)

PHAR 732. Adverse Drug Reaction
3 credits

This course is an in-depth study course for P3 students to provide a comprehensive evaluation of drug induced reactions and diseases. This course prepares the student for an optional P4 elective rotation on adverse drug reactions as well as a greater understanding of adverse reactions for patient care in clinical settings (i.e., pharmacy residency, clinics, hospital pharmacy). Topics covered include (but not limited to) adverse drug reaction definition, reporting, prediction, treatments, mechanism of action, documentation, and possible litigation. (Elective)

PHAR 733. Palliative Care
3 credits

This course will provide knowledge and skills for the pharmacist to function as an integral member of the multidisciplinary team caring for the palliative care patient. Critical thinking and communication skills will be emphasized. Topics for this course include general principles of palliative care, pain and symptom management and the pharmacoeconomic issues that influence the delivery of pharmaceutical care in the palliative care or hospice setting. (Elective)

PHAR 734. Adv. Medical Communication
3 credits

Advanced Medical Communications will provide students with knowledge and skills in basic medical writing, including punctuation, grammar, and writing style, and various communications styles. Students will participate in a variety of communications activities using their basic skills, including writing blogs, newspaper articles, patient education materials, presenting in small and large formats, and creating videos for patient education. Additionally, students will be introduced to career options in medical communications. (Elective)

PHAR 735. Preparing for Postgraduate Training
3 credits

The objective of this course is to introduce and prepare students for navigating the process of researching, applying and obtaining a postgraduate training opportunity. As positions are becoming more competitive it is necessary to be equipped with tools to ensure you stand out in the applicant pool. This course will explore what postgraduate training opportunities are available, how to prepare for them and how to excel once obtaining one. (Elective)

PHAR 736. Advanced Topics in Pharmacotherapy
3 credits

The objective of this course is to challenge the pharmacy student to expand their baseline pharmacotherapy knowledge gained in the pharmacotherapy courses through the study of advanced therapeutic topics. For each therapeutic area studied, students will be expected to exhibit skills in thinking and decision making, provide effective communication both with other health-

care providers and patients, and enhance self-learning skills. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, and pharmacokinetics to develop and implement a rational drug therapy plan. Students will be responsible for attending each class session and completing application-based case scenarios and topic debates as assigned. (Elective)

PHAR 737. Pharmacoepidemiology

3 credits

This course is designed to assist students to understand concepts of pharmacoepidemiology, how pharmacoepidemiology studies are conducted; and how to interpret findings. Based on the clinical pharmacology knowledge and epidemiology concepts, the course will include the process for drug approval, methods for identification and attribution of adverse drug events, current understanding of the epidemiology of adverse drug events; study design and data source for pharmacoepidemiology studies; and application of these studies in the medication decision-making process. (Elective)

PHAR 738. Ambulatory Care Pharmacy

3 credits

By participating in this course, students will learn to apply problem solving, communication, and writing skills to patient cases, journal articles, and debate topics related to the outpatient setting. A team-based approach to learning will be utilized to provide students with an opportunity to discuss therapeutic problems as a group of healthcare professionals, as is seen in the "real-world" setting. Class sessions will consist of individual and group quizzes followed by a therapeutic topic presentation and case discussion. Students will work in groups during the class session to complete the assigned case and submit a group SOAP note. Active participation is expected throughout the class session and will be measured by quizzes and group peer evaluations. Course topics include, but are not limited to, pharmacist management of chronic disease states commonly encountered in the ambulatory setting (hypertension, diabetes, hyperlipidemia, heart failure, etc.), billing for pharmacy services, transitions of care, and health literacy. (Elective)

PHAR 739. Emergency Medicine

3 credits

Emergency Medicine is an evolving and increasingly recognized practice area for clinical pharmacists. As interest and professional opportunities continue to expand in this therapeutic arena, it is imperative for students to become cognizant of the various aspects of this unique specialty. In addition, the practice of emergency medicine is a collection of various therapeutic areas. This course will not only serve to expose the learner to many new and exciting topics but also serve as a refresher of many topics that are briefly covered in the regular curriculum with and added emphasis on the rapid treatment of the undifferentiated patient. (Elective)

PHAR 740. Pharmacotherapy III

8 credits

The goal of this course is to build upon the skills learned in PHAR 640 & 719. Specifically, this course is designed to provide a comprehensive overview of the pharmacotherapeutic management of self-limiting diseases (OTC/self-care), infectious diseases, hematologic/oncologic dis-

eases and the management of conditions associated with certain special populations including pediatrics and geriatrics.   Students should understand, integrate and apply the information and skills obtained in pathophysiology, pharmacology, medicinal chemistry, biochemistry, immunology and pharmacokinetics to develop and implement a rational drug therapy plan. Case studies will be utilized to allow students to apply their learning and enhance their patient care skills by selecting appropriate therapeutic agents.   Prerequisites: Successful completion of all coursework through semester 5..

PHAR 741. Pharmacoeconomics and Outcomes Research   2 credits

Topics addressed in this course will include the many facets of pharmacoeconomics in pharmacy & healthcare settings, including the use of pharmaceuticals, appropriateness and quality of care, patient outcomes, patient satisfaction with care, costs of both appropriate and inappropriate medication use, healthcare policies related to health care and pharmacoepidemiological considerations. Moreover, the course will examine the respective roles and behaviors of the healthcare professionals (e.g., physicians, pharmacists, nurses, allied health) involved in patient care and the influence of healthcare-related organizations (e.g., managed care, health maintenance organizations, public and private insurance, pharmaceutical manufacturers) on health outcomes.

PHAR 742. Advanced Drug Literature Evaluation   2 credits

This course provides the student with advanced problem solving skills in drug information and related material. Course content is divided be-

tween topic discussion and developing new skills that are applied and practiced through active learning activities. Each student will complete a Journal Club presentation as a requirement for the course. Pre-requisites: Completion of all required coursework through semester 5 of the curriculum.

PHAR 798&799. ePorfolio

No credit

The e-Portfolio course will provide a mechanism for the pharmacy student to: i) document involvement in extra-curricular activities, achievements, and leadership opportunities throughout the program; ii) increase self-awareness through examination and reflection on experiences, development of skills, abilities, beliefs, values, and motivation as these enhance or limit personal and professional growth; iii) assess the individual student's extra-curricular professional growth and development; iv) design an individualized extra-curricular program that will facilitate and support the student's achievement of personal goals related to preparing to enter a desired practice area after completion of the pharmacy program; and v) develop a professional curriculum vitae as this evolves throughout the student's academic and extra-curricular experience. Students are required to complete required globally mandated activities and complete self-selected activities that reflect the interests, perceived needs, and career choice of the individual student. These courses encompass the four years of the pharmacy curriculum. The successful completion and defense of e-Portfolio (PHAR899) in the P4 year will culminate in the student receiving one-credit for this course. These courses are designed to allow the P3 student pharmacist to complete

their e-Porfolio as required for graduation and progression in the pharmacy program. These courses are designed to allow the P3 student pharmacist to complete their e-Porfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

PHAR 821-828. Advanced Pharmacy Practice Experiences and Course   40 credits

Eight advanced pharmacy practice experiences in various practice environments that present the student with the opportunity to engage in the advanced practice of pharmacy in a structured and supervised environment. Prerequisites: Students must have achieved fourth year professional status and successfully completed all academic and programmatic requirements of the first three professional years.

Ambulatory Care Experience
                                    5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an ambulatory care practice setting.

Acute Care/Internal Medicine Experience
                                    5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's

practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an in-patient practice setting.

Community Care Experience
                                    5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course gives the student experience in a community clinical care practice setting.

Institutional Practice Experience
                                    5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an institutional (hospital) practice setting.

Selective Experience I
                                    5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Students will complete either a clinical or management rotation in a community or institutional setting. Placement will be determined based on the student's stated preference.

Selective Experience II

5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Students will complete either a clinical or management rotation in a community or institutional setting. Placement will be determined based on the student's stated preference.

Elective Care Experience I

5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member.

Elective Care Experience II

5 credits

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member.

PHAR 807. Advanced Health Ethics

1 credit

This course is an ethics and communication capstone building upon ethics content and exercises completed in the first three years of the pharmacy curriculum. It is designed to provide an environment for identifying ethical dilemmas and opportunity for thoughtful deliberations and on-line dialogue. It is delivered via written assignments, on-line discussion groups, and culminates with production of a scholarly paper in which the student is expected to clearly identify an ethical dilemma and demonstrate the ability to make informed and responsible decisions related to this issue. Students use an ethical decision-making model and use ethical concepts and the ethical code for pharmacists as guidelines in working through this assignment. In the final week of the semester, students present their paper in an on-campus venue open to the campus community.

PHAR 812. Advanced Certification II - Medication Therapy Management Certification

2 credit

Students will participate in pre-determined certification program and receive a certificate upon successful completion of the course requirements.

PHAR 899. ePortfolio

1 credit

The e-Portfolio course will provide a mechanism for the pharmacy student to: i) document involvement in extra-curricular activities, achievements, and leadership opportunities
throughout the program; ii) increase self-awareness through examination and reflection on experiences, development of
skills, abilities, beliefs, values, and motivation as these enhance or limit personal and professional growth; iii) assess the individual student's extra-curricular professional growth and development; iv) design an individualized extra-curricular program that will facilitate and support the student's achievement of personal goals related to preparing to enter a desired practice area after completion of the pharmacy program; and v) develop a professional curriculum vitae as this evolves throughout the student's academic and extra-curricular experience. Students are required to complete required globally mandated activities and complete self-selected activities that reflect the interests, perceived needs, and career choice of the individual student. These courses encompass the four years of the pharmacy curriculum. The successful completion and defense of e-Portfolio (PHAR899) in the P4 year will culminate in the student receiving one-credit for this course. This course represents the culmination of the student's e-Portfolio. During this course each P4 student will successfully complete an oral defense of the e-Portfolio. The course has been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

APPENDIX F: PROFESSIONAL ATTIRE POLICY

University of Charleston School of Pharmacy students are required to dress and act professionally at all times. This expectation extends to experiences coordinated by the School but outside of the University of Charleston campus, ex. service learning, early experiential, advocacy, activism and community outreach initiatives, advanced experiential experiences, etc. The public expects professionals to maintain high standards of language communication skills, hygiene and appearance is a reflection and extension of the School of Pharmacy, The University of Charleston, and the profession of pharmacy. The required professional dress code is intended to contribute to the overall professional development of the pharmacy student and the following serves as a guide for pharmacy students. Dress code policy applies to 8 am through 5pm Monday through Friday or during professional c-curricular activities outside of that time.

Males: Appropriate attire is a dress or polo shirt (with a collar), slacks (ex. dress slacks or khakis), socks, and shoes. Ties are not required, however for formal events ties are strongly recommended. Pants shall not be tight fitting and must be properly worn at the hips. Students shall not dress in a manner in which his undergarments are partially or totally exposed. Accessories, e.g., ties, pocket squares, jewelry and footwear must be tasteful and must project a professional image.

Females: Appropriate attire for a female student is a skirt and blouse, dress slacks (or khakis) and blouse, basic dress or suit, and shoes. Dress capris and cropped ankle pants are permitted. Hosiery is not required, however for formal events hosiery is strongly recommended. All skirts and dress shall be worn at an acceptable length (no more than 2.5 inches above the knee when standing). Extremely short and/or revealing apparel is not acceptable. Pants shall not be tight fitting and must be properly worn at the hips. Students shall not dress in a manner in which her undergarments are partially or totally exposed. Accessories, e.g., jewelry, belts, earrings, etc. and footwear must be tasteful and must project a professional image.

At no time are the following items of clothing allowed:

- Hats

- Flip flops/thong-like sandals/tennis shoes or sneaker type footwear

- Sweat Suits

- Shorts

- Tank tops or t-shirts

- Holes/cuts in clothing

- Denim clothing including colored jeans

- Spandex, leggings, stretch pants, or any kind of tight fitting pants (leggings are not to be worn as pants)

- Leggings may be worn with dresses or tunics of appropriate length as defined above

- Any revealing clothing that exposes the chest or midriff areas

*Note that this list may not be all-inclusive

Lab Days:

• Students are permitted to wear hunter green scrubs only during the assigned lab date of the individual's class. Scrubs are expected to be in good condition and free from excessive wrinkling. Students are expected to wear closed-toed non-canvas shoes.

Dress-Down Days or Any Other Special Event:

• Throughout the school year, students have the opportunity to participate in dress-down days when professional dress is not required, and jeans are allowed to be worn. Students must still maintain an appropriate appearance during these days, and the following items are not permitted:

- Hats

- Sweat suits

- Holes or cuts in clothing

- Any revealing clothing that exposes the chest or midriff areas

- Skirts or dresses shorter than 2.5 inches above the knee when standing

Hair, Nails, Skin:

- Hair should be neatly combed, clean, and not dyed in any extreme, unnatural colors. Hair in length beyond the shoulder may need to be pulled back for safety purposes. Hair styles and ornamentation should be moderate and in good taste.

- Nails should be clean and of a length that allows for optimal performance in training activities of a pharmacist (ex. wearing gloves, manipulating medication packaging, etc).

- Skin – Piercings (other than earrings) and tattoos should not be visible this includes nose rings and any facial piercings (other than earrings).

- It is recommend that students do not wear excessive cologne/perfume, especially when in clinical settings.

Experiential Education Attire:

When participating in assigned experiential educational experiences, students are required to comply with the official experiential educational attire. The experiential educational attire should be worn over the School of Pharmacy dress code. The experiential educational attire consists of:

- Student nametag (worn on top right pocket on the front of the lab coat).

- White lab coat with the official School of Pharmacy insignia on the right arm per the University's Official Branding Guide. The lab coat should be bright white, clean and freshly pressed/ironed.

Students who attend experiential rotations out of dress code may be considered absent by the preceptor and sent home to fulfill dress code requirements prior to returning to the practice site. Students assigned to experiential experiences should refer to the course syllabus for specific requirements concerning professional attire.

Note: Failure to adhere to the dress code will result in a Professional Observation Form and notification to the Office of Professional and Student Affairs.

APPENDIX G: 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 to ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity will be an essential part of my everyday life, and I will pursue all academic and professional endeavors with honesty and commitment to service.

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

A. **DEVELOP** a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting responsibility and accountability for membership in the profession.

B. **FOSTER** professional competency through life-long learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.

C. **SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.

D. **DEDICATE** my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.

E. **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 ethical principles. 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 college community. Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism, 1993. Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994.

APPENDIX H: 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.

APPENDIX I: CODE OF ETHICS FOR PHARMACISTS

PREAMBLE

Pharmacists are health care 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 care 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 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 care professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health care professionals or refers the patient. A pharmacist acknowledges that colleagues and other health care professionals 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.

APPENDIX J: SPECIAL REQUIREMENTS

In order to be licensed in West Virginia, all applicants will be required to pass the Multistate Pharmacy Jurisprudence Examination (MPJE) You must obtain a test of 75 on the MPJE.

If you are a new pharmacy school graduate or score transfer applicant, then you will also be required to take and pass the NAPLEX examination administered by NABP. The application and fee for the NAPLEX must be sent directly to NABP. NABP will then issue you an Authorization to Test for which you will need to schedule an appointment to take the MPJE at a computer testing center.

The MPJE is a two-hour, computer-adaptive examination that consists of 90 multiple-choice test questions. Of these, 60 questions will be used to calculate the test score. You will need to familiarize yourself with the specific federal and state pharmacy laws and regulations as they apply in West Virginia. In order to sit for the MPJE, you will need to fill out a computerized examination registration form, which can be obtained from the board office. Please send the completed registration form along with the fee directly to NABP. NABP will then issue you an Authorization to Test for which you will need to schedule an appointment to take the MPJE at a computer testing center.

For the latest information on national licensure and state requirements refer to www.nabp.net as well as the website of the board of pharmacy in the state(s) in which licensure is desired.

APPENDIX K: POLICY FOR FILING A CONCERN REGARDING ACCREDITATION STANDARDS & GUIDELINES

The Accreditation Council for Pharmacy Education (ACPE; http://www.acpe-accredit.org/) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and Puerto Rico.   All University of Charleston School of Pharmacy students receive a general overview of the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree during the course PHAR 501L. The current accreditation standards and guidelines include 30 standards in the following areas: mission, planning and evaluation, organization and administration, curriculum, student, faculty and staff.

Additionally students are periodically encouraged to visit ACPE's website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The mechanism for expressing concerns associated with the School's compliance with the Accreditation Standards and Guidelines are available on the School's Website

Students wishing to officially express their concern with the School's adherence with the standards are directed to complete a Concern with the Accreditation Standards and Guidelines Compliance Form and submit the form to the Office of Professional and Student Affairs. The Office of Professional and Student Affairs will review the form, reply to the respondent, and retain copies of complaints in a separate file within the Office of Professional and Student Affairs to be available for review by the accrediting team during their on-campus visit or upon their request.

APPENDIX L: CHEMICAL & ALCOHOL DEPENDENCY POLICY

The School of Pharmacy recognizes that alcoholism and drug dependency affects all of society and requires treatment. It desires to assist chemically impaired students, as well as those whose lives have been adversely affected by chemically dependent individuals. The School of Pharmacy endorses the West Virginia Pharmacist Recovery Network (http://www.wvprn.com/), whose purpose is to:

- Identify individuals who may be impaired by alcohol, drugs or a psychiatric disorder before patients, pharmacist or families are hurt and before the state Board of Pharmacy must intervene.

- Evaluate the individual's nature and severity of impairment.

- Provide complete confidentiality while providing a contract, a treatment plan, and a monitoring plan.

- Provide a support network to allow pharmacy personnel to continue their career in pharmacy as much as possible.

- Protect the public, family and friends from potential dangers and the destruction of relationships that may occur when a pharmacist is chemically or psychiatrically impaired.

- Provide hope and assistance to any pharmacy personnel in achieving a productive and successful recovery.

The purpose of a recovery program is to protect society from the harm that impaired students may cause, allow recovering students who are not legally restricted or currently chemically impaired the opportunity to continue their education, and provide assistance to chemically impaired students in a manner that protects the rights of the impaired individual. For more information on this please visit the Office of Professional and Student Affairs. Issues regarding alcohol and drug usage on campus are referred in the current issue of University of Charleston Academic Catalog/Student Handbook.

APPENDIX M: PLAGIARISM POLICY

Students within University of Charleston School of Pharmacy are bound by the Standards of Academic, Personal, Professional and Social Conduct as put forth in the Student Handbook. The Student Handbook addresses the manner in which professional students of the School of Pharmacy should conduct themselves during their time as a student at the school, as well as the consequences for violating the policy. Under the University of Charleston and School of Pharmacy policy, plagiarism is recognized as a violation of the policy.

Plagiarism

Plagiarism consists of copying, in whole or in part, someone else's work or presenting the work of others as the student's own. The source of work used in research reports, term papers, presentations, projects, including written, electronic, and oral work, must always be attributed and cited to the original author(s). This includes the use of published and/or unpublished works and the use of work authored by a paid or volunteer person. It also includes, but is not limited to, the use of words, data, graphics, photographs, video, or audio without proper citation of the original source. Students participating in experiential courses must adhere to all rules and regulations of the specific hospital, long-term care facility, industry site, etc., as well as to the policies of the University of Charleston and the School of Pharmacy. This includes the preparation of care plans, patient education materials, and assignments during rotations. Refer to the School of

Pharmacy Student Handbook Academic Honesty Policy for more information regarding the procedures following an accusation of plagiarism.

Following are some specific examples of plagiarism:

- Word-for-word plagiarism is the exact or nearly exact copying of someone else's work. Minor changes in wording or word order while using the same words and sentence structure still constitutes plagiarism.

- Lifting is copying what you think is the perfect phrase or expression from someone else's work and pasting it into your own paper. Most lifting involves descriptive phrases, which are often very recognizable to people familiar with the original author's work. The way particular ideas are expressed is as much the property of the original author as the idea itself. Lifting could also be applied to the copying of any images, pictures, graphs, charts, etc. for use within your work without acknowledgment.

- Patchwork, sometimes called Quilting, is akin to lifting. Perfect words or phrases are lifted from works of several authors and pasted together to construct a sentence, paragraph, or whole paper.

- Common Knowledge, also called common wording, is information that is either repeated in many sources or would be known by an ordinary educated person who had not researched the subject. For example, the date (December

7, 1941) of the Japanese attack on Pearl Harbor is common knowledge; no source would be given for this information. However, a specific historian's opinion that the U.S. military should have been better prepared for the attack would not be considered common knowledge, and a source should be given for this view. In general, you are expected to show the source of all information (including facts, statistics, opinions, theories, lines of argument, examples, research results, etc.) except common knowledge. The definition of "common knowledge" may vary according to the expertise of the writer and reader; however, it is better to err on the side of caution and reference a secondary source, if possible.

Proper acknowledgement of referenced work should follow the citation format adopted by the School of Pharmacy.

APPENDIX N: SPECIAL CONSIDERATIONS, PREGNANCY

Pharmacy education occurs in special environments such as classrooms, laboratories, off campus health care facilities, etc. These environments may expose students to chemicals, body fluids, communicable diseases, etc. Certain student populations need to make an informed decision concerning their participation in particular learning environments.

Students who think that are sensitive or allergic to certain chemicals should notify the Assistant/Associate Dean for Professional and Student Affairs immediately. The Assistant/Associate Dean for Professional and Student Affairs will contact all the course level instructors to determine whether the chemical(s) in question is utilized in course instruction. If it is identified that the chemical in question may be used in the curricular and/or co-curricular instruction, the following actions may occur: 1) the student's concerns and situation will be presented and reviewed by the course instructor. Based on the review, a) it may be determined that reduction of exposure to the chemicals in question may alleviate an adverse response to the chemical or b) it may be determined that the student should have an appropriately credentialed health care professional (e.g., allergist) provide a medical evaluation at the student's expense. Based on the outcome, the student will have five (5) working days to make a decision relative to their attendance in the class in question upon which the chemicals in question will be used. If the student selects not to attend the class (es) in question, there will

be no absences recorded. However, the student is to work with the course instructor to ensure that curricular outcomes can be achieved and that all assignments and class expectations (as identified by the course instructor) are met taking in consideration the inability of the student to participate in areas/activities involving the chemicals in question.

Recognizing that students may become pregnant prior to or during their course of study in the School of Pharmacy, the school has developed the following policies and guidelines. Female students who become pregnant should notify the Assistant/Associate Dean for Professional and Student Affairs so that the appropriate faculty members can be notified. Pregnancy in a health professional school can pose special problems due to training environments which may expose the mother and fetus to chemical, communicable diseases, etc. In many of these instances, the possible effect of these exposures on fetal development is not known. Additionally, the School is unable to determine with certainty the potential risk of the teaching environments to a developing fetus. If the student wishes to continue the course of study as outlined in the Student Handbook, she does so of her own will and knowing that there are options available to her. Once the student notifies the Assistant/Associate Dean for Professional and Student Affairs of the pregnancy, in the best interest of the student and the developing fetus, the student must comply with the following:

1. At her own expense, have a medical evaluation to determine if additional measures are needed to reduce and/or protect from exposure to potentially harmful chemicals that are used in the training of pharmacy students.

2. Submit in writing a "special considerations learning plan" to the Assistant/Associate Dean for Professional and Student Affairs. This should include estimates of absences that may occur as a result of the pregnancy and child-birthing process.

The health of the pregnant student and the unborn child are of important considerations by the School of Pharmacy. Pregnant students will be treated fairly, provided their educational options and efforts will be made to continue the progression of learning while maintaining the educational standards put forth by the School. Waivers with respect to the completion of curricular requirements are not available; however, either a Short Term Leave of Absence or Leave of Absence are available and encouraged for pregnant students to ensure that their course of study is not adversely affected and are academically eligible.   Pregnant students who are unable to maintain the academic rigor of the program may be required to drop the course(s) in question during the pregnancy and re-enroll in the course(s) when their health permits and when the courses are regularly offered in the future.

APPENDIX O: STUDENT TECHNOLOGY POLICY

Introduction

Students enrolled in the School of Pharmacy are required to lease the learning technology (laptop, tablet, etc.) provided by the School of Pharmacy and to sign a lease agreement. Students are held financially responsible for any damage as a result of misuse, abuse or failure to return the laptop. Due to support and standardization issues regarding the technology, no exceptions or exemptions will be allowed.

The learning technology remains property of the UCSOP through the duration of the lease. The laptop must be returned to UCSOP under the following conditions UNLESS a formal transfer of ownership has been completed and signed by the student(s) and UCSOP.

When a as tudent leaves the Pharmacy program of study for any reason including but not limited to those listed below, he/she MUST return all equipment damage free and without software issues.

- Graduation

- Transfer to another program/school

- Withdrawal from program

- Suspension/Expulsion from program

- Leave of Absences for any reason

- A replacement unit is issued to the student.

General Laptop/Hand-held Device Usage Policy

The primary purpose of your UCSOP laptop and hand-held device are to support and enhance the academic environment. Software that is installed by UCSOP is for the expressed purpose of utilizing the technology rich learning environment of the UCSOP. Because of this, please be conscious of any third party software that you download onto your laptop and/or hand-held device. Students are not allowed to download software that is contrary to the learning environment or damaging to the laptop. This includes software such as Limewire, Frostwire, bittorrent/torrent sites or any other software that is used to illegally download music, videos, and games. Subscription software for legal downloads such as i-Tunes is acceptable and encouraged.

Your laptop contains software to protect against viruses, spyware, malware, and other obtrusive software. Please do not remove, alter, or replace this software. Furthermore, illegal copying of licensed software is prohibited. All users are responsible for helping to maintain a sound computing environment. Any act which serve to degrade information technology resources, whether deliberate or otherwise, are prohibited. Please use network resources and internet access with responsibility.

Current state and federal laws regarding obscenity and pornography, libel and slander, and misuse of the mails for threats and anonymous letters apply to electronic mail, Internet and bulletin boards. Users are expected to use common courtesy, avoiding vulgarity, obscenity, profanity, and cyber-bullying behaviors.

Online Testing Expectations

Your laptop is the main media in which testing will take place within the curriculum of UCSOP. Based on this, the following must be followed.

- Your laptop must be in good working order PRIOR to the exam date and time. If you have concerns about the overall workability of your laptop, please see the Notebook Support Specialist PRIOR (at least 24 hours) to the start of the exam. If your laptop needs to be repaired, a loaner unit will be assigned.

- You MUST plug your laptop into a power outlet, provided at the table, at the start of the test. DO NOT rely on battery power.

- Have your laptop started, logged into, and ready to use before the beginning testing time.

- Use Examsoft SofTest when taking online assessments. If the assessment was setup correctly, this software should start automatically. If your online assessment opens without being secure please let the faculty member or test proctor know immediately.

- Focus only on your laptop screen and your given assessment. Looking at another student's screen during the testing procedure may be considered academic dishonesty.

- Laptop screen filters are required in many courses. Students are responsible for the purchase of these screen filters and for making certain they are available and affixed to their school issued laptop during any online assessments. Failure to meet the aforementioned requirements may result in failure of the assessment.

Please be aware of the following statement that will be presented to the student at the beginning of each exam:

You are expected to abide by the Code of Conduct for the School of Pharmacy. This examination cannot be copied, shared or electronically transmitted in any way. The use of any software program with the exception of this test is prohibited. You need to have your laptop connected to an electrical outlet to avoid power loss due to a drained battery. Scoring in Examsoft is rounded to the nearest whole number and therefore may not appropriately reflect your grade. The final score is the score that is posted on Campus Cruiser thus becoming the final grade of record. By submitting this test you acknowledge your understanding of these rules and observance of the Academic Honesty Policy within the School of Pharmacy."

Repair Service Expectations

It is the students expressed responsibility to report any malfunctioning, damaged, or nonfunctioning equipment the Notebook Support Specialist. The Notebook Support Specialist will assess the laptop and provide service based on the following assessment results:

1. If the laptop can be fixed quickly (a quick fix) the Specialist will work on the laptop if time permits. The student is welcome to stay in the area and wait while the laptop is being repaired. The student may request a loaner laptop if needed and retrieve the laptop once the repair is complete.

2. If the repair will take a long period of time, such as a hardware replacement, a loaner laptop will be given to the student to use until the laptop is repaired. Please be aware of the following:

3. Repairs may take up to 5 days if a replacement part must be ordered, shipped, and installed.

4. The laptop will need to remain with the Notebook Support Specialist through the repair process.

5. If possible, your hard drive will be moved to the loaner laptop while the repair is being made.

6. All loaner laptops must be returned before the repaired laptop can be returned to the student.

7. The Notebook Support Specialist may allow users to check out A/C power adaptors. However, the student must return the checked out adaptor or will be charged the replacement cost.

    7.1. Our overall goal is to be as flexible as possible. Every attempt will be made to service the student's laptop in a timely fashion. Please keep in mind, that some repairs require replacement parts which may take longer to complete.

    7.2. However, if the laptop must be serviced due to damage found at the fault of the student the student is responsible for any repair associated charges, including all shipping charges. This type of damage includes but is not limited to, damaged LCD screen, drops, spills, and crushing damage.

Information Technology Staff Contact Info

Mr. Branford Marks

UCSOP Desktop Support Technician

SOP Room 106

1-304-357-4949, branfordmarks@ucwv.edu

Academic Affairs Contact Info

Dr. Sandra Bowles

Interim Associate Dean for Academic Affairs

SOP Room 101H

1-304-357-4376, sandrabowles@ucwv.edu

University of Charleston Laptop Purchase Option

Students graduating from UCSOP may have the option to purchase their University-owned laptop. Each year, the University sets the price based on fair market value. Upon purchase, the laptop and warranty will be transferred into your name. Those not choosing the purchase option must return your computer to the IT room prior to graduation. The computers remain the property of the University until returned or purchased.   Any laptop not accounted for after graduation will be

considered the property of the graduate and billed accordingly.

Technology Fee

The fee covers all of the teaching and learning technology used in the building including but not limited to: student laptops, wireless access, classroom technologies, equipment to record and post audio, software, online resources, student printers, copiers, toner, and paper. The computer and hand-held device are provided as part of the technology fee are mandatory and no petitions to use other equipment are permitted.

APPENDIX P: STUDENT/ACADEMIC ASSESSMENT

Assessment in the School of Pharmacy

Assessment is a systematic and on-going process that involves the measurement, collection, analysis, and use of data to improve an institution, academic program, or student performance. At the University of Charleston, measuring the achievement of learning and quality of performance, as well as program effectiveness, is an expectation. Assessment of the student begins prior to admission to the School of Pharmacy as data submitted as part of the application process are evaluated in regards to the individual and in aggregate form as incoming classes are constituted. Incoming students participate in assessment activities to establish baseline achievement levels in areas such as critical thinking and ethical practice. Academic achievement and performance levels are assessed as the student progresses through the pharmacy program. Student performance is evaluated to determine if students are achieving course and program outcomes and to document the achievement of these competencies or outcomes. Assessors in this process may include faculty, preceptors, peers, or self. As part of the assessment process, students must be able to objectively and accurately assess their own performance. In some cases, assessment will not be related to a grade but to provide appropriate feedback to assist students to measure progress toward a goal or level of performance or to identify individual strengths and areas for improvement. In addition to measuring classroom achievement, assessment measures may be used to determine progression from one level to another. Some assessment measures are conducted longitudinally, that is they reflect performance in an area such as communication, ethics or critical thinking across the program and are measured at various checkpoints along the way. As graduates of the program, success on the North American Pharmacist Licensure Examination® (NAPLEX) will provide an indication of students' attainment of program outcomes as compared to national standards.

Assessment is important to evaluate the effectiveness of the School of Pharmacy. To accomplish this, a variety of measures are used including surveys of students, faculty, preceptors and staff. In some cases, tools are administered annually or bi-annually to provide serial comparisons of program or student growth and development. Data from these surveys are important sources of information for program improvement. In addition, students evaluate faculty performance in the classroom and the effectiveness of preceptors in the clinical setting. Faculty, preceptors and graduating students and, when available following the graduation of the first class, alumni complete on-line surveys sponsored by the American Association of Colleges of Pharmacy (AACP) to identify program strengths and areas for improvement. Results from these surveys can be benchmarked or compared with other schools of pharmacy.

Student participation in the assessment process is very important and provides valuable data for ongoing evaluation of program strengths and areas for continued development and improvement. Students should be aware that data generated from faculty, staff and student surveys have been and will continue to serve as a basis for programmatic revisions or improvements. When students are invited to provide information through surveys, focus groups or other assessment methods, they should expect to receive feedback regarding the results of the assessment initiative.

PROGRAM ASSESSMENT*

INSTRUMENT/ METHODOLOGY/PROCESS	WHAT ASSESSED	WHEN	RESPONSIBLE PERSON/OFFICE/ COMMITTEE	HOW DATA USED
Mission & Program Outcome Review/Report to UC Assessment Committee	Mission & vision Program Outcomes	Varies according to attained score/feedback Next Report due fall 2018	Quality Assurance Committee Executive Committee	Validation of congruence with UC mission, validation of curricular implementation of program outcomes, assessment, data analysis and evidence of curriculum revision when indicated. Submitted as component of ACPE and HLC self-studies.
HLC Regional Re-Accreditation	Overall institution (UC) must meet ALL 5 Criteria & Sub-Components & Federal Compliance Requirements	Site visit April 20-22, 2015 UC received full re-accreditation. To Open Pathways & next review in 4 years.	UC President Provost	Re-accreditation necessary for federal funding; recruitment, quality assurance, etc.
ACPE Accreditation	School of Pharmacy ability to meet ACPE Standards	As scheduled by ACPE. Self-Study in preparation. Visit April 19-21, 2016	Self-Study Steering Committee Faculty Executive Committee	Program accreditation, federal and professional accountability, quality assurance, recruitment, and marketing
AACP Faculty Survey	Administration. recruitment & retention, infrastructure, faculty roles & responsibilities, governance, faculty development, & student supervision	Annually in April – May	Assistant Dean for Assessment	Program effectiveness, faculty feedback,. benchmarking with like schools, budget faculty development
UCSOP Faculty Satisfaction Addendum to AACP Survey as need determined	Additional questions/data as identified by QA Committee	PRN with AACP Faculty Survey Spring 2016 with QA Committee recommendation	Quality Assurance Committee	Faculty feedback, program improvement, communication with UC administration, faculty recruitment ACPE Reports

INSTRUMENT/ METHODOLOGY/PROCESS	WHAT ASSESSED	WHEN	RESPONSIBLE PERSON/OFFICE/ COMMITTEE	HOW DATA USED
Staff Satisfaction & Facilities Survey	Overall job satisfaction Feedback from staff	Bi-annually in December Do March/April 2016	Assistant Dean for Assessment Quality Assurance Committee identifes questions	Feedback to staff, program improvement, basis for development activities, new staff orientation, other purposes as needed/identified
AACP Preceptor Survey	Demographics, communication, planning, curriculum, student preparation, resources/support, training, IPPE & APPA student arrangements	Annually in July/August Due summer 2016	Assistant Dean for Assessment	Preceptor feedback, validation of program effectiveness, benchmarking with like schools, preceptor development programming, site selection
PharmAcademic Student Evaluation of Practice Sites & Preceptors	Clinical sites as effective learning venues	IPPE – End of semester APPE – End of each rotation	Director and Assistant Director of Experiential Education QAC Reviewing process Spring 2016	Clinical site selection, contract renewal, preceptor development, indication for improvements as needed.
Student Survey	Open-ended assessment of student concerns, observations, recommendations for program improvement	Bi-annually in February Schedule Spring 2016	Assistant Dean for Assessment Quality Assurance Committee identify questions	Obtain student input & feedback regarding program strengths and recommendations for improvement, marketing, recruitment, improve communication
PRN Student On-line Surveys	Admissions process, publications, curriculum, technology, library, student services, organizations, activities, facilities	PRN as needed	Assistant Dean for Assessment Office of Professional & Student Affairs	Obtain student feedback regarding admissions, program publications, website, student services, technology to identify satisfaction , need for improvements as needed
Residency Program PharmAcademic Chalk & Wire	Performance, service provided to practice site(s), teaching effectiveness, personal growth, quality of residency program, Portfolio	Quarterly with each Rotation and End of Residency	Director of Residency Program Associate Dean for Academic Affairs QAC Reviewing process Spring 2016	Program evaluation and effectiveness, resident satisfaction, achievement, recruiting, marketing, Teaching certificate
Exam Soft & Traditional Mapping	Curriculum content, sequencing, teaching methodology and assessment measures	Spring 2015 Mapped CAPE Outcomes, Appendix B & LLOs and SOP Outcomes ONGOING	Associate Dean for Academic Affairs Academic Affairs Committee	Evaluate curriculum content, identify evidence of omissions or duplications, teaching styles in the classroom, appropriateness of assessment measures. Basis for curriculum revisions

INSTRUMENT/ METHODOLOGY/PROCESS	WHAT ASSESSED	WHEN	RESPONSIBLE PERSON/OFFICE/ COMMITTEE	HOW DATA USED
AACP Graduating Student Survey with additional questions as needed	Demographics, professional curriculum, competencies/ outcomes, practice experiences, student services, student experience, facilities, experiential sites, educational resources, overall impressions of UCSOP.	Annually in April-May	Assistant Dean for Assessment	Student end-of-program feedback, identification of program strengths, needs for improvement, curriculum revision, and benchmarking with comparable schools. Data generated shared with graduating class in summer/fall and Faculty
Graduating Student Focus Groups	Identification of student perceptions of program over their four years in UCSOP – Questions as identified by Executive Committee	Annually – Due April 2016 Graduating students invited to participate ideally in 2-3 groups of 10-12	Assistant Dean for Assessment Executive Committee	Obtain student feedback related to their overall experience; program strengths, recommendations for improvement, improve communication with alumni along with summary of AACP Graduating Student Survey
AACP Alumni Survey	Feedback from last six years (2010 – 2015)	Annually in summer June to August 2016	Assistant Dean for Assessment Quality Assurance Committee to identify any additional questions	Program feedback provided to faculty, students and for necessary reports
Employer Focus Groups	Competency, communication, effectiveness of graduates, identification of program strengths and suggestions for improvement	Bi-Annually in conjunction with other employer activities – Last done spring 2015. Due 2017	Assistant Dean for Assessment	Obtain employer feedback and identification of program strengths, and recommendations for program improvement. Feedback used in reports to students, accreditation

STUDENT ACADEMIC/CO-CURRICULAR ACHIEVEMENT

INSTRUMENT/ METHODOLOGY/PROCESS	WHAT ASSESSED	WHEN	RESPONSIBLE PERSON/OFFICE/COMMITTEE	HOW DATA USED
Pre-Pharmacy GPA PCAT PCAT Chem Interview References	Pre-Pharmacy Academic performance overall English, chemistry, math, biology Interview strengths in oral communication, interest, critical thinking, ethical reasoning	Pre-Admission	Assistant Dean Professional & Student Affairs Director of Pharmacy Recruitment Student Affairs Sub-Committee on Admissions	Admission decision Identify indicators/predictors for success
Student Academic Performance (Assessments/Evaluations)	Academic achievement of course outcomes Teaching efficiency	Formative/Summative each semester	Faculty	Course grade determination Self-assessment
Pharmacy Curriculum Outcomes Assessment (PCOA)	Basic biomedical, pharmaceutical, social/behavioral/administrative & clinical sciences	Annually with P3 students Scheduled February 12, 2016	Associate Dean Academic Affairs	Validate knowledge base & curriculum outcomes Student self-assessment in preparation for NAPLEX
PharmAcademic Beginning Experiential Evaluations (IPPE)	Clinical performance, application, clinical judgment	End of P1, P2, P3 IPPE experiences	Asst. Director Experiential Ed. Faculty, Preceptors QA Looking at Spring 2016	Formative assessment Course grade determination Self-Assessment
PharmAcademic Advanced Experiential Evaluations (APPE)	Clinical performance, application, clinical judgment	End of each of the 8 five week P4 rotations	Director Experiential Educaton Preceptors, Faculty QA Looking at Spring 2016	Formative assessment Self-assessment
e-Portfolios	Students submit evidence of completion of required and self-selected activities demonstrating participation/reflection/self-evaluation in leadership, communication, collaboration, professionalism, practice, legislation, etc.	Collected over 4 year period culminating in student defense and evaluation of co-curricular experience in P4 year (beginning with Class of 2019)	Sub-Committee on ePortfolio & Advising Academic Affairs Committee Quality Assurance Committee	Validation of student co-curricular learning, self-reflection, completion of individual student outcomes and creation of individual CV

INSTRUMENT/ METHODOLOGY/PROCESS	WHAT ASSESSED	WHEN	RESPONSIBLE PERSON/OFFICE/COMMITTEE	HOW DATA USED
North American Pharmacist Licensure Exam (NAPLEX)	Attainment of program outcomes as compared to standard Minimal competency to practice	Post-graduation	Associate Dean for Academic Affairs	Individual assessment/licensure program assessment, accreditation reports, marketing
Multistate Pharmacy Jurisprudence Examination (MPJE)	Graduate's knowledge of pharmacy law	Post graduation	Associate Dean for Academic Affairs	Individual assessment to meet practice requirements, program assessment, accreditation reports, marketing

PERSONNEL (FACULTY/STAFF/PRECEPTORS) ASSESSMENT

INSTRUMENT/ METHODOLOGY/PROCESS	WHAT ASSESSED	WHEN	RESPONSIBLE PERSON/OFFICE/COMMITTEE	HOW DATA USED
Executive Committee Evaluations Dean Assistant/Associate Deans Department Chairs Director Experiential Ed.	Administrative performance	Bi-annually or as requested Due spring/fall 2016	Assistant Dean for Assessment	Provide feedback to members of EC for evaluation/improvement
Faculty Classroom/Course Evaluations (SMARTEVALS) PharmAcademic	Teaching effectiveness Course effectiveness Pharmacotherapy	Mid-Term and EOC evaluations of faculty and course	Department Chairs Associate Dean Academic Affairs	Annual or performance review Course evaluation, indication for revision
Faculty Peer Evaluation	Faculty performance, productivity (research, scholarship, service) Portfolio Review	Per promotion &/or contract renewal cycle guidelines	Faculty Affairs Committee Department Chairs Dean	Contract Renewal &/or promotion in rank
Faculty Annual Report	Faculty activities Performance	Annually – September	Department Chairs	Annual review Program assessment
Staff Evaluation	Job performance	Annually – May Due 2016	Immediate report	Annual review
New Faculty Orientation/Mentoring Program – Focus groups & Survey	Effectiveness of program	Annually – May Due 2016	Assistant Dean for Assessment	Provide feedback regarding program effectiveness and basis for revisions
Preceptor Evaluation (by students) using PharmAcademic	Teaching, mentoring effectiveness	IPPEs December & April APPEs End of q rotation	Asst. Director Ex. Ed. (IPPEs) Director Ex. Ed. (APPEs) Under review QAC Sub-Committee Spring 2016	Feedback to preceptors Program assessment Preceptor development Site selection

*Assessment measures/requirements may change as the UCSOP Comprehensive Assessment Plan is reviewed and revised by the Quality Assurance Committee

QAC Revised February 8, 2016 & Approved February 15, 2016

APPENDIX Q: CURRICULUM BY ACADEMIC YEAR

UNIVERSITY OF CHARLESTON
SCHOOL OF PHARMACY

Doctor of Pharmacy Curriculum Fall 2017 – Class of 2021

First Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 501L Prof. Awareness Prep. Seminar	1	PHAR 506 Immunization Certification	1
PHAR 510 Intro. To Pharmacy Pr. & Law	3	PHAR 520 Pathophysiology	4
PHAR 511 Drug Literature Evaluation	1	PHAR 522 Pharmaceutics II	3
PHAR 512 Immunology	3	PHAR 523L Pharmacy Skills Lab II	1
PHAR 513 Biochemistry	3	PHAR 524 Clinical Research Methods	2
PHAR 514 Pharmaceutics I (Calculations)	2	PHAR 525L IPPE I*	(1)
PHAR 515L Pharmacy Skills Lab I	1	PHAR 527 Lifestyle Mod. & Dx Prevention	3
PHAR 525L IPPE I*	(1)	Elective	3
PHAR 598 e-Portfolio	nc	PHAR 599 e-Portfolio	nc
Semester Total	**15 (14)**		**17 (18)**

Second Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 610 Pharmacokinetic Principles	3		
PHAR 611L Pharmacy Skills Lab III*	(1)	PHAR 611L Pharmacy Skills Lab III*	(1)
PHAR 615L IPPE II*	(4)	PHAR 615L IPPE II*	(4)
PHAR 612 Pharmacology I	4	PHAR 629 HC Communications & Ethics	3
PHAR 614 Medicinal Chemistry	3	PHAR 640 Pharmacotherapy I	8
PHAR 644 Biostatistics in Medical Literature	1	PHAR 641 Pharmacology II	4
Elective	3	PHAR 643 Strategies for Positive Health Outcomes	3
PHAR 698 e-Portfolio	nc	PHAR 699 e-Portfolio	nc
Semester Total	**18 (15)**		**19 (22)**

PHAR 626L IPPE III (2 week block in summer)   2 credit hours

5

Third Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 715 Pharmacy Management	26	PHAR 716L IPPE IV*	(1)*
PHAR 716L IPPE IV*	(1)*	PHAR 725 Pharmaceutical Marketing	2
PHAR 728 Pharmacy Law	3	PHAR 718 Pharmacogenomics & Med Genetics	3
PHAR 719 Pharmacotherapy II	8	PHAR 740 Pharmacotherapy III	8
PHAR 741 Pharmacoeconomics & HP	2	PHAR 742 Adv Drug Literature Eval	2
Elective	3	PHAR 799 e-Portfolio	nc
PHAR 798 e-Portfolio	nc		
Semester Total	**19 (18)**		**15 (16)**

Fourth Professional Year
Summer/Fall/Spring

PHAR 807 Adv. Ethics	1	PHAR 821 APPE 1	5	PHAR 825 APPE 5	5
PHAR 812 MTM Cert.	2	PHAR 822 APPE 2	5	PHAR 826 APPE 6	5
PHAR 899 e-Portfolio	1	PHAR 823 APPE 3	5	PHAR 827 APPE 7	5
		PHAR 824 APPE 4	5	PHAR 828 APPE 8	5

P4 Year Total   **44**

Total: 149 credit hours

Students will be enrolled in PHAR 525L, PHAR 611L, PHAR 615L and PHAR 716L either in the Fall or Spring semester.

UNIVERSITY OF CHARLESTON
SCHOOL OF PHARMACY

Doctor of Pharmacy Curriculum Fall 2016 – Class of 2020

First Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 501L Prof. Awareness Prep. Seminar	1	PHAR 506 Immunization Certification	1
PHAR 510 Intro. To Pharmacy Pr. & Law	3	PHAR 520 Pathophysiology	4
PHAR 511 Drug Literature Evaluation	2	PHAR 522 Pharmaceutics II	3
PHAR 512 Immunology	3	PHAR 523L Pharmacy Skills Lab II	1
PHAR 513 Biochemistry	3	PHAR 524 Clinical Research Methods	2
PHAR 514 Pharmaceutics I (Calculations)	2	PHAR 525L IPPE I*	(1)
PHAR 515L Pharmacy Skills Lab I	1	PHAR 527 Lifestyle Mod. & Dx Prevention	3
PHAR 525L IPPE I*	(1)	Elective	3
PHAR 598 e-Portfolio	nc	PHAR 599 e-Portfolio	nc
Semester Total	**16 (15)**		**17 (18)**

Second Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 610 Pharmacokinetic Principles	3	PHAR 611L Pharmacy Skills Lab III*	(1)
PHAR 611L Pharmacy Skills Lab III*	(1)	PHAR 615L IPPE II*	(4)
PHAR 615L IPPE II*	(4)	PHAR 629 HC Communications & Ethics	3
PHAR 612 Pharmacology I	4	PHAR 640 Pharmacotherapy I	8
PHAR 614 Medicinal Chemistry	3	PHAR 641 Pharmacology II	4
Elective	3	PHAR 643 Strategies for Positive Health Outcomes	3
PHAR 698 e-Portfolio	nc	PHAR 699 e-Portfolio	nc
Semester Total	**17 (14)**		**19 (22)**

PHAR 626L IPPE III (2 week block in summer)   2 credit hours

Third Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 715 Pharmacy Management	2	PHAR 716L IPPE IV*	(1)*
PHAR 716L IPPE IV*	(1)*	PHAR 725 Pharmaceutical Marketing	2
PHAR 728 Pharmacy Law	3	PHAR 718 Pharmacogenomics & Med Genetics	3
PHAR 719 Pharmacotherapy II	8	PHAR 740 Pharmacotherapy III	8
PHAR 741 Pharmacoeconomics & HP	2	PHAR 742 Adv Drug Literature Eval	2
Elective	3	PHAR 799 e-Portfolio	nc
PHAR 798 e-Portfolio	nc		
Semester Total	**19 (18)**		**15 (16)**

Fourth Professional Year
Summer/Fall/Spring

PHAR 807 Adv. Ethics	1	PHAR 821 APPE 1	5	PHAR 825 APPE 5	5
PHAR 812 MTM Cert.	2	PHAR 822 APPE 2	5	PHAR 826 APPE 6	5
PHAR 899 e-Portfolio	1	PHAR 823 APPE 3	5	PHAR 827 APPE 7	5
		PHAR 824 APPE 4	5	PHAR 828 APPE 8	5

P4 Year Total   **44**

Total: 149 credit hours

Students will be enrolled in PHAR 525L, PHAR 611L, PHAR 615L and PHAR 716L either in the Fall or Spring semester.

UNIVERSITY OF CHARLESTON
SCHOOL OF PHARMACY

Doctor of Pharmacy Curriculum Fall 2015 – Class of 2019

First Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 501L Prof. Awareness Prep. Seminar	1	PHAR 506 Immunization Certification	2
PHAR 510 Intro. To Pharmacy Pr. & Law	3	PHAR 520 Pathophysiology	4
PHAR 511 Drug Literature Evaluation	2	PHAR 522 Pharmaceutics II	3
PHAR 512 Immunology	3	PHAR 523L Pharmaceutical Compounding	1
PHAR 513 Biochemistry	3	PHAR 524 Clinical Research Methods	2
PHAR 514 Pharmaceutics I (Calculations)	2	PHAR 525L IPPE I*	(1)
PHAR 515L Pharmaceutical Science Lab	1	PHAR 527 Lifestyle Mod. & Dx Prevention	3
PHAR 525L IPPE I*	(1)	Elective	3
PHAR 598 e-Portfolio	nc	PHAR 599 e-Portfolio	nc
Semester Total	**15 (16)**		**18 (19)**

Second Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 610 Pharmacokinetic Principles	3	PHAR 611L Interprofessional Ed. Skills Lab*	1
PHAR 611L Interprofessional Ed. Skills Lab*	(1)	PHAR 615L IPPE II*	(3)
PHAR 615L IPPE II*	3	PHAR 629 HC Communications & Ethics	3
PHAR 612 Pharmacology I	4	PHAR 640 Pharmacotherapy I	8
PHAR 614 Medicinal Chemistry	3	PHAR 641 Pharmacology II	4
PHAR 619L Sterile Prod Lab	1	PHAR 643 Strategies for Positive Health Outcomes	3
Elective	3	PHAR 699 e-Portfolio	nc
PHAR 698 e-Portfolio	nc		
Semester Total	**15 (17)**		**21 (19)**

PHAR 626L IPPE III (2 week block in summer)   2 credit hours

Third Professional Year

Fall	Credit Hrs	Spring	Credit Hrs
PHAR 715 Pharmacy Management	2	PHAR 716L IPPE IV*	(2)*
PHAR 716L IPPE IV*	(2)*	PHAR 725 Pharmaceutical Marketing	2
PHAR 728 Pharmacy Law	3	PHAR 718 Pharmacogenomics & Med Genetics	3
PHAR 719 Pharmacotherapy II	8	PHAR 740 Pharmacotherapy III	8
PHAR 741 Pharmacoeconomics & HP	2	PHAR 742 Adv Drug Literature Eval	2
Elective	3	PHAR 799 e-Portfolio	nc
PHAR 798 e-Portfolio	nc		
Semester Total	**18 (20)**		**15 (17)**

Fourth Professional Year
Summer/Fall/Spring

PHAR 807 Adv. Ethics	1	PHAR 821 APPE 1	5	PHAR 825 APPE 5	5
PHAR 812 Adv. Cert. II	1	PHAR 822 APPE 2	5	PHAR 826 APPE 6	5
PHAR 899 e-Portfolio	1	PHAR 823 APPE 3	5	PHAR 827 APPE 7	5
		PHAR 824 APPE 4	5	PHAR 828 APPE 8	5

P4 Year Total   43

Total: 150 credit hours

Students will be enrolled in PHAR 525L, PHAR 611L, PHAR 615L and PHAR 716L either in the Fall or Spring semester.

Doctor of Pharmacy Curriculum Class of 2018

First Professional Year

Fall			Spring		
PHAR 501L Prof. Awareness Prep. Sem	1		PHAR 520 Pathophysiology		4
PHAR 510 Intro. To Pharmacy Pr. & Law	3		PHAR 522 Pharmaceutics II		3
PHAR 511 Drug Literature Evaluation	2		PHAR 523L Pharmaceutical Compounding		1
PHAR 512 Immunology	3		PHAR 524 Clinical Research Methods		2
PHAR 513 Biochemistry	3		PHAR 525L Intro. Practice Experience I *		1
PHAR 514 Pharmaceutics I (Calculations)	2		PHAR 527 Lifestyle Mod. & Dx Prevention		3
PHAR 515L Pharmaceutical Science lab	1		Elective		3
PHAR 525L Intro Practice Experience I *	1				
Semester Total	**15 (16*)**				**16(17*)**

Second Professional Year

Fall			Spring		
PHAR 610 Pharmacokinetic Principles	3		PHAR 626L Intro Practice Experience III		2
PHAR 611L Interprof. Ed. Skills Lab	1		PHAR 643 Strat for Positive Health Outcomes		3
PHAR 619L Sterile Products Lab	1		PHAR 629 HC Communications & Ethics		3
PHAR 612 Pharmacology I	4		PHAR 640 Pharmacotherapy I		8
PHAR 614 Medicinal Chemistry	3		PHAR 641 Pharmacology II		4
PHAR 615L Intro. Practice Experience II	3				
Elective	3				
Semester Total	**15(18)**				**20**

Third Professional Year

Fall			Spring		
PHAR 715 Pharmacy Management	2		PHAR 716 IPPE IV*		2
PHAR 716L IPPE IV*	2		PHAR 718 Pharmacogenomics & Med Genetics		3
PHAR 719 Pharmacotherapy II	8		PHAR 725 Pharmaceutical Marketing		2
PHAR 728 Pharmacy Law	3		PHAR 740 Pharmacotherapy III		8
PHAR 741 Pharmacoeconomics & HP	2		PHAR 742 Adv Drug Literature Eval		2
Elective	3				
Semester Total	**18(20)**				**15(17)**

Fourth Professional Year
Summer/Fall/Spring

PHAR 806 Adv. Cert. I	2	PHAR 821 APPE 1	5		PHAR 825 APPE 5	5
PHAR 807 Adv. Ethics	1	PHAR 822 APPE 2	5		PHAR 826 APPE 6	5
PHAR 812 Adv. Cert. II	1	PHAR 823 APPE 3	5		PHAR 827 APPE 7	5
		PHAR 824 APPE 4	5		PHAR 828 APPE 8	5
P4 Year total	**44**					

Total Hours: 149 Semester Hours

Students will be enrolled in PHAR 525L, PHAR 611L, PHAR 615L and PHAR 716L either in the Fall or Spring semester.

APPENDIX R: ACADEMIC DIVISIONS

Experiential Education Program at UCSOP

The experiential program at the University of Charleston School of Pharmacy (UCSOP) is designed to complement the student's didactic education program by providing practical experiences in "real-life" settings. These experiences will allow the student to understand how to apply the principles of pharmaceutical care in a variety of settings. This will allow the student to develop the critical thinking skills necessary to become independent pharmacy practitioners. The specific outcomes and objectives of each portion of the program are based on the Accreditation Council for Pharmacy Education (ACPE) standards and the UC Comps.

These sections are divided into 2 parts:

- Introductory Pharmacy Practices Experiences (IPPE I – IV)

o   Phar 525L (Community 1)   24 hours

o   Phar 615L (Community 2)   160 hours

o   Phar 626L (Institutional)   80 hours

o   Phar 716L (Clinical Patient Care)   39 hours

•   Advanced Pharmacy Practices Experiences (APPEs; Phar 821 – Phar 828)

o   Acute Care/Internal Medicine   200 hours

o   Ambulatory Care   200 hours

o   Community Care   200 hours

o   Institutional Practice   200 hours

o   Selective Clinical   200 hours

o   Selective Management   200 hours

o   Elective I   200 hours

o   Elective II   200 hours

Successful completion of each portion of the program is required before progressing to the next portion. The Introductory Pharmacy Practice Experiences will be completed during the P1, P2, and P3 years of the curriculum. Students will complete experiences in community, institutional, and clinical pharmacy practice settings. Second year students begin the community experiences of Phar 615L 1 week prior to the start of their assigned semester; the P2 institutional experience (Phar 626L) is completed the summer between the P2 and P3 years. The Advanced Pharmacy Practice Experiences will encompass the P4 year including the summer between the P3 and P4 years.

The experiential program is intended to be a dynamic program with student input for both content and design. Student evaluations of the program will be used to enhance the experiential program for future students.

The Office of Experiential Education of the University of Charleston School of Pharmacy is located within the offices of the Department of Pharmacy Practice on the second floor of the pharmacy building and consists of a director, assistant director, and administrative assistant. The director coordinates the advanced pharmacy practice experiences while the assistant director is responsible for the introductory pharmacy practice experiences. The contact information for the members of the department is as follows:

Julie Testman, Pharm.D.   304-357-4918
Director of Experiential Education
julietestman@ucwv.edu

Jane Condee, R.Ph.   304-357-4764
Asst. Director of Experiential Education
janecondee@ucwv.edu

Ryan Jenkins   304-357-4943
Administrative Assistant
ryanjenkins@ucwv.edu

Mike Beller   304-357-4718
Quality Assurance Representative
mikebeller@ucwv.edu

Department of Pharmaceutical and Administrative Sciences

The department of Pharmaceutical and Administrative Sciences (DPAS) includes eleven faculty members and one administrative assistant. DPAS faculty members teach in basic science and pharmacy administration required courses, including pharmaceutics, pharmacokinetics,

pharmacology, pathophysiology, biochemistry, pharmacogenomics, and several pharmacy administration courses. In addition, DPAS faculty teach several electives such as Ethnopharmacology and toxicology.

The overarching goals of the DPAS department are threefold:

1. To contribute to the education and professionalization of future pharmacists who embrace patient-focused care for

2. To advance the knowledge base related to the pharmaceutical sciences and the social and administrative sciences via original

3. To provide leadership in addressing the significant health care needs of an increasing diverse patient population with emphasis placed on the Appalachia region of the United States

Research Interests

- Pharmacokinetics and bioavailability

- Protein drug delivery

- Infectious disease

- Epidemiology

- Public Health

- Molecular effects of herbal medicines and chemotherapeutic agents on various cancer cell lines

- Pharmaceutical marketing and E-Detailing

- Toxicology

- Enzymological investigations of proteins

- Molecular biology of cancers

- Health literacy and patient education

- Leadership

- Predictors of clinical performance

Recent Accomplishments (past two years)

- Published more than 24 refereed articles;

- Awarded four Teacher of the Year awards;

- Presented more than 24 refereed Posters;

- Awarded more than $100,000 of competitive grant money;

- Awarded $171,000 of equipment from NIH and WV-INBRE

- Two book chapters

- Awarded three Editorial Board appointments at scholarly journals

David Latif, Ph.D.   304-357-4882
Chair,
Dept. of Pharmaceutical and Administrative Sciences
davidlatif@ucwv.edu

Department of Pharmacy Practice

The Pharmacy Practice department consists primarily of faculty members with patient care and teaching responsibilities in the classroom as well as at their clinical practice sites. Practice Faculty are responsible for establishing and modeling exemplary patient care and pharmacy skills, thus allowing students to practice their new and

developing abilities under the tutelage of an expert during the experiential portion of their training. Faculty in the department are also responsible for teaching required courses directly related to the knowledge and application of pharmaceutical care for health. Examples include pharmacotherapy, drug information skills, pharmacy law, compounding, disease prevention and lifestyle modification, nonprescription drugs, patient care skills labs, Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs), in addition to multiple elective courses. Faculty also offer professional courses, such as Immunization Training for Pharmacists and Medication Therapy Management certification, which are required for all graduates of the University of Charleston School of Pharmacy (UCSOP).

The Department of Pharmacy Practice integrates the Post-graduate Residency Training Office, and the Office of Experiential Education. Administration and instruction for the UC School of Pharmacy Post Graduate Residency programs falls into the purview of this department, as does Experiential Education. UCSOP's unique on-site clinical pharmacy, PharmUC is also managed and operated by department faculty. Additionally, many faculty have achieved further credentials in their field via professional certifications such as Board Certification as Pharmacotherapy Specialists (BCPS), Board Certification as Ambulatory Care Pharmacists (BCACP), Board Certification as Anticoagulation Pharmacists (BCACP), Certified Diabetes Educators (CDE), Certified Asthma Educators (C-AE), Certified Pain Educators (CPE), Certified Immunizing Pharmacists, and Medication Therapy Management Specialists, representing a diverse spectrum of specialization and expertise.

Specialty areas of expertise and interest represented within the Pharmacy Practice department include:

- Ambulatory Care
- Anticoagulation
- Community Pharmacy
- Cardiology
- Diabetes
- Drug Information
- Emergency Medicine
- Geriatrics
- Infectious Diseases
- Internal Medicine
- Medication Therapy Management
- Pain Management
- Patient Safety / Medication Safety
- Women's Health

David Bowyer, RPh   304-357-4850
Chair, Dept. of Pharmacy Practice
davidbowyer@ucwv.edu

Lorriann Ryan   304-357-4912
Administrative Assistant
loriannryan@ucwv.edu

APPENDIX S: STUDENT PHARMACIST HONOR CODE

As students of the University of Charleston School of Pharmacy, our behavior reflects on our school and our profession. Recognizing membership into the profession is a privilege, we will uphold the highest standards of integrity, honesty, and professionalism in our academics and every aspect of our lives. These values are expected during our time as students, and are demanded as we enter a life's work of serving others. Bound by our code of ethics, we will treat all whom we encounter with respect and compassion. As valued members of the healthcare team, we hold ourselves and our peers to these standards to maintain our status as one of the most trusted professions.

Virginia Moore, Dean of Students 304-357-4987 virginiamoore@ucwv.edu
- Student Concerns (Pharmacy Students see Dr. Gardner)
- Withdrawal Process (Pharmacy Students see Dr. Gardner)
- AlcoholEdu and Haven Course Info
- Title IX
- Student Handbook
- Retention
- Advisor- SGA
- Code of Conduct Appeals
- SL Holds on Student Accounts (Pharmacy Students see Dr. Gardner)
- SOAR
- New Student Orientation

Jordan Turner, Student Life and International Coordinator* 304-357-4745 jordanturner1@ucwv.edu
- Administrative Assistant
- International Student CPT/OPT
- International Student Health Insurance
- International Student SEVIS questions
- International Student Documentation for Social Security Cards or Driver's License
- Point of contact to direct students with concerns to where they need to go for solutions
- Co-Advisor, Black Student Association
- DSO for SEVIS

** Pharmacy Students please note, **Ms. Stacie Geise, UCSOP Director of Recruitment and Admissions**, is the point of contact for International Students. Please contact Ms. Geise 304-357-4889 staciegeise@ucwv.edu for concerns regarding Visas, OPT and CPT.*

Ryan White, Director of Residence Life and Judicial Affairs 304-357-4878 ryanwhite@ucwv.edu
- All housing and residence life questions such as roommate conflicts, housing questions, etc.
- Meal Plan assignments or changes
- All judicial/code of conduct issues
- Student immunization records
- Advisor- UC Unity
- Supervises Resident Advisors/Community Assistants
- JS or JD Holds on Student Accounts

Grant Brinson, Residence Life and Intramural Coordinator 304-357-4856 grantbrinson@ucwv.edu
- Brotherton Hall Resident Director- working with all new students
- Intramural and club sports
- Co-Advisor, Black Student Association

Skyler Hunt, Coordinator of Student Involvement 304-357-4737 skylerhunt@ucwv.edu
- Student Activities
- Clubs/Organizations
- Student Activities Board
- Community Service

Violetta Petrosyan, Director of International Students* 304-357-4881 violettapetrosyan@ucwv.edu
- Works with new and returning international students
- Admissions Rep for new international students
- PDSO for SEVIS
- International Student SEVIS questions
- Advisor- Global Student Organization
- New International Student Orientation
- Works with ESL program

*Stacie Geise, Director of Recruiting and Admissions 304-357-4889 staciegeise@ucwv.edu is the point of contact for Pharmacy Students. See note above.

Candace Layne, Director of Counseling and Outreach Services 304-357-4862 candacelayne@ucwv.edu
- Counselor of UC students
- Provides workshops and training to UC community in different mental health areas
- Provides resources to services in the community

Hunter Moles, GA Resident Director 304-357-4741 huntermoles@ucwv.edu
- Resident Director of Middle Hall

Deedra Keys-Switzer, GA Resident Director 304-357-1142 deedrakeysswitzer@ucwv.edu
- Resident Director of Ratrie Hall

APPENDIX U: UCSOP ADMINISTRATORS, FACULTY & STAFF LISTING

Administrators

Dr. Sandra Bowles, Professor and Assistant Dean for Assessment and Special Projects

Mr. David G. Bowyer, RPh, Assistant Professor and Chair for Pharmacy Practice

Dr. Michelle R. Easton, Professor and Dean

Dr. Susan M. Gardner, Assistant Professor and Assistant Dean for Professional & Student Affairs

Mrs. Audrey Adair, Assistant to the Dean/ Communications Coordinator

Dr. David Latif, Professor and Pharmaceutical Sciences & Administrative Sciences Chairperson

Dr. Julie Testman, Associate Professor and Director of Experiential Education

Faculty

Dr. Lindsey Acree, Assistant Professor, Pharmacy Practice

Mrs. Jane Condee, RPh, Instructor, Assistant Director of Experiential Education

Dr. Stephen Cook, Assistant Professor, Pharmacy Practice

Dr. Jennifer Dettra, Assistant Professor, Pharmacy Practice

Mrs. Barbara Doak, Assistant Professor, Pharmacy, Pharmacy Practice

Dr. Sarah Embrey, Assistant Professor, Pharmacy Practice

Dr. Tamer Fandy, Associate Professor, Department of Pharmaceutical and Administrative Sciences

Dr. Alice Gahbauer, Assistant Professor, Pharmacy Practice

Dr. Leah Hall, Assistant Professor, Pharmacy Practice

Dr. Michelle Herdman, Associate Professor, Pharmaceutical & Administrative Sciences

Ms. Anna Hughes, Health Sciences Reference and Instruction Librarian

Dr. Karrie Juengel, Assistant Professor, Pharmacy Practice

Dr. Michelle Knight, Assistant Professor, Pharmacy Practice

Dr. Michaela Leffler, Assistant Professor, Pharmacy Practice

Dr. Cassandra Legari, Assistant Professor, Pharmacy Practice and Director of Residency Program,

Dr. Rebecca Linger, Associate Professor, Pharmaceutical & Administrative Sciences

Dr. Kristy Lucas, Professor, Pharmacy Practice

Dr. Gannett Monk, Assistant Professor, Pharmaceutical and Administrative Sciences

Mr. Ronaldo Ramirez, Assistant Professor, Pharmaceutical and Administrative Sciences

Dr. Dean Reardon, Associate Professor, Pharmaceutical and Administrative Sciences

Dr. Jessica Robinson, Associate Professor, Pharmacy Practice

Dr. Shelley H. Schliesser, Associate Professor, Drug Information Specialist, Pharmacy Practice

Dr. Aymen Shatnawi, Assistant Professor, Pharmaceutical and Administrative Sciences

Dr. Aladin Siddig, Associate Professor, Pharmaceutical and Administrative Sciences

Dr. Shaowei Wan, Assistant Professor, Pharmaceutical and Administrative Sciences

Support Personnel

Mr. Michael Beller, Quality Assurance Representative, Experiential Education

Ms. Jamie Bero, Director of Student Affairs, Professional and Student Affairs

Mrs. Ruthanne Gardner, Administrative Assistant/ Office Manager, Office of the Dean

Ms. Stacie Geise, Director of Recruitment and Admissions, Professional and Student Affairs

Mr. Ryan Jenkins, Administrative Assistant, Experiential Education

Mrs. Amy Potter, Administrative Assistant, Academic and Student Affairs

Mrs. Loriann Ryan, Administrative Assistant, Pharmacy Practice

INCLEMENT WEATHER

Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempo
ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exerc
lamco laboris nisi ut aliquip ex ea commodo consequat.

Related Glossary Terms

Drag related terms here

Index   Find Term