The purpose of this handbook is to describe the policies and procedures for the students, faculty, and staff of the USF College of Pharmacy (COP) regarding the handling of academic and non-academic affairs. This handbook was approved by the Faculty Council and the Dean of the COP and is not intended to be an official contract, either specific or implied, between you and the COP or the University. The COP reserves the right to modify or discontinue programs, policies, graduation requirements, or grading policies presented in this handbook at any time. Students will be notified via e-mail annually by the Associate Dean for Student Affairs and Assessment at the start of each academic year or regularly as changes occur in institutional policies.
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Tenets of the College of Pharmacy

The time has come to accept the proven health care benefits of pharmacists’ clinical activities and move forward to confidently promote these patient care roles to patients, payers, health care system administrators, and politicians – ACCP Clinical Practice Affairs Sub-Committee

Welcome

On behalf of the faculty, administration, staff and student body, we extend a heartfelt welcome to the College of Pharmacy (COP) at the University of South Florida (USF). You are now an integral member of an interprofessional healthcare team that will accomplish something that is truly special. The USF COP is developing pharmacists of the future. You will have an opportunity to learn and grow in a robust healthcare community with commitment to producing the very best clinical pharmacists. We have developed a very progressive program to prepare students for excellence in geriatric care, information technology, genomics, and leadership.

You are entering into a challenging, rewarding, and stressful experience. You will undergo a unique personal growth process as you develop the skills, confidence, and compassion necessary to assume responsibility for the care of other human beings.

The Office of Student Affairs and Assessment (OSAA) is dedicated to assisting you in the successful completion of this challenging academic endeavor. The Associate Dean for Student Affairs and Assessment, Dr. Heather Petrelli, is available in her office during school hours, or after school hours at hpetrell@health.usf.edu.
The USF COP is well positioned to become a leader in pharmacy education nationally. Our mission, vision, and goals have been developed to meet the healthcare needs of patients from 2015 and beyond. The interprofessional education culture, research prowess, and existing clinical resources currently in place at USF Health provide a launching pad for our program. The USF COP will attain excellence in pharmacy education, and our resolve to meet the future challenges of healthcare is strong. Stay tuned as the USF COP works to transform the DNA of healthcare! – Dr. Kevin B. Sneed

**Mission (why we exist)**
USF College of Pharmacy's mission is to **REVOLUTIONIZE HEALTH** by:
- Innovation of patient centered healthcare through education, research, and service
- Empowerment of students, professionals, and patients as catalysts for change at all levels of health

**Vision (where we are going)**
By 2019, USF College of Pharmacy will achieve interprofessional excellence in:
- Geriatrics
- Personalized Medicine
- Informatics
- Leadership

**Values (what we hold in high esteem)**
- Innovation
- Leadership
- Diversity
- Interprofessional collaboration
- Interdisciplinary research
- Evidence-based applications
- Teamwork
- Life-long learning

**Four Pillars of the USF COP**

**Geriatrics**

As the Baby Boomer generation reaches retirement age, the population in Florida and across the nation is growing in number. The USF College of Pharmacy recognizes the need for appropriate and accessible pharmaceutical care to improve the health outcomes. Graduates will be prepared through:

- The demonstration of compassionate advocacy by faculty and preceptors;
The identification and implementation of strategies that improve medication safety and continuity of care;
Research directed towards the geriatric population that enhances health care outcomes;
Recognition and attention to quality of life parameters, and individualized patient-centered needs.

PHARMACOGENOMICS

The college and faculty are dedicated to the ethical instruction and implementation of clinical pharmacogenomics in the community, to improve pharmaceutical care. This will be achieved through:

- A rigorous and comprehensive curriculum that will prepare graduates to be proficient leaders in the science and clinical application of pharmacogenomics;
- The application of validated pharmacogenomic biomarkers with continual review of their clinical relevancy;
- The discovery of new and utilization of developing pharmacogenomic biomarkers in collaboration within pharmacogenomic networks;
- The development of partnerships with regulatory agencies and the pharmaceutical industry to address social and global health challenges in which pharmacogenomics may be refined.

LEADERSHIP

Leadership is a necessary tenet for the success of future pharmacists, regardless of professional environment. The curriculum and faculty will mold graduates into effective leaders through:

- A learning environment and the availability of opportunities whereby students will gain new and refine existing leadership skills;
- Requiring self-accountability and respect for patients, peers and colleagues, one’s self and the community;
- The development of skills to anticipate and proactively adapt to change in the healthcare environment;
- Identify new, innovative and sustainable practice models that lead to both enhancements in and the advancement of health care processes and patient outcomes.
Informatics encompasses information management, distributive functions, administration activities, and outcome monitoring. The pulse of the *Information Age* beats with fervor. Healthcare systems are using the power of informatics to optimize patient care. The College will immerse the student body in the latest technological advancements, and provide opportunity for them to utilize these resources in the workforce. Attainment of proficiency in informatics will be accomplished through:

- The application of bioinformatics and data analysis to ensure continuity of care and the optimization of patient outcomes;
- The utilization of cutting edge healthcare technology so graduates will be accomplished regardless of practice environment;
- The development of novel technologies (hardware, software, etc.) to enhance health care processes and outcomes.

**Strategic Objectives**

Strategic objectives for the USF COP were developed by a team of administrators, faculty and staff of the USF COP. The strategic initiatives align with the Mission of USF Health, and were derived from the USF COP Vision and Goals.

The strategic initiatives for the USF COP are as follows:

1. **Education and Student Success**
   - **Education Encompasses**
     - a. Development and implementation of curriculum for PharmD, graduate programs (MS and PHD and post graduate training (residency and fellowship)
     - b. Development of an innovative and balanced (didactic, experiential, and hidden) curriculum
     - c. Supporting lifelong learning through development of continuing education
   - **Student success encompasses**
     - a. Admitting and retaining a diverse qualified student body
     - b. Promoting professionalization through curriculum, extra-curricular involvement, and career development
     - c. Supporting “College for Life” in creating a career partnership continuum

2. **Research, Innovation, and Entrepreneurship** - Research, innovation, and entrepreneurship is an integral part of the COP activities. Research is conducted at different levels including basic, translational, and clinical research.
   - a. As part of strategic growth COP will establish state-of-the-art infrastructure for research and graduate education.
b. Faculty in DPS and PCR are engaged in interprofessional, interdisciplinary and global research.
c. COP will promote Graduate and Post-Doctoral Research, and collaborations with other colleges at USF and the industry

3. Advanced Clinical Prowess - USF COP will produce outstanding pharmacist clinicians trained in advanced healthcare principles to provide exceptional patient care.
   a. Use of innovation, simulation, and interprofessional collaborations
   b. Empower professionals and patients to be catalysts for change at all levels of healthcare
   c. COP will promote Residency and Fellowship program
   d. Fostering evidence-based decision making to affect health
   e. Advocating philanthropy through domestic and international service initiatives

4. Business and Infrastructure Optimization
   a. Involves the improvement, facilitation, and communication of:
      i. Business processes
      ii. Stewardship of fiscal management and budgeting
      iii. Adequate and equitable distribution of resources including space and financial support
      iv. Professional development opportunities
   b. Serves as the liaison between internal and external stakeholders

5. Culture, Community, and Global Outreach - Defined as the ways faculty, staff and students collaborate with internal and external stakeholders/groups in educational, research, co-curricular, social and service collaborative and collegial efforts consistent with our mission and vision. Examples:
   a. Recruiting and matriculating a diverse student body, faculty and staff.
   b. Teaching activities not limited to cultural and linguistic competency content
   c. Use of social media and technology
   d. Professional team building for students, faculty, and staff
   e. Promotion of social diversity programs among students, faculty, and staff
   f. Student service projects
   g. Community and professional education opportunities
   h. Provision of international student observerships, education, and research opportunities

6. Interprofessional Education and Initiatives
Accreditation Status

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4500, or at http://www.sacscoc.org/) to award degrees at the baccalaureate, master’s, specialist and doctoral levels, including the Doctor of Medicine. Originally accredited in 1965, the institution’s accreditation has been continued since that time.

INSTITUTIONAL ACCREDITATION

The University of South Florida submitted a substantive change proposal addressing plans to administer the Doctor of Pharmacy degree program to SACSCOC February 21, 2011. The proposal was approved by SACS April 1, 2011. http://www.usf.edu/about-usf/accreditation.aspx.

PHARMACY ACCREDITATION

The University of South Florida’s Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE), 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org. Details pertaining to ACPE accreditation can be found at the following web site: http://health.usf.edu/pharmacy/accreditation.htm.

For further explanation of the ACPE accreditation process, consult the Office of the Dean or ACPE (www.acpe-accredit.org). Any questions regarding the COP accreditation status should be directed to the Office of the Dean, 813-974-3650.
Standards for Admission

All our dreams can come true, if we have the courage to pursue them. – Walt Disney

Technical Standards

All candidates must meet the health and technical standards requisite for admission and participation in the educational programs of the College. The PharmD degree signifies that the holder is prepared for entry into the practice of pharmacy and graduates must have the knowledge and skills to function in a broad variety of situations and render patient-centered, pharmaceutical care to patients.

A candidate for the PharmD degree must have aptitude, abilities, and skills in five areas: observation; communication; motor; conceptual, integrative and quantitative; and mature behavioral and social. Technological compensation can be made for some handicaps in these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary would mean that a candidate’s judgment must be mediated by someone else’s power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified above. Reasonable accommodation can be made as appropriate, for disabilities in so much as the integrity of the program is upheld.

1. Observation. The candidate should be able to observe demonstrations and experiments in the basic sciences, including but not limited to: physiologic, pharmaceutical, pharmacologic, and microbiologic demonstrations involving animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate should be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.
2. **Communication.** A candidate should be able to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate should be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The candidate should be able to communicate effectively and efficiently in oral and written form with all members of a health care team.

3. **Motor Coordination and Function.** Candidates should have sufficient coordination of both gross and fine muscular movements and equilibrium. The candidate must also have the functional use of the senses of touch and vision to perform laboratory experiments and provide pharmaceutical care required in the curriculum such as microbiology testing, pharmaceutical compounding, and/or physical assessment of the patient.

4. **Intellectual - Conceptual, Integrative, and Quantitative Abilities.** The abilities required of the candidates include measurement, calculations, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of pharmacists, requires all of these intellectual abilities. In addition, the candidates should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

5. **Behavioral and Social.** Candidates must possess the emotional health required for full use of their intellect, the exercise of good judgment, the prompt completion of all responsibilities in the provision of pharmaceutical care to patients and the development of mature, sensitive, and effective relationships with patients and colleagues. The candidate must be able to adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. The candidate must be able to cope with strenuous workload and cope with ambiguity in decision making. Empathy, compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are essential for the successful functioning pharmacist and should be assessed during the admission and educational processes.

The candidate for the PharmD degree must have somatic sensation and the functional use of the senses of vision and hearing. The candidate must be free of psychopathic or sociopathic behaviors which are contrary to professional and ethical standards. Emotional instability precludes the successful completion of the pharmacy curriculum. Any of the above behaviors are inconsistent with the standards of the Institution and will result in denial of admission or expulsion from the College.

Candidates must be intellectually honest, ethical, law-abiding, and without felony convictions. Candidates should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals, other than minor traffic violations.
6. **General Health.** The candidate must have sufficient physical stamina to perform strenuous workloads for long periods. Candidates should be free of chronic debilitating diseases that preclude successful completion of the pharmacy curriculum. The candidate must be free of active infectious diseases, which are highly contagious in a health care setting.

**TECHNICAL REQUIREMENTS**

- The candidate must be able to observe demonstrations and participate in experiments in the basic sciences.
- The candidate must be able to analyze, synthesize, extrapolate, solve problems, and reach diagnostic and therapeutic judgments.
- The candidate must have sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination. The candidate must be able to perform palpation, auscultation, and percussion.
- The candidate must reasonably be expected to relate to patients and establish sensitive, professional relationships with patients.
- The candidate must reasonably be expected to communicate the results of the examination to the patient and to his/her/their colleagues with accuracy, clarity, and efficiency.
- The candidate must reasonably be expected to perform with precise, quick, and appropriate actions in emergency situations.
- The candidate must reasonably be expected to display good judgment in the assessment and treatment of patients.
- The candidate must reasonably be expected to possess the perseverance, diligence, and consistency to complete the pharmacy college curriculum and enter pharmacy practice.
- The candidate must reasonably be expected to accept criticism and respond by appropriate modification of behavior.

**IMPLEMENTATION**

The Admissions Committee will evaluate candidates according to the Technical Standards through review of records, written statements, and interviews. Candidates will be provided a copy of the Technical Standards as part of the admissions materials. Accepted students will be required to sign a statement acknowledging receipt of Technical Standards. Admitted students who have falsified records or made false written or oral statements during the admission process shall be subject to expulsion from the College and, if revealed after degree completion can lead to revocation of the degree.
Qualified applicants requesting reasonable accommodations for a documented disability should contact the Director of Student Services or the Office of Student Disability Services at [website link].

**Admissions Criteria**

The COP has developed an admissions process that incorporates both qualitative and quantitative measures for selecting the best qualified student. The admissions criteria includes: a 2.75 overall GPA, preferred 65% composite PCAT score, and completion of 72 credit hours of pre-pharmacy coursework. In addition, the applicants must be a US citizen or a Permanent Resident Alien at the time of application. It is preferred that applicants have earned a high school diploma at least three years prior to matriculation. Recent AACP data suggests that greater than 60% of applicants to pharmacy programs around the country fall into this category. It is also preferred that the math and science prerequisites be successfully completed during the regular academic year designed for science majors. The COP reserves the right to depart from or supplement published admissions policies at any time without notice to applicants.

**Pharmacy Pre-Requisites**

The USF COP pharmacy pre-requisites include a minimum of 72 semester credit hours earned at any regionally accredited two- or four-year community college or university prior to enrollment in the PharmD program. Advanced Placement and International Baccalaureate coursework will be accepted at scores of three or higher and four or higher, respectively. Completion of prerequisite coursework will be critically reviewed by the Admissions Committee. The date when prerequisite courses were completed, particularly math and/or science coursework, as well as the grade earned in all prerequisite courses will be reviewed. Upon transcript review, you may be advised to retake a course(s) completed five or more years ago. Applicants do not need to have completed all pre-pharmacy coursework requirements at the time of application. However, all coursework must be completed prior to matriculation. The following is a list of the required pharmacy pre-requisites:

- **Calculus:** one semester or two quarters. The course should include differential and integral calculus for science majors.
- **Statistics:** one course. Please note that business statistics is not acceptable.
- **General Chemistry:** a one-year course (two semesters) with laboratory experience for science majors. The courses should include inorganic chemistry and qualitative analysis.
• Organic Chemistry: a one-year course (two semesters) with labs for science majors. If the school offers less than a one-year course, the student must complete the second semester at another institution.

• Physics: one semester or two quarters with labs, for science majors.

• General Biology: a one-year course for science majors along with labs (excluding courses in human anatomy, human physiology, botany and microbiology). If the school offers less than a one-year course, the student must complete the second semester at another institution.

• Microbiology: one course with labs (fundamentals of microbiology for science majors).

• Human Anatomy: one course for science majors with lab is preferred.

• Human Physiology: one course for science majors (excluding plant, cell, and marine physiology). Human physiology with lab is preferred.

• Molecular or Cell Biology: one upper division course for science majors.

• Biochemistry: one upper division course for science majors.

• Genetics: one course. Must be taken prior to matriculation.

• Psychology or Sociology: one course in general psychology or introductory sociology.

• Economics - one course in economics.

• English: one semester or two quarters. English courses must be taken with the English Department at or above the level of English Composition or English Literature (ESL courses will not be accepted).

In addition to the courses listed above, applicants are required to complete a minimum of 9 semester hours (15 quarter hours) of general education elective courses. General education credit will be granted for courses completed in the Arts and Humanities and Behavioral and Social Sciences. In addition, at least one course in Arts and Humanities and in Behavioral and Social Sciences must focus on diversity and culture and/or social and ethical issues.

At this time the USF COP is not accepting international students. Should this policy change, international students (holders of foreign equivalent of US bachelor’s degree) will have to fulfill additional pre-pharmacy courses to include: English and Communication - a one-year course (two semesters) in English composition (expository writing) and a one semester course in interpersonal communication or public speaking. International applicants with a bachelor’s degree from a U.S. institution are exempt from these requirements. Refer to http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-007.pdf for the USF policy on international students.
Admissions Procedures

The COP participates in a rolling admissions process meaning the Admissions Committee will render admissions decisions before the application deadline. Selected regular decision applicants will be invited to participate in an on-campus interview. Offers of acceptance will be sent out on an ongoing basis between December and April. In addition to the regular decision admissions process, the COP is participating in the PharmCAS Early Decision program. Applicants who apply through Early Decision receive early notification of acceptance and certify USF as their first choice. The admissions deadline for Early Decision applicants is typically the first Tuesday in September. Selected applicants will be invited to participate in an on-campus interview in early October and offers of acceptances extended by the third Friday in October.

APPLICATION PROCEDURE

Prospective students must apply to the USF COP through the Pharmacy College Application Service (PharmCAS). In addition to submitting a PharmCAS application and associated fee(s), applicants must:
1. Submit official PCAT test scores reported to PharmCAS
2. Submit an official copy of all college transcript(s) to PharmCAS
3. Request the submission of at least two (2) letters of recommendation on your behalf to PharmCAS. One letter must be from a biological or physical science professor.

FILE REVIEW PROCESS

The COP admissions process includes a file review of each applicant to be certain that all applicants meet the criteria for being offered an interview. Applications are not reviewed until all materials have been received on or before the application deadline. It is the applicant’s responsibility to verify with PharmCAS that the application is complete and has been sent to the USF COP. Likewise, it is the applicant’s responsibility to make sure that the USF COP has received all the application materials on or before the deadline. Materials received after the deadline will not be included as part of an applicant’s file. Files missing information will not be reviewed.

Complete files will be screened by the Enrollment Management Specialist utilizing an admissions scoring rubric, which assesses applicant qualifications (i.e. PCAT test score, extracurricular activities, etc.). Once scored, the files will be reviewed by the Director of Admissions. The Admissions Committee will review and discuss applicant files; selected candidates will be invited for an interview.
INTERVIEW PROCESS

An on-campus half-day interview is mandatory for admissions consideration and will be by invitation only. The purpose of the interview is to assess for non-cognitive skills outside the realm of grades and test scores. The multiple mini-interview (MMI) was selected as the interview format of choice. The MMI includes five stations, each assessing a specific characteristic. Each interviewee begins at a different interview station, rotating to the next interview station at the prompting of the MMI administrator. The MMI will end only after each interviewee has rotated through all five stations. As part of the interview day, interviewees also provide a writing sample and participate in a small group activity. These activities serve as a means of assessing non-academic indicators (i.e. critical thinking).

ADMISSIONS DECISIONS

The Admissions Committee will meet after applicants have been interviewed to review files and make acceptance decisions. Applicants will be offered acceptance, placed on the alternate list, or rejected.

Student Background Checks

All newly admitted students are required to undergo a criminal background check (CBC) and drug testing for admission to verify an individual’s suitability to participate in experiential education rotations, to identify potential difficulties regarding a student’s eligibility for pharmacy licensure, and to ensure patient safety. Successful completion of a background check is required for admission and continuation in the USF COP PharmD program. Failure to disclose information subsequently found on a background check may result in withdrawal of the offer of admission.

In addition to undergoing an initial background check, any new criminal or arrest information must provide a written self-disclosure to the Director of Admissions or Associate Dean for Student Affairs and Assessment of within 3 business days following an arrest or charge of any crime. Students are required to report arrests of any crime regardless of legal counsel, the outcome of the case, or where the case is in adjudication. This will allow administration to uphold our commitment to student wellness and professionalism. Through open discussion, early notice leads to optimal outcomes ensuring proper guidance through licensure, the ability to participate in rotations, and for the health and safety of the student, other members of The College community, and profession of pharmacy. Failure to report immediately will be considered a professionalism infraction leading up to and including rescinding of admissions.
In many cases, USF COP’s academic requirements involve placement at multiple off-campus training sites to include hospitals and other institutional settings. As a result, these off-campus experiential sites require students to undergo and pass a CBC and/or drug test. This notice is to make you aware of the requirements.

Hospitals and other experiential training sites require CBC and drug tests to protect the safety of patients and other persons at these facilities and to ensure the confidentiality of patient information. Each training site sets its own standard for a CBC and drug test and more often than not placement at the site is conditional on passing the check. You may also be asked by the training site to pay the cost of the background check and drug testing. You may have to complete more than one CBC and drug test during the course of your program, depending on the requirements of each site.

**DRUG TEST**

The drug test will include a 10-panel drug screen test. The test will screen for detection of amphetamines, cocaine metabolites, marijuana metabolites, opiates, phencyclidine, barbiturates, benzodiazepines, methadone, propoxyphene and methaqualone in the human urine at or above the system concentration levels established as standard minimums by the National Institute of Drug Abuse, the World Health Organization and the Substance Abuse and Mental Health Services Administration.

**CRIMINAL BACKGROUND CHECK**

The CBC will review a person’s criminal history seven (7) years prior to the date of application. The check will include the cities and counties of all known residences. The following searches must be performed:

- Social Security Number Validation
- County Criminal Records
- Statewide Criminal Records
- Federal Criminal Records
- National Criminal Database
- National Sexual Offender Database
- US Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities
- Dishonorable Discharge from the Armed Forces, if applicable.
- International, if applicable.
- Sanctions Base
- Florida Department of Law Enforcement
CRIMINAL BACKGROUND CHECK DISCLAIMER

- Successful completion of a background check for the USF COP PharmD program does not ensure eligibility for licensure or future employment.
- Clinical agencies can establish more stringent standards, if they so desire, to meet regulatory requirements for their facility. This means that it is possible to be accepted into the PharmD program based on the initial background check, and then not be permitted to complete the program should a more stringent criminal background check preclude the student from participating in clinical rotations.
- Clinical agencies can conduct additional background checks at their discretion.

PROCEDURES

Students will be required to complete the background check and drug testing through Certiphi Screening, Inc.

Upon your initial, conditional acceptance by the USF COP, Certiphi Screening, Inc. will send an email(s) to the preferred email address you entered in your PharmCAS application. This email will provide you with access to a secure, online form via which you will provide basic identifying information and consent for the CBC report to be procured. In addition, you will receive specific instructions on how to complete the 10-panel drug test.

Once you have provided consent, Certiphi Screening, Inc. will procure a national background check on you. Once the report is complete, Certiphi Screening, Inc. will send an email to your preferred email address requesting that you review the report prior to its distribution. Upon receiving this email:

- You will have ten (10) calendar days from the date this email is sent to review your report prior to this report being made available to the participating pharmacy schools who request this report. If you do not review this report, the report will be distributed after this period elapses.
- You will be provided with an opportunity to contest the accuracy of the contents of the report within the specified ten (10) calendar day period.

Once you have reviewed and released this report, or after the specified ten (10) day period has elapsed, the report procured on you will be made available to the USF COP. The drug test results will be directly sent to the USF COP. Students will be notified when all components of the background check process and drug test are completed.

Results of all background checks and drug test/s become the sole property of the College and will not be available for copying or for use to meet the requirements of outside employers or other educational institutions.
Results of all background checks and drug tests/s are initially reviewed by the Director of Admissions. If a positive background check and/or positive or adulterated drug test is found, the results will undergo further review by, but not limited to the Associate Dean for Student Affairs and Assessment.

While a positive background check and/or positive or adulterated drug test does not constitute automatic revocation of an offer of admission, it is possible. At the discretion of the Associate Dean for Student Affairs and Assessment a special Admissions Committee hearing may be convened to review the specific case. The Admissions Committee will make a recommendation regarding the appropriate course of action to the Associate Dean for Student Affairs and Assessment. Applicants will be given the opportunity to explain the result(s) and may be required to provide a written and/or oral explanation. The College reserves the right to revoke an offer of acceptance if applicants fail to provide either a written and/or oral explanation. The Admissions Committee may require an applicant with a positive drug test or CBC to undergo professional evaluation by an agency selected by the Committee at the expense of the applicant.

If a positive background check is found to disclose a misdemeanor and/or felony not previously disclosed in the PharmCAS application and/or COP supplemental application, the USF COP reserves the right to rescind an offer of admission. The misrepresentation of information, intentionally or not, is a violation of the PharmCAS Applicant Code of Conduct and USF COP supplemental application disclosure statement.

The Associate Dean of Student Affairs will render the final decision as to whether or not the positive background check and/or positive or adulterated drug test will result in rescinding the offer of acceptance.

**ALLOCATION OF COST**

Any costs associated with procurement of the background check, drug testing, and/or further requirements or evaluations required by the Admissions Committee or Associate Dean will be the responsibility of the student.

**Transfer Applicant Procedures**

Transfer students from other pharmacy schools would be considered on a case by-case basis. The COP transfer procedures indicate that applicants must be attending an ACPE accredited program and have attained the same academic level or higher than the proposed transfer. Transfer students must be in good academic standing, have legitimate reasons for seeking transfer, and must come from a program in which the curriculum structure is equivalent to that offered by the USF COP. Students dismissed from another pharmacy program secondary to inadequate
academic performance or unprofessional behavior will not be considered for transfer admissions.

The application process entails receipt of the following documents:

- provision of a release of information to obtain all student academic and conduct records
- letter of intent from the applicant to the USF COP Director of Admissions
- letter from the previous institution’s Student Affairs Dean outlining student’s current academic status and/or terms of withdrawal/dismissal
- letter of recommendation from a current pharmacy faculty member
- catalog and syllabi for all pharmacy courses taken
- official copies of all college transcripts
- transfer application

The transfer application and supporting documentation are submitted to COP Admissions Office. Only after the Records and Registration Specialist confirms a seat in the PY2 class is available will the Director of Admissions (DA) forward transfer application materials to the Curriculum Committee (CC) Chair, who analyzes the applicant’s transcripts, course catalog and syllabi. The CC Chair will confirm whether the applicant has the necessary prerequisite foundation to transfer into the second year.

If deficiencies in an applicant’s knowledge base are identified, the CC Chair may recommend the applicant complete a subject-specific exam created by the respective course coordinator(s). The subject-specific exam is used to assess knowledge base and identify any gaps. Exam results may be used for the purpose of designing a self-study program to be completed by the transfer applicant prior to matriculation. Alternatively the exam results may confirm that the applicant should not be accepted due to deficiencies that exceed the capabilities of a self-study program. The Admissions Committee will render an admissions decision. The DA will communicate the decision to the applicant.
PharmD Program

With special clinical emphasis placed upon caring for elderly populations, individualized medicine, emerging health information technologies, and building future healthcare leaders, the USF COP is excited to move the pharmacy profession towards the year 2015 and beyond – Dr. Kevin B. Sneed

Recognizing the rapidly evolving healthcare system, the USF COP has created a dynamic pharmacy program that addresses the needs of students graduating in 2017 and beyond. Anticipated changes in patient demographics and emerging advanced technologies have provided an opportunity to implement various aspects of healthcare into the curriculum.

USF Health is undergoing unique transformation with regards to interprofessional education (IPE). In 2011 the IPE Working Group began development of an integrated IPE curriculum that encompasses all USF Health academic programs. Common global competencies have been developed and aligned across the various degree programs. Aspects of the IPE curriculum have been incorporated within the COP curriculum, with the anticipation of future enhancements.

The USF COP curriculum includes a Pharmacy Longitudinal Research Project (PLRP) that directly involves students in research activities. The COP believes providing students with a sound foundational understanding of research methods as this will produce graduates that are more likely to engage in life-long learning activities, including professional and community development. All students will work directly with faculty to complete the PLRP. The knowledge, skills, and abilities obtained through this experience will be useful in all areas of pharmacy practice.

Program Administration

The USF COP is managed by an actively-engaged administrative team composed of the following leaders
**Governance**

The USF COP has a governance structure that is inclusive of administrative, faculty, student, and staff participation. The governance structure is described in detail within the Faculty Bylaws. The committees that provide leadership, assessment, protection, and innovation to all stakeholders are as follows:

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Faculty</th>
<th>Student*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Admissions*</td>
<td>2. Faculty Council</td>
<td>2. Elections Committee</td>
</tr>
<tr>
<td>3. Strategic Planning*</td>
<td>3. Appointment, Promotion, and Tenure</td>
<td>3. Academic and Professionalism Committee (Honor Council)</td>
</tr>
<tr>
<td>5. Fiscal Management*</td>
<td>5. University Security and Safety Committee</td>
<td>5. Fundraising and Budget Committee</td>
</tr>
<tr>
<td>7. Committee on Committees</td>
<td>7. University Faculty Council Representative</td>
<td></td>
</tr>
<tr>
<td>8. Alumni Relations</td>
<td></td>
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</tr>
</tbody>
</table>

*Denotes pharmacy student representation on the committee (not listed under Student)
Pharmacy College Educational Outcomes (PCEO)

The following professional competencies were designed to align with the Center for the Advancement of Pharmacy Education Educational Outcomes 2013 and to assess the development of each student as they progress through the curriculum. Graduates from the USF COP will demonstrate the following:

<table>
<thead>
<tr>
<th>Professional Competency</th>
<th>USF COP Education Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONAL KNOWLEDGE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1.1. Foundational knowledge</strong></td>
<td>1.1.1. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work, and evaluate the potential value in individuals and populations</td>
</tr>
<tr>
<td></td>
<td>1.1.2. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care and/or population health</td>
</tr>
<tr>
<td></td>
<td>1.1.3. Critically analyze the scientific literature (related to drugs and diseases, or emerging theories and technologies) to enhance clinical decision making</td>
</tr>
<tr>
<td><strong>ESSENTIALS FOR PRACTICE &amp; CARE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2.1. Patient-centered care</strong></td>
<td>2.1.1. Collect appropriate and necessary patient-specific subjective and objective information, interpret this information, and prioritize needs</td>
</tr>
<tr>
<td></td>
<td>2.1.2. Formulate a care plan that includes appropriate goals, monitoring and follow-up parameters</td>
</tr>
<tr>
<td></td>
<td>2.1.3. Implement the care plan and document activities</td>
</tr>
<tr>
<td><strong>2.2. Medication use systems management</strong></td>
<td>2.2.1. Compare and contrast components of the medication use systems across different pharmacy practice settings to include interactions with, and the roles and responsibilities of, other health care team members</td>
</tr>
<tr>
<td></td>
<td>2.2.2. Identify, utilize and manage human, financial, and physical resources (including technology) to ensure safe and effective care</td>
</tr>
<tr>
<td></td>
<td>2.2.3. Interpret and adapt standards and guidelines to establish medication use systems</td>
</tr>
<tr>
<td>2.3. Health and wellness</td>
<td>processes, and utilize continuous quality improvement (i.e. collect, interpret and evaluate data) to determine impact</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</strong></td>
<td>2.3.1. Develop and implement care plans that incorporate risk assessment, risk reduction, screening, and education</td>
</tr>
<tr>
<td><strong>The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</strong></td>
<td>2.3.2. Develop and participate in prevention, intervention, or educational activities (that include interprofessional healthcare team members) directed towards individual and community health and wellness</td>
</tr>
<tr>
<td><strong>The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</strong></td>
<td>2.3.3. Evaluate personal, social, cultural, and economic factors, and environmental conditions to maximize the impact of health and wellness initiatives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.4. Population-based care</th>
<th>2.4.1. Analyze epidemiologic and pharmacoeconomic data to appreciate the status and needs of a population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.</strong></td>
<td>2.4.2. Develop and implement an evidence-based, cost-effective and efficient plan (that includes interprofessional healthcare team members) that addresses population needs</td>
</tr>
<tr>
<td><strong>The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.</strong></td>
<td>2.4.3. Collect and interpret data (costs, care, access, and satisfaction) and adapt interventions to maximize outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROACH TO PRACTICE &amp; CARE</th>
<th>3.1.1. Identify and define the primary problem(s), analyze evolving situations, and develop goal(s) or outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1. Problem solving</strong></td>
<td>3.1.2. Develop a list of viable solutions (organize, prioritize, and defend), after thorough consideration of possible outcomes and/or consequences</td>
</tr>
<tr>
<td><strong>The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.</strong></td>
<td>3.1.3. Implement the most viable solution, monitor outcomes, and utilize assessment data to inform future decisions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.2. Education</th>
<th>3.2.1. Determine the learning needs of the intended audience and corresponding teaching strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.</strong></td>
<td>3.2.2. Develop accurate, current, relevant content at a level appropriate for the intended audience</td>
</tr>
<tr>
<td><strong>The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.</strong></td>
<td>3.2.3. Provide education, individually or as part of a team-based encounter, and prospectively assess audience learning</td>
</tr>
</tbody>
</table>
### 3.3. Patient advocacy

The graduate is able to represent the patient’s best interests.

- **3.3.1. Determine patient care needs demonstrating the principles of empathy, honesty, integrity, and cultural sensitivity**
- **3.3.2. Empower patients to take responsibility for and control of their health, providing assistance when appropriate**
- **3.3.3. Monitor patients to ensure they have obtained the resources or care required in an efficient and cost-effective manner**

### 3.4. Interprofessional collaboration

The graduate is able to actively participate and engage as a health care team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

- **3.4.1. Establish an environment of shared values and mutual respect by clearly defining team member roles and responsibilities, and communicating in a manner that values team-based decision-making**
- **3.4.2. Develop high functioning teams that leverage expertise, foster accountability, and support shared responsibility for patient management and/or system-based problem solving**
- **3.4.3. Demonstrate effective communication skills across a variety of interprofessional circumstances or settings to optimize outcomes for patient encounters**

### 3.5. Cultural sensitivity

The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

- **3.5.1. Display attitudes and behaviors that demonstrate respect for human dignity and creates a culture of inclusiveness**
- **3.5.2. Assess health literacy and consider cultural norms to determine communication strategies that address patient needs**
- **3.5.3. Safely and appropriately incorporate cultural beliefs and practices into health and wellness care plans**

### 3.6. Communication

The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

- **3.6.1. Demonstrate effective communication skills that establish rapport and build trust across a variety of environments**
- **3.6.2. Demonstrate competence with the following communication techniques: motivational interviewing, active listening, appropriate use of questions, audience-leveled adaptive language, and appropriate use of media and technology**
- **3.6.3. Develop written communications pertinent to organizational needs or patient care activities that are clear, concise, accurate, and written at an audience-appropriate level**
- **3.6.4. Demonstrate the ability to provide and receive effective and constructive feedback to ensure learning and goal attainment**
<table>
<thead>
<tr>
<th>PERSONAL &amp; PROFESSIONAL DEV'T</th>
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<tbody>
<tr>
<td><strong>4.1. Self-awareness</strong></td>
<td></td>
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<tr>
<td>The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.</td>
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</tr>
<tr>
<td><strong>4.1.1.</strong> Demonstrate self-reflective habits during learning and professional activities, incorporate constructive coping strategies to manage life circumstances, and seek professional or academic support when necessary.</td>
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<tr>
<td><strong>4.1.2.</strong> Demonstrate persistence and flexibility, yet strive for accuracy and precision, by displaying a willingness to recognize, correct, and learn from errors.</td>
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<tr>
<td><strong>4.1.3.</strong> Identify, create, implement, evaluate and modify plans for personal and professional development.</td>
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<tr>
<td><strong>4.2. Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.</td>
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<tr>
<td><strong>4.2.1.</strong> Differentiate between the concepts of leadership and management and appreciate the role of each in professional practice.</td>
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</tr>
<tr>
<td><strong>4.2.2.</strong> Develop and lead dynamic teams through active listening, effective feedback, relationship building, reflection of individual strengths and weaknesses, respect for human dignity, and fostering collaboration.</td>
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<tr>
<td><strong>4.2.3.</strong> Develop effective goals and outcomes that promote consensus-building and teamwork that supports organizational or professional change.</td>
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<tr>
<td><strong>4.3. Innovation and entrepreneurship</strong></td>
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<tr>
<td>The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</td>
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</tr>
<tr>
<td><strong>4.3.1.</strong> Assess personal and professional strengths and weaknesses and thereafter pursue self-development to enhance entrepreneurial skills.</td>
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</tr>
<tr>
<td><strong>4.3.2.</strong> Demonstrate initiative and creativity in a logical and coherent manner when confronted with a novel problem or challenge.</td>
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<tr>
<td><strong>4.3.3.</strong> Conduct a risk-benefit analysis prior to implementing an innovative or entrepreneurial endeavor, and incorporate post implementation evaluative parameters to assess impact.</td>
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<tr>
<td><strong>4.4. Professionalism</strong></td>
<td></td>
</tr>
<tr>
<td>The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.</td>
<td></td>
</tr>
<tr>
<td><strong>4.4.1.</strong> Demonstrate appropriate professional attitudes and behaviors in all interactions that includes altruism, integrity, trustworthiness, flexibility, respect for human dignity, preparation, initiative, and accountability.</td>
<td></td>
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<tr>
<td><strong>4.4.2.</strong> Perform duties in accordance with legal, ethical and moral principles.</td>
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<tr>
<td><strong>4.4.3.</strong> Demonstrate a commitment to continual improvement by maintaining professional competence utilizing a lifelong learning framework.</td>
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</table>
### RESEARCH

<table>
<thead>
<tr>
<th>5.1 Longitudinal Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduate will complete a research project from implementation through publication.</td>
</tr>
</tbody>
</table>

5.1.1 Identify a research question in collaboration with peers and a mentor that demonstrates comprehension of available literature and sound theory
5.1.2 Develop and implement a research project demonstrating awareness of and compliance with research integrity processes, effective time management, accountability, and effective use of resources
5.1.3 Collect, interpret and evaluate obtained data, and effectively communicate findings via professional publications (e.g. poster or podium presentation or manuscript)

### PERSONALIZED MEDICINE

<table>
<thead>
<tr>
<th>6.1 Pharmacogenomics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The graduate is able to develop and implement a patient-directed care plan based on pharmacokinetic, pharmacodynamic and pharmacogenetic data (collect and interpret data, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).</td>
</tr>
</tbody>
</table>

6.1.1 Collect appropriate and necessary patient-specific subjective and objective information, interpret this information, and prioritize needs
6.1.2 Formulate a care plan that includes appropriate monitoring and follow-up parameters
6.1.3 Implement the care plan and document activities
The USF COP Mission, Vision, and Values serve to guide curricular content as well as other COP endeavors. The curriculum includes the integration of technology, student engagement in the educational process, and IPE activities. The faculty utilizes a variety of instructional methods to foster student attainment of course objectives. The curriculum focuses on a patient-centered learning model that represents the paradigm shift towards pharmaceutical care throughout the country. A balance of knowledge- and skill-based instructional methods, along with strategically aligned assessments, ensures the successful attainment of curricular goals.

Students are enrolled on a full-time basis. Several courses may be taught predominantly online, however the majority of courses will include classroom engagement. Lectures are limited so that peer and faculty interactions can be maximized. For many courses students may be required to listen to lectures online, or complete activities and/or assignments, in preparation for class. The emphasis of the USF COP is the comprehension and assimilation of knowledge, with subsequent demonstration of competency (skills and abilities). The USF COP curriculum includes both core and elective coursework. The didactic and experiential elective opportunities allow students to pursue areas of interest and/or focus their attentions in order to position themselves for post-graduate education, training, or employment.

*The COP reserves the right to modify or discontinue programs, policies, graduation requirements, or grading policies presented in this handbook at any time. Students will be notified via e-mail annually by the Associate Dean for Student Affairs and Assessment at the start of each academic year or as changes occur in institutional policies.

Year One (PY1) - Semester One / Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 6114C</td>
<td>Drug Delivery Systems I (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6562</td>
<td>Physiologic Basis of Disease</td>
<td>4</td>
</tr>
<tr>
<td>PHA 6451</td>
<td>Clinical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6804C</td>
<td>Pharmaceutical Calculations</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6792C</td>
<td>Drug Information / Literature Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6575</td>
<td>Introduction to Principles of Drug Action</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6870C</td>
<td>Pharmaceutical Skills I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
### Year One (PY1) - Semester Two / Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 6577</td>
<td>Biochemical and Molecular Principles of Drug Action</td>
<td>5</td>
</tr>
<tr>
<td>PHA 6115C</td>
<td>Drug Delivery Systems II (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6755</td>
<td>Medical Microbiology and Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6898</td>
<td>Foundations in Public Health (Cultural Competence Coursework included)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6871C</td>
<td>Pharmaceutical Skills II (Patient Assessment)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6940</td>
<td>Introductory Pharmacy Practice Experience (IPPE)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
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</tbody>
</table>

### Year Two (PY2) - Semester Three / Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 6782C</td>
<td>Pharmacotherapeutics I</td>
<td>5</td>
</tr>
<tr>
<td>PHA 6795</td>
<td>Research Methods and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6124</td>
<td>Principles of Pharmacokinetics / Pharmacodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6261</td>
<td>Healthcare Administration and Economics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6872C</td>
<td>Pharmaceutical Skills III</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6945</td>
<td>IPPE – Community / Retail</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
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</table>

### Year Two (PY2) - Semester Four / Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 6783C</td>
<td>Pharmacotherapeutics II</td>
<td>5</td>
</tr>
<tr>
<td>PHA 6243</td>
<td>Medical Informatics and Technology</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6129</td>
<td>Clinical Pharmacokinetics / Pharmacodynamics II</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6618C</td>
<td>Principles of Geriatric Pharmacotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6270</td>
<td>Healthcare and Medication Safety</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6873C</td>
<td>Pharmaceutical Skills IV</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6946</td>
<td>IPPE – Community / Retail</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
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</table>
### Year Three (PY 3) - Semester Five / Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 6784C</td>
<td>Pharmacontherapeutics III</td>
<td>5</td>
</tr>
<tr>
<td>PHA 6740</td>
<td>Grant Writing and Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>PHA 6130C</td>
<td>Translation Pharmacogenomics</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td></td>
<td>2 / 3</td>
</tr>
<tr>
<td>PHA 6874C</td>
<td>Pharmaceutical Skills V</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6947</td>
<td>IPPE - Institutional Practice</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>16/17</strong></td>
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### Year Three (PY 3) - Semester Six / Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PHA 6787C</td>
<td>Pharmacontherapeutics IV</td>
<td>5</td>
</tr>
<tr>
<td>PHA 6875C</td>
<td>Pharmaceutical Skills VI</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6233C</td>
<td>Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6760</td>
<td>Non-Prescription and Herbal Therapies</td>
<td>3</td>
</tr>
<tr>
<td>Elective Course</td>
<td></td>
<td>2 / 3</td>
</tr>
<tr>
<td>PHA 6948</td>
<td>IPPE (Institutional Focus)</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17/18</strong></td>
</tr>
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</table>

### Year Four (PY4) – Semester Seven / Summer

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Pharmacy Practice Experience (APPE)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Professional Forum^{2}</td>
<td></td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>14</strong></td>
</tr>
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</table>

### Year Four (PY4) – Semester Eight / Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>APPE (Amb Care, Med, Ele)</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
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### Year Four (PY4) – Semester Nine / Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Class</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPE (CC, Adv Amb Care, Ele)</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
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</table>

^{2}Spans duration of the entire P4 year
COURSE DESCRIPTIONS FOR THE PHARM D CURRICULUM

Year One (PY1) - Semester One / Fall

PHA 6114C Drug Delivery Systems I and Laboratory – 3 Credits
Fundamental biological and physiochemical principles important for the formulation, preparation, stability, and performance of pharmaceutical dosage forms. The fall syllabus covers the drug delivery systems aspects with focus to include physical pharmacy, liquid, and semi-solid dosage forms. The Compounding Laboratory sessions will provide students the opportunity to apply learned principles.

PHA 6562 Physiologic Basis of Disease – 4 Credits
This course entails the study of diseases at molecular, cellular, and organ levels. It provides a foundation for understanding the etiologies and pathogenesis of diseases. It facilitates the interpretation of the structural and functional changes induced by stimuli, correlating the macroscopic and microscopic changes with the manifestations of diseases and ultimately with a diagnosis. The knowledge gained from the study of these mechanisms will form the foundation for therapeutic approaches, and understanding drug interaction and dependence.

PHA 6451 Clinical Biochemistry – 3 Credits
Course focus will be on the structure, chemistry and function of macromolecules and their building blocks, i.e., amino acids, carbohydrates, nucleotides and fatty acids. Major metabolic and catabolic pathways will be discussed in relation to drug action. Enzyme kinetics and regulation, and bioenergetics will be presented.

PHA 6804C Pharmaceutical Calculations – 2 Credits
Accurate pharmacy calculations enhance patient care in all areas of pharmacy practice. This course serves as an introduction to the critical role calculations play in patient safety. Students will learn the direct application of their previous math and chemistry skills to the human body. Calculations will encompass different approaches to measurement including the metric, avoirdupois, and traditional apothecary systems. Course topics will include specific gravity/volume, percentage and ratio strength, dilution, allegation, trituraction, isotonicity, milliosmole and milliequivalent conversions. Application of these topics will be reinforced through clinical calculations tailored to individual patient needs. Upon completion of this course, students will be able to correctly perform calculations required to advise a healthcare team and properly prepare medications for dispensing.
PHA 6792C Drug Information / Literature Evaluation – 2 Credits
Drug Information / Literature Evaluation will introduce and reinforce the fundamental principles of the practice of drug information. The course will provide an introduction to the databases used for drug information inquiries; including text- and web-based media. Students will develop proficiency in using databases and other secondary literature resources to retrieve and/or supply drug information. Students will also learn the principles of proper literature evaluation, and begin to develop their skills in reviewing and evaluating primary and tertiary literature. Lastly, students will learn and apply the principles of appropriate medical writing. This course will serve as a prerequisite for Research Methods and Biostatistics (PHA 6795).

PHA 6575 Introduction to Principles of Drug Actions – 2 Credits
Initial course discussions will focus on the principles of pharmacology, and their application to anatomical and physiologic function. Special emphasis will be placed on medication receptor recognition, introductory pharmacology, specific organ system, mechanisms of signaling response, and variations of medication action at receptor sites.

PHA 6870C Pharmaceutical Skills I – 2 Credits
The pharmaceutical skills sequence serves dual functions; the first is to allow integration and application of materials learned during the semester, the second to address key professional competencies that are not otherwise addressed in the curriculum (professionalism, communication, ethics, and law). The first course in the sequence will include discussion regarding pharmaceutical care techniques, the history of pharmacy, professional communication tactics and behaviors, and cultural competency.

Year One (PY1) - Semester Two / Spring

PHA 6577 Biochemical and Molecular Principles of Drug Action - 5 Credits
Initial course discussions will focus on the principles of pharmacology, and their application to anatomical and physiologic function. Special emphasis will be placed on medication receptor recognition, drug structure, introductory pharmacology, specific organ system, mechanisms of signaling response, and variations of medication action at receptor sites, adverse effects of various medications, absorption, distribution, metabolism, elimination, physical chemical properties.

PHA 6115C Drug Delivery Systems II and Laboratory - 3 Credits
Fundamental biological and physiochemical principles important for the formulation, preparation, stability, and performance of pharmaceutical dosage forms. The spring syllabus will cover solids, sterile dosage forms and advanced drug delivery systems with focus on institutional pharmacy and sterile techniques.
(TPN, IV preparation, etc.). The weekly laboratory session will continue to complement classroom instruction and allow students the opportunity to apply newly-learned technical skills.

**PHA 6755 Medical Immunology and Microbiology – 3 Credits**
This course will provide a comprehensive study of the field of medical microbiology and the immune system. Microbiology discussions will include a review of infectious microbes and the clinical consequences of infection. Immunology discussions will focus on the structure and function of the individual components of the immune system, and manipulation of the immune system in medicine.

**PHA 6898 Foundations in Public Health - 3 Credits**
This course provides the student with an introduction to public health and the public health system. This includes an overview of the core disciplines of public health, the basic science and methodology utilized in public health and review the social/environmental determinants of health. Students will also learn about the relationship between public health and pharmacy, and role of the public health professional and the pharmacist as it relates to Healthy People 2020 goals and objectives.

**PHA 6871C Pharmaceutical Skills II - 3 Credits**
The focus of this semester will be a continued discussion of pharmaceutical care techniques, with an emphasis on special populations, motivational interviewing, career options, and the application of public health principles. In addition, students will receive instruction on physical assessment techniques to include blood pressure measurement, medical device training, and techniques specific to medication administration such as eye/ear drops, nasal sprays, and inhalers.

**PHA 6940 Introductory Pharmacy Practice Experience (IPPE) – 1 Credit**
The first Introductory Pharmacy Practice Experience (IPPE) is the beginning course in a three year sequence of introductory experiences exposing pharmacy students to the principals of pharmaceutical care. IPPE will focus on special populations to promote health improvement, wellness, and disease prevention in cooperation with an interprofessional team.

**Year Two (PY2) - Semester Three / Fall**

**PHA 6782C Pharmacotherapeutics I - 5 Credits**
Pharmacotherapeutics is an integrated course sequence utilizing medicinal chemistry, pharmacology, and pharmacy practice faculty. The overarching goal of the sequence is to review and discuss the applied principles of pharmacotherapy/patient management following an organ system process to
include renal, pulmonary, endocrine, dermatology, and cardiovascular systems.

**PHA 6795 Research Methods and Biostatistics -3 Credits**
The focus of this course will be medical literature evaluation, including understanding and assessment of various research study designs, statistical analyses, and clinical application of the medical literature. The course provides the necessary preparation for “Grant Writing and Clinical Research”.

**PHA 6124 Principles of Pharmacokinetics/Pharmacodynamics I - 3 Credits**
The goal of this course is to provide students a fundamental understanding of the concepts and principles underlying the discipline of pharmacokinetics and pharmacodynamics. The topics will include pharmacokinetic data analysis, dosage regimen design, determinants of drug absorption, distribution, metabolism and excretion, and study of drug concentration–response relationships.

**PHA 6261 Healthcare Administration and Economics -3 Credits**
This course will discuss components of the United States (US) health care system, including the administrative and financial determinants that influence patient care, and how pharmacy, pharmacists, and pharmacy systems contribute. An introduction to pharmacy leadership, management, planning, and financial and human resources management will also be provided.

**PHA 6872C Pharmaceutical Skills III - 3 Credits**
The Pharmaceutical Skills III course is designed to apply the principles taught throughout the didactic curriculum, including the Pharmacotherapeutics and Pharmacokinetics/Pharmacodynamics courses, in order to optimize therapeutic outcomes and improve patient care. Students will learn and build upon skills related to therapeutic drug monitoring, patient counseling, diagnostic tools, medication therapy management, building patient assessments, care plans, communications, business models, health disparities, literature evaluation, health policy, and law. The format will include small group discussions, simulation activities, student presentations, lectures, reading assignments, cases, Subjective-Objective-Assessment-Plan (SOAP) notes, and interprofessional experiences with other USF Health disciplines.
PHA 6945 Introductory Pharmacy Practice Experience (IPPE) – 1 Credit
Introductory Pharmacy Practice Experience in Community Pharmacy is a structured course in which students will meet with an assigned community pharmacist for 15 consecutive weeks during the Fall 2014 semester. Students will practice pharmacy under supervision while demonstrating and reinforcing skills taught in didactic course work. Upon completion of the course, the student should be knowledgeable about the basic functions of a pharmacist in a community pharmacy practice setting, which involves:

- Dispensing: Compounding, re-packaging, labeling and delivery of a prescription or device
- Management: Operations, purchasing and inventory control
- Educational: Drug information, healthcare professional and patient education
- Pharmaceutical Care: Monitoring and evaluating drug therapy, emergency pharmacy services, communication with other healthcare practitioners, patients and caregivers

Year Two (PY2) - Semester Four / Spring

PHA 6783C Pharmacotherapeutics II - 5 Credits
Pharmacotherapeutics is an integrated course sequence utilizing medicinal chemistry, pharmacology and pharmacy practice faculty. The overarching goal of the sequence is to review and discuss the applied principles of pharmacotherapy/patient management following an organ system process. This is the second of four courses in the integrated course sequence. Areas to be covered this semester include psychiatry, neurology, men’s and women’s health topics, and genitourinary system.

PHA 6243 Medical Informatics and Technology – 2 Credits
The focus of this course is to emphasize the roles and responsibilities of the profession and individual pharmacists in the implementation and utilization of electronic health records, medical information technology, institutional and community software, and healthcare system database management.

PHA 6129 Clinical Pharmacokinetics/Pharmacodynamics II - 3 Credits
The second course of the series continues concepts taught in the Principles of Pharmacokinetics and Pharmacodynamics. Special emphasis will be placed on outpatient medication management and advanced monitoring techniques. Class discussions will review formulation factors involved in drug delivery. Students will demonstrate the ability to utilize basic principles of pharmacokinetics and pharmacodynamics to optimize patient specific dosing regimens
PHA 6618C Principles of Geriatric Pharmacotherapy - 2 Credits
This course will reinforce specific geriatric pharmacotherapy issues, including medication administration, impact of the aging process, and frequently encountered social issue. Course content will include discussions regarding health systems management issues, and the changing demographics in the country and State of Florida.

PHA 6270 Healthcare and Medication Safety – 2 Credits
This course will introduce and reinforce principles of human error and patient safety within healthcare settings. The students will engage in activities that analyze, discuss, and provide recommendations for solutions to patient safety problems. Students will have opportunities to conduct an incident investigation, gain an understanding of the advantages and limitations of error reporting, learn how to disclose errors and adverse events, and learn models for improving safety in various health care settings. Classes are designed to provide students with hands-on skills in systems thinking and in preventing, learning from, and dealing with medical error and adverse events.

PHA 6873C Pharmaceutical Skills IV - 3 Credits
The Pharmaceutical Skills IV course is designed to apply the principles taught throughout the didactic curriculum, including the Pharmacotherapeutics and Pharmacokinetics/ Pharmacodynamics courses, in order to optimize therapeutic outcomes and improve patient care. Students will learn and build upon skills related to therapeutic drug monitoring, patient counseling, diagnostic tools, medication therapy management, building patient assessments, care plans, communications, business models, health disparities, literature evaluation, health policy, and law. The format will include small group discussions, simulation activities, student presentations, lectures, reading assignments, cases, Subjective-Objective-Assessment-Plan (SOAP) notes, and interprofessional experiences with other USF Health disciplines.

PHA 6946 Introductory Pharmacy Practice Experience (IPPE) – 1 Credit
Introductory pharmacy practice experience in community pharmacy is a structured course in which students will meet with an assigned community pharmacist for 15 consecutive weeks for Spring 2013 semester. Students will practice pharmacy under supervision while demonstrating and reinforcing skills taught in didactic course work. Upon completion of the course, the student should be knowledgeable about the basic functions of a pharmacist in a community pharmacy practice setting, which involves:

I. Dispensing: compounding, re-packaging, labeling and delivery of a prescription or device
II. Management: operations, purchasing and inventory control
III. Educational: drug information, healthcare professional and patient education
IV. Pharmaceutical Care: monitoring and evaluating drug therapy, emergency pharmacy services, communication with other healthcare practitioners, patients and caregivers

Year Three (PY3) - Semester Five / Fall

PHA 6784C Pharmacotherapeutics III - 5 Credits
Pharmacotherapeutics is an integrated course sequence utilizing medicinal chemistry, pharmacology, and pharmacy practice faculty. The overarching goal of this semester is to review and discuss the applied principles of pharmacotherapy and patient management following an organ system process to include infectious diseases, gastrointestinal diseases, hematology and oncology.

PHA 6740 Grant Writing and Clinical Research -2 Credits
This course encompasses factors involved in the development of a research grant proposal and the selection of grant funding sources. Additionally, the evaluative processes of clinical research, grant development, and funding of the proposal will be discussed and practiced.

PHA 6130C Translational Pharmacogenomics - Principles and Clinical Applications - 3 Credits
Pharmacogenomics deals with the inherited variations in drug effects. It carries the promise of explaining how individual’s gene make-up determines drug efficacy and toxicity. Translational Pharmacogenomics is designed as an introduction to the theory and practice of pharmacogenomics which are central to the personalized medicine paradigm. The course aims to provide students with the concepts and tools needed to interpret, analyze, and evaluate pharmacogenomics information. The goal is to enable students to gain a clear understanding of how genetic variations contribute to susceptibility to drug response and to incorporate this knowledge into routine clinical care.

PHA 6874C Pharmaceutical Skills V - 3 Credits
Integration of the principles of Pharmacotherapeutics V will provide students with an opportunity to develop and monitor patient specific care plans in order to optimize therapeutic outcomes for patients with renal disorders, infectious diseases, and hematology/oncology disorders. Other activities will emphasize the patient-centered application of health policy, literature evaluation, and inpatient medication therapy management as well as introduce basic principles of health systems administration. Interprofessionalism will also be emphasized through simulated activities with medical and nursing students.
PHA 6947 Introductory Pharmacy Practice Experience (IPPE) - 1 Credit
This course gives pharmacy students experience in the institutional/hospital setting, allowing them to achieve educational outcomes in the areas of patient care and institutional pharmacy practices. Students will learn the basic distributive and administrative processes in the institutional setting including but not limited to: dispensing, clinical research, administration, and drug information/formulary review; while gaining experience interacting with patients, preceptor, technicians and other pharmacy personnel.

Year Three (PY3) - Semester Six / Spring

PHA 6787C Pharmacotherapeutics IV - 5 Credits
Pharmacotherapeutics is an integrated course sequence utilizing medicinal chemistry, pharmacology, and pharmacy practice faculty. The overarching goal of the sequence is to review and discuss the applied principles of pharmacotherapy and patient management following an organ system process to include nutrition, critical care, solid organ transplant, pediatrics, toxicology, and drug induced diseases.

PHA 6875C Pharmaceutical Skills VI - 3 Credits
Integration of the principles of Pharmacotherapeutics IV will provide students with an opportunity to develop and monitor patient specific care plans in order to optimize therapeutic outcomes for patients with nutrition, critical care, solid organ transplant, toxicology, and drug induced diseases. Other activities will emphasize the patient-centered application of health policy, literature evaluation, and inpatient medication therapy management as well as introduce basic principles of health systems administration. Interprofessionalism will also be emphasized through simulated activities with medical and nursing students.

PHA 6233C Jurisprudence - 3 Credits
This course covers federal and state statutes, rules and regulations that affect pharmacy practice and selected aspects of general law and ethics. Emphasizes the interpretation of those laws affecting the practice of community and institutional pharmacy. Ethical situations are also presented. The course is intended to provide a framework for the student to value the interplay between pharmacy and law and provide practical guidance to act lawfully, professionally, and ethically.

PHA 6760 Non-Prescription and Herbal Therapies - 3 Credits
This course will provide an in depth examination of over-the-counter products and devices used for self-treatable conditions. Community pharmacists are often asked questions regarding appropriate medication selection and proper selection of durable medical equipment; therefore, the focus of this course will be to provide students with tools to best assess the patient, make appropriate over-the-counter
(OTC) product selection, provide thorough counseling, and examine numerous alternative medications and various medical equipment through a combination of active learning, case discussions and didactic lectures. A particular emphasis will be placed on the special populations [e.g. geriatric, pediatric, patients with multiple disease states and complicated or unique medical conditions (e.g. loss of vision)].

**PHA 6948 Introductory Pharmacy Practice Experience (IPPE) – 1 Credit**

This course gives pharmacy students experience in the institutional/hospital setting, allowing them to achieve educational outcomes in the areas of patient care and institutional pharmacy practices. Students will learn the basic distributive and administrative processes in the institutional setting including but not limited to: dispensing, clinical research, administration, and drug information/formulary review; while gaining experience interacting with patients, preceptor, technicians and other pharmacy personnel.

**PY3 Elective Didactic Courses**

**PHA 6592C Advanced Cardiology Pharmacotherapy – 2 Credits**
Cardiovascular disease management is one of the most evidence-based areas of medicine and pharmacy practice. Students will be evaluating medical literature and applying clinical evidence. The course provides an overview of selected cardiovascular topics. New topics will be discussed and topics covered in core courses augmented.

**PHA 6177 Advanced Compounding and Industrial Pharmacy – 3 Credits**
Advanced formulations design, development and application in real world. Develop niche in the area of specialized compounding practices serving the needs of special population groups including geriatric patients. Utilizing the knowledge and apply it for patients specific needs for individualized medicine and better outcomes. Develop fundamental understanding for Compounding pharmacy and industrial manufacturing regulatory aspects.

**PHA 6428C Advanced Topics in Metabolic Syndrome Treatment – 2 Credits**
The course will explore advanced topics in the assessment and treatment of patients with metabolic syndrome, defined as hypertension, diabetes type 2/insulin resistance, and hyperlipidemia. Mastery of the understanding of vascular inflammatory pathways, vascular complications, understanding laboratory values, pharmacotherapy for treatment, and patient education points will be covered. Students will experience active learning combinations of lecture (including online), and live patient encounters
PHA 6615C Ambulatory Care Pharmacy Practice – 2 Credits
This course is designed to teach pharmacy students how to develop patient-specific pharmaceutical care plans for the various disease states encountered in an ambulatory care setting. Along with therapeutic discussions, the course will involve active participation through mock patient assessments in a controlled setting, patient case presentations and therapeutic plan debates. The course will also introduce pharmacy students to the various roles pharmacists encounter in an ambulatory setting.

PHA 6531 Clinical Toxicology – 2 Credits
This course will focus on the basic principles of toxicology, and application to the potential health hazards and the risks associated with toxin exposure. The goal of the course is to review the specialized areas of toxicology, emphasizing the importance of dose effect and dose–response relationship, absorption, distribution, and elimination of toxins, target organ and non-organ toxicity, toxic agents, natural toxins, applied toxicology, medical toxicology and management of poisoned patients.

PHA 6771C Clinical Nutrition in Pharmacy Practice - 2 Credits
Clinical nutrition addresses the prevention and treatment of disease through nutrition and encompasses the care of patients who receive specialized nutrition support including parenteral and enteral nutrition. This course is designed to prepare students to function as a member of an interdisciplinary nutritional support team who will share responsibility for promoting maintenance and/or restoration of optimal nutritional status through designing and modifying treatment according to the needs of the patient. At the end of this course the student will be able to assess nutritional status, design an individualized nutritional regimen (including route of administration, appropriate formulation, and rate of administration), and evaluate and monitor nutritional therapies. In addition, students will discuss and evaluate EBM, the impact of drug nutrient interactions, and the nutritional needs of various disease states.

PHA 6877C Critical Care Pharmacotherapy – 2 Credits
The course provides an overview of critical care pharmacotherapy. The focus of the course will be the role of the critical care pharmacist and an introduction to medications, disease states, and conditions encountered in the critical care setting.

PHA 6598 Current Perspectives in Mental Health – 2 Credits
The purpose of this clinical elective is to introduce the student to the mental health system, emphasizing the role of the pharmacist in the treatment of individuals with mental illness. Students will gain further knowledge of psychiatric pharmacotherapy, beyond knowledge acquired in previous Pharmacotherapeutics courses.
PHА 6916 Directed Independent Research – 3 Credits
Study abroad will be conducted in collaboration with RIWATCH (Research Institute for World Ancient Traditions, Cultures and Heritage), Roing Arunachal Pradesh, India, an institute which has an agreement with USF World for student and faculty training and exchange. RIWATCH has the following centers:
1. Center for Social Work Research
2. Center for Public Health Research
3. Center for Community Research
Students will create a project within one of these centers to submit before the trip.

PHА 6224 Pharmaceutical Debates on Recent Issues Affecting the Profession – 2 Credits
The course aims at providing an opportunity for students in the third professional year to discuss and debate critical issues affecting the pharmacy profession. Students will also learn to write a publication-quality paper and develop a presentation poster.

PHА 6185 Drug Discovery and Frontier – 3 Credits
Drug Discovery & Frontier Course will provide an overview of the drug development process, focusing on cutting-edge drug development science, regulation, and industry from the U.S. perspective. Most sessions will consist of a brief didactic overview of the today's topic, followed by discussion of a primary scientific discovery that emphasizes the most important principles covered.

PHА 6730C Drugs of Abuse, Addiction, and Law Enforcement – 2 Credits
This course will provide students with in-depth knowledge on commonly abused drugs and illegal substances. In addition to focusing on the medicinal chemistry and pharmacology, students will learn the physiological and psychological effects of each drug, presentation of drug addicts, methods of treatment for addiction, and legal implications of the use of illegal substances.

PHА 6352 Herbal Medicines and Alternative Therapy – 2 Credits
An overview of the most commonly used herbal medicines and alternative therapy methods. Course content will be classified by organ system (i.e. nervous system, cardiovascular system) and will provide evidence based review of the use of herbal medicines and/or alternative therapies for particular disease states affecting these systems. Efficacy, safety, and drug interactions will be a major focus. Students will evaluate available scientific literature to make clinical decisions in patient care.
PHA 6890 Interdisciplinary Approach to Women’s Health – 3 Credits
This interdisciplinary course is designed to address women’s health across the lifespan, taking into account diseases unique to or with higher prevalence in women. This course will concentrate on health promotion, disease prevention, and treatment throughout the lifespan of womanhood. Topics to be covered in this course include nutrition, puberty, pregnancy and lactation, contraception and infertility, mood disorders, cancer, menopause, osteoporosis, violence against women, and other women’s health disparities.

PHA 6628 Introduction to Post Graduate Residency Training – 2 Credits
This is an elective course designed to provide students an in-depth knowledge of postgraduate pharmacy residency training so that they are prepared to seek and obtain a residency position upon graduation. Topics to be covered include benefits of residency training, types of residency programs available, requirements to achieve a residency training certificate, application requirements, composing a letter of intent, curriculum vitae, choosing a residency program and what to expect during the interview. Course content will be taught through short informal lecture, panel discussion, group projects, feedback on written assignments, and active-learning strategies. The students will engage in a mock residency match. Students will have opportunities to practice interview skills, learn how to enhance their Curriculum vitae (CV), prepare a Letter of Intent and Thanks, engage in a mock interview, and interact with current residents completing a residency program.

PHA 6780C Oncology Pharmacy Practice- 2 Credits
This elective course will provide an overview of oncology pharmacotherapy and the roles of an oncology pharmacy practitioner. Concepts introduced in the oncology module of Pharmacotherapeutics III, including pharmacology, tumor types, anticancer therapy and supportive care strategies, will be further delineated and discussed in more comprehensive manner.

PHA 6602 Pediatric Pharmacotherapy- 3 Credits
The pediatric pharmacotherapeutics course is designed to give the pharmacy candidate an understanding of pediatric care ranging from general pediatric pharmacy concerns, developmental pharmacology, management of pediatric patients in acute and ambulatory settings, as well as pediatric emergency management.

PHA 6221 Pharmacists’ Role in Transitions of Care – 2 Credits
The Transitions of Care (TOC) elective is focused on managing patients moving from different health care settings as it relates to the field of pharmacy. It is designed to address components of the TOC process through team-building activities, patient cases and problem-solving opportunities and further develop clinical decision-making, written and verbal communication skills. The course will allow students to identify strengths and limitations within TOC models and how to
implement changes.

**PHA 6223C Pharmacy Leadership – 2 Credits**
This course will focus on the perceptions, expectations, and necessary skill set for a leader in the pharmaceutical workplace, regardless of position or practice setting. Through various mediums, the students will have exposure to didactic and real-world application in order to cultivate the necessary tools to develop into future practitioners and leaders in the healthcare workforce. Students will identify their personal strengths and design a plan for developing their leadership skills.

**PHA 6786C Travel Medicine- 3 Credits**
Travel medicine is a service provided to travelers to prevent and manage health problems that arise as a result of international travel. Students will learn the various components to providing travel medicine services to patients

**PHA 6907 Directed Independent Study – SCH TBD**

**HSC 6261 – Teaching Essentials – 2 Credits**

**HSC 6261L – Teaching Essentials Lab – 1 Credit**

**Year Four (PY4) Rotations/Forum**

**PHA 7694 APPE Adult Medicine**
The goal of the Adult Medicine Advanced Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities in the adult medicine setting. This course takes place in an internal medicine/general medicine unit where patients are managed using a team-based approach.

**PHA 7692 APPE Ambulatory Care**
The goal of the Ambulatory Care Advanced Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities in the ambulatory care setting. This course takes place in an ambulatory care, multidisciplinary practice setting. Practice sites may include hospital-based clinics, physician group practices, community, and others.
PHA 7627 APPE Community
The goal of the Advanced Community Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities in the community pharmacy setting. Students will participate in patient care services and patient-focused dispensing functions. These services will focus on identifying, resolution, and prevention of medication-related problems.

PHA 7684 APPE Elective
The goal of the Elective Specialty Patient Care Advanced Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in the care of a specialized patient population.

PHA 7644 APPE Geriatrics
The goal of the Geriatrics Patient Care Advanced Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in the care of a specialized patient population.

PHA 7626 APPE Health System
The goal of the Advanced Health-Systems Pharmacy Practice Experience is to provide opportunities for students to build on knowledge and skills acquired through didactic education and introductory pharmacy practice experiences and apply them in direct patient care activities.

PHA 7928C Professional Forum
Professional Forum is a longitudinal online didactic course that provides the opportunity for students to present journal clubs, grand rounds, and research projects in addition to a comprehensive NAPLEX/MPJE review. Students can access the course via CANVAS and are expected to keep up with all assignments and deadlines as outlined.

PharmD Concentrations

Pharmacy and Health Education - In the Fall of 2017, the College of Pharmacy will begin to offer concentrations to its students. The first will be the Pharmacy and Health Education concentration. Further information will be provided as it becomes available.
Experiential Education

INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE)

The IPPE sequence is a continuum, with learning objectives aligned progressively with the didactic curriculum. The IPPE sequence begins the second semester of the first professional year and focuses on public health principles. During the second year of the curriculum, IPPE occurs within community pharmacies throughout the Tampa Bay region (retail, independent, supermarket, etc.). The third year IPPE occurs within institutional pharmacies (hospitals, etc.). The total IPPE contact hours suffice the current ACPE requirements of 300 hours (5% of the total curriculum).

ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE)

The fourth professional year APPE begins immediately following the sixth semester (i.e. at the conclusion of the PY3 year). The PY4 year is generally comprised of seven, six-week rotations, encompassing a minimum of 1680 hours of clinical instruction, which complies with the ACPE standards. Training primarily occurs within clinical practice environments throughout the Tampa Bay region. Students will be able to pursue rotations beyond the Tampa Bay region if the site and preceptor are deemed acceptable, and arrangements can be coordinated to align with the academic calendar.

The Office of Experiential Education will employ an equitable assignment process whereby all students will have the opportunity to register for required and elective rotations that suffice graduation and licensure requirements. RXP/Core ELMS electronic system is used for preferencing rotations and running the lottery. Students will be encouraged to attend meetings to review the process with APPE Coordinator/Staff.

All students are required to read and adhere to the policies and procedures outlined in the Experiential Education Manuals. Important policies that require repetition in relation to experiential education for which students must adhere are as follows:

- Students may be required to travel anywhere in the state of Florida for rotations and therefore should ensure that transportation is secured by the second semester of the first year. Furthermore, upon admission, financial arrangements should be planned for travel and lodging expenses to include gas, tolls, and potential rental of apartment during the fourth year.

- Students must communicate directly with the Director of Experiential Education to arrange for experiential rotations. Due to the many logistical considerations involved in planning a comprehensive and complex experiential program, students are not permitted to make their own rotation...
arrangements or communicate with preceptors directly for any reason regarding rotation placement. Any student not adherent to this policy may be required to appear before the Academic Review and Professional Student Affairs Committee (ARPSAC) for lack of professionalism, potentially resulting in failure of the rotation, suspension, or dismissal of the program.

- There may be additional costs directly associated with site specific requirements (updated background check, drug screen, etc.) throughout the APPE year. These costs may be handled directly by the student with self-payment.

**Professionalism**

Professional attitude in the pharmacy program is an absolute. Pharmacy students are expected to learn this notion during their first few weeks of school beginning with reciting and pledging to the “Oath of the Pharmacist” (revised and adopted by AACP House of Delegates in July 2007). Students will also learn the “Pharmacist’s Code of Ethics”, and “Pharmacist’s Pledge of Professionalism” in the curriculum. The Dean and faculty of the pharmacy program have observed, in their respective professional tracks, that the attitude of professionalism and pride brings out the best in the person who carries such an attitude.

**DEFINITIONS**

By using the following definitions and traits, the students are expected to understand and adopt a professional attitude.

**Profession:** An occupation whose members share ten common characteristics:
1. Prolonged specialized training in a body of abstract knowledge
2. A service orientation
3. An ideology based on the original faith professed by members
4. An ethic that is binding on the practitioners
5. A body of knowledge unique to the members
6. A set of skills which form the technique of the profession
7. A guild of those entitled to practice the profession
8. Authority granted by society in the form of licensure or certification
9. A recognized setting where the profession is practiced
10. A theory of societal benefits derived from the ideology

**Professional:** A member of a profession who displays the following ten traits:
1. Knowledge and skills of a profession
2. Commitment to self-improvement of skills and knowledge
3. Service orientation
4. Pride in the profession
5. Covenantal relationship with the client
6. Creativity and innovation
7. Conscience and trustworthiness
8. Accountability for his/her/their work
9. Ethically sound decision making
10. Leadership

**Professionalism:** The active demonstration of the traits of a professional.

**Professional socialization (professionalization):** The process of inculcating a profession’s attitudes, values, and behaviors in a professional. The goal of professional socialization is to develop professionalism, as defined by the ten character traits above.

Once graduated, the new doctor of pharmacy practitioner will be outstanding pharmacist clinicians trained in advanced healthcare principles to provide exceptional patient-centered care in various clinical and business arenas. However, it will be emphasized by the pharmacy program that the doctor of pharmacy practitioner should use his/her/their extensive knowledge from the pharmacy program’s curriculum to apply and be accepted into a residency or fellowship program.

**STUDENT EXPECTATIONS OF PROFESSIONALISM**

In relation to professional behavior, students are expected to:
- Read and abide by the policies and procedures in this handbook.
- Dress in an appropriate manner and understand the differences of appropriate dress for class, guest speakers, and clinical rotations (refer to dress code under student responsibilities in this handbook).
- Speak to classmates, faculty, administrators, staff, preceptors, and members of the community with respect.
- Voice opinions and concerns in an assertive yet respectful manner (not aggressive), adhering to appropriate hierarchy and/or protocol and offering suggestions for solutions.
- Attend required didactic and experiential coursework, arrive on time, prepared, and be both physically and mentally present (i.e., limit the use of electronic devises during class such as cell phones, PDA, etc.).
- Take responsibility for self-directed learning.
- Be accountable and take responsibility for learning, actions, decision-making, judgment, and speech.
- Communicate always with professionalism. Specifically, electronic communication should be professional and utilize professional etiquette to include a proper greeting, collegial tone, accurate grammar and spelling, etc.
- Maintain a demeanor of both academic and professional integrity, i.e., speak with truth, do what you say, say what you do.
If making appointments with faculty, staff and/or administrators including the acceptance of calendar requests for potentially larger events, attending the event for which they accepted the calendar request.

Professionalism is a major component of the Doctor of Pharmacy Program and is required to meet standards for graduation. Students found to be in violation of professionalism expectations either in the didactic or experiential components of the curriculum may not meet the requirements for graduation. Graduation requirements include didactic and experiential curriculum as well as professionalism standards. It is conceivable that a student may pass the required curriculum with strong grades and yet still not meet the requirements for graduation due to poor professionalism.

Faculty, staff, administrators, and students may submit a professionalism referral to the Associate Dean for Student Affairs and Assessment. Depending on the nature of the violation, the Associate Dean will identify the appropriate course of action. Appropriate actions may include meeting with the student individually to determine sanctions; or referring the case to the Academic Review and Professional Student Affairs Committee (ARPSAC). Please refer to the subsequent sections of this manual on the process for meetings, and professionalism and conduct under academic affairs in this handbook.
Academic Policies and Procedures

An education isn’t how much you have committed to memory, or even how much you know. It’s being able to differentiate between what you know and what you don’t. – Anatole France

The COP reserves the right to modify or discontinue programs, policies, graduation requirements, or grading policies presented in this handbook at any time. Students will be notified via e-mail annually by the Associate Dean for Student Affairs and Assessment at the start of each academic year or as changes occur in institutional policies.

The following web site contains a complete list of USF regulations: http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp
### Academic Calendar

<table>
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<tr>
<td>July 24-28, 2017</td>
<td>PY1 Orientation (Class of 2021)</td>
</tr>
<tr>
<td>July 31, 2017</td>
<td>First Day of Class Financial Aid Disbursement (PY1-P3)</td>
</tr>
<tr>
<td>August 4, 2017</td>
<td>Tuition Payment Deadline</td>
</tr>
<tr>
<td>August 5, 2017</td>
<td>Summer Graduation</td>
</tr>
<tr>
<td>September 4, 2017</td>
<td>Labor Day (No Classes)</td>
</tr>
<tr>
<td>September 15, 2017</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>September 22, 2017</td>
<td>White Coat Ceremony</td>
</tr>
<tr>
<td>November 6, 2017</td>
<td>Financial Aid Disbursements PY4</td>
</tr>
<tr>
<td>November 10, 2017</td>
<td>Veteran’s Day Observed (No Classes)</td>
</tr>
<tr>
<td>November 17, 2017</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>November 20-22, 2017</td>
<td>EoS Exams PY1-PY3 (exact days/times TBD)</td>
</tr>
<tr>
<td>November 23, 2017- January 1, 2018</td>
<td>Winter Break (no classes)</td>
</tr>
<tr>
<td>November 23-24, 2017</td>
<td>Thanksgiving Holiday (school closed)</td>
</tr>
<tr>
<td>November 27, 2017</td>
<td>Fall Semester Grades Due (PY1-PY3)</td>
</tr>
<tr>
<td>December 5, 2017</td>
<td>ARPSAC Meeting (Fall Grades)</td>
</tr>
<tr>
<td>December 25, 2017</td>
<td>Christmas Day</td>
</tr>
<tr>
<td>January 1, 2018</td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>January 1</td>
<td>Priority Deadline to complete FAFSA</td>
</tr>
<tr>
<td>December ?, 2017</td>
<td>Fall Commencement</td>
</tr>
<tr>
<td>January 2, 2018</td>
<td>First Day of Class Financial Aid Disbursement (PY1-PY3)</td>
</tr>
<tr>
<td>January 8, 2018</td>
<td>Tuition Payment Deadline</td>
</tr>
<tr>
<td>January 15, 2018</td>
<td>Martin Luther King (No Classes)</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Description</td>
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<tr>
<td>January/February TBD</td>
<td>PCOA</td>
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<tr>
<td>February 16, 2018</td>
<td>Mid-Term Grades Due</td>
</tr>
<tr>
<td>March 5 - March 9, 2018</td>
<td>Service Break (No Classes)</td>
</tr>
<tr>
<td>April 13, 2018</td>
<td>Field Day</td>
</tr>
<tr>
<td>April 20, 2018</td>
<td>Last Day of Classes; PY4 Grades Due</td>
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<tr>
<td>April 23 - May 1 2018</td>
<td>EoS and EoY Exams (exact days/times TBD)</td>
</tr>
<tr>
<td>April 30, 2018</td>
<td>Spring Semester Grades Due (PY1-PY3)</td>
</tr>
<tr>
<td>May 1, 2018</td>
<td>Deadline to Apply for Re-admission</td>
</tr>
<tr>
<td>May 3, 2018</td>
<td>Gateway Graduation</td>
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<tr>
<td>May 4, 2018</td>
<td>USF Health Graduation</td>
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<tr>
<td>May 8, 2018</td>
<td>ARPSAC Meeting (Spring Grades), EoY Exam Remediation (TBD)</td>
</tr>
<tr>
<td>May 28, 2018</td>
<td>Memorial Day (school closed)</td>
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### USF COP 2018 – 2019 APPE CALENDAR

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 14, 2018– June 22, 2018</td>
<td>Rotation I</td>
</tr>
<tr>
<td>June 25, 2018– August 3, 2018</td>
<td>Rotation II</td>
</tr>
<tr>
<td>August 6, 2018– September 14, 2018</td>
<td>Rotation III</td>
</tr>
<tr>
<td>September 17, 2018– October 26, 2018</td>
<td>Rotation IV</td>
</tr>
<tr>
<td>October 29, 2018– December 7, 2018</td>
<td>Rotation V</td>
</tr>
<tr>
<td>December 10, 2018– January 1, 2019</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 2, 2019– February 8, 2019</td>
<td>Rotation VI</td>
</tr>
<tr>
<td>February 18, 2019– March 29, 2019</td>
<td>Rotation VII</td>
</tr>
</tbody>
</table>
Extracurricular Activities and Employment

The PharmD degree requires a full-time commitment from each student. Students are required to be available for class, rotation, college-related programming and other mandatory meetings. Occasionally, college-related programming and other mandatory meetings may occur with limited prior notice.

The COP encourages student participation in extracurricular activities to promote collegiality, professional development, and networking. Extracurricular activities include community service, intramural athletics, and social or professional organizations. At no time will extracurricular activities take precedent over academic responsibilities. See Planned Absence for additional information.

The COP recognizes that some students may seek employment in order to support personal obligations. Students are encouraged to use their best judgment when developing employment schedules, remaining forthright with employers. Work scheduling conflicts should be considered secondary in priority to educational and experiential endeavors. Financial compensation is not permissible for work performed as part of the PharmD curriculum. Remuneration for services as a teaching assistant or tutor is considered extracurricular to the PharmD curriculum.

Academic Teams

One of the USF COP Curricular Pillars is Leadership and The College encourages leadership through a strong focus on working collaboratively. The COP is committed to preparing students to professionally work together in a group and achieve successful outcomes despite potential differences. As such, each year, students will be assigned to an academic team. It is highly recommended that all course coordinators assigning group projects utilize the aforementioned academic teams. Course coordinators retain the autonomy to allow students to choose group members for assignments, at which time, students acknowledge and bear responsibility for any hardship that may occur as a result of selecting members outside of their assigned academic team, including, but not limited to, scheduling meeting times with group members. Student teams are assigned randomly with additional consideration. Then, changes are made to avoid repetition of serving in a team with individuals for whom students have served previously. Once assigned, academic teams are final and student requests for changes to teams will not be permitted. Teams are changed annually.

Occasionally, students may leave an academic team mid-year due to a temporary or permanent separation from the college. In instances in which this causes a lack of equity among teams regarding the number of student membership, the administration will call upon student leadership to take ownership of identifying a resolution for creating team equity. This is an exercise in professionalism intended to provide opportunity for the class to work together and make a difficult decision utilizing open communication, creativity, and leadership skills.
The class has autonomy to choose the method by which team equity will be accomplished with the caveat that the least number of groups as possible will be affected by the outcome. Several strategies may include but are not limited to a lottery, mash up two whole groups, or recruitment of volunteers, etc. Decisions regarding team membership for mid-year changes should be communicated to the ADSAA by the deadline to be designated.

**Attendance and Absences**

Students are required to be available for class, rotation, college-related programming and other mandatory meetings as a matter of priority. COP will maintain a calendar of events that provides as much notification as possible to assist with managing personal schedules. On occasion, the COP may have immediate needs, while the announcement of said meetings will be provided in as timely a fashion as possible, student attendance will be expected if required. The subsequent sections describe the regular policies and procedures to be followed when absence becomes necessary. The following absence procedures are designed for didactic coursework only. For absences from IPPE/APPE, students are directed to the IPPE/APPE manual.

**REQUEST FOR ABSENCE FROM CLASS**

At USF COP, it is the culture that students are professionals in training and matriculation marks the beginning of their professional career. In professional work environments, attendance is expected and while unexpected absences occur, there are generally consequences for absences. This document provides guidance for both unexpected and planned absences. However, faculty members have the authority to apply more stringent attendance policies at their discretion. For further information on the absence policy please refer to individual course syllabi. This procedure does not address religious observances or disability accommodations, which are addressed elsewhere within this handbook.

The following general guidance is provided to assist students with identifying types of absences, which would not be considered acceptable or appropriate reasons to be absent from class, which include, but are not limited to: employment, participation in extra-curricular activities, oversleeping, traffic delays, or personal appointments that can be scheduled outside of class time (including vacations). Participation in academic coursework remains priority for all students, faculty, and administration. Furthermore, excessive absences are a cause for submission of early referral for unprofessionalism. Reports of attendance by faculty may be sought for students required to complete Plans of Action at midpoint, for those who fail a course, or are required to meet with ARPSAC for any reason as a possible contributing factor for deficiencies.

**Unexpected Absences**

In alignment with professional work environments students are expected to notify faculty in advance of missing class when an unexpected absence occurs. Students
are required to be knowledgeable of missed material and understand that they potentially forfeit earning credit for any assignments. It is the discretion of faculty members to determine if opportunities to make up coursework will be afforded and students may be required to submit documentation.

**Planned Absences**

Students expected to be absent for a planned event (i.e., personal appointment, professional development meeting) are required to submit a request through the centralized system for recording professional and planned absences with documentation. Faculty will determine if the event will be excused and subsequent coursework requirements.

In the event a planned absence is no longer required after approval for an excused absence, the student is required to contact the faculty member to cancel the absence request and attend class as normally scheduled. Failure to do so would be considered an infraction of unprofessionalism.

**Absence Resulting From Experiential Site Orientation**

Occasionally, rotation sites will require orientation that will conflict with scheduled didactic classes. In this event, students are expected to adhere to the standard absence request procedure. Students are expected to notify faculty as soon as possible to determine the impact on course assignments or exams. While faculty are encouraged to make reasonable accommodations, should an assignment not have an alternative solution, the student may be required to make arrangements with Experiential Education for an alternative site placement.

**Administrative Excused Absence**

Occasionally, a student will submit a request for absence from class that meets the requirements for an administrative excused absence. When this occurs, students will contact the ADSAA with the circumstances and available documentation. Once approved, the ADSAA will notify all faculty on behalf of the student. Students will still be responsible for communicating directly with faculty to arrange for the completion of missed coursework. Examples of circumstances warranting an administrative excused absence include but are not limited to required court appearances, hospital admission, or death in the immediate family (parent, grandparent, sibling, or spouse).

**Request for Absence From Rotation**

Students are referred to the IPPE/APPE manuals for official policies and procedures regarding absence requests for experiential rotations. Students experiencing a major crisis, emergency, or situation requiring confidentiality may contact the ADSAA, who will collaborate with Experiential Education for administrative excused absences.
ABSENCE FROM AN EXAMINATION

Students will not be permitted to take an exam if arrival is more than 10 minutes after the exam start OR after the first student has completed the exam (whichever is sooner). Exam decorum is explained in greater detail in the section on student responsibilities.

TARDINESS

Tardiness, defined as arriving after the scheduled start time of the class, rotation, or other course activity is considered unprofessional behavior. Tardiness is disruptive and may be viewed as disrespectful to faculty and preceptors, who prepared to teach, to classmates, who have arrived on time, and is disruptive in general. Excessive tardiness may constitute referral of unprofessional behavior.

FACULTY ABSENCE FROM CLASS OR ACTIVITY

Faculty members have many responsibilities to the College outside of didactic teaching to include research, clinical duties, and administration. Occasionally, this may require a faculty member to be tardy or absent from a planned class or activity, especially when an urgent patient concern arises. While extremely rare, if a faculty member is to be tardy or absent from a class, the faculty member will make every effort to communicate with a member of the class for notification. The faculty member may also communicate with the College reception or staff in Student Affairs to communicate expectations for student attendance in this event. In the rare instance a faculty member is unable to communicate with the class, and has not arrived after 15 minutes, the class will be cancelled and students are free to leave. It is the faculty member’s responsibility to communicate expectations regarding making up missed content. Faculty will make reasonable arrangements with students to make up missed material.

ABSENCE FROM STUDENT LEADERSHIP RETREAT

Students serving in executive leadership positions in student organizations have a professional obligation to grow in leadership as they serve the student body by attending the annual student leadership retreat. As stated in the COP Student Handbook, students are required to be available for mandatory meetings. In the event of sudden illness, family emergency or other need for absence with short notice, the Director of Student Services (DSS) must be notified by telephone and email, followed by online submission of the Absence Report Form to the OSAA. If the DSS is unavailable, the student should contact the OSAA, and the DSS will be notified. The student must submit the Absence Report Form, along with all supportive documentation, which describes the nature of the emergency and
anticipated return to campus to the OSAA. All supporting documentation must be submitted at the time of the absence request form for full consideration. Incomplete documentation may result in denial of the request for excused absence. Absences will not be excused for employment, vacation or any planned event. The DSS will be required to respond within 2 business days of receipt of the request.

If the student has an emergency, and is approved for excused absence, the student will be responsible for completing the Student Leadership Retreat Assignment. The student will be provided with material which includes topics covered during the retreat. The student will be required to complete a reflection assignment synthesizing the material. The student is responsible for contacting the Student Programs Coordinator to obtain details of the assignment.

Should the absence not be excused, the student is expected to attend both days of the retreat. If the student does not attend both days of the retreat, he/she/they will be required to either step down from their leadership role for the spring semester or be placed on Probation and complete the Student Leadership Retreat Assignment.

A statement regarding mandatory attendance at the student leadership retreat is required for inclusion in all student organization charters and/or bylaws. This will ensure consistent and proactive communication and raise awareness of the faculty advisor.

RELIGIOUS OBSERVANCES

All USF students, faculty and staff have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his/her/their religion.

- Prior to the beginning of each academic term, the College of Pharmacy (COP) will provide students with an academic calendar and exam schedule.
- Course syllabi will be made available to students on the first day of class and will include dates for quizzes, assignments and other graded activities.
- The COP will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays for those religious groups or communities comprising the constituency.
- Students are expected to notify their Course/Rotation Directors, at the beginning of each academic term, within the first two weeks of the semester, if they intend to be absent for scheduled classes, rotation days, or an announced examination, in accordance with religious observances.
• To request an excused absence a student must contact the Course/Rotation Director
  o Experiential Education for clinical coursework
    ▪ Login to Rx Preceptor and select “Absences” and complete the required fields.
    ▪ After completing the Rx Preceptor form contact the OSAA and complete the “Absence Report Request Form”
  o Student Affairs for didactic coursework
    ▪ Contact the OSAA and complete the “Absence Report Request Form”

HOLIDAYS

Students are expected to report to their scheduled clinical duties during holidays unless otherwise specified by their Preceptor. Refer to the respective PPE Manual and/or contact the OEE for additional information.

Any student who believes that he/she has been treated unfairly with regard to the above should contact the OSAA.

JURY DUTY

As citizens of the United States, sometimes students receive summons for jury duty. Most counties will allow individuals to be excused or will postpone the date of their jury duty. If a student receives a summons, the student can request a letter from OSAA in order to request to be excused or have your date postponed.

MILITARY SERVICE

Students requiring less than three weeks of absence for military situations will be granted administrative excused absence with appropriate documentation. See section on administrative excused absence for procedure. Military situations include, but are not limited to training, ceremonies, required appointments, examinations, National Guard State Service, civilian deployments, etc. Weekend duty drills for the Reserve or National Guard will not interfere with normal program schedules.

Students called to active duty extending three weeks will be granted a military leave of absence or a withdrawal from the program. The student may choose to either cancel registration and be withdrawn completely from active coursework and be granted a full refund of tuition; or remain enrolled in the semester having paid tuition and request incomplete grades for all courses until such a time the students is able to complete the requirements of the course. In such a case, student will
work directly with faculty to make arrangements for meeting requirements of course completion. All incomplete grades must be resolved within one year.

Under the Higher Education Opportunity Act of 2008, the USF COP will readmit an individual who left school in order to perform military service. Students requesting readmission after return from active duty should follow the procedure for requesting readmission in this handbook. Students will be granted military re-enrollment in the semester following the notice of intent to return, or, if the student chooses, at the beginning of the next full academic year. If at all possible, The College will make efforts to allow the student to resume his/her/their course of study with the same enrollment status, without repeating completed coursework, as before the military leave. An assessment may be required to determine maintenance of course knowledge. If a student is not academically prepared to resume a course of study in which he or she was previously enrolled or is unprepared to complete the program, the College will determine whether reasonable means are available to help the student become prepared. The College may deny the student re-enrollment if it determines that reasonable efforts are not available, or that such efforts have failed to prepare the student to resume the course of study or complete the program. A student who has been away from The College on military service for more than three years may not be guaranteed military re-enrollment, but may petition the dean for consideration.

ABSENCE DUE TO INCLEMENT WEATHER

The College is located in an area of the country in which inclement weather and flooding can occur. Administration will communicate potential school and/or experiential site closings through email. If a student chooses not to attend when school/site remains open by administration, students are expected to adhere to the established absence request protocols. Curfews imposed by local, state, and federal agencies will be addressed with an administrative excused absence with appropriate documentation.

ABSENCE REQUEST DECISION APPEAL

Students wishing to appeal an absence request decision should begin by submitting a written communication to the faculty member requesting reconsideration. It should be noted that disagreement with the faculty decision is not sufficient grounds for an appeal. Students must have followed all proper procedures for notifying faculty and submission of supporting documentation. Faculty maintain authority regarding granting excused absences. Should a student feel the decision was made in error the student may submit a letter of appeal to the Department Chair.

MATRICULATION POLICIES

Following are the definitions of academic standing that will inform the procedures as outlined below:
• 4.00 - 3.00 Academic Achievement: Maintain a per-semester and cumulative grade point average (CGPA) of 3.00 (on a 4.00 scale) in all courses taken.

• 2.75 - 2.50 Academic Warning

• Below 2.50 Probation

Evaluation of student performance will be determined by the course coordinator and clearly defined within the course syllabus. Assessment of academic performance may include (but is not necessarily limited to) measuring the student's knowledge, how the student applies such knowledge to specific problems, evaluating the judgment a student employs in solving problems, and assessing the quality of the student's psychomotor skills, professional conduct, ethical behavior and interpersonal relationships with pharmacy colleagues, patients and patients' families.

Student performance will be evaluated by the assignment of letter grades (A, B, C, or F). An Incomplete (I) grade may be assigned when coursework is pending, or when a course extends beyond the traditional semester. All course requirements must be satisfactorily completed in order to receive a passing grade. A grade of F or I, may be assigned when a student fails to demonstrate content mastery on course assessments, successfully complete course requirements, demonstrate appropriate professional behaviors, or attend or participate in required course activities.

Overall student performance will be reviewed at the conclusion of each semester by the ADAA, Department Chairs, and Academic Review and Professional Student Affairs Committee (ARPSAC). The ADAA and ARPSAC have the additional responsibility of reviewing each student's performance and making recommendations regarding annual progression to the next academic year and graduation. The ADAA is responsible for submitting graduation recommendations to the Dean.

Another circumstance that may prevent a student from progressing to the next academic year is repeated failure of End of Semester and/or End of Year (capstone) exams and/or evidence of poor professionalism. Review of End of Semester and End of Year exam scores signify the inability to retain knowledge and demonstrate skills and abilities, which are key elements of the learning process.

Students failing a course or facing probation, suspension, repeating the entire or portion of an academic year, or dismissal due to academic progress will be required to have their case heard with the ARPSAC (cases of professionalism violations are addressed by the ADSAA and may involve an ARPSAC review meeting). The Committee will be convened at the close of each semester to discuss regular academic progression and students who have experienced difficulties. All students will be informed of their academic progress on a regular basis. For policies and
procedures regarding committee meetings, refer to the ARPSAC sections in this manual.

Grading standards for experiential rotations are identical to that of other courses (i.e., letter grade of A, B, C, or F). Additional information can be found in the course syllabus and Experiential Education Manual. An Incomplete (I) grade may be assigned when the student is unable to complete clinical hours or when clinical requirements extend beyond the traditional semester or calendar.

**Remediation Policies**

**IN-COURSE REMEDIATION**

**Midpoint Plan of Action**
The COP has incorporated an ‘early intervention’ mechanism to identify students experiencing academic difficulties. Course coordinators will review student progression at the mid-point of each semester, and notify students who are performing at a less than acceptable level (i.e., course grade at or less than C equivalent). The mid-point grades will be submitted to the ADAA, Department Chairs, and ARPSAC, who in turn will notify the students of a need to prepare a plan of action. The plan of action will be developed with and approved by the faculty student success coach and course coordinator and then submitted to ARPSAC.

**Intra-Course Remediation**
Intra-course remediation may be offered at the discretion of the course-coordinator. Intra-course remediation is encouraged, but not required of faculty; this possibility may depend on when the poor performance is identified during the semester. Intra-course remediation may include such items as the resubmission of a paper, assignments, or retaking an exam to measure mastery of content knowledge. Intra-course remediation does not encompass extra credit points on quizzes, assignments, or exams or any additional assignment that does not measure the knowledge identified as deficient. Intra-course remediation may be offered at any point in the course, but must occur prior to the due date of faculty submission of final course grades to the Records and Registration Specialist. Additionally, the course coordinator is required to provide documentation in the form of an early referral to the Director of Student Services. This documentation will be formally submitted to ARPSAC should a subsequent academic or professionalism difficulty arise requiring a review meeting. Once a final grade for the course has been assigned, students receiving a grade less than a passing grade for the course will be required to meet with the ARPSAC.
Once a final grade for the course has been assigned, students who receive a failing grade in the course will be required to meet with the ARPSAC. The ARPSAC will provide course of action recommendations, which may include further remediation, suspension, or dismissal.

Occasionally, the privilege of post-course remediation may be offered to students on a case-by-case basis, at the recommendation of the course coordinator and the ARPSAC. Post-course remediation will only be offered to students, who have shown evidence of capability for mastery of course concepts. During the review meeting, the ARPSAC will consider the entirety of the student file to include, but not limited to, overall academic performance in the program, trends towards progression in the course, feasibility of successfully completing a three week self-directed post-course remediation plan, whether the student was provided with the opportunity to complete an intra-course remediation, course coordinator's recommendation, student's recommendation, etc. After taking all of these into account, the ARPSAC may grant the student the privilege of post-course remediation, place the student on academic suspension and recommend the student retake the course the next time it is offered, or dismissal from the program.

However, students meeting any of the following criteria are excluded from the ability to participate in post-course remediation:

- Scoring 10% or below the passing grade for the course
- Not completing all course assignments and assessments
- Failing more than one course in the semester
- Failing three or more courses in the entire program
- Having already participated in ≥ 2 post-course remediation’s in the program
- Course failure is the result of a violation of academic integrity

The above are exclusion criteria only and not intended to be inclusion criteria for the ability to remediate. Students meeting the above criteria may not remediate in the event of a course failure. For all other students, post-course remediation will be determined by ARPSAC on a case-by-case basis.

Post-course remediation will be in the form of a three week, student-directed independent study with appropriate assessments at the discretion of the faculty or course coordinator. All post-course remediation requirements must be completed within three weeks from the ARPSAC decision. Students are responsible for initiating the process after notification from ARPSAC. If the course serves as a prerequisite for subsequent courses, the student will be unable to proceed in the curriculum until the student receives a passing grade. In the event the privilege of post-course remediation is granted, the highest grade a student may earn is the lowest possible passing grade for the course. The transcript grade will appear as
FR(?) with the lowest possible passing grade for the course calculated into the grade point average. Depending on the circumstances, remedial coursework may be included in recommendations from the ARPSAC. Remediation may also include retaking the course when it is next offered.

Students meeting the exclusion criteria for being able to participate in post-course remediation will meet with ARPSAC to determine between suspension or dismissal from the program.

Grade Appeals
The following section refers only to the process for appealing an assignment or course grade. Students are referred to the section on the Academic Review and Professional Student Affairs Committee for more information regarding the appeal process for cases involving overall academic difficulty, or infractions related to professionalism.

INTRA-COURSE GRADE APPEAL PROCESS

Students may appeal individual course activity grades (whether quiz, exam, or assignment) if there is evidence that the grade was assigned in error. Course coordinators are required to provide opportunity for student grade review. The first step in the process is for students to review the course syllabus for course and assignment-specific grading policies and procedures. The course syllabus will include directions regarding the activity (quiz, exam, or assignment) grade appeal process.

Syllabi must include an appropriate timeline for grade review, which considers the nature of the activity and academic calendar. Activity grade appeals must be completed within the specified timeline. Appeal requests made after the specified timeline will only be considered if the student had an excused absence that precluded appeal. Appropriate documentation will be required for all late appeal requests.

To initiate the appeal process, students should contact the course instructor (or course coordinators per the syllabus) in writing requesting an appeal within the established course-specific grade review timeline. The letter must request an appeal to the grade and include rationale for how the grade was assigned in error. The instructor responsible for the activity must be readily accessible during the grade review timeline. The instructor will meet individually with the student to review the activity grading guideline to ensure that the process is understood and has been followed. The instructor will have two (2) business days to provide a written response to the grade appeal request. If it is found that the assigned grade is incorrect, the instructor will notify the student and course coordinator initiate the grade change. Upon grade change the matter is concluded.
Should the original grade be upheld, the instructor will advise the student of the right of appeal to the course coordinator. If the instructor is also the course coordinator, the coordinator will advise the student of the right of appeal to the Department Chair. Student appeal to the course coordinator or Department Chair will require written notification that includes all relevant information, provide background of the case, rationale for how the grade was assigned in error, and include all documentation the Chair will need to consider the appeal. Appeal to the course coordinator must occur within two business days of appeal decision receipt. The course coordinator will request a written statement from the instructor summarizing the circumstances surrounding the appeal.

The course coordinator may choose to meet with the student and/or instructor to gather additional information. If so, this meeting must occur within two (2) business days of the appeal receipt. The course coordinator and/or Chair will only consider appeals if evidence suggests the grade was assigned in error. If it is found that the assigned grade is incorrect, the course coordinator will notify the instructor and student (in writing within five business days of appeal receipt) of the grade change. Upon grade change the matter is concluded.

Should the original grade be upheld, the course coordinator will advise the student (in writing within five business days of appeal receipt) of the right of appeal to the Department Chair. Student appeal to the Department Chair will require written notification that includes all relevant information. Appeal to the Department Chair will utilize the previously described timeline (within two (2) business days of the appeal decision receipt). The Department Chair will request a written statement from the course coordinator summarizing the circumstances surrounding the appeal.

The Department Chair may choose to meet with the student, instructor or course coordinator to gather additional information. If so, this meeting must occur within two (2) business days of the appeal receipt. If it is determined that the assigned grade is in error, the Department Chair, after discussion with the course coordinator and/or instructor, will notify all parties (in writing within five (5) business days of appeal receipt) of the grade change. Upon grade change the matter is concluded. Should the decision of the course coordinator (and/or instructor) be upheld, the Department Chair will advise the student of the decision in writing within five (5) business days of appeal receipt. The decision of the Department Chair is final.

Students should contact the course coordinator if the instructor is not accessible within two (2) business days of grade receipt. The course coordinator will attempt communication with the instructor. If the instructor is inaccessible, the student shall confer with the course coordinator. If communication with the instructor is not possible, the course coordinator may render a decision.
If both the instructor and course coordinator are not available after two (2) business
days of grade receipt, the student may contact the Department Chair. The
Department Chair will attempt communication with the instructor and/or course
coordinator. If the instructor and course coordinator are inaccessible, the student
shall confer with the Department Chair. If communication with the instructor
and/or course coordinator is not possible, the Department Chair may render a
decision.

FINAL COURSE GRADE APPEAL PROCESS

Basis for Appeal
A student may appeal a course grade if the student has evidence that the grade was
assigned in an erroneous manner. The process is not for the appeal of
established grading policies. The following provides guidance for the appeal process.
Student’s wishing to appeal a grade will be provided the opportunity of the following
development.

Appeal to the Faculty Member for Review of the Assigned Grade
Within ten (10) business days after the receipt of the grade, the student may appeal in
writing to the course coordinator. The letter must formally request an
appeal, include rationale for how the grade was assigned in error, and include all
documentation the Coordinator will need to consider the appeal. The course
coordinator will review the course grading guidelines with the student to ensure that
the process is understood and has been followed. If it is found that the assigned
grade is incorrect the coordinator will initiate the appropriate change. If the change
is made at this point, the matter is concluded. The coordinator will respond in
writing to the student within ten (10) business days of request receipt. Should the
decision of the coordinator be upheld, the student has the right of appeal to the
Department Chair.

All actions related to the appeals process are expected to be completed within 10
business days of receipt. Should the coordinator be out of the office during the 10
day period and unable to respond, the ten (10) business days will be applied upon
return to campus. Should the faculty member be on extended leave, the appeal
should be submitted to the Department Chair.

If the coordinator is no longer with the University, the student shall appeal directly
to the Department Chair who will then make an effort to retrieve written input
concerning the matter. If it is not possible to retrieve information from the former
faculty member within 20 business days, then Department Chair will respond to the
request.
Appeal to the Department Chairperson

When the assigned grade cannot be resolved between the student and the course coordinator, the student may appeal in writing to the Department Chair. The appeal must be submitted within ten (10) business days of the faculty decision. The letter must formally request an appeal, provide background information, include rationale for how the grade was assigned in error, and include all documentation the Chair will need to consider the appeal. The Department Chair will request a written summary statement from the coordinator. The Department Chair will only grant appeals if evidence suggests the grade was assigned in error. If the Department Chair determines that the assigned grade is in error, after discussion with the coordinator, he/she/they will complete the grade change.

The Department Chair will notify the student in writing of the decision within ten (10) business days of receipt of the appeal. Should the grade be changed, the matter will be considered concluded. Should the decision of the faculty member be upheld, the Chair will advise the student of the right of appeal to the ADAA.

Appeal to the Associate Dean for Academic Affairs

If the grade is upheld at the Departmental level, students may elect to appeal in writing to the ADAA. The appeal request must be received within ten (10) business days following the conclusion of the Department decision. The letter must formally request an appeal, provide background information, include rationale for how the grade was assigned in error, and include all documentation the ADSAA will need to consider the appeal. Upon receipt of the appeal request, copies of all written communications in relation to the student grade and subsequent appeals shall be sent by the Chair to the ADAA. The ADAA will review all provided documentation and may choose to discuss the case with the student, coordinator, or Chair. The ADAA will assess if evidence suggests the grade was assigned in error. The ADAA will render a decision in writing to the student within ten (10) business days.

Alternatively, upon receipt of the written appeal, the ADAA may appoint a special committee to review the case. When the decision is made to establish a special committee to investigate an appeal, the ADAA will convene an ad hoc committee comprised of three senior members of the COP faculty who had not previously been involved in issuing the grade or the appeal process. The committee shall elect a chairperson and hold the review meeting within ten (10) business days of receipt of the request for appeal. During the review meeting, all material relevant to the appeal shall be presented by the student, the coordinator issuing the grade and/or the Department Chair. Others, such as the ADSAA, may be requested to provide additional relevant information as applicable. The student may invite a guest (family, friend, counsel, faculty, advisor, administrator, etc.) to attend the review meeting to offer moral support; however, the guest may not speak at the meeting.
The special committee will submit to the ADAA a written recommendation regarding the grade appeal. The ADAA will review the recommendation of the committee and render a decision in writing to the student within two (2) business days of receipt of The Committee’s recommendation. The decision of the ADAA may or may not contain some or all of the recommendations from the special committee. Under no circumstance will a special committee be appointed as a fourth step of the appeal process. The decision of the ADAA is final.

**Appeal of an Experiential Course Grade**

The procedure for experiential grade appeal is modified as previously described for didactic courses, such that the Director of Experiential Education replaces the Course Coordinator. The hierarchy of the three-step appeal process will begin with the submission of the request to the preceptor. Subsequent appeals would be to the the Director of Experiential Education, and finally, as applicable, to the ADAA. Appeals will only be granted if there is evidence the grade was assigned in error.

**Experiential Curriculum**

Students are referred to respective Experiential Education Manual for official policies and procedures regarding clinical rotations.

**Capstone Exams**

The USF COP curricular plan includes two capstone exams, End of Semester (EoS) and End of Year (EoY) to assist faculty and students in measuring and ensuring academic and professional growth. The EoS exam is offered at the close of each semester; EoY at the close of spring semester for the first three years of the curriculum (PY1-PY3).

**End of Semester Exam**

The EoS exam is a formative exam that encompasses material from all core courses within the semester. The exam will be used by faculty and students to assess mastery of newly learned materials, serving as a means of reflection and remediation for PY1-PY3 students. The process encourages continual review of information, fostering the development of lifelong learning skills.

The exam is developed by course coordinators, who will align exam content with course objectives, major subjects, or other essential course concepts. Question format will be appropriate for content. The Capstone Exam Development Committee (CEDC) will provide administrative oversight for exam development.

The format of the exam may vary with each administration, however will be administered via ExamSoft. The number of questions per course is determined by course semester credit hours. Course questions will be kept together within the exam, however course sequencing will be randomized. Exam duration
will not exceed two hours. Exam administration policies and procedures will be upheld throughout the exam.

As possible, the faculty will review, hand-grade, and/or edit the exam as soon as possible with release of grade reports no earlier than five (5) days after the examination. Passing score for the EoS exam will be greater than or equal to (≥) 70%. Any student who scores less than (<) 70% on the exam will receive a notification from the ARPSAC.

Students who do not pass the EoS exam will be required to complete a plan of action for each component he/she/they scored < 70%. Students are required to proactively schedule meetings as appropriate with the respective course coordinator(s) to develop a specific plan of action. Students will meet with the respective course coordinator(s) to develop the plan of action. Plans of action will be succinct and geared towards student review of previously learned material. Plans of action must be completed (to include signature of course coordinators) within the deadline communicated by the ARPSAC. The ARPSAC will review submitted plans of action to ensure completion of remediation requirements. Students who do not complete the remediation process will be required to meet with the ARPSAC (for further action).

Re-admitted students may be required to pass all components of the EoS exam during his/her/their first semester back from leave of absence or suspension. Re-admitted students who do not score ≥70% on all components of the EoS exam may be face additional action from the ARPSAC including but not limited to remediation, suspension or dismissal from the program.

**End of Year Exam**

The EoY is a summative examination offered at the end of each of the first three years of the curriculum that serves to assess the retention and application of learned materials. The intent of the exam is to demonstrate student progression towards the attainment of the COP Professional Competencies and Educational Outcomes (PCEO) and other graduation requirements.

The exam format is objective structured clinical exam (OSCE) in which course coordinators develop integrative cases including a script for students and standardized patient, grading rubric, and traditional questions (e.g. multiple choice, true/false, fill-in-the-blank, or short-response (when applicable).

The Capstone Exam Development Committee (CEDC) will provide administrative oversight for exam development. A schedule will be developed to manage student flow through the exam process. Exam duration will not exceed one hour per student. Exam administration policies and procedures will be upheld throughout the exam.
As possible, the faculty will review, hand-grade, and/or edit the exam as soon as possible with grade reports released to the students no earlier than five (5) days after the examination. Exam failure will be communicated to students and the APRSAC by the EoY exam faculty coordinator(s). Passing score for the EoY exam will be greater than or equal to 70%. Students who do not pass the EoY exam will be required to retake the exam. Students who score less than (<) 70% on the repeat exam will meet with the ARPSAC.

Students are expected to make vigilant efforts to successfully pass all EoS and EoY exams. The annual ARPSAC review will include the EoS and EoY scores in addition to course grades to further appreciate student aptitude. Students who fail to demonstrate a consistent pattern of academic success may be in jeopardy of progression despite having passed all curricular coursework.

PY3 students who do not pass the EoY exam will be required to repeat and successfully pass a remediation exam prior to progressing to PY4 standing. The remediation exam will be similar to the initial exam in content and format. Students who scores less than (<) 70% on the remediation exam will be required to meet with the ARPSAC. Depending on the pattern of performance in the student’s academic record, the ARPSAC may recommend the student:

a. Complete an independent self-study of all PY3 coursework over the summer, delaying the start of PY4 rotations and ultimately leading to a potential delay in graduation
b. Repeat all PY3 coursework
c. Be dismissed from the program

**Pharmacy College Outcomes Assessment.** All PY3 students will be required to take the Pharmacy Curriculum Outcomes Assessment (PCOA) exam. Students scoring below the 50th percentile will be required to meet either in person, via telephone, or video conference with his/her/their Student Success Coach to complete a plan of action remediation form. E-mail notification will be sent by the ARPSAC Chair. The e-mail will indicate that students will be responsible for initiating communication with his/her/their Student Success Coach and include the deadline for submission of the completed remediation form to the Registrar of The College. The deadline for submission of the form should not exceed more than 8 weeks. Students failing to meet the deadline for submission of the form may be required to meet with the ARPSAC for additional action including but not limited to probation, suspension or dismissal from the program.

**Grading Scale**

The COP Curriculum Committee will determine the grading policies and procedures to be used by course coordinators. Individual course coordinators may develop specific criteria that are more appropriate based on course format and
content. All course grading policies are reviewed and approved by the Curriculum Committee.

The following is the approved COP grading scale provided to all course coordinators; however, faculty have autonomy over grading within individual courses and may choose their own grading scale. Alterations to the grading scale will be listed in the course syllabus. All course syllabi will be available to students no later than the first day of class. All letter grades submitted to the Records and Registration Specialist will be documented on the official transcripts and calculated into the grade point average (GPA) as outlined below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Additional grades that may be included on a student transcript include the following:
W = Withdraw
WP = Withdraw Passing
WF = Withdraw Failing
I = Incomplete
F = Failure

CLAIRIFICATION OF TRANSCRIPT NOTATIONS

Incomplete Grades: The assignment of an 'I' (incomplete) grade is reserved for situations in which the student was not able to complete the course requirements, at no fault of his/her/their own (i.e., illness, emergency situations, faculty error, lack of preceptor availability, etc.). Incomplete grades are not appropriate for students currently failing a course. An incomplete grade is not intended to be a strategy to help a student avoid a failing grade on the transcript or to allow additional time to reach academic standards for passing a course. An incomplete grade may also be assigned when the coordinator is unavailable to complete the grading process prior to the grade submission due date.

For longitudinal courses spanning across several semesters, the incomplete grade will be replaced with a letter grade upon completion of all course requirements. Any incomplete coursework must be completed within six (6) weeks of the date in which grades are required to be submitted to the Registrar or the grade will be converted to an F. Extenuating circumstances (i.e., extended hospital stay) may be considered, on a case-by-case basis, permitting a student to extend the time by which an incomplete grade may be resolved (no later than one academic year).

Remediation: The following language will be used for courses that have been remediated: FR(?) , whereas the F signifies the initial failure, R remediation, and question
mark is replaced by the lowest letter grade allowable for passing the course – Students who successfully remediate a course will have the original failing grade replaced by the remediated grade in the grade point average.

**Suspension/Dismissal:** Suspensions and Dismissals will be noted on the transcript. Results of academic or proceedings will not be shared with individuals outside of the COP beyond what is notated on the transcript unless required by law.

**GRADE SUBMISSION**

Generally, faculty are required to submit final grades within seven (7) business days from the last day of class. As noted in the remediation section, intra-course remediation must occur prior to the last day of class.

The COP makes every effort to affirm student grades as quickly as possible after the end of a semester. As such, generally the ARPSAC review meeting will occur 7-10 business days after the submission of grades and students at risk should be prepared to attend. Students should not make travel arrangements to leave campus for the semester prior to being sure that all courses have been completed successfully. Students are expected to be responsible for communicating with professors to determine if they are at risk for failing a course.

**CHANGE OF GRADE**

Course Coordinators, Department Chairs, ADAA or instructors reserve the right to submit a change of grade form up to the time in which a student graduates. The COP reserves the right to submit a change of grade form after a student graduates only under extenuating circumstances involving college error or student falsification of records.

**COURSE PERFORMANCE**

Students must maintain a per-semester and cumulative GPA (CGPA) of 3.00 in order to maintain academic achievement. Students falling below 2.75 CGPA will be placed on academic warning or probation as defined previously. A student must earn a 2.50 CGPA in order to successfully matriculate and remain enrolled in the COP. However, academic progression is reviewed each semester and a student may be separated from the college even with a per-semester or CGPA over 2.50. The minimum acceptable course grade will be a C (GPA = 2.00). Course failure will be defined as the receipt of an F (GPA = 0), and will require review by the ARPSAC.

All students must meet the standards of satisfactory academic progress to serve in a leadership capacity of a COP student club or organization, or COP committee. For additional information refer to the ARPSAC section.
USF Academic Grievance Policy

Procedures for Academic Grievance will be followed according to the USF Academic Grievance Policy and can be reviewed in its entirety at this link: http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf

An academic grievance is only applicable for a violation of a USF policy or in the event that a policy is applied differently in comparison to other students. The intra-course grade appeal process and final course grade appeal process are located in the next sections.

An “academic grievance” is a claim that a specific academic decision or action (such as the assignment of a final grade or dismissal of a student or other decision that affects a student’s academic record or status) has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

- Academic grievances will not deal with general student complaints.
- An academic grievance must include a reference to a violation of a specific USF Policy or the official published catalog, or an academic decision that was applied differently to the grievant than other students to be considered under this Policy.
- Only the final grades assigned in a course, final actions or dismissals by the academic unit are grievable.
- Disagreement or issues with individual test grades, responses to exam questions or general disagreement with the academic discretion or professional judgment of instructors, (defined below as including all levels of academic administrators for purposes of this Policy) will not be considered grounds for an academic grievance, except where they impact the final grade. If a student has a concern on an individual assignment, and would like some formal consideration, the student should contact the instructor to discuss the issue and may submit the concern as a general complaint in writing to the instructor. If the student and instructor cannot resolve the complaint, the student may forward the complaint to the instructor’s supervisor and that supervisor shall review the complaint and provide a response to both the student and instructor. If the supervisor identifies a need for a review by another office or process, the supervisor may make an additional referral.
- Dismissals based on University protocols such as failure to maintain GPA, probation for academic performance or other automatic administrative actions are not grievable.
Requirements for Graduation

Requirements for graduation from the USF COP include a minimum overall GPA of 2.5 (out of a total 4.0 GPA) and successful completion of all didactic, experiential and professionalism requirements within seven (7) years from the original date of matriculation. Successful completion is defined as earning a ‘C’ or above in both didactic and experiential coursework. Student progression will be monitored from admissions through graduation (as previously described). Violation of the Student Code of Conduct (i.e. infractions of academic integrity, inappropriate behavior, or reports of insolent or criminal behavior) may place a student at risk for dismissal. Students must uphold professional attitudes, as well as become upstanding members of the community in which they will be practicing to meet the requirements for graduation.

Additionally, while degrees may be conferred, diplomas and transcripts will not be released until the student has made the appropriate arrangements to discharge all financial obligations to the University. The only exception is the repayment of loans that have a specified maturity date.

The ARPSAC and ADAA will convene to review the academic record of all PY4 students. The recommendations from this review will be submitted to the Dean for final approval. Once all graduation requirements have been sufficed, graduation procedures will follow University policy.

The Director of Experiential Education will prepare and submit the official written certification of student attainment of degree requirements and graduation to the State Boards of Pharmacy. Students are required to submit the remaining application materials and requested fees to the State Boards of pharmacy and National Association of Boards of Pharmacy.

Occasionally, a student may not meet graduation requirements due to being delayed in progression. Students will only be permitted to participate in graduation exercises as per review of personal circumstances by ARPSAC. Students will only be permitted to participate in graduation exercises if they are delayed by no more than one clinical rotation.

Students delayed in graduation requirements will receive their diploma at one of the three dates in which USF confers degrees. These dates are in May, August, and December, and included in the academic calendar.

Repetition of Coursework

This procedure is intended to provide general guidance for ARPSAC decision-making related to repetition of coursework when a student fails a course requiring repetition of the year. However, the ARPSAC has the authority to deviate from the
standard procedure when extenuating circumstances arise requiring the development of a revised plan of study on an individual basis.

REPEITION OF COURSES

Students are only required to repeat coursework for which a grade of F was earned. However, the ARPSAC may additionally require repetition of courses previously passed with a C as deemed appropriate for individual learning progression and outcomes of the student. A student who is absent at least two consecutive semesters will be required to repeat the entire academic year regardless previous academic performance.

TUITION

The USF COP has a part-time and full-time tuition rate. Tuition is not assessed on a credit-basis. Therefore, students required to repeat the year resulting from a course failure, will be required to pay the part-time tuition rate if they are taking less than nine credits. The full time tuition is required for students taking nine or more credits in a semester.

Students must be taking 5 credits for financial aid eligibility. Therefore, when a student is only required to repeat one course, several options for payment of tuition exist:

1. Students may choose to pay the part-time tuition out of pocket and not receive financial aid, or
2. Students may opt to enroll in an elective course or independent study. Students may choose a two-credit independent study in Applied Critical Thinking and Problem Solving for Pharmacy Students. This is a collaborative course between the PCR, PS, and Student Affairs Departments, providing a structured independent study for students. This is a self-directed course with occasional requirements to meet with a faculty member. The two-credit independent study is external to the formal curriculum and will not be counted as a required elective. Students may also choose to take an elective offered within the College of Pharmacy as long as all prerequisites to participate in the course have been met. This elective will count as one of the two electives required in the curriculum.

RETENTION OF KNOWLEDGE FOR PREVIOUSLY PASSED COURSEWORK

Students completing a reduced course load resulting from academic difficulties will be expected to participate in Self-Directed-Learning (SDL). The SDL process will afford students access to all course materials during the semester, even those where direct participation is not required. While there is no requirement for participation in course assessments for evidence of knowledge maintenance, the student may
request the option to participate in course assessments through communication with the course coordinator. It is expected that professional students will have the internal discipline to ensure foundational knowledge for future coursework.

To ensure maintenance of knowledge for all previously passed coursework, all students are still required to take and pass end of semester and end of year exams at the conclusion of the semester. Failure of the exam will require the same remediation process as any other student.

The ARPSAC may also require a student to formally audit a previously passed courses with full attendance and participation, but no assessment of final grade. Formal audit requires a nominal fee of $1000 per course to offset faculty effort and course materials. This audit fee is in addition to part-time tuition for courses requiring full repetition.

This audit option may also be required for visitors or individuals transferring into the program to allow connection to the curriculum or demonstrate maintenance of knowledge.

**Breaks in Attendance from the Program**

**WITHDRAWAL FROM THE PROGRAM**

The following procedure is required by all students who choose to withdraw from the USF COP (regardless of reason):

1. A formal decision must be rendered in all pending cases related to academic difficulty, probation, suspension, or dismissal prior to beginning the withdrawal procedure.
2. The student must consult with their faculty student success coach and meet personally with the ADSAA.
3. If after meeting with the ADSAA, the student still wishes to proceed with the withdrawal, they must provide a formal written and signed letter to the ADAA via United States Postal Service, or electronically scanned letter attached to an email.
4. A copy of this letter must also be given to the Records and Registration Specialist.
5. Student must submit their University ID Card to the ADSAA.
6. The Florida Board of Pharmacy will be notified by the Director of Experiential Education to revoke internship licenses for all students permanently separated from the college.

Once a student has completed the aforementioned separation procedure and has resolved financial obligations to the school or the school has assessed appropriate refunds, the student will not be eligible for a medical leave of absence.
Students who withdraw from the COP and have received financial aid during their enrollment will be required to meet with financial aid prior to their departure. During the meeting the financial aid office will advise about rights, responsibilities, and loan repayment obligations for any received financial aid.

The USF COP may consider readmission of students who have chosen to withdraw. Students wishing to be readmitted in the same year of the program for which he/she left will only be considered if the student will be able to fulfill graduation requirements within the required 7 years, and the ARPSAC is satisfied that the student has maintained the appropriate content knowledge to be successful in the program. Students are always welcome to reapply as a first year student through the regular admissions process. Students interested in pursuing readmission must submit a formal written request clearly articulating the reasons for readmission to the ARPSAC, addressing all circumstances leading to the withdraw. Some requests may require supportive documentation. The student must demonstrate the ability to fulfill tuition and fees obligations. An updated criminal background check must be submitted by the student prior to readmission.

**LEAVE OF ABSENCE**

A leave of absence is defined as a specified period of time by which a student will be separated from the College. Typically, a student will not be granted a leave of absence extending beyond one year without necessitating repetition of coursework. Examples of circumstances for which students may voluntarily select a leave of absence may include personal difficulties, medical necessity, or family obligations that prevent concentration on studies. Additionally, the ADSAA may place a student on a leave of absence for good reason at his/her/their discretion. Reasons that may warrant an involuntary leave of absence might include, but are not limited to personal difficulties or mental and physical health concerns that prevent the student from concentration on studies and/or there is a perceived threat of emotional or physical harm to self or others. If a student disagrees with such action, he/she/they may appeal to the ARPSAC for a review, which shall be conducted with a meeting reviewing all documentation and decision from the ADSAA. The ARPSAC recommendations will be forwarded to the ADAA for implementation.

A student in academic achievement, without deficiencies may request and be approved for a leave of absence for a specified period of time. Each case will be considered on an individual basis by the appropriate individual based on the circumstance (i.e., ADSAA, ADAA, or ARPSAC).

The ARPSAC may also recommend a leave of absence when it is decided that the student’s circumstance is such that continued enrollment should not occur, but in the opinion of the ARPSAC, the student is capable of completing the degree within the 7-year time limit. This recommendation will be explained to the student. If a student
accepts, the recommendation will be implemented. If a student disagrees with the recommendation, the same procedure for an appeal of ARPSAC decisions will be followed.

For the purposes of financial aid, a Leave Of Absence (LOA) is considered a temporary break in enrollment that cannot exceed 180 days within a 12-month period. The COP must report to the lender(s) a student as “no longer enrolled” when the LOA exceeds 180 days. For LOAs that extend beyond the 180 day limit, students may be obligated to begin loan repayment. Students will be required to meet with the Financial Aid Office prior to beginning the LOA. Please refer to the section on financial aid for information on prorated tuition refunds in relation to a student’s leave of absence.

**Student Conduct**
Members of the College and University community support high standards of individual conduct and human relations. Responsibility for one’s own conduct and respect for the rights of others are essential conditions for academic and personal freedom within the College and University. The College reserves the right to deny admission or refuse enrollment to students whose actions are contrary to the purposes of the College or University or impair the welfare or freedom of other members of the community. Procedures for professionalism infractions are followed when a student fails to exercise responsibility in an acceptable manner or commits an offense as outlined in the Graduate Student Conduct Code. Refer to the USF 6.0021, Graduate Student Code of Conduct at [http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf](http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf6.0021.pdf)

In addition to the Graduate Student Code of Conduct and Associate Dean for Student Affairs and Assessment. The OSAA also reserves the right to further investigate complaints where there is reasonable belief of possible violations of the Student Code of Conduct.

Because of the high professional standards required by the pharmacy profession, College of Pharmacy officials may initiate violation of professionalism charges for conduct off campus or online when the behavior relates to the good name of the USF System and the pharmacy profession; the integrity of the educational process; or the safety and welfare of the USF System community, either in its public personality or in respect to individuals within it; or violates state or federal law.

The College of Pharmacy Academic Review and Professional Student Affairs Committee (ARPSAC) is the designee of the Office of Student Rights and Responsibilities, and is the official body for the administration of the Student Code of Conduct within the College of Pharmacy and all procedures and guidelines affording appropriate due process will be maintained.
ACADEMIC INTEGRITY DEFINITIONS

Reference USF Regulation 3.027 - the following is the portion of the Regulation pertaining to graduate students. To read the entire Regulation, including the sections pertaining to undergraduate students, go to:

http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf

In addition to the Graduate Student Academic Integrity Policy. The College of Pharmacy Associate Dean for Student Affairs and Assessment (ADSAA) is the designee of the USF Office of Student Rights and Responsibilities and all procedures and guidelines affording appropriate due process will be maintained. The Associate Dean is responsible for administration of the student conduct process, proceedings, and appeal process. The ARPSAC is the official mechanism for the administration of academic progression and academic integrity infractions within The College of Pharmacy, and as delegated, academic professionalism cases.

Students attending the USF COP are awarded academic degrees in recognition of successful completion of coursework in the study of pharmacy. Each individual is expected to earn his/her/their degree on the basis of personal effort. Consequently, any violation of academic integrity whether pertaining to an examination, assignment, or other academic activity will be considered unacceptable. All students are required to abide by the USF Academic Integrity of Students and Disruption of Academic Process Guidelines found in the Graduate Catalog: http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2016-2017.pdf.

The behaviors described below are considered violations of the academic standards for both Undergraduate and Graduate students. The academic sanctions for Graduate students may be more severe.

Violation of Exam decorum
Violations and the perception of violations of academic integrity will be addressed through professionalism proceedings. The established exam decorum is designed to avoid the perception of violations of academic integrity. Any student found in violation of any portion of the exam decorum will be held responsible for violations of academic integrity. Determination of intent to commit a violation of academic integrity is not necessary to find a student responsible for a violation of academic integrity.

Cheating
Using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor including (a) Students completing any type of examination or evaluation are prohibited from looking at or transmitting materials to another student (including electronic reproductions and transmissions) and from using external aids of any sort (e.g. books, notes, calculators, photographic images or conversation with others) unless the instructor has indicated specifically
in advance that this will be allowed. (b) Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places. (c) Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others. (d) Instructors, programs and departments may establish, with the approval of the colleges, additional rules for exam environments and behavior. Such rules must be announced in advance in a course syllabus or other advance written notice to students.

Copying questions or answers of an exam during an exam review is a clear violation of the student code of conduct and academic integrity standards. Any student identified as having written, typed or taken photos of quiz or exam questions or answers during an exam review will be charged with an academic integrity violation and face sanctions. Further, any student aware of this type of behavior who does not report the behavior, is also in violation of the student Code of Conduct and face sanctions. Faculty have the responsibility and freedom to determine exam review process and procedures for their course that maintains the integrity of their quiz and exam questions. Please look to faculty for guidance regarding policies and procedures for exam review in their course.

Students are to assume that all assignments, exams, quizzes, etc. are to be completed independently unless expressed permission is received by the faculty member and/or course coordinator that students are permitted to work together.

**Plagiarism**
Intentionally or carelessly presenting the work of another as one’s own. It includes submitting an assignment purporting to be the student’s original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented. (a) Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote. (b) When material from another source is paraphrased or summarized in whole or in part in one’s own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text. (c) Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote. (d) This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.
Fabrication, Forgery and Obstruction

Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out-of-classroom experiences.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

(a) Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
(b) Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior. (c) Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments. (d) Students may not steal, change, or destroy another student’s work. Students may not impede the work of others by the theft, defacement, mutilation or obstruction of resources so as to deprive others of their use. (e) Obstruction does not include the content of statements or arguments that are germane to a class or other educational activity.

Multiple Submissions
Presenting or turning in the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor. (a) Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters. (b) Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g. graded for research effort and content versus grammar and spelling). (c) Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor’s permission to use it PRIOR to the submission of the current endeavor. (d) Students may submit the same or substantially the same work in two
or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

**Complicity**
Assisting or attempting to assist another person in any act of a violation of academic integrity. A student will be considered to be complicit if the student is aware of an academic integrity violation, is able to report and fails to do so. In addition: (a) Students may not allow other students to copy from their papers during any type of examination. (b) Students may not assist other students in acts of a violation to academic integrity by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official. (c) Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters. (d) Students may not have a substitute take an examination or take an examination for someone else. (d) Students may not give previously graded assignments to students in other academic years within the program.

**Improper use of teamwork credit**
Allowing your name to be included on a group project in which you did not participate. This act is considered a violation of academic integrity. For reference, general guidelines for appropriate teamwork participation include, but are not limited to the following: (a) No team member shall intentionally restrict or inhibit another team member’s access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. (b) All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work. (c) Only those persons who participated on the team shall be named in the submission of the assignment.

Unless explicit permission has been given by a professor, in class-assignments are expected to be done inside of class. If a student is absent without excuse, he/she/they are not permitted to contribute outside of the class via technological means (i.e., Google Docs).

**Solicitation or Purchase**
The offering, advertising or responding to solicitations or purchasing products or services designed to facilitate, support or actively contribute to the commission of an act of violation to academic integrity.
**Misrepresentation**
Submitting the work of another as your own, e.g., using a ghostwriter to write a paper, thesis, dissertation; having another person complete an online class in your name.

**Misconduct in Research and Creative Endeavors**
A serious deviation from the accepted academic and professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. Research Misconduct means fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results. It does not include honest error or differences in opinion. In addition to the academic sanctions in this Regulation misconduct in research is also subject to USF System Policy 0-301, procedures and any sanctions contained therein. (a) Students may not invent or counterfeit information. (b) Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data. (c) Students may not represent another person’s ideas, writing or data as their own. (d) Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality. (e) Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission. (f) Students must adhere to all federal, state, municipal, and university regulations or policies for the protection of human and other animal subjects. (g) Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge. (h) Students must abide by the university’s policies on Misconduct in Research where applicable, which can be found in the university’s policies and Procedures Manual at the Regulations and Policies website.

**Computer Misuse**
Unethical or illegal use of the computers of any person, institution or agency in which students are performing part of their academic program. (a) Students may not use the university computer system in support of any act of plagiarism. (b) Students may not monitor or tamper with another person’s electronic communications.

**Misuse of Intellectual Property**
The illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

**Violation of State or Federal laws with regard to Intellectual Property**
Conduct that violates and does not adhere to state or federal laws concerning the fair use of copies or other intellectual property.
Specific, detailed guidelines for procedure are contained in the USF Graduate Student Handbook and will be adhered to when alleged violations of academic integrity guidelines by students of the COP are reported by staff or faculty. When allegations of student violations of academic integrity guidelines are made by other students, they shall be handled in accordance with the Student Code of Conduct guidelines utilizing one of more of the following agents or bodies: ADSAA, ARPSAC, or Student Honor Committee.

Two paths exist for resolution of alleged violations of academic integrity:

**Academic** – When the alleged violations of academic integrity guidelines are identified by the instructor, the violations will initially be handled by the instructor, who will discuss the incident with the student and determine appropriate course of action. Action may include, but is not limited to a zero or failing grade on the individual assignment, quiz, or exam; or failure of the course. It must be noted that the Faculty of the College considers the traditional relationship between student and faculty member as the primary means of settling disputes that arise. The instructor may choose not to elevate the violation to the knowledge of administration. However, faculty are required to submit early referral as a means of documentation should subsequent violations occur. Students wishing to appeal a grade assigned by an instructor resulting from an alleged academic integrity violation is directed to follow the appeal of grade process outlined in this handbook.

**Professionalism** – After determining academic response, the instructor may choose, at his/her/their discretion, to refer the matter immediately to the ADSAA for additional sanctions. Please refer to the section on the Academic Review and Professional Student Affairs Committee found in this handbook for procedures regarding violations of professionalism.

Violations of academic integrity made known to administration without the instructor’s knowledge, will be communicated to the instructor for an academic response. Administration may then determine to address the alleged violation without a referral from the instructor. Students wishing to appeal a sanction resulting from an alleged academic integrity violation is directed to follow the appeal process outlined in this handbook for violations of professionalism sanctions.

**STUDENT CONDUCT CONSEQUENCES**

Students who violate academic integrity are not only hurting themselves and their classmates, but also future patients due to the lack of knowledge as a result of cheating rather than learning important information. For this reason, the USF COP has a no tolerance policy for infractions of academic integrity. If an individual is willing to cheat in small ways and on small assignments, he/she/them is also capable of cheating in large ways and on large assignments. Therefore, punishment for the violation of any
of the academic integrity guidelines will be severe. All students will be considered on a case-by-case basis and sanctions will range from a private verbal reprimand to dismissal from the COP.

STUDENT CONDUCT APPEALS

Students have the right to appeal sanctions related to academic integrity infractions only in cases in which the sanction includes suspension or dismissal and only if new information is available that was not previously available at the time the decision was made. Please refer to the section in this handbook related to the ARPSAC procedures and appeal process. A copy of all appeal decision letters will be given to the ADSAA for inclusion in the student’s record.

Professionalism

Students must demonstrate satisfactory ethical and professional behaviors in addition to academic achievement in order to successfully complete the pharmacy educational program. Students in violation of ethical or professional standards will be referred to the ADSAA for determination of appropriate action up to potential dismissal from the pharmacy program. As the chief disciplinary officer, the ADSAA may choose to independently determine the appropriate course of action or refer the case to the ARPSAC. Disruption of the classroom or teaching environment is unacceptable (refer to section on disruption of academic progress below). Unprofessional behaviors will not be tolerated in the University community, and will be punishable, according to the seriousness of the offense, in conformity with established rules and procedures. Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention away from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well-being of the faculty member or other students. For further information about the definition and description of professionalism, refer to the Professionalism section under the PharmD program that discusses Professionalism as a major programmatic outcome.

CRIMINAL ARRESTS AND BACKGROUND CHECKS

All admitted students must provide written self-disclosure to Associate Dean for Student Affairs and Assessment of any new criminal or arrest information within 3 business days of the arrest; or prior to returning to the classroom/rotation following an arrest or charge of any crime. Students are required to report arrests of any crime regardless of legal counsel, the outcome of the case, or where the case is in adjudication. This will allow administration to uphold our commitment to student wellness and professionalism. Through open discussion, early notice leads to optimal outcomes ensuring proper guidance through licensure, the ability to participate in rotations, and ensure the health and safety of the student, other members of The College community, and the profession of pharmacy. Failure to
report immediately will negatively impact progression through rotations and will be considered a professionalism infraction leading up to and including dismissal from the program.

In many cases, USF COP’s academic requirements involve placement at multiple off-campus training sites to include hospitals and other institutional settings. As a result, these off-campus experiential sites require students to undergo and pass a CBC and/or drug test. This notice is to make you aware of the requirements.

Hospitals and other experiential training sites require CBC and drug tests to protect the safety of patients and other persons at these facilities and to ensure the confidentiality of patient information. Each training site sets its own standard for a CBC and drug test and more often than not placement at the site is conditional on passing the check. You may also be asked by the training site to pay the cost of the background check and drug testing. You may have to complete more than one CBC and drug test during the course of your program, depending on the requirements of each site.

OBLIGATION TO REPORT CODE OF CONDUCT VIOLATIONS

Any student being made aware of an infraction of the student Code of Conduct has the responsibility and obligation to report the violation and all details of evidence surrounding the infraction. Failing to report observations of Code of Conduct infractions among peers is considered a violation of the student code of conduct and will be held responsible at the same level as the infraction of the accused. The Pledge of Professionalism for pharmacy requires students and professionals to report incidents, i.e., “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”.

Students have two options when reporting conduct violations. They can report the violations directly to OSAA. They also have the option of reporting the violation to any member of the Student Honor Committee.

Once graduated, there is a professional obligation to confront behavior directly and report incidents in direct violation of the code of professionalism (i.e., pharmacist stealing oxycodone from the pharmacy). Therefore, it is in the best interest of all students to practice this obligation of professionalism now. There are several obligations:

1. To fellow students who work hard to learn the material and get good grades. Having students that are cheating on an exam are taking an unfair advantage over ALL students. It not only impacts fairness of grades in pharmacy school; but also competition for residencies, who utilize GPAs in the hiring procedures.
2. To the profession as a whole. Entertaining students who violate academic integrity standards diminishes the value of the profession as a whole.

3. To your future patients. Students who cheat through school will not graduate with the knowledge necessary to effectively treat their patients. In essence, the lack of knowledge that results from cheating could potentially cause the death of a patient in the future.

Anonymity versus Confidentiality

- Anonymity and confidentiality are very different. Coming forward indeed takes courage, professionalism, and integrity. It makes the statement that you will stand up for what is right and not accept negativity or blame from others. The individuals responsible for the infraction are to blame. If those individuals are angry with the accuser; then they are not good friends.
- The ADSAA is able to assist students with communicating with the accused in a way that protects the relationship if possible. This is a strategy that has proven successful.
- When a student violates the Code of Conduct and goes through administrative procedures for resolution, the only way classmates become aware is if involved individuals share their involvement. No information is ever released from administration (this is confidentiality).
- If a report utilizes hard evidence that does not involve personal testimony, then it is possible to ensure confidentiality to the accused. However, a verbal self-report makes it necessary to become known to the accused such that anonymity is not possible.

Implications of Due Process

- Students accused of an Code of Conduct violation have a right to be aware of the evidence against them. It’s not appropriate, nor is it ethical to accuse someone of an infraction without giving them the evidence against them.

**DISRUPTION OF ACADEMIC PROGRESS**

In this regulation, the Office of Student Affairs and Assessment of the College of Pharmacy (COP) is synonymous with the Office of Student Rights and Responsibilities at the University of South Florida (USF). Individuals initiating this regulation may choose to implement the outlined procedures at either the college or university level.

1) Disruptive students in the academic setting hinder the educational process. Although disruptive student conduct is already prohibited by the University of South Florida System (USF System) Student Code of
Conduct, the purpose of this regulation is to clarify what constitutes disruptive behavior in the academic setting, what actions faculty and relevant academic officers may take in response to disruptive conduct, and the authority of the Office of Student Affairs and Assessment of the COP (OSAA) to initiate separate proceedings against students for disruptive conduct.

2) Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor:

a) Directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or
b) Presents a danger to the health, safety or well-being of self or other persons.

References to classroom or academic area include all academic settings (live or online, and including clinical experiences). References to Instructor include the course instructor, USF faculty, administrators and staff. Misconduct occurring in other campus areas on University premises or which adversely affects the University community and/or the pursuit of its mission is already prohibited by the Student Code of Conduct and will be handled by those procedures. Academic discussion that includes disagreement with the course instructor during times when the instructor permits discussion is not in itself disruptive behavior and is not prohibited.

Some disruptive students may have emotional or mental health disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as any student.

The following applies to all campuses of the University of South Florida System; however, non-substantive procedural modifications to reflect the particular circumstances of each separately accredited institution and regional campus are permitted. Information concerning these procedures is available through the Student Affairs Office at those campuses.
3) Procedures for Handling Disruption of Academic Process
   a) General Guidelines for Instructor:

   1. If a student is disruptive, the Instructor may ask the student to stop the disruptive behavior and/or warn the student that such disruptive behavior can result in action from administration. Alleged disruptions of the academic process will be handled initially by the Instructor, who will discuss the incident with the student whenever possible. It must be noted that the Faculty Senate considers the traditional relationship between student and instructor as the primary means of settling disputes that may rise.

   2. The Instructor is authorized to ask a student to leave the classroom or academic area and desist from the disruptive behavior if the Instructor deems it necessary. If the Instructor does this, she/he will send an Academic Disruption Incident Report within two business days simultaneously to:

   a. The Department Chair;
   b. The ADAA
   c. The OSAA, and;
   d. The student.

   If the situation is deemed an emergency or circumstances require more immediate action, the Instructor should notify the appropriate law enforcement agency, OSAA and other authorities as soon as possible. Any filed Incident Report can, and should, be updated if new information pertinent to the situation is obtained.

   3. An Instructor may also further exclude the student from the classroom or other academic area pending resolution of the matter. If the Instructor recommends exclusion (temporary or permanent) from the classroom pending resolution, the student must be informed of the exclusion before the next scheduled class (either by phone, email or in person). That notice must:

   a. Inform the student of the exclusion,
   b. Inform the student of his/her/their right to request an expedited review of the exclusion within two days to the Chair of the Department.
If such academic exclusion occurs, and if the student requests a review, the Chair of the Department shall review the exclusion within two days of the date the student requests the review and decide if the student can return to the specific class and/or any academic setting. This decision may be appealed in writing by the student within two days to the Associate Dean of Academic Affairs for review and decision within two days. Any decision rendered at that point must be in writing and will serve as the final and binding academic decision of the College and/or University.

Each academic decision or sanction must be communicated to ADAA, ADSAA, and the Dean as soon as possible.

b) **Possible Academic Sanctions and Grading Guidelines:**

Authority of an Instructor and the appropriate Chair or Associate Dean’s Office may result in any of the following sanctions:

- Warning to the student.
- Voluntary withdrawal by the student from the class (es).
- Temporary exclusion and/or permanent dismissal from the instructor’s classroom or academic area, program, or college, pending an expedited appeal.
- Academic sanction, including assignment of a final grade.
  - If the final determination is a dismissal from class, the grade assigned for the class will depend on the student’s status at the time of dismissal. If the student had a passing grade in the class at the time of dismissal, the grade of “W” will be assigned for the course. If the student had a failing grade in the class at the time of dismissal, a grade of “F” will be assigned for the course. These grades will become a part of the student’s permanent record. In addition, if the academic disruption results in dismissal from more than the classroom or academic areas of the incident, this grading policy may be applied in all classes affected.
- Early Referral or to the Academic Review and Professional Student Affairs Committee (ARPSAC) for professionalism infraction.
c) **Documentation and Academic Disruption Incident Report:**

Instructors should be aware that notes of the dates, times, witnesses and details of the incidents of disruption and the impact of the disruption on those present may be important in any future proceedings which may be necessary. Referrals to the OSAA require written documentation containing factual and descriptive information. The student is entitled to see this documentation.

The Academic Disruption Incident Report must be submitted either by hardcopy or scanned, and sent by email to the student’s USF email address, simultaneously, within two business days to the appropriate individuals. The form can be downloaded from the following website:


Or completed by way of memorandum containing the following information:

- Date of report
- Student’s name
- USF Student ID number
- Instructor’s name
- Instructor’s phone number
- Instructor’s email
- Title of course, course number and section
- Date/time/location of incident
- Detailed summary of the incident, including a description of the disruptive behavior
- Witnesses
- Action, if any, taken by the instructor (e.g., student warned, asked to leave the class, etc.)
- Recommended course of action and reasons for this recommendation
- Instructor’s signature

**d) Possible Sanctions for Conduct by the Office of Student Affairs and Assessment of the COP:**

Upon receipt of the Academic Disruption Incident Report or other referral for disruptive conduct, the OSAA will investigate the circumstances and determine appropriate action resulting in the
imposition of any of the following sanctions in addition to any academic sanctions imposed (in section b):

a. Educational sanctions to include, but not limited to, educational programs/classes and written assignments
b. Professionalism probation
c. Provisional suspension
d. Suspension
e. Restriction from certain or all class(es), program, College, residence hall, or any part of all of USF campuses
f. Expulsion

The student will have the option to accept the decision of the ADSAA or choose to have the case reviewed by ARPSAC. The decision of ARPSAC may be more or less severe than the original decision. Alternatively, the case may immediately be referred to ARPSAC at the discretion of the ADSAA.

When an incident is being reviewed by OSAA for possible sanctions, current provisions affecting the student's academic status (temporary or otherwise) will be communicated by the OSAA of the COP to the Instructor and appropriate academic administrators/instructors responsible for the student’s current academic standing as soon as possible, but within two weeks of the reported incident. Only final sanctions that affect the academic status of the student will be communicated to the Instructor(s) and appropriate administrators after the process is complete.

e) **Resources:**

- University Police  (813) 974-2628
- Center for Victim Advocacy and Violence Prevention  
  (813) 974-5756 – Refer to regulation  
- Counseling Center  (813) 974-2831
- General Counsel  (813) 974-2131
- Office of Student Rights and Responsibilities  (813) 974-9443
- Students with Disabilities Services  (813) 974-4309
- Associate Dean's Office in schools
  And colleges, Department Chairs
Protection of Course Materials
All course materials (audio, visual, print and electronic) are copyrighted by the faculty member. External distribution is prohibited without permission. This includes distribution of course materials between students of different classes within the College. For additional information regarding the use of copyrighted materials, please refer to: http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-105.pdf

Protection of Verbal Communications
Students are not permitted to record or distribute any verbal communications between the student and other students, faculty, staff, or administrators without obtaining expressed and specific permission in advance. This includes classroom activities and individual meetings with faculty, staff, or administrators with focus on either academic or non-academic topics. Students may be required to leave all belongings and electronic devices outside of a room in which verbal conversations are held. Students may request permission in advance if they wish to have a third party present for individual meetings with faculty, staff, or administrators.

Exam Decorum
On-campus examinations are extremely important and as such, students are required to follow guidelines that protect the integrity of all examination periods. Students are expected to enforce their own behavior in adhering to exam decorum. Failure to adhere to exam decorum may result in referral to ADSAA for violation of academic integrity guidelines. For all examinations, students are required to:

- Upon entering the classroom for a quiz or exam all personal belongings (except a computer) are to be left outside or at the back of the room except for what has been specifically permitted by the instructor. For example, cell phones (even if in the off position), watches (including iPhone watch), or any technological devices in possession or worn on the body are not permitted anywhere in the examination room. Other items that are not permissable in the examination room include but are not limited to pencil cases, eyeglass cases, bags or purses, food or drinks (including water bottles), etc.
- The clothing that is worn when entering the room, is the clothing that the student must remain wearing throughout the duration of the quiz or exam. All clothing that a student intends to wear during an examination should be worn properly prior to entering the examination site. If a student would like to put on or take off a sweater or jacket, it must be done so outside of the room and in the presence of a proctor.
- No hats are permitted to be worn in the examination room.
- Students are expected to utilize the restroom before entering the classroom. Students will not be permitted to use the facilities for quiz/exams that are less than 2 hours unless advance notice and documentation is provided for a medical condition. Emergency situations will require an escort. Exams that are longer than 2 hours will require an escort for restroom breaks.
• Students must complete studying prior to entering the classroom.

• For electronic quiz or exams, as soon as the student enters the room, the laptop should be turned on to make sure it is functioning properly, there is internet access, and all required updates have been downloaded.

• Prior to the start of any quiz or exam, privacy screens must be installed on computer, laptop, or tablet screens.

• There is to be absolutely no talking in the room while a quiz or exam is being administered. Furthermore, there is to be no communicating regarding any portion of the quiz or exam at any point during the quiz or exam administration (no talking, texting, photos, etc.) until the last student has completed the quiz or exam; this includes students who have already completed the exam and have left the room. Once the last individual has completed the quiz or exam, students are permitted to communicate about the quiz or exam.

• Students may not leave their seat without permission or ask questions during a quiz or exam except for questions related to grammatical errors or technical difficulties.

• Once students have completed an electronic exam, students are required to close their laptop lid so that the instructor knows when the quiz or exam has been completed.

• Students should remain in their seats until the quiz or exam has been completed unless given different instructions by the professor.

• All students are required to have a Texas Instruments 30XIIE Scientific Solar Powered Calculator. This is the only calculator students may use during exams and no smart phones, PDAs, or other calculators that will allow text input, graphing, or programming will be permitted. Faculty reserves the right to ‘spot check’ a student’s calculator and calculator case at any time for any reason. Faculty is aware of future model modifications and changes, and will make necessary adjustments at that time.

• Students arriving after the start of an exam, but not more than 10 minutes late OR after the first student has completed the exam (whichever is sooner) will not be permitted to take the exam. Exam decorum is explained in greater detail in the section on student responsibilities.

**Food in the Classroom**

Students must adhere to specific classroom requirements (e.g. should a specific classroom not allow food and/or drink). Excessive eating and drinking during classroom instruction can be disruptive to instructors and other students. To that end, students are requested to refrain from eating during class. If classroom eating is necessary, it is requested that students be considerate of others in choosing discreet, odorless, and quiet snacks. Under no circumstances should students be eating full meals during class. Furthermore, students are responsible for disposing of all refuse. Failure to adhere to the previous policies may result in the loss of classroom eating privileges for all students.
**Protection of Human Subjects**

All research determined to be human subjects research must apply protections for human participants as mandated by applicable laws and regulations, and standards set forth in federal, state and local laws and institutional policies. All proposed research activities must be submitted to the USF Institutional Review Board (IRB) or relied upon IRB prospectively for review and approval. Investigators must obtain IRB approval prior to the commencement of any human subject’s research activities. The USF IRB utilizes the Office for Human Research Protections (OHRP) guidance entitled “Guidance on Engagement of Institutions in Human Subjects Research” to determine when the institution is engaged in human subjects research activities.

Complete policy
And guidelines can be found here:

From time to time, pharmacy students may be asked to participate as human subjects in research. Investigators must obtain prior written approval from the ADSAA in order to allow students to participate as subjects. Likewise, the ADSAA may restrict the participation as experimental subjects if it is determined that this might compromise academic progress. A copy of the Assurance can be obtained from the Division of Research Grants (DRG). [http://www.research.usf.edu/dsr/sponsored-research.asp](http://www.research.usf.edu/dsr/sponsored-research.asp).
Procedures for Academic Progress and Academic Professionalism Violations

"Always bear in mind that your own resolution to succeed is more important than any other." - Abraham

The doctor of pharmacy is a professional degree in which students are licensed practitioners by the Florida Board of Pharmacy through the U.S. Department of Health and Human Services while enrolled in the program. Students must demonstrate appropriate professionalism as a requirement for graduation, therefore, all performance, including professionalism, is considered academic.

Professionalism Progression

The Associate Dean for Student Affairs and Assessment is the chief disciplinary officer of The College. When a student is in violation of procedures in this student handbook, the student code of conduct, or other University policies, the ADSAA will investigate the circumstances and render a decision in the case and determine appropriate sanction. The student may choose to accept the decision of the ADSAA, or request an independent review meeting from the ARPSAC. The student will have three business days from the date of notification of the decision from the ADSAA to determine if an independent ARPSAC review meeting is requested. Should the student choose to have the case reviewed by ARPSAC, the decision will replace and be completely independent from the ADSAA decision and the outcome may be less or more severe.

The College reserves the right to refer a case for independent or additional action through the Office of Student Rights & Responsibilities.

Cases of a violation to academic integrity are considered a violation of professionalism and will be determined by the ADSAA. If necessary, an individual will be appointed by the Academic Affairs Dean to provide consultation to the ADSAA regarding academic or discipline-specific understanding.
The outcome of all decisions will be communicated to instructor(s) and/or appropriate academic administrators responsible for the student’s current academic standing as soon as possible, but within two weeks of the reported incident. Only final sanctions impacting the academic status of the student will be communicated to instructor(s) or appropriate academic administrators after the process is complete.

**ACADEMIC PROGRESSION**

The following defines the purpose, composition, policies and procedures for the Academic Review and Professional Student Affairs Committee (ARPSAC).

1. The ARPSAC meets with all students in academic difficulty;
2. Shall review the academic and professional performance of each student at the end of each semester;
3. May meet with students in violation of the student code of conduct as referred by ADSAA;
4. Shall also review, advise and make policy recommendations on matters related to the health and welfare of Pharmacy students including financial aid, student health policy, personal advising, academic career counseling, student professional/cultural organizations, and student chapters of national organizations.

The ARPSAC makes recommendations to the Dean regarding probation, suspension, dismissal and appropriate sanctions or educational activities for each.

**Guidelines and Procedures of the ARPSAC**

All proceedings and associated deliberations of the ARPSAC are confidential. Except as specified in this Handbook, the meetings will be closed to persons other than ARPSAC members (except for Student Honor Committee members and Ad-hoc members when appropriate), and advocates chosen by students called before the Committee. The ARPSAC recommendations will be shared with faculty, student success coaches, and administrators as deemed academically necessary utilizing official channels of communication by the ARPSAC Chair and ADSAA. Depending on the nature of the infraction, communication may also be delivered by the ADAA under similar procedures. Faculty and success coaches will be apprised of the confidential nature of the information.

**Bias**

The College reserves the right to appoint a special Ad Hoc Committee or members to the ARPSAC at any time to ensure integrity of due process and perceptions of fairness. Furthermore, any faculty member or administrator not able to maintain objectivity are expected to recuse him or herself from ARPSAC proceedings and/or the appeal process. Additionally, any administrator or Chair of the ARPSAC may require an
individual be recused based on the potential for perception of bias, even in the absence of actual bias.

**Communication**
The USF COP has a no tolerance policy on retaliation. To avoid the perception of retaliation, students involved in an investigation for academic or professionalism difficulties, either witness or accused, are prohibited from speaking with any other person about the case (including other students) except their faculty student success coach, Director of Student Services, and the ADSAA. All involved parties within an investigation, to include faculty, success coaches, staff, administrators, or advocates are bound by the same communication requirements. Students are also not permitted to speak with the ARPSAC Chair, or any member of The Committee. Any questions specific to the proceedings may be addressed only to the ADSAA. Involving other faculty and or administrators in communication may interfere with and/or bias current proceedings or future opportunities for appeal.

**ARPSAC MEETING PROCEEDINGS**

**Attendance**
The ARPSAC will meet within ten (10) business days of the end of the grading period. Students requested to appear before The Committee will be notified in writing as soon as reasonably possible. Additionally, special meetings will be called by the Chairperson when incidents occur requiring a special session.

If students choose not to be present, they may submit a written statement to be read at the meeting. However, it is in the best interest of the student, and The Committee strongly encourages the student to attend the meeting to speak on their own behalf. Meetings will only take place in person at USF COP in Tampa, FL; video and/or teleconferencing will not be permitted for students, faculty, staff, or witnesses.

**Advocate**
1. The College recognizes the nature of the ARPSAC meeting may evoke anxiety, and therefore, supports the presence of an advocate to provide moral support elected by the student. The Director of Student Services or a core faculty member who is not a member of the ARPSAC may also serve as advocates. Students wishing to bring an advocate must complete and submit the Request to Bring an Advocate Form (found in the appendix) to the ARPSAC Chair at least two business days prior to the ARPSAC meeting and advocates must agree by signature to adhere to the following guidelines before the proceedings will commence. The advocate:
   - Will not be an active member of the proceedings and therefore, will sit in a chair in the periphery of the room
   - May not serve as counsel
   - May not participate/communicate through any method (written, verbal, non-verbal, or electronic) directly or indirectly during the proceeding
May not record any part of the meeting in writing or electronically. Failure to comply with the aforementioned stipulations or any disruption to the proceedings by the advocate will result in removal from the proceedings. Proceedings will cease and will resume once the advocate leaves or is removed from the room.

**Procedure**

During committee meetings in which students are to come before the ARPSAC for unsatisfactory academic progress, the overall performance of a student will be considered in preparing recommendations for action.

During committee meetings in which students are to come before the ARPSAC for violations of professionalism or the Student Code of Conduct, all information related to an incident including written statements by faculty, other students, staff, relevant external parties, physical evidence, and the student’s overall academic record will be considered in preparing recommendations for action. Additionally, the overall performance of a student will be considered in preparing recommendations for action including grades, written evaluations, professionalism, and cognitive and non-cognitive data submitted by the faculty of the various curricular units.

Students are permitted to provide a written declaration to the ARPSAC to be reviewed prior to the meeting. Students requesting committee review prior to the ARPSAC meeting, must submit their declaration at least two business days prior to the scheduled meeting. The declaration may include a description of circumstances and/or a plan of action for proactively overcoming circumstances leading to academic or professionalism difficulties. Students are permitted to review all documentation being considered by the ARPSAC at the beginning of the meeting. Additionally, in all cases except for academic integrity cases, students are permitted to review all documentation being presented at the ARPSAC review meeting up to 5 days prior to the meeting. Students must make a request in writing to the ARPSAC Chair to schedule an appointment. Students may not copy the materials. Students are also permitted to present evidence on his/her/their own behalf, invite witnesses, and question witnesses during the ARPSAC meeting.

During the ARPSAC meeting, there will be active discussion between the student and ARPSAC members to ensure clear appreciation of the circumstances and supportive documentation. The committee will focus on rendering a decision that is in the best interest of both the student and College.

Responsibility for violations are determined by a preponderance of the evidence. This means that students are found responsible if there is enough evidence to determine that it is more likely than not that the student violated the code of conduct.
POTENTIAL SANCTIONS

The ARPSAC will provide a verbal decision to the student by the end of the business day of the meeting. All decisions will be provided to the student in writing with a copy provided to the Dean, ADAA, ADSAA, and Faculty student success coach for the student record within ten (10) business days after the meeting. For the purposes of this handbook, the following are definitions of student status:

- **Probation** – Is involuntary and determined by the college
- **Leave of Absence** can be Personal or Administrative - Is temporary, voluntary or involuntary based on whether or not it is Personal
- **Suspension** can be either Academic or Professional – Is temporary, involuntary, and determined by the college
- **Dismissal** can be either Academic or Professional – Is permanent, involuntary, and determined by the college
- **Withdrawal** – determined by the student for any reason and is permanent

Student status decisions recommended by ARPSAC may include, but will not be limited to the following:

- The promotion of a student from one year's study to the next.
- The certification of a student as qualified to graduate.
- Leave of absence for academic, medical, diagnostic evaluation, or other personal reasons;
- Probation with associated remediation;
- Suspension with associated remediation (as appropriate)
- Readmission (as appropriate);
- Dismissal.

For students in academic difficulty, the ARPSAC will formulate remediation recommendations with input from the respective course coordinator and the student. Remediation recommendations may include, but are not limited to:

**Academic tutoring:**
- Re-examination or re-evaluation within a designated time frame;
- Repeat course when next offered;
- Reviewing and making recommendations concerning a suitable course of study following a Committee recommended leave of absence.

For violations of professionalism and/or the Student Code of Conduct, the ARPSAC will formulate recommendations that may include, but are not limited to:

- Personal counseling
- Financial retribution
- Behavioral contracts
- Supplemental classes or coursework
- Required letters of apology
f. Presentations to the campus community  
g. Appropriate assignments related to the infraction, i.e., paper  
h. Service to the COP  
i. Psychiatric or medical evaluation at the expense of the student  
j. Academic or professional mentoring  
k. Attendance at a Florida Board of Pharmacy Hearing

The outcome of final sanctions impacting the academic status of the student will be communicated to instructor(s) and/or appropriate academic administrators responsible for the student’s current academic standing as soon as possible, but within two weeks of the reported incident.

**ANNUAL PROGRESSION MEETINGS**

ARPSAC regularly convenes to review progression data for all students to identify patterns of academic or professionalism difficulty. PY2 students are reviewed at the midpoint of the Fall semester, PY3 students are reviewed prior to midpoint of the Spring semester, and PY4 students are reviewed during APPE rotation block 3 or 4 and then certified for graduation by ARPSAC and ADAA after final rotation.

The purpose of each of these meetings is as follows:

- PY2 students will be reviewed to determine early intervention remediation plans for patterns of academic or professionalism difficulty. Students may be invited to attend a meeting to discuss progression.
- PY3 students will be reviewed to determine whether students have met both academic and professionalism standards to enter the PY4 year and are prepared for clinical activities in order to provide optimal patient care. Students for whom a pattern of poor performance exists may either receive a warning letter, or be invited to a meeting to discuss progression options.
- PY4 students will be reviewed during the third or fourth rotation to determine successful progression within clinical rotations. Students for whom a pattern of poor performance exists may be invited to a meeting to discuss progression options. Student may be removed from rotations to allow opportunity for remediation prior to graduation.

During progression meetings the ARPSAC reviews the longitudinal database, which includes individual course grades, comprehensive GPAs, performance on EOY, EOS, PCOA exams (when available), letters for academic warning or probation, and early referrals. Following is the procedure for determining progression to the next year or rotation.

- ARPSAC will determine if each student is academically and professionally prepared to enter the next academic year or rotation.
• If there is any cause for concern that a student has not met academic or professional expectations, ARPSAC may request a meeting with the student to discuss the required plan of action for identified deficiencies.

• In some cases, ARPSAC may identify a minor deficiency that can be addressed through a letter only and not require a meeting. Failure to meet the requirements in the letter may result in further disciplinary action.

• Potential requirements for plans of action may include (but are not limited to) the following:
  o Required assignment or activities directed towards improving professionalism
  o Required assignment or activities directed towards improving knowledge base (or preparation for NAPLEX exams if test taking is the issue), with or without oversight from student success coach and/or course coordinators
  o Repetition of specific courses
  o Repetition of an entire year

The goal of ARPSAC is to ensure every student is academically and professionally prepared for clinical activities and patient safety during the PY4 year. The following behaviors are regularly identified by students exhibiting difficulty.

1. Failure to read announcements and/or emails
2. Failure to listen to class announcements
3. Overlooking important information
4. Selective hearing/listening
5. Poor time management
6. Non adherence to dress code
7. Failure to attend or tardiness to class
8. Poor self-monitoring, personal responsibility, integrity (i.e., awareness of the rules and choosing to ignore)

Students enrolled in the PharmD program are not simply students, but student pharmacists. The best way to avoid professionalism difficulties is to treat every day as if going to work.

**Explanation of ARPSAC Decisions**

**ACADEMIC WARNING**

Any student with a cumulative GPA between 2.50- 2.75 will be placed on academic warning and will receive a letter from ARPSAC and the ADAA requiring a plan of action for improving course performance to be completed by the student and reviewed at one of the required meetings per semester with the Student Success Coach. Additional
meetings may be required at the discretion of the Student Success Coach. Students are responsible for communicating with his/her/their Student Success Coach to arrange for meetings. Students are required to maintain documentation of all meetings and topics discussed pertaining to the plan of action. ARPSAC may require an audit to review documentation at any time during the student’s tenure at the College. If the deficiency is not resolved within one semester, the student’s status may be elevated to academic probation. Students on academic warning for two consecutive semesters may be required to appear before the ARPSAC will be evaluated to determine eligibility to hold or run for leadership positions, pledge fraternities, or request a planned absence from classes.

PROBATION AND REMEDIATION

A student who falls below a 2.50 cumulative GPA will be placed on academic probation and will receive a letter from ARPSAC and the ADAA. Additionally, depending on the academic record of the student, he/she/they may be required to meet with ARPSAC to determine educative actions to assist the student. The student will remain on academic probation until the cumulative GPA is raised to 2.50 or above. Each case of academic probation will likely be unique and result in the tailoring of remediation for the student. Remediation during the probationary semester will likely include one or a combination of the following: plan of action, supplemental instruction, mentoring, extra course work (in order to incentivize), independent study, professional perspective modification, or appropriate referral to personal or academic support services. Should new academic or professional difficulties occur during the probationary period, the ARPSAC will take action deemed appropriate for the circumstance.

Students on academic probation are not permitted to run for office within college leadership or student organizations, pledge fraternities, or request a planned absence from classes. If a student’s status is changed to academic probation while already holding an office, the ARPSAC will make a determination on a case-by-case basis and may permit the student to continue to serve through the end of the semester or end of the term depending on the nature of the probation. If the ARPSAC permits the student to serve the remainder of his/her/their term, he/she/them will not be permitted to run for office again until achieving academic achievement. If the committee determines the student will step down from his/her/their position and the organization will absorb responsibilities until an election can be held the following semester. The student will be permitted to run for office again when reaching good standing.

Students may also be placed probation for violations of the student code of conduct. Students will remain on probation until they have completed the requirements of the ADSAA or ARPSAC. Each case of probation will likely be unique and result in the tailoring of remediation for the student. Failure to achieve satisfactory performance in the probationary semester will require the student to meet with the
ADSAA or appear before the ARPSAC and may result in suspension or dismissal from the COP. Should new behavioral difficulties occur during the probationary period, the ADSAA will take whatever action is deemed appropriate for the circumstance.

RESOLUTION OF DEFICIENCIES

Failure to achieve satisfactory performance within the semester will result in continued intervention letters and may require elevated action from ARPSAC up to and including dismissal from the COP. All academic warning and probationary letters will become part of the student’s formal academic record to be reviewed during annual progression meetings in determining advancement to the next academic year. Please refer to the previous section on Academic Progression Meetings for additional information. If a student’s circumstances fall within more than one status, the students will receive only one letter for the more stringent circumstance.

Transference from a status of academic warning or probation to that of academic achievement will only occur when the required terms have been successfully satisfied and academic standing has improved to that required by the COP. If academic achievement is not met after two semesters, the student may be required to appear before the ARPSAC, and may be subject to dismissal from the COP (see section on ARPSAC procedures).

SUSPENSION AND/OR REPEATING ACADEMIC YEAR OR SEMESTER

The ARPSAC may recommend suspension for a student that shows potential for success in the program, yet may need additional time to realign priorities, mature, resolve personal difficulties, or improve skills or foundation of knowledge through extramural coursework, etc.

DISMISSAL

Generally, dismissal will be reserved for students who demonstrate a profound deficiency or concern including but not limited to any of the following areas: academic promise, capability of completing the program, or professionally representing USF and the pharmacy profession. The following examples serve to demonstrate circumstances that would support student dismissal:

a. If, in the opinion of the ARPSAC, a student’s academic performance does not meet the institutional requirements for continuing enrollment, the committee will, at any regular or specially called meeting, recommend that the student be dismissed from enrollment in the COP.
b. If the student receives more than one F grade during a single semester; fails to satisfy remediation requirements; receives an F grade for a course while on probation; receives an F grade for a repeated course.

c. A student whose performance, though in good academic standing, is borderline or marginal in several courses will be subject to dismissal if the ARPSAC determines that the student does not meet the competency standards of the COP. Similarly, a student whose performance, though in good academic standing, consists of a record of multiple deficiencies or failures with subsequent remediation.

d. A student whose performance, though in good academic standing, with no course failures, repeatedly fails end of semester or end of year exams exhibiting lack of mastery of content knowledge, or fails end of year exam after the P3 year.

e. A student whose performance, though in good academic standing, is borderline or marginal in several courses due to behavioral issues will be subject to dismissal if it is determined that the student does not meet the professionalism standards of the COP.

f. If, in the opinion of the ADSAA or ARPSAC, a student’s behavioral performance does not meet the institutional requirements for continuing enrollment, is not consistent with professional standards (including infractions of the law), or when the student’s presence is deemed detrimental to self or others in the COP community, including patients.

g. A student will be subject to dismissal if he or she directly or indirectly threatens physical harm to another member of the COP community.

h. A student may be dismissed from the COP if his/her/their professional behavior and ethics/moral integrity are not in keeping with established standards. Graduation is predicated on the determination by the faculty that a student is suitable for the practice of pharmacy in competence, professional attitudes, and values. The ARPSAC will evaluate, when requested, cases of students whose professional behavior and/or ethics has been deemed inappropriate by the faculty.

To ensure unbiased due process, all appealing bodies (Chairs, Ad Hoc Committees, ADSAA, Dean, etc.) will remain uninformed of specific details of individual cases until such time an appeal is made.
Appeal Process for Suspension or Dismissal

This section outlines guidelines for participating in the appeal process for decisions recommending suspension or dismissal. For cases involving lesser sanctions, the ADSAA and/or ARPSAC decision is absolute and no appeals will be considered. Students are expected to adhere to the guidelines herein and are not permitted to meet with or discuss their case, or the appeals process, with any faculty or administrator in the college, who may be the reviewer for an appeal (see previous section on communication). Appealing administrators must remain objective and unbiased, having learned the details of the case for the first time upon receipt of the appeal from the student. The only qualified individuals to provide guidance and advice regarding due process are the student’s faculty student success coach, Student Affairs staff, or the Student Affairs Dean.

It is the responsibility of the ARPSAC to maintain objectivity and render decisions after thorough consideration of all matters of concern for the college and student. A goal of the ARPSAC is to recognize the capabilities of and potential for student academic success. To that end, student appeals from ARPSAC to higher levels of administration will be made with deference to the previous decision. Therefore, the only basis for appeal to higher levels of administration that will be considered include the following circumstances: when there is new information that was not previously available when initially presented, a flaw in due process is identified, or the existence of an error in the initial decision. The following procedure provides guidelines for the appeal process of ARPSAC decisions. All persons concerned with this process should make every attempt to adhere to the approximate time schedule outlined in the following description of the appeal process. Students intending to appeal may continue to attend classes with written notification to the ADSAA of an intent to appeal within two (2) business days of the original decision. Students may then request a full appeal in writing of the ARPSAC decision within five (5) business days of the original decision to the ADAA.

Appeal to the Associate Dean for Academic Affairs

Students who elect to appeal the decision of the ARPSAC will be required to submit, in writing, their intentions with any new information to the ADAA within five (5) business days of the ARPSAC decision. The written appeal must formally request an appeal, provide background of the case, and include all new information and documentation the ADAA will need to consider the appeal. The student will be required to meet with their faculty student success coach or Director of Student Services prior to submitting the appeal to ensure that they are aware of the process, possible outcomes, and that the appeal meets requirements to warrant additional consideration.

Upon receipt of the student request for appeal, copies of all written communications in relation to the student’s case shall be sent by the ARPSAC chairperson to the ADAA. The Associate Dean will review all provided documentation and may choose
to request meetings with the student, ARPSAC Chairperson, department chairperson, or other individuals with relevant information. The Associate Dean will render a final decision in writing to the student within five (5) business days of appeal receipt.

Recommendations of the ADAA are final in all decisions except cases where suspension or dismissal has been recommended. If the decision is to uphold a previous suspension or dismissal decision, the student will have the right of appeal to the Dean of the COP within 10 business days of the date of the letter from the ADAA.

A copy of all appeal decision letters will be given to the ADSAA for inclusion in the student’s record.

**Appeal to the Dean**

Appeals to the Dean will be considered only when there is new information that was not previously available during either ARPSAC meeting or appeal to the ADAA. Students who elect to appeal the decision of the ADAA will be required to submit, in writing, their intentions along with the new information to the Dean within ten (10) business days of the Associate Dean’s decision. The letter must formally request an appeal, provide background of the case, and include all new information and documentation the Dean will need to consider the appeal.

Upon receipt of the student’s request for an appeal, copies of all written communications in relation to the student’s case shall be sent by the Associate Dean to the Dean. The Dean will review all provided documentation and may choose to request meetings with the student, ADAA, ARPSAC Chairperson, ADSAA, department chairperson, or other individuals with relevant information. The Dean will render a final decision in writing to the student within five (5) business days of appeal receipt. The decision of the Dean is final.

A copy of all appeal decision letters will be given to the ADSAA for inclusion in the student’s record.

**Petition for Readmission**

Students wishing to return to the COP after a leave of absence, withdrawal, suspension, or dismissal must submit a written letter of readmission to the ADSAA. Letters must be submitted at least 6 weeks prior to the expected date of return. For separations shorter than 6 weeks, letters must be submitted at least 5 business days prior to expected date of return. The readmission letter must include all supportive documentation for readiness to return and how knowledge of curriculum has been maintained during the absence from the program. Occasionally, upon separation from the college, a student will receive a letter outlining specific instructions for petition for readmission. When this occurs, the instructions provided in the separation letter supersedes the procedures written in this handbook.
The ADSAA will forward the case to the appropriate individual/entity for review. The individual/entity responsible for rendering the initial LOA, withdrawal, suspension or dismissal decision will be the same individual/entity determining readmission. All provided documentation and reports from individuals with relevant information will be reviewed. Additionally, a meeting with the student may be requested.

The appropriateness of the request will be based on an assessment of the student’s readiness to return and on documented compliance with any required action plans provided at separation as conditions for return.

Generally, after a dismissal, students will be required to reapply as a first year student. However, the COP reserves the right to make alternate recommendations on a case-by-case basis. Students considered for readmission beyond the first year will be evaluated to ensure sufficient documentation of academic and professional growth exists to support return to the program. Students will be required to demonstrate maintenance of previous knowledge prior to joining the program beyond the first year and may include an assessment as determined by ARPSAC or ADAA to provide evidence of maintenance of curricular and determine class standing. Readmissions decisions will be communicated to the Admissions Committee to ensure space exists within the appropriate class.

Re-admitted students after either leave of absence, withdrawal, suspension, or dismissal may be required to participate in all orientation activities and remain on probation until they demonstrate satisfactory progression. The aforementioned limitations of probation will be upheld.

Should the request for readmission be denied, the student may appeal to the ADAA. If the appeal is not granted, the next level of appeal is to the Dean. Decisions of the Dean are final.
Student Responsibilities

*Develop a passion for learning. If you do, you will never cease to grow.* – Anthony J. D’Angelo

**Students are Responsible for Their Own Learning**

The College has established certain academic requirements that must be met before a degree is granted. While advisors, directors, department chairpersons, and deans are available to assist the student meet these requirements, it is ultimately the responsibility of the student to be acquainted with all policies and regulations, and be responsible for completing requirements. If requirements for graduation have not been satisfied, the degree will not be granted. The information presented here represents the College Academic Policies. Courses, programs, and requirements described in the Student Handbook may be suspended, deleted, restricted, supplemented, or changed at any time at the sole discretion of the College, University, and the Board of Trustees.

**Communication**

Both written and E-mail communications will be considered official methods of communication between the University of South Florida’s COP faculty and all pharmacy students. Therefore, it is the student’s responsibility to check the Health Sciences Center (HSC) e-mail account correspondence daily. Students will be held accountable for response to all e-mail transmission requests within two business days. Furthermore, many important communications over the summer months including student delegate applications, financial aid, job and internship opportunities, tutor recruitment, student organization annual reporting, travel grant information, book lists, academic calendar, class schedules and academic groups. Students will be held accountable for response to all e-mail transmission requests during summer months within 5 business days when not enrolled in delegate applications, financial aid, job and internship opportunities, tutor recruitment, student organization annual reporting, travel grant information, book lists, academic calendar, class schedules and academic groups. Students will be held accountable for response to all e-mail transmission requests during summer months within 5 business days when not enrolled in coursework.
**Student Suggestions, Criticism, and Feedback**

The manner in which students express criticisms, problems, or suggestions regarding the curriculum, individual courses, or instructors is expected to be professional and consistent with the demeanor aspiring professionals should be seeking to develop. The expression of criticism or problems, either in person or via e-mail, through the use of abusive language or disruptive behavior directed toward a class or an instructor is unprofessional and unacceptable. The administration and faculty is open to receiving and responding to constructive suggestions and students are encouraged to bring up issues utilizing the appropriate channels. Concerns about aspects of a particular course should be directed to the appropriate faculty member at a mutually agreeable time and place. These matters should be addressed in person, not via e-mail. Students are encouraged to utilize their class advisor or representatives to the Student Leadership Council to address those issues of interest to the entire class or student body. The administrative leadership is also willing to meet with any student to discuss concerns about the curriculum, individual courses or instructors after appropriate channels have been followed. Finally, students may share ideas, thoughts, and concerns with student representatives on the curriculum or admission committee as well as utilize the Student Honor Committee.

At any time, students may submit formal suggestions for changes to policy, procedure, curriculum, etc. Generally, it is most appropriate for students to submit suggestions as a whole utilizing members of elected student leadership. Student leaders should take care in speaking on behalf of the student body by ensuring perspectives and opinions are indeed held by most of the class. This can be accomplished through requests for feedback and surveys. Written suggestions or complaints should be submitted to Associate Dean for Student Affairs and Assessment, who will determine the appropriate route of communication. However, this should be a last resort after working with class leadership and class advisors to determine appropriate strategy for resolution. Depending on the nature of the suggestion or complaint, it could be routed to a specific committee with authority in a particular area of administration, a department head, administrator, or staff member. The Associate Dean for Student Affairs and Assessment will communicate within 10 business days the route of communication. It is then expected that the individual or group receiving the suggestion respond to the student within 20 business days at which time, the ADSAA will follow up with the individual or group to determine if a response was given.

If students have concerns about their classroom (i.e. outlets not working), those concerns can be directed toward the ADSAA and/or DSS.

**Dress Code**

The following uniform dress code policies are in effect for all students unless they conflict with the policies of the individual institution where students are assigned; then the institutional policies supersede these. COP students, at all levels of
education and training, are expected to maintain a proper professional image in their behavior and personal appearance at all times.

During non-clinical, academic coursework, pharmacy students are expected to wear clean, appropriate “business casual” apparel (shirts, pants, dresses, skirts, etc.) and shoes to all academic functions and on the premises of the Health Sciences Center between the hours of 8:00 am and 5:00 pm. Appropriate academic apparel also takes modesty into consideration; cleavage and midriffs should not be visible and skirts should not be shorter than three inches above top of the knee. Examples of clothing not considered appropriate for professional pharmacy education include shorts, leggings, ripped clothing or clothing with large or offensive graphics, flip flops, visible undergarments, halter or tube tops, tops with spaghetti straps, facial piercings (except for cultural or religious purposes), or any clothing/hairstyle that may be considered distracting to an educational learning environment. Students are expected to use best professional judgment and dress accordingly appropriate to the setting. While jeans and business casual attire is permitted in the didactic curriculum (except for the pharmaceutical skills curriculum), professional business attire is expected for guest speakers, special visitors, or clinical activities in which the white coat is worn. White coats and business attire is also required for all courses in the Pharmaceutical Skills sequence. Business attire includes a tie and can be considered to be a business suit without the jacket. Course coordinators in a lab setting may require specific relaxed attire on an individual basis.

Scrub, or required work uniform/attire, are permitted to be worn in the didactic curriculum only when students are traveling directly between didactic and APPE/IPPE activities and scrub are the required dress for the rotation activity. Scrub must be clean, pressed, in good condition, and tops and bottoms must be work together. Furthermore, scrubs may not be worn into the classroom environment if exposed to contaminants such as blood borne pathogens, toxic chemicals, or other potential contaminants.

Please refer to IPPE/APPE manuals as the authority for official policies and procedures regarding clinical rotations. During the clinical training years, and any time students have contact with patients or are in the patient care areas, strict dress codes are required by students. Students at practice sites are recognized by patients and other professionals as representatives of both the USF COP and the profession of pharmacy. Therefore each student must conform to the following dress code, in addition to any required dress codes required by the practice site:

All students must wear their official University of South Florida COP ID badge when participating in IPPE/APPE rotations; if the rotation site requires its own ID badge, the student is expected to wear both badges.
**General Appearance**

- Hair (including facial hair) is to be neatly trimmed and styled; length may be individualized but extreme looks are not permissible
- Fingernails are to be neat, clean, and well maintained
- All students must maintain good hygiene and avoid overly strong colognes/perfumes; offensive body odor is not permissible
- While visible tattoos and gauge ear piercings are permitted within the confines of the COP didactic curriculum, they may not be considered professional, and likely not permitted during rotation hours.
- All visible body piercing/adornments (other than traditional ear piercings) are not permitted to be worn during rotation hours, including nail, tongue, eyebrow, nose, lip or other facial piercing/adornments. Visible ear adornments are limited to three per ear. Jewelry and other accessories need to be conservative/moderate style and not excessive.
- Headgear and other accessories worn for bona fide religious or medical purposes are permissible.
- All individual rotation site dress code policies supercede the dress code policies of the USF COP. Should the college not be able to place a student with visible tattoos or excessive body/piercing/adornments at a rotation site due to dress code policies, the student will be required to either undergo surgical alteration or withdraw from the program. Students are encouraged to make necessary alterations upon matriculation to avoid rejection during clinical rotations.

**Clothing and Shoes**

- At all times clothing should be neat and clean, moderate in style and color, and should fit properly and be loose enough to allow performance of experiential activities
- **First Professional Year**
  - All students must wear their official USF COP polo shirt with khaki slacks/pants
- **Second and Third Professional Years**
  - White coats must be worn for all rotation activities; white coats must be clean and freshly ironed
  - Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and shoes. Skirt lengths must be of a conservative nature.
  - Male students must wear dress slacks, collared shirts, ties, socks, and appropriate shoes
- Unacceptable dress includes, but is not limited to:
  - Shorts, carpenter pants, mini-skirts, capris, skorts, leggings, stirrup pants, t-shirts, sweats or jogging suits, hats/caps;
  - Jeans or any pants made to be or to resemble jeans, regardless of color or fabric;
  - Denim material shirts, skirts, or dresses;
- Halter tops, tank tops/camisoles (unless worn under a jacket), midriff tops, thermal or flannel shirts;
- Lycra or other tight-fitting attire;
- Any clothing where cleavage, bras, or briefs/underwear are consistently visible; and
- Flip-flops, tennis shoes, sandals, and open-toed shoes
- Students will not be allowed to participate if not dressed in appropriate attire and may be required to make up any IPPE/APPE hours missed due to inappropriate dress

**Health Requirements**

The COP has four health related requirements that must be met prior to matriculation.

1. Students must have health insurance in effect at all times during enrollment at USF COP. Policy information on basic health insurance policies will be available at orientation for students who do not have current health insurance. Proof of insurance will be collected by admissions prior to or during orientation.
2. Students must undergo a physical examination prior to starting school. Complete the [Physical Exam Verification Form](#) and return it directly to the Associate Director of Medical Health Administration in July.
3. Students must provide documented evidence of immunity to specified communicable diseases listed on the [Communicable Disease Prevention form](#). All documentation must be in English.

All students (including visiting students) must complete the following requirements prior to matriculation. Students will submit the Communicable Disease Prevention Certification and physical Examination Verification forms to the Associate Director of Medical health Administration at USF Health. This office will review and work with students to ensure all requirements are met prior to their program start date. Student records are kept on file in this office and an electronic copy will be kept for use regarding clinical clearance requirements.
| **TUBERCULOSIS** | Documentation of a Tuberculin Skin test (TST/PPD) within **6 months** of starting school. Individuals with a history of a positive TST/PPD skin test must submit documentation of a negative chest x-ray within **12 months** of starting school and a current **screening questionnaire** for signs/symptoms of TB. If you ever received the BCG vaccine, or have been administered INH, this information must be reported on the Immunization Certification. Annual TST/PPD will be required throughout your enrollment at the College of Pharmacy. Individuals with negative skin tests on admission will be offered the annual TST at no cost through the Medical Health Administration office. Individuals with a history of a positive skin test must complete the Screening Questionnaire for assessment of signs/symptoms of TB annually in lieu of the skin testing. |
| **RUBEOLA (10 DAY MEASLES)** | Evidence of immunity to RUBEOLA is required in the form of ONE of the following:
- Immunization with TWO doses of live RUBEOLA or MMR vaccine after 12 months of age and separated by 28 days or more. Doses must be administered after 1/1/80 unless use of a “live” vaccine is noted, **OR**
- Serologic documentation of a positive RUBEOLA immune titer (IgG blood test). |
| **MUMPS** | Evidence of immunity to MUMPS is required in the form of ONE of the following:
- Immunization with TWO doses of live MUMPS or MMR vaccine after 12 months of age. Doses must be administered after 1/1/80 unless the use of a “live” vaccine is noted, **OR**
- Serologic documentation of a positive MUMPS immune titer (IgG blood test). |
| **VARICELLA (CHICKEN POX)** | Evidence of immunity to Varicella is required in the form of ONE of the following:
- If you have had chicken pox in the past, you must provide serologic documentation of a positive Varicella immune titer (IgG blood test), **OR**
- Immunization with TWO doses of Varicella vaccine given 4 to 8 weeks apart.
- This requirement is satisfied ONLY by a positive immune titer or the vaccine series. A history of the chicken pox disease does NOT satisfy this requirement. |
| **TETANUS, DIPHTHERIA AND ACCELLULAR PERTUSIS (TDAP)** | Documentation of a Tetanus/Diphtheria/Acellular Pertussis booster is required. The Tdap vaccine (Adacel) was licensed in June 2005 for use in persons aged 11-64 years as a single dose booster vaccination (i.e. not for subsequent booster doses). Please note that the Advisory Committee on Immunization Practices (ACIP) recommends at least a 2-year interval between the last Tetanus/diphtheria (Td) booster and Tdap to reduce the risk of reactions following vaccination. If you have received a Td booster within the past 2 years, Tdap should be postponed at this time and you will need to provide documentation of the date you received that Td booster. At the end of the 2-year period, you will need to obtain a Tdap (Adacel) booster and provide documentation upon completion. |
| **MENINGITIS** | Documentation of immunization with one dose of Meningitis vaccine OR a completed and signed USF Student Health Services Immunization Health History (Block B #4, check box, signature) declining receipt of the Meningitis vaccine. |
| **HEPATITIS B** | Evidence of immunity to Hepatitis B is required in the form of BOTH of the following:  
- Dates of receipt of the Hepatitis B vaccination series of three injections  
  **AND**  
- Serologic documentation of a positive Hepatitis B Surface Antibody Titer (Quantitative) following completion of the Hepatitis B vaccination series of three injections. |
| **INFLUENZA (FLU) VACCINATION** | Flu vaccination is required each year while you are in pharmacy school. Vaccine will be provided for you at no cost through the USF Medical Clinic/Medical Health Administration office. Students will be notified each fall when vaccinations are available for administration. It is the student’s responsibility to submit a copy of the completed Influenza Vaccination Form to the Medical Health Administration Office (MDC 4146). |
IMMUNIZATION EXEMPTION

Unless contraindicated, all students must adhere to the most current immunization recommendations for health-care personnel from the Centers for Disease Control and Prevention’s Advisory Committee for Immunization Practices. If a licensed physician, physician assistant, or nurse practitioner caring for a student certifies in writing that the student has a health condition which is a valid contraindication to receiving a specific vaccine, then a temporary exemption may be granted. This statement must specify those immunizations which may be detrimental and the length of time they may be detrimental. Provisions need to be made to review records of temporarily exempted persons periodically to see if contraindications still exist. No religious exemption is permitted for required immunization due to the nature of pharmacy in the healthcare field and immunization requirements of experiential education rotation sites.

Experiential Learning

All students are required to read and adhere to the policies and procedures outlined in the Experiential Education Manuals, which serve as the authority for official policies and procedures regarding clinical rotations. Students will be required to participate in both introductory and advanced pharmacy practice experiences throughout the PharmD program. While The College will make efforts to take student preferences into account, ultimately, where a student is placed for rotations is entirely at the discretion of the Director of Experiential Learning and the faculty. The College is committed to providing the best possible educational experience to all students.

Several overarching policies exist in relation to experiential education that must be followed:

- Students will be responsible for transportation and housing for rotations and any expenses incurred. It is suggested that students prepare financially for this possibility beginning in the first year.
- Students may be required to travel anywhere in the state of Florida for rotations and therefore should ensure that transportation is secured by the second semester of the first year. Furthermore, upon admission, financial arrangements should be planned for travel and lodging expenses to include gas, tolls, and potential rental of apartment during the fourth year.
- Students must communicate directly with the Director of Experiential Education to arrange for experiential rotations. Due to all of the logistical considerations involved in planning a comprehensive and complex experiential program, students are not permitted to make their own rotation arrangements or communicate with preceptors directly for any reason regarding rotation placement. Any student not adherent to this policy may be required to appear before the Academic Review Committee for lack of professionalism, potentially resulting in failure of the rotation, suspension, or dismissal of the program.
**Professional Liability (Malpractice) Insurance**

Professional liability coverage protects the University against claims and actions which arise from the acts or omissions of health care faculty, professional employees, residents and students of USF Health. All pharmacy students will be placed at third party sites for rotations throughout the curriculum. All third parties will require professional liability coverage in order to accept students for clinical placements external to the University. As such, as a member of USF Health, all students are enrolled the Self-Insurance program. Students enrolled in appropriate clinical activities are provided this coverage in the USF pharmacy program automatically. The self-insurance program is for professional liability coverage only. At this time, there is no direct fee assessed to students beyond their regular tuition and established fees to attend USF COP.

**Student Impairment Program**

It is the goal of the University of South Florida, College of Pharmacy to provide compassionate assistance for students experiencing impairment related to physical conditions, mental/emotional difficulties, and chemical dependency/abuse in a manner that protects the rights of the student to receive treatment in strictest confidence. The Administration has adopted the following procedures to encourage students who may experience difficulties that may interfere with a student’s successful educational progress and/or safely treating patients in a clinical setting.

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**Professional Resource Network**

The Professionals Resource Network (PRN) contracts as consultant to the Department of Health and Human Services to assist licensed pharmacy interns when impaired by physical conditions, mental/emotional/behavioral difficulties and/or chemical dependency/abuse. PRN has the ongoing mission to protect the health, safety and welfare of the public, while at the same time to support the integrity of the healthcare team and other professionals. Through a complex and comprehensive state wide system, PRN has the ability for early identification, intervention and appropriate referral of all licensed healthcare professionals and other professionals (nurses have their own program) who are affected with all impairment types, inclusive of those arising from physical conditions, mental/emotional/behavioral problems, and chemical dependency/abuse. When indicated, post evaluation/treatment and monitoring afford healthcare practitioners and other professionals the earliest and safest opportunity to reintegrate with the healthcare team while protecting both the confidentiality of the participant and the safety of the public.
Admissions applicants to the USF COP, with an arrest record or history of impairment, should consult with the ADSAA to discuss potential impact on the pharmacy internship license and implications for ability to complete the curriculum prior to matriculation. Occasionally, applicants with an arrest record or history of impairment are required to participate in an evaluation with a PRN approved provider prior to determining admissions decisions. Applicants are required to report new arrests or criminal charges between application and matriculation, which may also require PRN evaluation and impact admission decisions.

Matriculated students into the PharmD program with a known criminal history, a history of impairment, or legal records resulting from impairment, should also consult with the ADSAA to discuss potential impact on the pharmacy internship license and implications for ability to complete the curriculum without fear of having admission be rescinded, or be subject to administrative sanctions. Information shared with the ADSAA will remain confidential with limited information shared, as necessary, with administration and the Director of Experiential Education to provide experiential educational opportunities.

Once matriculated, students identified or perceived as having a physical condition, mental/emotional/behavioral difficulty, and/or chemical dependency/abuse leading to impairment, or experience legal difficulties in response to substance abuse (i.e., arrest for DUI or DWI), are referred to PRN for consultation at the student's cost. Students referred to PRN must complete a release of information for USF to communicate with PRN providers and vice versa. All admitted students must provide written self-disclosure to Associate Dean for Student Affairs and Assessment of any new criminal or arrest information within 3 business days of the arrest; or prior to returning to the classroom/rotation following an arrest or charge of any crime. Students are required to report arrests of any crime regardless of legal counsel, the outcome of the case, or where the case is in adjudication. This will allow administration to uphold our commitment to student wellness and professionalism. Through open discussion, early notice leads to optimal outcomes ensuring proper guidance through licensure, the ability to participate in rotations, and ensure the health and safety of the student, other members of The College community, and the profession of pharmacy. Ideally, a student will self-identify as impaired. Students, who voluntarily self-identify prior to administrative action are protected from penalty with contingency that the student participates fully in required evaluation, monitoring and treatment as deemed appropriate by PRN. This procedure is designed to protect the student and proactively prepare for requirements of rotations and licensure.

Failure to report immediately will negatively impact progression through rotations and will be considered a professionalism infraction leading up to and including dismissal from the program.
Students, who exhibit social disruptive tendencies may also be referred to PRN in lieu of separation from the program. Disruptive social tendencies include but are not limited to lying, cheating, stealing, manipulative behaviors, willful resistance to directives, or a pervasive pattern of unprofessional behaviors for which intervention has previously been unsuccessful.

Students referred to PRN are those the college believes have potential for success, but concerns exist with regard to meeting professional academic and clinical responsibilities on rotations including patient safety. In lieu of dismissal The College may offer an opportunity for the student to voluntarily enroll in PRN services. All services are at the cost of the student. The student enters this agreement with the knowledge that PRN is an external organization contracted by the Department of Health and participating in PRN becomes a requirement for licensure maintenance. The relationship with PRN may extend beyond the internship license into professional licensure at the discretion of PRN.

Refusal to participate in PRN will require dismissal from the program and enact a duty to report under Florida Administrative Code 64B16-30.001(2)(u)(8), which describes the penalties for violation of Florida Statute 456.072. Additionally, it is the responsibility of administration to serve in the best interest of the student, The College, and patients by reporting impaired students in alignment with the below statements from the Oath of a Pharmacist.

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.

Successful voluntary entry into and treatment via PRN will result in no additional action against the student. Students dismissed by PRN for non-compliance will be referred to the Florida Board of Pharmacy to determine license maintenance and dismissed from the USF COP Pharm D. Program.

Any student known by the USF College of Pharmacy to have an impairment; or legal, social, or educational problems as a result of impairment; or exhibits behaviors that indicate impairment, must abide by the following procedures in order to continue as a student in The College. The faculty of the College of Pharmacy has approved the above Pharmacy Student Impairment Program for pharmacy students.
DEFINITIONS

Academic Review and Professional Student Affairs Committee (ARPSAC) –
The committee comprised of faculty and members of the administration, who are
charged with managing student conduct issues.

Chemical dependence or Chemical impairment shall mean an acute or chronic
condition involving the use of alcohol or other drugs, including prescription
medication, to a degree that it interferes with the function of the life of an individual
as manifested by health, family, academic, job, legal, financial or emotional
implications.

Chemically impaired student shall mean an individual whose ability to perform
his/her/their duties as a student and/or intern has been impaired by the use of
alcohol or other drugs to an extent that is likely to result in the unsuccessful
completion of the Pharm. D. academic, professional, and IPPE/APPE
requirements and/or be harmful to the public health, safety or welfare.

Drug shall mean a prescribed, legal, or illegal chemical substance, alone, or in
combination, including alcohol. This definition also includes the use of academic
performance enhancing substances without a prescription.

Early Intervention System – A referral system by which concerned parties may
submit information pertaining to a student’s academic performance, behavior,
emotional/physical health, or professionalism to the Director of Student Services
for evaluation and/or investigation. Early referrals are informal and not part of a
student’s academic record until a pattern of behavior develops at which time the
Director of Student Services will meet with the student and inform the student’s
faculty student success coach of the meeting. If the behavior(s) persist, the student
is referred to the ADSAA for elevated action.

Impairment - Dependence or use of mind or mood altering substances; distorted
thought processes resulting from mental illness or physical condition; or disruptive
social tendencies.

Professionals Resource Network - The primary mission of PRN is to protect the
health, safety and welfare of the public while supporting the integrity of the health
care team and other professionals. PRN and its Medical Director serve as the
Consultant to the Florida Department of Health (DOH) and the Department of
Business and Professional Regulation (DBPR) on matters relating to practitioner
impairment. The DOH and the DBPR contract with PRN to provide mandated
services of the Florida Statutes in Chapters 455 and 456, as well as each individual's
practice act. PRN is often an alternative to the DOH/DBPR professionalism
process. Due to increased education of licensed health care practitioners, hospitals
and other employees, health care practitioners participating in PRN do so
voluntarily instead of being reported to or by DOH/DBPR. This allows PRN to
maintain an individual's confidentiality and limits the negative impact on
his/her/their life.  http://www.flprn.org/faqs

RESPONSIBILITIES

The Director of Student Services
- Shall receive referrals from members of the College of Pharmacy
  community or concerned others for the purpose of facilitating the
  appropriate evaluation process of suspected impaired students
- Shall monitor the refer student’s academic progress, and report
  achievements and concerns to the ADSAA.

Faculty and Student Success Coaches are
- Encouraged to inform the Director of Student Services of all incidents of
  inappropriate behavior through the Early Intervention System to assist in
  identifying and documenting trends that need to be proactively addressed.
- Encouraged to inform the Associate Dean for Student Affairs and
  Assessment of situations requiring increased sensitivity and/or
  confidentiality.

The Associate Dean for Student Affairs and Assessment
- Shall refer impaired students to PRN as an agent of licensed pharmacists
  within administration and faculty
- Shall monitor progress pertaining to PRN agreements between the student
  and the School of Pharmacy from the primary treatment practitioner.
- Shall submit quarterly progress reports for each student entered into PRN
  monitoring contract.

IDENTIFICATION

Students, who voluntarily self-identify, suspected of impairment, or have a recent
arrest will be referred to PRN. Any student who voluntarily self-reports prior to
administrative action will be protected from penalty as long as appropriate
evaluation and treatment is followed. Students who do not voluntarily self-report
impairment or recent arrest will be referred to elevated action up to and including
suspension or dismissal. If a student self-identifies and is seeking evaluation
and/or treatment, he/she will be referred to:

Ms. Delena Torrence
Professionals Resource Network
P.O. Box 1020
Fernandina Beach, Florida 32035
delena@flprn.org
Any concerned party can report an incident, which appears to be impairment to the Director of Student Services through the Early Intervention System or directly to the Associate Dean for Student Affairs and Assessment.

**Assessment**
The ADSAA will review the incident with the student and identify the feasibility of entering the PRN program. All substance related arrests will be required to obtain a PRN evaluation. The student will be required to voluntarily contact Ms. Torrence at PRN to obtain a list of approved providers. The student is required to submit a release of information from USF to PRN and vice versa for pertinent information to be shared between the organizations. PRN will gather information from both the student and The College to create an appropriate list of approved providers from which the student may select.

Failure to contact PRN will result in a report made by the school to PRN. The case will be investigated by PRN and if deemed necessary, will notify the Florida Board of Pharmacy, which may lead to licensure revocation.

Once referred to PRN after a voluntary self-disclosure, as long as the student maintains compliance with the directives of the program, and within the contract between the student and PRN, the student will generally be permitted to continue in the PharmD program. On some occasions, the significance of the impairment may require more intensive treatment requiring a leave of absence from the PharmD program. The student’s impairment will remain confidential until such time that the student is non-adherent to the treatment plan and contract developed between the student and PRN. If a student has broken the treatment plan or contract, he/she will be referred to the Department of Health and Human Services to determine license maintenance and to the USF COP for elevated sanction, which will result in dismissal from the Pharm D. Program. In the event The Board revokes a student’s internship license due to impairment, the student will be required to withdraw from the PharmD program, because an internship license is required to complete the experiential component of the curriculum.

In the event of a suspected chemically impaired student, the Associate Dean for Student Affairs and Assessment shall be available to advise the student of the specific process by which they will receive assistance. The College of Pharmacy reserves the right to require a drug screen of any student suspected of chemical impairment at any time without cause or warning. If an assessment of the student’s level of impairment is indicated, the student will be dismissed from the program or referred to PRN. Students identified for referral to the PRN program related to substance use or abuse may be, but are not limited to, those who were identified due to poor academic performance, professionalism infractions, criminal offense or any other acts, which are felt to be related to
chemical dependency. The need for treatment is not tied to the legal outcome of court proceedings since the impairment, not the conviction, or lack thereof, is the primary concern of the College, and treatment may still be required. The suspected impaired student will be given the opportunity to accept a referral to PRN for initial professional evaluation and any treatment recommendations deemed appropriate in lieu of expulsion.

After initial assessment from PRN, students may choose to seek a second opinion and ongoing treatment from another approved PRN service provider. However, delays in the process or required deadlines are not permitted due to seeking a second opinion. Furthermore, the student must sign a release of information for both The College and initial evaluator to the new service provider such that the new service provider is able to review previous documentation in completion of the new assessment. Refusal to comply with these stipulations and/or to complete and sign the evaluation agreement shall be cause for termination of his/her/their option to participate in the treatment program. The student will be given the opportunity to engage in evaluation, treatment, and recovery agreements in lieu of dismissal his/her/their. Students who fail to comply with the terms of the agreements will be subject to action from the College of Pharmacy, up to and including dismissal.

TREATMENT AND RECOVERY AGREEMENTS

If treatment is deemed necessary as determined by the PRN evaluation of the student’s level of impairment, the student must adhere to the treatment plan and any aftercare requirements. The student’s progress will be reported to the ADSAA, who will monitor the student’s progress while in treatment and through aftercare.

The student may return to the COP College of Pharmacy and practical experiences with the express written consent of the treatment provider who will indicate:

1. Any limitations placed on the student’s access to controlled substances, alcohol, or both.
2. Continued maintenance programs and treatment including participation in continued mental health counseling, 12 step meetings, support groups, and blood and/or urine screenings for alcohol or drugs as defined in the follow up treatment plan.
3. Consequences of noncompliance with the agreement.
4. Financial obligations of the student.
5. Authorization for reporting of information pertinent to treatment and rehabilitation progress to the Director of Student Services of the USF-COP.
6. Stipulation of the duration of monitoring
7. Authorization for the reporting of the terms and conditions of any agreement that has not been completed, and any changes during the length of the agreement.
Computer Use and Social Media Guidelines

Any student utilizing USF information technology resources – including connections to resources external to USF that are made possible by USF’s information technology resources – are required to do so responsibly, ethically, and in compliance with the Information Technology Use Policy, relevant laws, and all contractual obligations to third parties. The use of USF’s information technology resources is a privilege. If a member of the USF community fails to comply with this policy or relevant laws and contractual obligations, that member’s privilege to access and use USF’s information technology resources may be revoked. The Information Technology Access and Use Policy can be found at the following Web address: http://it.usf.edu/standards/policies


USF owned email is to be used solely for college-related business including, but not limited to academic coursework, professional organizations, and college-sponsored activities or research. USF owned email distribution lists should only be utilized with the permission of a COP administrator and should not be utilized for personal solicitation. Students are encouraged to create personal class distribution lists or class social media sites for social or personal use.

While using social media, you have several identities. You are representing yourself, the institutions for which you are affiliated and the profession to which you belong or aspire to belong. These guidelines are intended to help inform your conduct while managing or interacting with a social media platform as a member of a student in a health professions program.

Any content shared electronically (internet, email, social media, etc.) whether intended to be private or public utilizing University resources or connections are considered property of the University and governed by University policy. Furthermore, students in the health professions are held to higher standards of professionalism. Students sharing electronic content utilizing personal property and connections must adhere to standards of professionalism in representing the College and the pharmacy profession. Students posting information about The College, rotation sites, preceptors, patients, classmates, faculty, or administrators considered to be illegal, abusive, unethical, defamatory, or culturally insensitive in nature will be considered unprofessional and in violation of the student code of conduct and may be grounds for action by the ARPSAC up to an including dismissal from the program. Additionally, students posting personal content exhibiting attitudes and/or behaviors that are not consistent with the professionalism expectations in the field of pharmacy (sexually explicit, substance use/abuse,
unethical, dishonest, etc.) are also at risk of action by the ARPSAC for unprofessional behavior and are at risk for dismissal of the doctor of pharmacy degree program.
Chapter 8

Student Services & Rights

The Office of Student Affairs and Assessment is committed to putting students first and providing second-to-none customer service. We are here to serve as a support on any matter of concern to the student from matriculation through graduation and are committed to providing state-of-the-art delivery of student services. Furthermore, innovative and progressive methods of student services will be utilized in such a way that the USF COP becomes a leader in the delivery of student services among pharmacy programs. – Heather MW Petrelli

The USF COP has an Office of Student Affairs and Assessment (OSAA) within its administration dedicated to student services. The Associate Dean for Student Affairs and Assessment (ADSAA) is responsible for the organization and function of student services. The objective of the OSAA will be to bring a global and integrated approach to student life into the COP. Individualized services will be provided that put the needs of students first in eliminating barriers to success in all areas of personal development; both in and out of the classroom. The Office will provide guidance from matriculation through graduation and coordinates programs in admissions, records and registration, financial aid, counseling for personal and academic difficulties, coaching, disability support, student organizations, leadership development, and diversity. While promoting the acquisition of knowledge, skills and attitudes necessary for the practice of current and future pharmacy, emphasis is placed on upholding the highest ideals of professionalism and humanism in the profession.

Office of Shared Student Services
Center for Wellness, Engagement, Leadership and Learning

The mission of the USF Health Office of Shared Student Services is to foster an interprofessional collaborative learning environment and student-centered culture through the delivery of high quality integrated programs and services that meet student needs, build community, optimize student success, and promote USF Health. The office is available to assist students with all matters related to the
educational experience and coordinates the services, functions and activities of the new Center for Wellness, Engagement, Leadership and Learning – WELL. The WELL is located in the former medical clinic adjacent to the College of Nursing and houses the following services and programs for students in the College of Pharmacy:

- Welcome and Information Desk
- Pre-admissions for all colleges and schools in USF Health
- USF Health Student Engagement and Wellness Coordinator
- Admissions for Pharmacy students
- Financial Aid Counselor
- Registrar – Enrollment Management Specialist
- Director of Student Services
  - Academic Support
  - Counseling
  - Career Development
  - Access for students with disabilities support
- Coordinator of Student Programs
  - Supplemental Instruction/Tutoring
  - Student Organizations
  - Student Delegate program
  - Event Planning
- Office of Shared Student Services
- Service Corps
- IS Student Help Desk

In addition to these programs, the WELL serves as a hub of activity where students across USF Health come together to socialize and study in the spirit of friendship and collegiality. A number of amenities are available for students including individual and small group study rooms, student lounge with television and gaming, computer work stations and printing, Rising Roll dining facility and coffee bar, exercise gymnasium, meditation space, and lactation rooms.

The College of Pharmacy Student Affairs Office is open Monday through Friday, 8:30 am – 5:00 pm. The WELL is open Monday through Friday, 8:00-8:30pm. For more information about the WELL, please stop by the Office of Shared Student Services, Room 1080 or call 813 974-3282.
Orientation

First Year incoming pharmacy students are required to attend a three day orientation which takes place the week prior to the start of classes. This provides the incoming students with information and activities including but not limited to:

- Professionalism and Doctoral Expectations
- Academic Integrity
- Financial Aid
- Records and Registration
- eProfessionalism and Social Media
- Experiential Education
- Curriculum
- Interprofessionalism
- Technology Requirements
- Student Services
- The WELL
- Academic Preparation
- Team Building activity
- Student Organization Fair

Transfer students and students repeating their first year will be required to attend the didactic portion of Orientation but are excused from the team building activity which typically takes place on Day 2.

Second and third year pharmacy students are also required to participate in orientation activities prior to the first week of classes. This orientation is designed to best position students to specifically prepare for the curriculum in the upcoming year. Additionally, this orientation will address expectations regarding professional behavior, participate in team building activities, and conduct a review of enhancements to the policies and procedures of the College of Pharmacy. Students are expected to make arrangements to participate fully. Failure to participate in orientation will be addressed as a professionalism violation.

All students returning from a leave of absence will be required to participate in all orientation activities.

Graduation

Graduation at USF COP is comprised of two components. The Gateway Graduation Celebration primarily consists of the College of Pharmacy community. USF Health Commencement includes all the colleges of USF Health. The College invests a great deal of time, resources, and finances to prepare students for these events. Full attendance at both events is also a matter of diplomacy and builds the reputation of The College. Therefore, it is the expectation of the Dean that all graduating students attend both ceremonies.
During students’ fourth year, students will be responsible for applying for graduation by paying the graduation fee. Students are also responsible for registering for commencement at [http://usfweb2.usf.edu/commencement/](http://usfweb2.usf.edu/commencement/).

Some students during graduation and commencement have family members outside the United States who want to attend graduation activities. In some of the instances, the Dean of COP needs to invite some of our international guests and/or contact ambassadors or other dignitaries. In the event that a student would like to invite international guests, they should contact the Director of Student Services.

**Residency Classification**

A Florida "resident for tuition purposes" is a person who has, or a dependent person whose parent or legal guardian has, established and maintained legal residency in Florida for at least twelve months. Residence in Florida must be as a bonafide domicile rather than for the purpose of maintaining a residence incident to enrollment at an institution of higher education. To qualify as a Florida "resident for tuition purposes," you must be a United States Citizen, permanent resident alien, or legal alien granted indefinite stay by the U.S. Citizenship and Immigration Services. Other persons not meeting the twelve-month legal residence requirement may be classified as Florida residents for tuition purposes only if they fall within one of the limited categories authorized by the Florida Legislature and Board of Trustees. All other persons are ineligible for classification as a Florida "resident for tuition purposes." Living in or attending school in Florida will not, in itself, establish legal residence. Students who depend on out-of-state parents for support are presumed to be legal residents of the same state as their parents.

The College of Pharmacy will follow the USF guidelines for residency reclassification listed at the following website: [http://www.registrar.usf.edu/Residency/](http://www.registrar.usf.edu/Residency/).

- All requests for reclassification, including the appropriate documentation, should be submitted to the COP Records and Registration Specialist.
- Reclassification requests will only be considered for the fall since tuition is assessed annually.
- The deadline is June 15 for PY1-PY3 students and April 1 for PY4 students, and requests submitted after this deadline will not be considered.
- If you are approved for in-state residency after payment is made, you can receive a refund for the out-of-state portion of your fees or apply it to your Spring tuition payment.

Appeals of the decision made by the Records and Registration Specialist may be submitted to the Residency Appeals Committee.
• Written appeals may be submitted to the Residency Appeals Committee through the COP Records and Registration Specialist.
• The Residency Appeals Committee will review the request and communicate their decision in writing.
• The decision of the Residency Appeals Committee is the final decision of the University.

Financial Aid
The U.S. Department of Education has posted on the World Wide Web a guide to the federal student assistance programs that provides information on applying for grants, loans, and work-study assistance. It is available at http://www.studentaid.ed.gov.

The OSAA works with the USF Financial Aid Office. Student loan programs are initiated within the office; loan awards will be distributed through the office by remaining compliant with all policies and procedures as set forth by state and national regulations. The OSAA will also construct and administer its own scholarships and awards program based on local and national philanthropy and endowments. Determination of scholarship awards will be a function of the OSAA; merit scholarships and need-based scholarships will receive priority with regards to distribution of funds to students.

TUITION AND FEES

The amount of tuition and fees for in state ($19,905) and out of state ($38, 537) pharmacy students is subject to change from year to year as established by the Florida State Legislature and the USF Board of Trustees. Specific fee information can be obtained after July 1st each year by contacting the COP Registrar's Office.

The Florida State Legislature established procedures for charging tuition and fees to medical and professional students attending Florida State schools on a flat yearly rate basis, regardless of length of time enrolled. Students are billed at the beginning of each academic year by the OSAA. Each of the first three academic years is divided into two terms and one-half of the yearly tuition is due no later than the end of the first week of classes each term. The fourth academic year is divided into two terms with the first term due in May and the second term due in November.

Students whose tuition payment is received after the due date will be assessed a late fee of $100 unless they have made proper arrangements for a late payment. Applications for a "Waiver of Late Fee" may be obtained from the OSAA or the Office of Financial Aid.

Students pay tuition directly to the USF Health Payment Center. The fall amount is an estimate pending the final decision between the State Legislature and the USF
Board of Trustees. The total, yearly increase in tuition will be reflected in the spring bill. Checks must be made payable to: USF College of Pharmacy. Checks must be mailed to: USF Health Payment Center, P. O. Box 864300, Orlando, FL, 32886-4300. You must include the four-digit zip code extension in the address, and your “UID” number must be on the check. If you do not include your “UID” number it is likely that your tuition payment will not be applied to your account and will cause you to incur late fees. Students are encouraged to send checks via certified mail in order to ensure it’s received and avoid late fees.

Payment Resolutions will be executed when the following conditions occur.

1. Student’s check is returned
   a. When a student’s check in returned due to insufficient funds, the University will assess the student a Returned Check fee of $25. Additionally, the student will be subject to the $100 Late Fee assessed by the College of Pharmacy for nonpayment of the registration fees.
   b. When advised of resubmitting payment, the student will be required to mail payments to an alternative address to confirm the availability of funds. The payment will then be forwarded to the designated USF Health payment center on the student’s behalf.

2. Student’s check is collected by Non-USF Institution
   a. When a student’s payment is endorsed by a bank outside of the authorized collector (Wachovia/Wells Fargo) for USF Health, the HSC Business Office will be contacted and follow up with the unauthorized collector. Additionally the student will need to contact their personal bank and give notification of the occurrence.
   b. When the HSC Business office does not have success with the reclamation of the student’s funds, the student must work within their personal bank’s Fraud and Funds Reclamation procedure.
   c. When payments are submitted before the deadline, a Late Fee Waiver may be granted.

3. Student’s check does not arrive at payment center
   a. When a student’s payment is not received at the Orlando Payment Center, the student will be instructed to cancel the previous check and wait for confirmation of the cancellation from their personal bank, before writing a second check.
   b. In order to avoid a late fee assessment the student will need to provide proof that the original payment was scheduled to be delivered prior to the deadline. This can be accomplished with postal tracking.
   c. Late Fee Waivers on already delinquent accounts will be granted at the discretion of the Associate Dean of Student Affairs.

4. Student’s personal bank processing delay (payment submitted, not deducted from account)
a. The HSC Business Office and Registration Specialist will confirm if the student’s payment was received to the Orlando Payment Center. Any additional concerns outside of USF will need to be addressed by the student with their personal bank.

**Late Fee Waivers**

Student may be granted Late Payment Fee Waivers if a student is unable to make payments on time due to circumstances deemed by the University as exceptional and beyond the control of the student. Circumstances must meet the following conditions:

- Delay of financial aid disbursement resulting from Lender or University policy or error in processing. Late Fee waivers will not be approved if the disbursement delay is due to late submission of financial aid applications by the student.
- Student illness of such severity or duration that precludes timely payment of registration fees as confirmed in writing by a physician and approved by the Associate Dean of Student Affairs and Assessment.
- Death in the immediate family (parent, spouse, child, or sibling) that precludes timely payment of registration fees as confirmed by documentation indicating the student’s relationship to the deceased and approved by the Associate Dean of Student Affairs and Assessment.
- Involuntary call to active military duty or return from active duty that precludes timely payment of registration fees as confirmed by military orders.
- University error which precludes timely payment of registration fees as confirmed in writing by an appropriate University official or by an appropriate official University document.
- Other documented exceptional circumstances beyond the control of the student that precludes timely payment of registration fees accompanied by letter /statement of explanation and appropriate documentation and approved by the Associate Dean of Student Affairs and Assessment.

It is understood that a student’s personal banking institution may hold disbursed aid for undetermined periods. If this is anticipated it is the responsibility of the student to request a Late Fee Waiver at least 48hrs before the payment due date. If the Late Fee Waiver is approved this will ensure that the student is not assessed a late fee. If the student’s funds have not been released, as the date for the Late Fee Waiver expiration approached, the student will need to request a second waiver. Additionally, the student will need to provide a narrative document from their bank, explaining why the funds are not being released and an expected date of
resolution. In this case, any waivers submitted without this narrative will not be accepted, and the student will be assessed a late fee.

1. Signatures of Approval
   a. Financial Aid Counselor/Administrator
      i. The FAA signature is required for approval of Late Fee Waivers when the delay of financial aid disbursement is internal resulting from Lender or University polices or errors.
   b. Associate Dean of Student Affairs and Assessment
      i. The ADSAA signature is required for approval of all Late Fee Waivers requested as a result of external occurrences.
   c. Late Payment Fee Waivers will not be granted after the payment deadline.

BREAKS IN ENROLLMENT

For the purposes of financial aid, a Leave Of Absence (LOA) is considered a temporary break in enrollment that cannot exceed 180 days within a 12-month period. The COP must report to the lender(s) a student as “no longer enrolled” when the LOA exceeds 180 days. For LOA that extend beyond the 180 day limit, students may be obligated to begin loan repayment. Students will be required to meet with the Financial Aid Office prior to beginning the LOA. Please also refer to the section of this handbook related to Leave of Absence.

REFUNDS

Students who withdraw, transfer, take a leave of absence exceeding 60 days, or who are dismissed from the COP before completion of 60% of the academic year may be granted a prorated refund of tuition paid less building and capital improvement fees. Refunds will not be given to students who are enrolled for more than 60% of the academic year. A written request for a refund of tuition must be submitted to the COP Registrar’s Office to initiate the refund.

For students who receive financial aid, a share of the institutional refund will be returned to the financial aid programs from which the student received assistance in accordance with the College’s Financial Aid Standard on Refunds and Repayments.

A student may be granted a refund of 100% of tuition paid if he/she/they withdraws due to circumstances determined by the college to be exceptional and beyond the control of the student. These circumstances include:

1. Illness of the student of such severity or duration, as confirmed in writing by a physician, to preclude completion of the courses
2. Death of the student or death in the immediate family (parent, spouse, child or sibling)
3. Involuntary call to active military duty
4. A situation in which the university is in error as confirmed in writing by an appropriate university official, or
5. Other documented exceptional circumstances beyond the control of the student which preclude completion of the courses, accompanied by letter of explanation and appropriate documentation.

FINANCIAL AID TECHNOLOGY REQUIREMENTS

All entering students are REQUIRED to have a laptop meeting the minimum USF COP technology requirements. Laptops must be purchased, and software installed, by the first day of Orientation, one week prior to your first day of class.

USF COP computer requirements are located in the Appendix.
Financial Aid may be available to pay for your technology requirements.
Federal loans may be used for laptop purchases. Limited scholarship funds are available for tablet purchases ONLY.

How to use Federal loans for technology requirement purchases

Cost of Attendance (COA) Budget Adjustments are allowed for students receiving financial aid to assist with technology costs, as it relates to laptop and iPad purchases. Adjustments for technology needs are one time only during the students’ enrollment with USF College of Pharmacy. The budget adjustment process cannot begin until all aid for the academic year has been awarded, and all awarded aid for the semester has disbursed. Disbursement of funds begins during the first week of classes.

In order to complete this process students must:

1. Meet with the Financial Aid Counselor/Administrator to ensure understanding of the process
2. Complete the Budget Adjustment worksheet and provide all required documents. The worksheet is provided to you during your one-on-one meeting with the Financial Aid Counselor.
   a. Statement of Explanation
   b. Proof of purchase (receipt, Invoice, etc.) MUST show the student as the purchasing customer. Documents showing the parents, spouse, siblings, friends, etc. as the purchaser will not be accepted. The purchasing date must also show the purchase was made after the student was accepted to the USFCOP program.
   c. For the above reason, cash receipts/invoices that do not show the student as the purchasing customer will not be accepted.
   d. USF COP technology requirements are also noted within the worksheet.
3. After your Completed Budget Adjustment packet is reviewed and approved, the student will need to complete a Loan Request form.
4. Students should expect this process and the turn around to receive their funds to be at least 7-10 business days.
5. Denied applications are handled on a case by case basis.

**SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID**

The following standards for financial aid eligibility have been established:

1. Any student that earns one deficient grade below “C” prior to disbursement or receives an academic warning from the USF COP ARPSAC will be issued a Financial Aid Warning. The Financial Aid Warning will remain in effect for one payment period or until the deficiency is corrected, whichever occurs first. Once a student has been issued a Financial Aid Warning, any subsequent demonstration of academic difficulty may result in the student being placed on Financial Aid Probation and will not be eligible to receive financial aid.
2. A student that earns more than one deficient grade below “C” prior to disbursement or is placed on Probation by the USFCOP ARPSAC will be placed on Financial Aid Probation and will not be eligible to receive financial aid.
3. A student who is required to repeat an entire year by USFCOP ARPSAC will be placed on Financial Aid Probation and will not be eligible to receive financial aid.
4. Removal of Financial Aid Probation will occur once the student has demonstrated successful academic progress and/or sufficed probation terms. Supportive documentation of academic progress will be required for the removal of Financial Aid Probation.

Students must complete the PharmD program within six years from the original date of admission to maintain financial aid eligibility.

**Appeals**

Any student who has their financial aid eligibility suspended for failure to meet the aforementioned SAP requirements has the right to submit a written appeal. The written appeal should be submitted to the USF COP Financial Aid Office. The written appeal must be submitted within 10 days, from receipt of the deficit SAP status notification. Being allowed to continue and or resume academic progression does not automatically correspond/correlate with financial aid eligibility.

A response by the financial aid office will be provided to the student within 10 business days of appeal receipt.
As required by the US Department of Education, submitted appeals should include:

1. Narrative and supportive documentation (as appropriate) noting the reasons for failure to meet academic progression standards for financial aid eligibility.
2. Narrative and supportive documentation (as appropriate) explaining how student circumstances have changed, with a description of steps undertaken to attain satisfactory academic progress.
3. Narrative and signed copy of the required academic plan (as provided by the ARPSAC). The narrative should include language describing the changes to be implemented to avoid future academic difficulties.

An approved appeal will permit the student to receive financial aid for one payment period. At the end of this payment period academic progression will be re-evaluated, and the student must be demonstrating satisfactory academic progress. Any student who is unable to demonstrate satisfactory academic progression will be placed on Financial Aid Suspension and will be ineligible to receive financial aid.

**Records**

Students may visit the OSAA to request to view their student file, copies of transcripts, and to resolve other matters of student records to include change of grades and updating directory information.

Official student records will be housed in the computer system of the OSAA and interface with Health Banner in USF Health. The COP collaborates with the overall USF Health grading and record keeping system to ensure seamless transmission of data. Any supplementary application or registration materials received by the OSAA is converted into an electronic document and transferred into the appropriate student record. However, supplementary records are separate from other database systems in the COP, and are not a part of the global USF network. Additionally, these electronic records are backed up regularly to ensure data integrity conservation and retrieval in the event of an emergency.

Students entering the USF COP will be required to be current with immunization requirements established by USF and USF health. Most students will have received all immunizations as a function of having attended their previous college or university for prerequisite coursework. If additional immunizations are required for students to participate in practice experiences, the records and registration office, in conjunction with the Office of Experiential Education, will notify the students of these requirements for each individual institution or clinic. Students are required to purchase and maintain health insurance for the duration of the program.

Please refer to previous section on Health Requirements specific information regarding immunization exemptions.
The policies and procedures outlined in this Regulation are designed to implement the provisions of the Family Educational Rights and Privacy Act ["FERPA," 20 U. S. C. §1232g], and Florida Statutes Sections 1002.225 and 1006.52, pursuant to which the University of South Florida System (USF System) is obligated to inform students and parents of their rights to review and inspect education records, to challenge and seek to amend education records, to control disclosure of education records, and to complain to the FERPA Office (violations of FERPA) or to the appropriate court for violations of privacy if applicable. The USF System has placed the responsibility for administration of this Regulation with its FERPA Coordinator who is the University Registrar.

Pursuant to the provisions of the Family Educational Rights and Privacy Act ("FERPA, Florida Statues Sub. Par, 228.093 and 240.237 and USF Rule 6C4-2.0021, Florida Administrative Code, students have the right to: Florida Statues Sub. Par, 228.093 and 240.237 and USF Rule 6C4-2.0021, Florida Administrative Code, students have the right to:

1. Inspect and review their education records
2. Privacy in their education records
3. Challenge the accuracy of their education records
4. Report violations of FERPA to the FERPA Office, Department of Education, 400 Madison Avenue, SW, Washington, D.C. 20202 and/or bring actions in Florida Circuit Court for violations of Rule 6C4-2.001, Florida Administrative Code.

Copies of the University's student records policy, USF Rule 6C4-2.0021, may be obtained from:

University Registrar or USF Agency Clerk
SVC 1034 or Office of General Counsel
4202 Fowler Avenue
Tampa, Florida 33620

RELEASE OF STUDENT INFORMATION

Pursuant to requirements of the Family Educational Rights and Privacy Act (FERPA), the following types of information, designated by law as "directory information," may be released via official media of USF (according to USF policy):

Student name, local and permanent addresses, telephone listing, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, full-
and part-time status, and the most recent previous educational agency or institution attended, and other similar information.

The University Directory, published annually by the University, contains only the following information, however; student name, local and permanent address, telephone listings, classification and major field of study. The Directory and other listings of "directory information" are circulated in the course of University business and therefore, are accessible to the public, as well as to students, faculty, and staff.

Students must inform the USF Office of the Registrar in writing (forms available for that purpose), if they wish directory information to be withheld. Such requests must be received within the first two (2) weeks of the semester and will remain in effect until the student has not been enrolled at USF for three (3) consecutive terms.

Notification to the University of refusal to permit release of "directory information" via the University Directory must be received no later than the end of the first week of classes in the Fall Semester.

**DEFINITIONS**

The following definitions of terms apply to the construction of this Regulation:

1. **Student** - An individual who is registered for an on-or-off campus (including online courses) program leading to the award of academic credit from the USF System. "Student" does not include individuals participating in the Common Learning Network, Language Institute, Gifted programs, Speech and Hearing Clinics and non-credit Continuing Education program.

2. **Education records** - Those records which are maintained by the USF System and employees/agents of the USF System which contain information directly related to a student. "Record," as used herein, includes any information or data recorded in any medium, including but not limited to handwriting, print, digital/electronic images, magnetic tapes and disks, film, microfilm, and microfiche. "Agents," as used herein, means any individual who, pursuant to express or implied authorization, represents and acts for the USF System. The following types of records are expressly exempt from the definition of "education records."

3. **Sole possession records** - Personal record of USF System employees/agents which meets the following test:
   a. It was created by the USF System employee/agent as a personal memory aid; and
   b. It is in the sole possession of the USF System employee/agent who created it; and
   c. The information contained in it has never been revealed or accessible to any other person, including the student, except the USF System employee's/agent's "temporary substitute." "Temporary substitute," as
used herein, means an individual who performs on a temporary basis the duties of the USF System employee/agent.

4. Employment records - Records which are used only in relation to an individual's employment by the USF System. However, the following are education records rather than employment records:
   a. Records relating to a student's employment by the USF System if the position in which the student is employed depends on his/her/their status as a student.
   b. Records relating to a student's employment by the USF System if the student receives a grade or credit based on his/her/their performance as an employee.

5. Pre-attendance records - Records relating to an individual's application for admission to the USF System prior to his/her/their actual attendance as an enrolled student in the program for which application was made. This includes records relating to an application for admission to one of the colleges within the USF System prior to the individual's actual attendance as an enrolled student in that college.
   a. Alumni records - Records created and maintained on an individual as an alumnus/alumna of the USF System.
   b. Law enforcement records - Records created and maintained by the University Police which are used solely for law enforcement purposes, are maintained apart from education records, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction; provided that, in addition, no member of the University Police shall have access to education records except where this Regulation authorizes release without the student's prior written consent.
   c. Health records - Records of the University's Student Health Services and Counseling Center which are used only for the provision of medical, psychiatric, or psychological treatment and which are kept separate from education records.
   d. Personal identifier - Any data or information that relates a record to an individual. This includes the individual's name, the name of the individual's parents, or other family members, the individual's address, the individual's social security number and any other number or symbol which identifies the individual, a list of the individual's personal characteristics, or any other information which would make the individual's identity known and can be used to label a record as the individual's record.

ANNUAL NOTIFICATION:

Each USF System campus/institution will publish annually in the graduate and undergraduate catalogs a notice of student rights under FERPA and Florida Statutes Sections 1002.225 and 1006.52.
1. The notice will include, but not be limited to, the following:
   a. The right of the student to inspect and review his/her/their education records.
   b. The intent of the USF System to limit the disclosure of information contained in a student's education records to the following circumstances:
      i. With the student's prior written consent; or
      ii. As an item of directory information which the student has not refused to permit the USF System to disclose; or,
      iii. Under the FERPA and Florida Statutes provisions which allow the USF System to disclose information without the student's prior written consent.
   c. The right of a student to request the USF System to amend any part of his/her/their education record which he/she believes to be inaccurate, misleading, or in violation of his/her/their privacy or other rights; and, should the student's request be denied, the right of the student to a meeting to present evidence that the record is inaccurate, misleading, or in violation of his/her/their privacy or other rights. This is not the process for student's to challenge the appropriateness of a grade. Please refer to the grade appeal process in this handbook.
   d. The right to report violations of FERPA to the Family Policy Compliance Office of the U.S. Department of Education, and to bring an action in Florida Circuit Court for violations of Florida Statutes Section 1002.225.
   e. The locations where copies of this Regulation are available to students.

LOCATIONS OF STUDENT RECORDS

In the event the campus/institution does not have a separate office for each function as indicated, contact the campus/institution Registrar for assistance in determining the specific record custodian. Admission records and cumulative academic records are located in the University document management system.

- Admission records are maintained until scanned at each campus/institution within the USF System. The custodians for such records are the Directors of Admissions.
- Cumulative academic records are located in the Office of the Registrar or records office at each campus/institution within the USF System. The custodian for such records is the University Registrar.
- Medical records are located within the Student Health Services offices at each campus/institution within the USF System and the custodian for such records is the Director, Student Health Services.
- Psychological/Psychiatric counseling records are located in the Counseling Center at each campus/institution within the USF System and the custodian for such records is the Director, Counseling Center.
- Student employment records are located in the Student Employment Office at each campus/institution within the USF System and the custodian for such records is the Director, Student Employment.
Financial aid records are located in the Financial Aid Office at each campus/institution within the USF System and the custodian for such records is the Director, Financial Aid Office.

Financial records are located in the Division of Finance and Accounting at each campus/institution within the USF System and the custodian for such records is the University Controller, Division of Finance and Accounting.

Cooperative education and placement records are located in the Career Resource Center at each campus/institution within the USF System and the custodian for such records is the Director, Career Development Services. College records are located in the college dean's office and/or departmental offices of each college or department and in the faculty offices at each college or department and the custodian for such records is the appropriate dean, department chairperson, professor, instructor or lecturer. College records are not incorporated into the Student Record.

Conduct records are located in the Office of Student Affairs at each campus/institution within the USF System and the custodian for such records is the Associate Dean for Student Affairs and Assessment.

Continuing Education records are located in the Office of the Registrar at each campus/institution within the USF System and the custodian for such records is the University Registrar. All records relating to students enrolled in the University’s College of Pharmacy are located in the appropriate College of Pharmacy office, and the custodian for such records is the Office of Student Affairs, College of Pharmacy, University of South Florida, MDC 30, 12901 Bruce B. Downs, Tampa, Florida 33612.

Records relating to students previously enrolled in the New College program of the University of South Florida are now located at New College of Florida, Office of Records & Registration, 5700 North Tamiami Trail, Sarasota, Florida 33580.

Occasional records, student education records not included in the types or systems listed above, such as copies of correspondence in offices not listed, etc., the FERPA Coordinator will collect such records, direct the student to their location, or otherwise make them available for inspection and review.

PROCEDURE TO INSPECT EDUCATION RECORDS.

Students who wish to inspect and review their education records should submit a written request to the appropriate record custodian or to the FERPA Coordinator. The request should identify as accurately as possible the specific records the student wishes to inspect and review. It may identify records according to the types listed in subsection (4) of this Regulation, as records located at specific places, or as records under the custodianship of specific USF System
employees/agents identified by title. Records listed in this Regulation as "occasional records" should be identified in terms which will make it possible for the FERPA Coordinator to locate them and make them available for the student to inspect and review. Students may not make copies of educational records by any means (copier, photo, or written verbatim).

1. The FERPA Coordinator or the record custodian shall either permit the student to immediately inspect and review his/her/their education records or advise the student when and where the records will be available for inspection and review. Access to education records requested in compliance with this Regulation shall be granted within a reasonable period of time, but in no case more than thirty (30) calendar days after the FERPA Coordinator or the record custodian receives the student's written request. The FERPA Coordinator or the record custodian or his/her/their designee shall have the right to be present while the student inspects and reviews the records. Upon reasonable request, the USF System shall furnish the student with an explanation or interpretation of his/her/their record.

2. Upon reasonable request and demonstration to the FERPA Coordinator of the failure to provide the student with copies of the requested education records, the USF System will arrange for the student to obtain copies of such records. In the event that the student has an unpaid financial obligation to the USF System, he/she shall not be entitled to transcripts or copies of education records. Students are entitled to inspect their file, not necessarily make copies of everything within (i.e., confidential letters, etc.)

3. When records contain personally identifiable information about more than one student, a student may inspect only that information which relates to him/her.

4. The USF System reserves the right to refuse to permit a student to inspect and review the following education records:
   a. The financial records of the parents of the student or any information contained therein.
   b. Statements and letters of recommendation prepared by University officials or submitted with the student's application for admission which were placed in the student's records before January 1, 1975 or for which the student has waived his/her/their right of access in writing; provided, however, that if such statements and letters of recommendation have been used for any purpose other than that for which they were originally prepared, the student may inspect and review them.
   c. Those records which are excluded from the definition of "education records" under this Regulation.
COPIES OF EDUCATION RECORDS.

Generally, students may review records at the time and place designated by the USF System. Providing copies of Education Records is a discretionary decision on the part of the USF System except as provided below:

1. If copies are to be provided, the USF System will charge the following fees for copies of education records:
   a. Transcripts: USF System official transcripts-$10.00 (or as set by current USF System Policy or Regulation.) The College of Pharmacy charges a $2.75 fee for this service. The USF System reserves the right to deny transcripts or copies of records not required by FERPA in any of the following situations:
      i. The student has an unpaid financial obligation to the USF System.
      ii. There is an unresolved professionalism action against the student.
      iii. There is an unresolved litigation between the student and the USF System.
   b. Copies of general education records (not certified or official transcripts): Fees: The fee charged for FERPA required copies of education records or those records provided at the discretion of the USF System shall be the amount permitted by statute. Extensive Search for records may involve additional costs for Search and retrieval. When administrative costs of collecting fees exceed the copying amount, the FERPA Coordinator shall be authorized to waive or charge such fees.
   c. Required Copies: Copies of education records are required by FERPA under the following circumstances:
      i. A failure to provide such copies would effectively deny the student the right to inspect and review his/her/their records; or
      ii. The USF System has disclosed information from the student's education records under authority of the student's prior written consent and the student requests a copy of the information disclosed; or
      iii. The student requests copies of records the USF System has disclosed to other schools where the student seeks or intends to enroll.

DIRECTORY INFORMATION

Designation of directory information. The USF System hereby designates the following described personally identifiable information contained in a student's education record as "directory information" in order that the USF System may, at its discretion, disclose the information without a student's further prior written consent:

- The student's name.
- The student's local and permanent addresses.

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- The student's local and permanent telephone listing.
- Date and Place of Birth.
- The student's classification and major field of study.
- The student's participation in officially recognized activities and sports.
- The weight and height of members of athletic teams.
- The student's dates of attendance, part-time or full-time status, degrees and awards received, and most recent previous educational agency or institution attended.
- The student's photographic image.
- Other similar information.

1. Publication of Directory Including Student Directory Information: The USF System proposes to publish for each academic year a University Directory which will contain certain items of directory information with respect to students who are registered during the Fall Semester of such academic year. A student may request to be excluded from this published University Directory by completing the request for privacy as described below.

a. Release of Specific Directory Information: The USF System may release directory information upon specific request unless a student completes the Request for Privacy as set forth below.

b. Request for Privacy - General Directory Information: Students have the right to request Privacy to prevent the disclosure of "directory information" either in the Directory or upon request. The USF System will publish in the Schedule of Classes for each academic term the above list, or a revised list, of the items of information it proposes to designate as "directory information". Students must notify the FERPA Coordinator in writing if they refuse to permit the University to
   i. Include their information in a published student directory.
   ii. Release directory information about themselves to any third party. Such notification must be received by the FERPA Coordinator no later than the end of the second week of classes of the academic term or the student will be deemed to have waived his/her/their right of refusal until the next academic term. When the FERPA Coordinator receives a student's refusal to permit the University to disclose "directory information" about that student, the FERPA Coordinator will notify the appropriate records custodians of the student's action. The records custodians will not make any further disclosures of directory information about that student without the student's prior written consent except to the extent authorized by FERPA and the Florida Statutes.

c. Students registering during the Fall Semester will receive notification of their “privacy” rights under FERPA. Students must either notify the FERPA Coordinator in writing or update their individual privacy status at https://www.registrar.usf.edu/privacy/ to prevent disclosure or
publication of directory information in the University Directory; such notification must be received by the FERPA Coordinator no later than the end of the second week of classes of the Fall Semester or the student will be deemed to have waived his/her/their right of refusal with respect to the University Directory until Semester One of the next academic year. The USF System will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those third parties agree that they will not re-disclose the information without the student's prior written consent. In addition, section (8) (g) below sets forth the terms of the FERPA Waiver Request Form which authorizes the release of non-directory information to designated individuals.

d. Requests for directory information. All requests for directory information about students should be referred to the FERPA Coordinator.

Use of Education Records: All custodians of a student's education records and other University employees/agents will follow a strict policy that information contained in a student's education record is confidential and may not be disclosed to third parties without the student's prior written consent except as otherwise provided in this section.

2. University officials shall have access to student education records for legitimate educational purposes.

a. "University official," as used herein, means:

i. A person currently serving as a member of the Florida Board of Governors or USF Board of Trustees.

ii. A person under contract to the Florida Board of Governors/USF Board of Trustees/USF System or the Florida Department of Education in any faculty or staff position in the USF System.

iii. A person employed by the Florida Board of Trustees as a temporary substitute for a staff member or faculty member in the USF System for the period of his/her/their performance as a substitute.

iv. A person employed by the Florida Board of Trustees or under contract to the Florida Board of Trustees to perform a special administrative task for the USF System. Such persons may be employed as secretaries, clerks, attorneys, auditors, and consultants. They shall be considered to be University officials for the period of their performance as an employee or contractor.

b. "Legitimate educational purpose," as used herein, means a University official's need to know in order to:

i. Perform an administrative task outlined in the official's position description or contract; or

ii. Perform a supervisory or instructional task directly related to the student's education; or

iii. Perform a service or benefit for the student such as health care, counseling, student job placement, or student financial aid.
3. Under the following circumstances, University officials may make disclosures of personally identifiable information contained in the student's education records without the student's consent:
   a. To another college or university where the student seeks or intends to enroll.
   b. To certain federal and state officials who require information in order to audit or enforce legal conditions related to USF System programs supported by federal or state funds.
   c. To parties who provide or may provide financial aid to the student in order to:
      i. Establish the student's eligibility for the financial aid;
      ii. Determine the amount of financial aid;
      iii. Establish the conditions for the receipt of the financial aid; or
      iv. Enforce the terms of the agreement between the provider and the receiver of the financial aid.
   d. To state or local officials in compliance with state law adopted prior to November 19, 1974.
   e. To an individual or organization under written agreement or contract with the University of South Florida System, USF Board of Trustees, or the Florida Board of Governors for the purpose of conducting a study on the USF System's behalf for the development of tests, the administration of student aid, or the improvement of instruction.
   f. To accrediting organizations to carry out their accrediting functions.
   g. To parents of a student if the parents claim the student as a dependent under the Internal Revenue Code of 1954. The USF System will exercise this option (although not required) only on the condition that evidence of such dependency is furnished to the FERPA Coordinator by the parents executing an Affidavit of Dependency.
   h. To comply with a lawfully issued subpoena or judicial order of a court of competent jurisdiction. The USF System will make a reasonable effort to notify the student before it makes a disclosure under this provision.
   i. The result of a professionalism proceeding may be released to the victim of the student's crime of violence.
   j. All requests for disclosure under the nine (9) circumstances listed above, where the USF System may disclose personally identifiable information without the student's prior consent to third parties other than its own officials, will be referred to the FERPA Coordinator or appropriate records custodian. (c) University officials are authorized to make necessary disclosures from student education records, without the student's prior consent in a health or safety emergency if the University official deems:
      i. The disclosure to be warranted by the seriousness of the threat to the health or safety of the student or other persons; and
ii. The information disclosed is necessary and needed to meet the emergency; and

iii. The persons to whom the information is disclosed are qualified and in a position to deal with the emergency; and

k. Time is an important and limiting factor in dealing with the emergency.

4. University officials may not disclose personally identifiable information contained in a student's education record, except directory information or under the circumstances listed above, except with the student's prior written consent. The written consent must include the following:
   a. A specification of the information the student consents to be disclosed;
   b. The person or organization or the class of persons or organizations to whom the disclosure may be made; and
   c. The date of the consent.

5. The student may obtain a copy of any records the USF System discloses pursuant to the student's prior written consent.

6. The USF System will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those third parties agree that they will not re-disclose the information without the student's prior written consent.

7. The USF System may release any and all information to individuals known and designated by the student to receive his/her/their information upon the student duly executing a FERPA Waiver Request Form authorizing the USF System to disclose their information to those whom the student has authorized. The FERPA Waiver will remain in effect while the student is actively enrolled in the USF System or until such authorization is revoked.

8. As a matter of policy, the USF College of Pharmacy will only discuss or review a student's record with the student and designees of a release of information signed by the student in person. No college official will discuss or review any part of a student's record over the telephone.

**STUDENT PHOTO POLICY**

Students will regularly be photographed as a member of the USF COP in the classroom or in extracurricular activities. It is assumed that students give permission for the USF COP to use all photos taken for identification and promotional purposes. Students who wish to opt-out from having photos taken or used for identification or promotional purposes should contact the Records and Registration with a request in writing to opt out with specific instructions regarding the types of photos to be used and for what purposes.

**RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS.**

All requests for disclosures of information contained in a student's education record or for access to the record made by persons other than University officials
or the student or those requests accompanied by the student's prior written
cconsent will be submitted to the FERPA Coordinator or appropriate records
custodian. The FERPA Coordinator or appropriate records custodian will
approve or disapprove all such requests for access and disclosures and, except for
requests for directory information; he/she will maintain a record of these actions.
1. This record of requests/disclosures shall include the following information:
   a. The name of the person or agency that made the request.
   b. The interest the person or agency had in the information.
   c. The date the person or agency made the request.
   d. Whether the request was granted and, if it was, the date access was
      permitted or the disclosure was made.
2. The USF System will maintain this record of requests/disclosures as long as
   it maintains the student's education record.

PROCEDURES TO REQUEST AMENDMENT OF AND CHALLENGE
EDUCATION RECORDS.

Students have the right to, in accordance with this Regulation, request amendment
of and challenge the content of their education records.
1. Definitions.
   a. The term "incorrect" is used herein to describe a record that is inaccurate,
      misleading, or in violation of the privacy or other rights of students. A
      record is not "incorrect," for purposes of this Regulation, where the
      requestor wishes to challenge the evaluation reflected by the grade an
      instructor assigns for a course.
   b. The term "requestor" is used herein to describe a student or former
      student who is requesting the USF System to amend a record.
      i. Students who believe that their education records contain
         information which is incorrect should informally discuss the
         problem with the record custodian. If the record custodian finds
         the information is incorrect because of an obvious error, and it is
         a simple matter to amend it to the satisfaction of the requestor,
         the record custodian may make the amendment.
      ii. If the record custodian cannot amend the record to the requestor's
          satisfaction or if the record does not appear to be obviously
          incorrect, the record custodian will:
             1. Provide the requestor a copy of the questioned record at no
                cost; and
             2. Ask the requestor to initiate and provide the record custodian
                a written request for the amendment; such written request
                must identify the information which the requestor believes is
                incorrect, must state why such information is incorrect, and
                must be dated and signed by the requestor.
      iii. The record custodian will send the request, together with a written
           explanation of his/her/their refusal to amend the record to the
requestor's satisfaction, to the FERPA Coordinator. The FERPA Coordinator will examine the request; discuss it with appropriate USF System officials, including the person who initiated the record, the USF System General Counsel, and other persons who might have an interest in the questioned record. At the conclusion of this investigation, the FERPA Coordinator will summarize his/her/their findings, make a recommendation for USF System’s action, and deliver the request, the record custodian’s written explanation, his/her/their summary of findings, and his/her/their recommendation to the USF System President (President).

iv. The President will instruct the FERPA Coordinator whether the record should or should not be amended in accordance with the request. If the President’s decision is to amend the record, the FERPA Coordinator will advise the record custodian to make the amendment. The record custodian will advise the requestor in writing when he/she has amended the record and invite the requestor to inspect the record.

v. If the President’s decision is that the record is correct and should not be amended, the FERPA Coordinator will prepare and send the requestor a letter stating the decision. Parents and eligible students who need assistance or who wish to file a complaint under FERPA or the Protection of Pupil Rights Amendment (PPRA) should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address: Family Policy Compliance Office; U.S. Department of Education; 400 Maryland Avenue, SW; Washington, D.C. 20202-5920; Phone: 1-800-USA-LEARN (1-800-872-5327).

vi. In the event the education records are not amended to the requestor’s satisfaction, the requestor shall have the right to place with the education records a written statement explaining, commenting upon, or disagreeing with information contained in the education records. This statement shall be maintained as part of the student’s education record for as long as the USF System maintains the questioned part of the record. Whenever the questioned part of the record is disclosed, the student’s written statement shall also be disclosed.

RIGHT OF WAIVER OF ACCESS

The USF System may request a waiver of access to evaluations and letters of recommendation related to admissions, employment applications and receipt of honors. While such a waiver may be requested, requests for waivers do not constitute a pre-condition for admission, financial aid, or any services or benefits.
Upon request, students who have waived access to such items can receive a listing of all individuals providing confidential recommendations or evaluations.

**Student Complaints Procedures**

The USF COP has developed procedures for addressing both academic and non-academic, and internal and external written student complaints. Please refer to the section on academic appeals for academic-related complaints. The COP will demonstrate responsibility in following those procedures when resolving student complaints through maintenance of detailed records housed in the OSAA. All student grievances are regularly reported to the Executive Council, unless confidentiality precludes ability to do so, in which case the dean of the College will be notified.

Generally speaking, students are encouraged to resolve concerns informally prior to engaging in the formal complaint procedure. There are many avenues students may seek for obtaining guidance regarding resolving concerns. Students are encouraged to directly and professionally address individuals with whom they have a concern as a primary strategy. Thereafter, students may seek guidance from their class advisor, faculty student success coach, the Director of Student Services, or the Associate Dean for Student Affairs and Assessment to obtain strategies for resolution. Additionally, students may seek confidential guidance from the university Ombudsman.

**INTERNAL COMPLAINTS**

There are several venues by which students are encouraged to report any administrative complaint or incident that they feel is abuse, mistreatment or unprofessional behavior from students, staff, faculty, or preceptors. Students are encouraged to communicate, in a timely manner, with the OSAA. The ombudsman within The USF COP for the report of student abuse is the ADSAA. Additionally, the ombudsman for the University, Jennifer Schneider, or the Associate Dean in the USF Office of Diversity is available as the situation warrants. The student may, instead or in addition, choose to contact a faculty member with whom he/she feels comfortable.

When possible, students are encouraged to submit a formal complaint in writing, especially for administrative complaints. Students may submit complaints individually or as a group through elected members of the Student Leadership Council. Students are certainly permitted to meet with the ADSAA to verbally discuss concerns. Students can expect to report and discuss any and all complaints or issues without fear of retribution. Actions of retribution against a student making a complaint by other students, faculty, staff, administrators or preceptors, of The College will not be tolerated and will result in corrective action. For individuals concerned about confidentiality, communication can occur anonymously by using the Professionalism Survey Form. The form was developed so all USF Health students could anonymously and confidentially share concerns. The Professionalism Survey
Form can be downloaded from the website, which students can submit to the ADSAA either anonymously or with attribution.

Upon learning of the complaint the ADSAA will determine an appropriate course of action based on the circumstances of the situation. Course of action may include, but is not limited to, referral of the student to appropriate support services, individual student action by the ADSAA, referral of students to the ARPSAC, report of the incident to the Associate Dean of Faculty Affairs, the Dean’s Council, Dean of the College, or to local authorities. The student making a complaint can expect timely feedback and communication from the ADSAA regarding course of action taken within 30 days of the original report. When resolution of the complaint or issue is not possible within 30 days, the ADSAA will communicate regularly with the complainant at least every 30 days. All administrative complaints or reports of abuse, mistreatment, unprofessional behavior, discrimination, sexual harassment, hazing, or otherwise will also follow this procedure.

Students are encouraged to discuss any and all issues of abuse without fear of retribution. Actions of retribution against a student making a complaint by other students or employees of The College will not be tolerated and will result in corrective action.

Violations received by the ADSAA of the abuse policies by faculty, shall be relayed to the Associate Dean for Faculty Affairs for action based on University Policy 6C4-10.112: Faculty Misconduct and Incompetence.

EXTERNAL COMPLAINTS

Students who feel unsatisfied with the resolution of a complaint through the previously discussed College’s due process may seek to file a grievance directly with ACPE. A procedure has been developed by which students may submit complaints to the ACPE. The ACPE website has procedures for students to submit complaints. Once a student complaint has been submitted to ACPE, a course of action will be determined, which may include communication with the COP Dean. All records related to student complaints will be maintained in the Office of Student Affairs and Assessment.

STUDENT MISTREATMENT, ABUSE, OR UNPROFESSIONAL BEHAVIOR REPORTING

Students may choose to report student abuse to either the ombudsman for the USF COP, Associate Dean for Student Affairs and Assessment or, the ombudsman with the University Department of Student Affairs, Ms. Jennifer Schneider. If you experience difficulties please see one of these ombudsman options for confidential assistance. Students are encouraged to discuss any and all issues of abuse in a confidential environment and without fear of retribution. Please note that it is not
possible to maintain confidentiality for any reports of behavior that would cause harm to self or others.

**DISCRIMINATION**

USF COP prohibits and does not engage in discrimination on the basis of race, color, religion, creed, national origin, gender, sexual orientation, age, disability, status as a veteran or disabled veteran, citizenship (within the limits of the law), or any other legally protected characteristic and follows all applicable federal and state laws. This policy applies to all USF COP programs and activities, including but not limited to admission, education, scholarship, graduation, loan policies, practices, procedures, and programs.

**SEXUAL HARASSMENT**

Students have the right to learn in an environment free from any type of discrimination, including harassment or hazing. This policy statement is meant to ensure that USF COP will, under no circumstances, tolerate any form of harassment or hazing, which includes, but is not limited to: threatening, offensive or intimidating behavior or remarks; demands for sexual favors; or behavior which creates a hostile or intimidating atmosphere because of someone’s gender, age, race, color, national origin, religion, creed, disability, or any other characteristic protected by law.

Harassment of another person will result in corrective action, up to and including dismissal from USF COP, against any student who is found, upon investigation, to have engaged in such conduct.

In conformance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Florida Educational Equity Act, and the USF policy on the topic, it is the goal of the USF COP to create and maintain a work and study environment that is positive and free of discrimination. In order to help provide such an environment, faculty, staff and students must be aware that sexual harassment is sex discrimination, and is unacceptable conduct that will not be tolerated at the university as defined in USF Policy 0-007, **Diversity and Equal Opportunity: Discrimination and Harassment** and USF Policy 0-004, **Sexual Misconduct/Sexual Harassment**.

Sexual harassment is defined as conduct of a sexual nature or with sexual implications, which interferes with an employees or student's status or performance by creating an intimidating, hostile, or offensive working or educational environment. This conduct may include, but is not limited to the following:

Inappropriate touching; the display of sexually explicit or suggestive materials; use of sexually explicit or suggestive language or gestures; and subtle pressure for sexual activity, as well as demands for sexual favors or physical assault. Sexual harassment is a serious form of abuse.
While all forms of harassment are prohibited, sexual harassment is sometimes less easily understood. For that reason, it is discussed specifically above. Note, however, that all forms of harassment will be dealt with following the same procedures that are set forth for sexual harassment.

In response to concern about incidents of sexual harassment, the OSAA is available to students who have complaints about sexually offensive behavior by faculty members or other students. After discussion of the incident with the student, if it is deemed appropriate, the staff member in the OSAA will attempt to resolve complaints on an informal basis. In all cases every possible effort will be made to insure confidentiality and to protect the rights of both students and faculty members. If resolution of a complaint cannot be reached informally the student will be advised about formal grievance procedures. Alternatively, students may choose to report concerns of discrimination or harassment to the Title IX Coordinator in USF Health Dr. Connie Visovsky.

No student or employee will be retaliated against on the basis of having asserted a complaint of harassment pursuant to this policy. To that end, students involved as an accused, victim, or witness in any academic or professionalism proceedings are prohibited from communicating with other students, faculty or staff regarding the investigation except for the ADSAA, faculty student success coach, Director of Student Services, or advocate. Following the investigation, USF COP will take the appropriate measures as soon as possible to redress the harms done. All USF COP supervisory personnel have an affirmative responsibility to report, discourage, and eliminate conduct inconsistent with this policy.
Student Support

Nothing that I can do will change the structure of the universe. But maybe, by raising my voice I can help the greatest of all causes—goodwill among men and peace on earth. — Albert Einstein

The OSAA is directly involved in student academic progression, as well as career and advanced educational opportunities guidance. The purpose of Student Services at USF COP is to provide a network of student support features focused on the positive and holistic development of pharmacy students as clinicians, leaders, and scholars. Student Services are provided primarily through the office of the Associate Dean for Student Affairs and Assessment and the Director of Student Services of the COP, in collaboration with Student Services departments of USF. Services are tailored to promote academic success, career development, and personal growth through group workshops and individualized assistance beginning with orientation and continuing through graduation. The OSAA is directly involved in student academic progression, as well as career and advanced educational opportunities guidance.

Class Advisor

Each incoming class will be appointed a Class Advisor among the core faculty by the Dean of the College. The faculty selected to serve as Class Advisor will alternate between the PCR and DPS departments on alternating years. There are several key roles that the Class Advisor will fulfill.

1. The Class Advisor is an honor that is appointed by the Dean with input from the Chairs and Administrative leadership. The Class Advisor is appointed prior to Orientation of the PY1 year and will serve a 4-year term.

2. Elections – The Student Programs Coordinator will communicate with the Class Advisors regarding the timeline for class elections. The Class Advisors will be aware of the election procedures and serve to guide students through the process. Class advisors will also assist and encourage
students and faculty to nominate students for the various class government positions, which are:
   a. President
   b. Vice President
   c. Secretary/Treasurer

3. Fundraising - The class may decide to fundraise for the following optional items:
   a. Gift to the Dean upon graduation
   b. A class trip upon graduation
   c. Class reunions
   d. Gift for the Class Advisor

The Class Advisor will assist in fundraising by providing guidance in regard to the appropriate College and University policies and procedures. Any monies raised will be held in the Student Leadership Council account until further decisions are made in regard to housing the class funds.

4. The Class Advisor will serve as the faculty liaison on the White Coat Committee for two consecutive years, beginning with the first year in the class advisor role.

5. The Class Advisor serves as a guide to students. The Advisor will be aware of the various policies and procedures outlined in the Student Handbook and have the ability to interpret The College's policies and procedures. This will allow The Advisor to provide guidance regarding overall class concerns/complaints and assist students in understanding the proper protocol for elevation of complaints. The Class Advisor does not function to serve as a liaison between the class and administration regarding complaints. Rather, the Class Advisor works with class leadership to develop strategies for addressing complaints independently. To best serve the class, Advisors are encouraged to attend class leadership meetings, Pow Wows, class social functions, fundraisers, and Dean’s Bull Pens to increase awareness of the culture of the class, achievements, and issues to be addressed.

6. The Class Advisor will serve on the Graduation Committee for two consecutive years. Starting when his/her/their charged year is in the 3rd year of the COP curriculum.

7. At graduation, the Class Advisor will have a responsibility as determined by the Dean's Council. Types of activities for consideration may include participation in reading names of the graduating students, giving an address, or hooding during the ceremony.
8. The Class Secretary is required to communicate regularly with the Class Advisors by providing the agenda and minutes from Class, Senate, and Student Body meetings.

9. The Class Advisor will be a member of the class’s email list serve to receive email communications that are sent to the entire class, usually from the Administration or Faculty of the COP for the purpose of being aware of class activities.

Academic Coaching & Mentoring
Of the six areas highlighted in the Vision Statement of The University of South Florida COP, Academic Advising will offer development toward providing a collegial and nurturing environment where students will incorporate principles of life-long learning into their continued professional development and clinical pharmacy practice.

COACHING PURPOSE AND MODEL

Academic coaching in the USF COP is based on the developmental model of growth for the student through a positive relationship with a faculty student success coach. This relationship is based on a mutual responsibility to explore educational, personal, and career growth processes with the goal of retention and academic success in the pharmacy program. The primary purposes of academic coaching are to:

1) Allow for a structured period of time for the student and advisor to evaluate the student’s academic choices, career interests, and potential obstacles to their success,
2) Discuss and make decisions regarding the student’s academic progress and,
3) Serve as a resource for students to gather information related to departmental, college, and university-wide policy and procedures.

The USF COP uses a supplementary coaching model which is a shared structure defined by the existence of a primary faculty student success coach assigned to each student, in addition to a professional student affairs staff who provide on-going professional development and resources for the faculty student success coaches.

ANTICIPATED OUTCOMES

The goals of the developmental academic coaching model are to

- Teach students how to assess their educational, vocational, and personal circumstances and learn how to seek information and resources relevant to their needs.
- Move students toward effective decision making and problem solving skills that they will need in their future careers and personal lives.
• Assist students in understanding the global picture of their educational experiences and to attribute meaning to their learning.
• Encourage students to cultivate their educational experiences to provide growth opportunities as scholars, practitioners, and citizens.

FACULTY ACADEMIC COACHING PROCEDURES

First through Third Year

Faculty will participate in the Faculty Coaching forum coordinated by the OSAA focused on the purpose and resources related to successful developmental academic coaching.

PY1-PY3 students are required to meet with their advisor twice per semester, once as a group and once individually. their first semester and once in their second semester. The first meeting occurs during orientation and will count as the first Fall meeting and the second Fall meeting should occur within two weeks after mid-term grades are available for review. The next meeting will occur within two weeks of the start of the Spring semester and 2-weeks prior to Spring mid-term grades becoming available. This pattern continued through the PY3 year. The Director of Student Services will communicate with all faculty and students as a reminder that the coaching period has begun. It is the students’ responsibility to contact their respective advisors to schedule an appointment. Faculty will send one reminder email to students who fail to schedule an appointment. Failure to respond to or meet with the faculty student success coach as required during the first year will trigger an Early Referral.

Students will be assigned a faculty student success coach by the Director of Student Services in conjunction with department chairs during the summer before matriculation. Faculty will be emailed a list of advisees one week prior to Orientation and will be required to attend the Faculty Coaching Luncheon.

The faculty student success coaches, along with the Director of Student Services, will conduct a group Coaching session during Orientation at the Faculty Coaching Luncheon. This session will address the curriculum, resources of the Student Affairs Office, and future coaching processes.

The faculty student success coach will complete the Coaching Protocol form for each student and maintain a copy in their office. At the end of each coaching period, the faculty student success coach will complete the Coaching Report which will be forwarded to the Director of Student Services for compilation into a centralized database.
Fourth Year
P4 students are required to meet with their coaches once within the academic year to discuss career trajectory. Students are encouraged to utilize their academic advisors at any time for support and guidance. Student Success Coaches are still required to contact advisees during every mid-term coaching period through email or phone to maintain their visibility with the student. If a student is identified as struggling during the midterm grade review, they will be required to create a plan of action with the course coordinator and then meet with their advisor to review the plan and seek access to resources.

Change of Coach
If the coaching relationship is not satisfactory, either the student, the faculty student success coach, or the ARPSAC, may request a change in advisor. To request a change, complete the Advisor Change Form. The Director of Student Services will confer with the Department Chair in an attempt to oversee workload assignments and seek the most equitable and appropriate re-assignment. Once an appropriate re-assignment has been identified the Advisor Change Form will be signed by the Department Chair for acknowledgement.

Occasionally, the ARPSAC may determine that a change of advisor is beneficial. In that event, the Chair of the ARPSAC will notify the Chair of the respective department to determine an appropriate re-assignment before a formal letter is sent to the student. Re-assignments need to be made within 5 business days of the ARPSAC meeting and notification will go to the Records and Registration Specialist who will send the formal letter to the student.

Temporary Coach Reassignment
Chairs of departments must inform the Director of Student Services when they will be a faculty student success coach on leave at least one month in advance or as soon as they are aware. The Director of Student Services will work with the chairs to assign temporary coaches while students are out.

Faculty Mentoring
Although students will retain formal assignment to their student success coach throughout the PharmD curriculum, students are also encouraged to seek faculty mentor(s). Students should seek faculty mentors with career and/or research backgrounds for which the student is motivated to pursue in an effort to promote career development and planning. The faculty mentor relationship is based on the mutual agreement of both the student and faculty member to develop said relationship.
Because many courses will serve as a prerequisite to subsequent courses within the pharmacy curriculum; failure to pass a course may prevent a student from starting the next course. All available resources for remediation will be utilized to assist the student with rehabilitative measures. Students will be expected to seek guidance and assistance from the OSAA as life events occur so that proactive measures can be considered in a timely manner. Furthermore, students are required to notify their advisor within one week of every exam failure. An early referral system for faculty has also been developed including mid-term grade reporting and referral reports of concerns of academic progress, behavior, or professionalism to the OSAA in an effort to proactively assist students with potential difficulties before interfering with academic success.

**EARLY INTERVENTION SYSTEM**

As a comprehensive Student Affairs Office, one of our primary goals is the retention and promotion of our students from year to year. In order to identify problem areas early and develop a plan to alleviate the impact on a student’s academic performance, we have developed an Early Referral System.

The Early Referral System has been designed to create a comprehensive, centralized location for information regarding academic, behavioral, professional, emotional or psychological concerns that students, faculty or administrators may have about a student. This system is meant to be used to address concerns or problems with students before they become a significant detriment to the student’s academic progress. The system is meant to track the concerns as well as the interventions provided for student situations. Reporting a concern does not excuse the person from addressing the situation themselves.

The benefits of this process are that the Director of Student Services and the Associate Dean for Student Affairs and Assessment can evaluate the need for appropriate interventions and referrals with the goal of remedying the situation quickly and assisting in the student’s continued academic success. A response to the Early Referral Notification will be determined within five (5) days of receiving the notification. Remedies may include among other things,

- Supplemental Instruction/tutoring
- Review sessions with the instructor
- Referrals for counseling or other services
- Creating a plan of action with the Director of Student Services or Associate Dean for Student Affairs and Assessment regarding dress code, attendance, disruptive behavior, or other professional aspects of the COP
  - In the event that the DSS or ADSAA are meeting with the student to create a plan of action. They will notify the student’s advisor.
The Early Referral Notification system is designed intended to intercede before the issue becomes severe enough to warrant review by the ARPSAC. Early Referral notifications are informal and may be submitted through email, over the phone, or in person to the Director of Student Services in MDA 1031. Early referrals will not be communicated to students, unless a pattern of behavior necessitates intervention. The reports are not part of a student’s academic record and will remain informal and confidential unless there is sufficient evidence to deem intervention by the DSS or ADSAA or review by the ARPSAC, at which time documentation may be made available in order to allow for a complete understanding of the issues presented. Professionalism and/or academic early referrals become formal and part of a student’s academic record once they are presented at an ARPSAC meeting.

MID-TERM GRADE REVIEW

Mid-term grades will be calculated at the end of the 7th week of classes and submitted to the LMS by faculty. First year students are required to meet with their advisor, regardless of their academic progression.

For course coordinators the steps are as follows,

- The Records and Registration Specialist will notify faculty about upcoming midterm review
- The Records and Registration Specialist will send the SharePoint link to the course coordinators one week before the grades are due
- The Instructional Designer will instruct course coordinators as to where to enter the grades into the LMS and how to generate the report to be uploaded to SharePoint
- Course coordinators will enter “official” mid-term grades in LMS so that students can view their grades and a report can be generated for SharePoint
- The Records and Registration Specialist will access the reports in SharePoint, compile graded data for advisors, and provide a list of at-risk students (2 grades of C<75% or 1 F) to the ADAA, Academic Services Administrator for Academic Affairs, the ADSAA, the DSS, and Chair of the ARPSAC.
- The Office of Academic Affairs reviews the list of students and notifies the DSS of approval once grades are verified
- The DSS sends the Plan of Action Form to students with instructions regarding the timeline for completion
- Students submit completed Plans of Action to the Records and Registration Specialist
- Plans of Action are reviewed by ARPSAC
- Students who fail to meet the deadline are reported to ARPSAC.

Any student who is notified of having 2 C’s or 1 F must follow these steps,
1. Schedule a meeting with the course coordinator within one week of notification.
2. Schedule a meeting with your faculty student success coach to occur after you meet with the Course Coordinator, but no later than two weeks after you receive your midterm grades.
3. Review the “Plan of Action” form and complete part one before meeting with the Course Coordinator(s).
4. Complete part two of the Plan of Action with the Course Coordinator.
5. Complete part three of the Plan of Action with your faculty student success coach.
6. Return the completed Plan of Action to the Records and Registration Specialist for review by the ARPSAC.

If additional resources are needed, the advisor will assist in referring the student appropriately and may request information or assistance from the Director of Student Services. If the student does not meet with their advisor within two weeks after mid-term grades are released, the advisor must notify the Associate Dean for Student Affairs and Assessment who will determine appropriate action.

**Responsibilities of the Student**
- Meet with the advisor at least one time a semester during P1; more often if needed
- Seek assistance from the advisor when a problem arises
- Make and keep coaching appointments
- Prepare for the coaching appointment by
  - Reviewing your academic progress
  - Researching elective options
  - Preparing pertinent questions regarding academics, career, and professional aspects of pharmacy

**Responsibilities of the Student Success Coach**
- Serve as the primary contact for the advisee when problems arise
- Guide the student through the academic curriculum and monitor progress
- If asked, serve as an advocate for students who are required to attend an ARPSAC meeting
- Provide assistance in choosing electives and developing a career plan
- Provide information regarding the College’s policies and procedures

The faculty student success coach will also participate in
- Professional development provided through the OSAA and the Director of Student Services
- Following the Early Referral Program by creating a plan of action with the advisee who is struggling
- Referring students to the Director of Student Services or other campus resources, as needed
- Providing end of semester Coaching Reports to be submitted to the Director of Student Services

**Responsibilities of the Director of Student Services**

- Provide support to faculty in learning effective coaching competencies
- Provide resource materials and referral information for faculty and students
- Monitor the coaching process by maintaining a centralized database of
  - Follow-up or referral to other campus or community resources
  - Requests for changes of advisor/advisee

**Counseling**

There are three trained staff members in the OSAA, who can provide immediate crisis, counseling and/or referral services for more intensive or long term treatment needs. You may contact Ms. Couillard, Dr. Petrelli, or Mrs. Rodriguez-Snapp for assistance with personal counseling needs. The information discussed during a counseling session will remain confidential.

**Personal Counseling**

The University of South Florida COP understands that there are inherent challenges in attending pharmacy school, particularly for students who are also managing difficult personal, family, or financial situations. The goal of the OSAA is for students to have timely access to the personal counseling services they need. Brief intervention is available for difficulties with

- Personal relationships with roommates, spouses/partners, or parents
- Maintaining a healthy school/life balance
- Managing stress
- Changes in regular eating or sleeping habits

For students in need of ongoing counseling services, referrals will be provided to the USF Counseling Center, where individual and group counseling, psychiatric evaluation and treatment, and psychological assessments are provided by qualified professionals. All services provided by the Counseling Center are offered at no cost to USF COP students.

**Crisis Events**

- The OSAA has qualified staff available to assist students in crisis and has developed relationships with university and community-based assistance programs for students in need of on-going treatment.
- [http://www.sa.usf.edu/energy/](http://www.sa.usf.edu/energy/)
Confidentiality

- Students who seek counseling services through the OSAA are assured of confidentiality, except in the case of suspected harm to self or others, in which case the University Counseling center and/or University Police will be notified in order to conduct an assessment and provide appropriate interventions.

Referrals

- The Director of Student Services maintains a comprehensive list of services available to College of Pharmacy students in need of counseling services. Confidential inquiries may be directed to MDA 1031 or ecouillard@health.usf.edu.

Career Development

The Director of Student Services is responsible for developing a career development series for all pharmacy students. Students will have the opportunity to learn about different career paths within pharmacy through the “panelist series”. Also, during the third year of the program a career and advanced educational opportunities fair will be provided for students.

The USF COP career development services are provided to promote early and consistent assessment and development of students’ plans for their future in the pharmacy profession, as well as to provide information regarding residencies and post-graduate opportunities. Several of the academic and career-related services sought by pharmacy students will be incorporated within the Pharmaceutical Skills course. Following is the progression of services to be offered to students in each year:

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
</table>
| PY1 - Fall | • Career Pathway Assessment Part I - American Pharmacists Association (APhA) Career Pathway program  
  ○ This is an online assessment and decision-making tool for students to assist them in evaluating their needs and strengths in regard to a Pharmacy career.  
  • Writing a professional CV  
  • Analysis of Career Pathways Part I - Discussion of Career Pathways Assessment results |
| PY1 - Spring | • Career Pathways Outline – Discussion of career options within the Pharmacy profession.  
  • Careers in Pharmacy Part I (Panel of speakers) – Community, Hospital, Industry, Research. Resources, AACP Careers in Pharmacy |
| PY2 - Fall | • Careers in Pharmacy Part II (Panel of speakers) - Public Health, Government, Academia Resources, AACP Careers in Pharmacy |
| PY2 – Spring | • APhA Career Pathways Part II (full assessment) – Evaluation of changes from the first assessment and understanding of how to analyze career options |
| PY3 – Fall | • Post-Graduate training opportunities - Part I Residencies Fellowships • Post-graduate educational opportunities (Graduate school, PhD, MBA, JD, MPH) |
| PY3 – Spring | • Interview/Negotiation Skills (careers and residencies) • Post-graduate training opportunities – Part II Residencies Fellowships |
| PY4 – Fall | • Career and Post-Graduate Opportunities Fair |
| PY4 – Spring | • Personal Financial Management Credit and debt Home ownership Investing • Conducting an Effective Job Search |

**Academic Support Services**

The academic environment of pharmacy education is challenging and sometimes difficult for even the brightest and most motivated students. The Office of Student Affairs and Assessment is committed to providing relevant academic support to make the student educational experience positive and meaningful. Academic support workshops will be offered every semester and students are encouraged to visit the Director of Student Services’ office for additional resources. Students who are experiencing academic difficulty are encouraged to seek assistance as soon as they identify there is a problem. The following is a list of some of the support services offered:

- Overcoming test anxiety
- Stress management
- Study skills for professional students
- Time management
- SQ3R
- USF Tutoring and Learning Services
- Study Skills
The USF College of Pharmacy offers tutoring through the Office of Student Affairs and Assessment, managed by the Student Programs Coordinator (SPC). Students are encouraged to use the services as a tool for success and not only when they are experiencing difficulty. There are three levels of academic assistance that may be utilized. These services are provided free of charge to any College of Pharmacy student as the cost is completely covered by the Office of Student Affairs and Assessment. Students may use the supplemental instruction services as much or as little as needed for their individual situation.

The PY1, PY2 and PY3 students will be offered regularly scheduled Supplemental Instruction (SI) twice a week. SI is designed to be a dedicated time and place for students to study and/or receive additional help from upper-class students. PY1, PY2 and PY3 students may request individual tutoring through the office of the SPC after completing at least two SI sessions. Students in need of tutoring services may request assistance by emailing the Student Programs Coordinator, Mrs. Jacqueline Grosser

**Supplemental Instructors are responsible for:**

1. Responding to student email requests within two business days.
2. Being on time for SI sessions.
3. Maintaining SI logs and time sheets.

**Students are responsible for:**

1. Initiating contact with the tutor.
2. Being prepared for the tutoring session (bring all relevant notes, books, syllabi, and web resources).
3. Being on time for the tutoring session.

**Students with Disabilities & Accommodations Support**

The Americans with Disabilities Act (ADA) was enacted in July of 1990, with its provisions becoming effective at various dates thereafter. The ADA expands the rights of the disabled and augments existing anti-discrimination laws. Title III of the Act relates to anti-discrimination by entities engaged in public services and applies to the relationship between students and colleges and universities. The USF COP complies with provisions specified in the ADA.

In accordance with Section 504 of the Rehabilitation Act, The Americans with Disabilities Act and The ADA Amendments Act, the University of South Florida provides reasonable classroom accommodations for otherwise qualified students who have documented disabilities. Students seeking accommodations must register with the Student Disability Services Office.
The USF COP works in conjunction with the Students with Disabilities Services (SDS) office at USF. Any student requesting accommodations may either contact the Director of Student Services or ADSAA for the COP, who will guide the student through the process; or contact USF SDS directly for management of services. The student may also contact SDS directly.

**HOW TO REQUEST ACCOMMODATIONS FOR A DISABILITY**

The process for receiving accommodations is as follows:

1. A student must first communicate a request for ADA accommodations to either the COP OSAA or the USF SDS.
2. A student presents appropriate documentation of a disability to SDS from a qualified healthcare provider. Documentation guidelines and appropriate verification forms. SDS is responsible for approval of submitted documentation. An application will not be processed until complete documentation is received by SDS.
3. Documentation is reviewed by SDS staff and may communicate with the COP ADSAA to identify reasonable accommodations. Note: Documentation is maintained in the Office of SDS and not seen by COP administration unless provided by the student or explicit permission by the student is granted. Specific diagnosis is only shared with the COP ADSAA should it be necessary to determine reasonable accommodation.
4. A meeting will be scheduled between the student and USF SDS to determine appropriate accommodations. If appropriate, this meeting may also include the COP ADSAA.
5. If approved for accommodations, an SDS staff member generates an accommodations memo for the student and will forward a copy of the student’s accommodation letter to the Director of Student Services of the COP.
6. The student is responsible for communicating directly with faculty to discuss requested accommodations utilizing the accommodations memo provided by SDS. The Director of Student Services will meet with the student to provide support in arranging appropriate accommodations with the individual faculty.
7. SDS staff may assist both the student and/or the faculty member in the implementation of accommodations.

**ACCOMMODATIONS FOR NATIONAL EXAMS**

During the course of students’ tenure at COP or after, they may take national exams such as the Pharmacy Curriculum Outcomes Assessment (PCOA) or NAPLEX. In instances such as this, there are additional steps students will need to complete in order to receive accommodations. If a students would like accommodations for a
national exam, they are encouraged to contact OSAA as soon as the date for the exam is announced to allow administration to approve.

EXCEPTIONS TO ACCOMMODATIONS

Accommodation requests for clinical experiences and exams are limited and must be discussed with the COP ADSAA. The accommodation of additional time for exams does not apply to the clinical setting. Given the specialized nature of the exams administered in the COP, SDS may not be able to administer an exam. In such cases, SDS will work with the COP to ensure appropriate accommodations are provided.

STUDENT'S RIGHT TO APPEAL

Denied accommodation requests may be appealed in writing by a student to the SDS Director, or designee. Such appeals must be filed within ten (10) calendar days of the student's receipt of the denial of accommodation request.

CONFIDENTIALITY OF DOCUMENTS

The USF System may request any person seeking accommodation to provide documentation of a disability from a qualified medical provider that shows that the specific modification being requested is appropriate and necessary for the diagnosed disability. Such information may be shared with individuals with legitimate interest as necessary to process the request. Confidential documentation submitted or prepared in connection with requests for accommodation will be maintained apart from personnel, student, or other records.

The University of South Florida Office of the General Counsel is available to assist with questions concerning ADA and the law, and should be notified in the event an accommodation requestor retains a lawyer or otherwise makes claims in an external legal or administrative forum.

COMPLAINTS REGARDING DISCRIMINATION, HARASSMENT, AND/OR RETALIATION

Complaints of disability discrimination, harassment, or retaliation must be filed with the Office of Diversity and Equal Opportunity, in accordance with USF Policy Number 0-007, Diversity and Equal Opportunity: Discrimination and Harassment.

WORKSHOPS

Academic support workshops are included in the curriculum for all students and will include stress management, study skills, time management, and test anxiety. Any of these topics are available for individual session with the USF Director of Student Services or ADSAA.
Student Leadership Council & Organizations

The College of Pharmacy encourages students to become involved in student organizations as a means of developing leadership skills and professional networking opportunities. The College of Pharmacy follows the guidelines established by the Center for Student Involvement at the University of South Florida. The Student Programs Coordinator (SPC), Ms. Jacqueline Grosser, oversees the development of all student organizations at the COP. Their complete handbook is available here (http://involvement.usf.edu/pdf/sohandbook.pdf). The Student Programs Coordinator, Ms. Jacqueline Grosser oversees the development of all student organizations at the COP.

Responsibilities of students serving in student organizations:

- Student Organizations of the College of Pharmacy will follow the parliamentary procedures using Robert’s Rules of Order to conduct student council and student organization meetings.
- All student organizations are required to submit an annual report of activities to be included as well as an application for renewal to be submitted to the executive council. Failure to submit an annual report will lead to organization deactivation in the following year.
- Students serving in executive leadership positions in student organizations have a professional obligation to grow in leadership as they serve the student body by attending the annual student leadership retreat. Failure to attend the retreat will result in removal of leadership position.

Student Leadership Council

The Student Leadership Council (SLC) was established in the Fall 2011 and is the umbrella organization from which all other professional organizations will be developed. Therefore, all leadership positions within SLC must be filled in order for any other organization to exist. The SLC executive positions must include President, Vice President, and Treasurer. Any changes to the constitution must be approved by the student body through standard procedures. All student organization charters and organizations will be suspended until every position in the SLC is filled. Some of the specific goals for the SLC will be to oversee development of new student organizations, student interest groups, develop student leadership and professionalism, provide a forum for student dialogue and expression of ideas and concerns, and to provide an opportunity for open communication between students and faculty. Student representation will appear in all pertinent committees throughout the COP. The COP Student Leadership Council bases its mission and ideals on a constitution directed, developed, and implemented by the student body under the advisement of the Student Programs Coordinator.

Elections of PY2, PY3, and PY4 class officers are held in the Spring with the position becoming effective on the last day of the spring term. PY1 class officer
elections are held during the first three weeks of classes in the fall. The function of the class officers is to represent their class at student council meetings, raise funds for social activities, plan and schedule activities for the class, and serve as class representatives to the student council, faculty, and administration.

A Student Council representative will be integrated into periodic meetings with the Dean and faculty members. In these meetings, the Student Council representative will share with the Dean positive experiences, suggestions on ways to maintain harmonious relationships, concerns, grievances, issues, or anything pertaining to the faculty and course instructors that have influence upon the student body. In return, the Dean will deliver to the Student Council representative pertinent information for the student body and changes to the pharmacy program. The student representative(s) will have appropriate time to report to the Student Council prior to implementation of programmatic changes and will then allow for response from the student body to be communicated back to the Dean, thus providing a 360 degree communications cycle. Final outcomes on student communications will be decided by the executive administrative council with student representation present. In addition, the Dean will address the student body each semester. The purpose of these strategies is to create an atmosphere of transparency between administration, the faculty, and students.

STUDENT INTEREST GROUPS

Student interest groups (SIG) are designed for students with common interests, but not necessarily affiliated with a national organization and/or does not have enough interest or infrastructure to be sustainable over time. SIGs do not have access to USF or COP resources as they are not registered student organizations. Student interest groups are managed under the umbrella of the Student Leadership Council, who will assist with development, bank accounts, reserving rooms, etc. All SIGs must submit a request to become a SIG and obtain a faculty advisor through appropriate channels. Once a SIG has significant membership and infrastructure to be sustainable overtime, they may submit a request to become a student organization. Please refer to the Student Organization Manual for further information.

STUDENT ORGANIZATIONS

Student participation in local and national professional organizations will be highly encouraged. The USF COP will make every opportunity available for students to participate in local, state, and national organizations by reaching out to these organizations, if there is student interest on campus. Opportunities are introduced during orientation and reviewed annually at the beginning of each year. During the first three years of the professional curriculum, students will be encouraged to attend at least one Florida Board of Pharmacy meeting. It will be preferred that students attend when that meeting will be held in Tampa. The College may provide
financial support for student professional travel according to student interest, and as funding is available. Students are also encouraged to participate in extracurricular activities including career days and residency showcases. Following is a list of the 17 recognized student organizations at the usf COP:

- Student Leadership Council (SLC)
- American Society of Consultant Pharmacists (ASCP)
- American College of Clinical Pharmacy (ACCP)
- Academy of Managed Care Pharmacy (AMCP)
- American Pharmacist Association – (APhA – ASP)
- BRIDGE Pharmacy Clinic
- Christian Pharmacists Fellowship International (CPFI)
- Hispanic Association of Pharmacists (HAP)
- Innovation Technology and Entrepreneurship in Health Care (ITEHC)
- Kappa Epsilon
- Kappa Psi
- National Community Pharmacists Association (NCPA)
- Phi Lambda Sigma
- Pediatric Pharmacy Advisory Group (PPAG)
- Student National Pharmaceutical Association (SNPhA)
- Student Society of Health System Pharmacists (SSHP)
- Rho Chi

PROCESS FOR CHARTERING

The College of Pharmacy encourages students to become involved in Student Organizations as a means of developing leadership skills and professional networking opportunities. The COP Student Leadership Council (SLC) is the central student body organization for the College and the entity from which additional COP Student Organizations are based. Chartering of a professional student organization is a parallel process by which the requirements of the organization’s headquarters and the requirements of the COP and USF are typically met on the same timeline. Students wishing to charter a student organization must start with it as a student interest group (SIG). Following continued retention of the SIG, students can pursue the chartering of an organization.

Prior to contacting any external constituents, including the headquarters of National Organizations, or contacting COP faculty members to serve as advisors, students who are interested in chartering a new COP student organization must notify the Student Programs Coordinator (SPC). An outline of the process is as follows,

1. Notification of intent to charter to the SPC – sent to ADSAA, Chairs, and Executive Council.
2. Request submitted through the SLC and approval by vote of the student body.
3. Approval of the Constitution from The Center for Student Involvement at USF
4. Approval from the headquarters of the organization.

Specifically, students must do the following,

1. The interested student must email the SPC with the name of the organization they’d like to charter and why.
2. The SPC will provide the student with the “Intent to Develop a COP Student Organization” form on which the student will outline the necessary roles and responsibilities of the student leadership team, as well as the faculty advisor, and financial obligations linked to the organization (travel, conference registration, dues and/or fees). To complete the form, the student may contact the organization headquarters and elicit COP student interest. The “Intent to Develop a COP Student Organization” form will be due to the SPC within one week after initial contact with the SPC.
3. The SPC will forward the form to the Executive Council for approval/denial. If the creation of the student organization is denied, feedback will be provided and it is suggested that the interested students create a student interest group (SIG).
4. Once approved by the Executive Council, the SPC will contact the Chair of each department to receive recommendations for possible faculty advisors.
5. The list of possible faculty advisors will be shared with the student who will be responsible for choosing and communicating with the faculty member to assess their willingness and availability to participate as advisor for the new Student Organization. It is a requirement that all student organizations have a faculty advisor prior to any further development of the organization. Failure to obtain a faculty advisor will relinquish the continuation of the process of chartering the organization.
6. The student must submit a “SLC New Student Organization Form” to the Vice President of the COP Student Leadership Council one week prior to the monthly E-board meeting. The motion will be voted upon at the next Student Body meeting. The official chartering of a new student organization can move forward after Student Body approval.
7. After the student body approves the installation of the organization by a vote, the organization is officially recognized by the USF COP.
8. The student will then proceed with chartering requirements of the headquarters (if applicable) as well as submit their request for a new USF Student Organization through Canvas to the Center for Student Involvement. The Vice President of the Student Leadership Council will assist students with this process, if needed.
9. Once the request has been approved by the Center for Student Involvement (CSI), the students have 60 days to submit a constitution. After the constitution is approved, representatives (usually the President-elect and
Treasurer) will attend a University Bull Session after which the organization moves from Provisional status to become a Recognized Student Organization (RSO) with the University at large. More details about USF’s process can be found within the Center for Student Involvement’s Resources.

10. Budgets and reports of fiscal expenditures for each organization will be due as requested to the Treasurer of the Student Leadership Council. Annual reports will also be required by the SPC and Office of Student Affairs and Assessment (OSAA).

**FACULTY ADVISOR**

A faculty member will serve as advisor for each of the student organizations with support from the OSAA. Faculty and administrators will be encouraged to participate in student activities as responsibilities and interests allow. The COP will support student-driven establishment of chapters of nationally recognized pharmacy student organizations, community service organizations, and special interest or social organizations.

Students will be encouraged to participate in charitable and community events, as implemented by COP Student Leadership Council or other USF Health organizations. The Student Leadership Council will be encouraged by the Dean and faculty to develop their own community outreach / charitable / philanthropic events. These types of activities are readily available throughout USF Health. Through these activities students may gain understanding of the importance of raising awareness of a disease state management, assisting patients in a variety of circumstances, and develop the logistics necessary to implement and complete these projects. Students would also gain experience working with established charitable organization, as this will help them gain a stronger understanding of the inner workings of such organizations.

The students will be encouraged to participate in independent research with COP faculty. Research-related conferences and symposia are conducted throughout the academic year and are open to all professional students. Students may be required to attend professional development seminars each semester, as they are made available and directed by an assigned course coordinators.

**SPEAKER INVITATIONS**

Students or student organizations wishing to invite speakers to campus for presentations or workshops must do so with the intent to educate students. Students who are bringing in external speakers must complete the following Qualtrics form: https://usfhealth.az1.qualtrics.com/jfe/form/SV_8bIT7umqJ6nnybH.
Please note: state facilities and space are not permitted to promote particular candidates or causes. Therefore, advertisements for events including a local, state, or national politician or registered lobbyists must clarify that the activity is not a political event and must not include party affiliation as part of any outreach or announcement. Students must inform the ADSAA in writing anytime a local, state, or national politician is invited to campus. Furthermore, administration would like to be informed anytime a visible individual from the community is invited to campus. This will allow an administrator to meet with the individual and/or attend the event.

**Student Travel Policy**

Generally, student organizations are responsible for fundraising for their own travel. Students are expected to exhaust all avenues for funding prior to submitting a request for travel to COP (i.e. submit a proposal for a travel grant to the USF Student Government, etc.). Cases in which the College is most likely to support travel include Patient Counseling and Clinical Competition winners, Legislative days, or other travel that support the best interest of the College. Also, the College will likely support travel to a professional organization for one student to the national organization meeting the year after inaugural chartering of that organization. Students are permitted to submit a funding request for all other travel to include workshops, conference, or events pertaining directly to the professional development of pharmacy students.

The College may assist students in offsetting some of the costs associated with travel for professional development, but as a rule will not cover the entire cost of the trip. It is in the best interest of students to plan in advance for travel and submit requests by September 30th of the fall semester and January 31st of the spring semester for full consideration. This will assist the Associate Dean for Student Affairs and Assessment (ADSAA) with allocating the available budget equitably among all student requests. Requests for travel support received after September 30th or January 31st will be approved on a first-come, first-served basis as budget allows.

The approval and reimbursement process includes five steps:

1. Submit student travel request form to OSAA
2. Receive approval for funding from ADSAA
3. OSAA submits travel request to University
4. Receive notification of FINAL approval from OSAA to travel
5. Submit receipts for reimbursement

Students must submit the “Student Travel Request Form” to the Office of Student Affairs and Assessment (OSAA) at minimum of 4 weeks prior to the registration deadline or first date of travel (whichever comes first) depending on
whether or not students are requesting financial support for registration fees. Students must indicate:

- the name and purpose of the event,
- the location of the event,
- the dates of event,
- the dates of travel,
- the date of registration deadline
- any affiliation with professional and/or student organizations,
- additional students who may be travelling (whether sponsored by the College or not),
- which students are expected to share accommodation costs, and under which student the room will be registered
- any other sponsorship received,
- whether or not students have been certified to travel through USF
- Proof of registration for the event unless the student/s request registration. In some cases, the registration fee may be reimbursed.

1. The ADSAA will review the request and consult the budget and/or other members of administration and provide a response, whether approved or denied, within 5 business days. Upon approval, students will be responsible for working with the Director of Student Services and Administrative Specialist of the OSAA to ensure the following:

2. OSAA submits travel request to University
   - Student must complete and submit a Non-Employee Travel Delegate form. This will allow the student to acquire a “Non-employee GEMS ID”, which must be done through the OSAA.
   - The OSAA will complete a “Travel Authorization Request” (TAR). Once the TAR has been approved,
   - The OSAA will then purchase any airfare, car rental, hotel rooms, etc.
   - Student must complete and submit the “Release of Liability” form, which is to be submitted to the Director of Student Services. All students must complete a Release of liability regardless of whether or not reimbursement for travel is requested.

3. Receive notification of FINAL approval from OSAA to travel via email.

4. If funding is approved, all travel arrangements must be made by the administrative specialist in the department from where the student is travelling. Students booking their own travel will not be reimbursed by The College.
5. Upon return, if reimbursement is being requested,

- Receipts are required for reimbursement. Submit receipts to the OSAA within 5 business days of return from travel. An expense report will be created and the student must sign the report before it will be submitted.

General Travel Rules

- Fully approved travel authorization must be in place prior to incurring any trip related expenses (this includes registration fees, flights, hotel reservations, etc.)
- All mileage and airfare is to be calculated from the USF Campus and not from other locations such as a student’s home.
- Any trip within the state of Florida will require driving unless a flight is more cost effective.
- Flights selected must be the most economical option while allowing full attendance at the event.
- Per Diem rates for meals are $36 per day broken down into $6 for breakfast, $11 for lunch, and $19 for dinner. Should a conference provide one of the three meals per day, that meal will be deducted from the day’s per diem.
- Per Diem is only provided for conferences that require an overnight stay.
- Lodging may never exceed $200 per night.
- Return to campus is expected on the same date that the event concludes. Exceptions for overnight stays are permitted should it not be possible to arrive home prior to midnight.
- When the conference hotel is more expensive than a less expensive option within one mile of the conference hotel, the less expensive hotel should always be chosen.
- Valet parking or room service is not an allowable expense.
- Upon checkout, settle all incidentals separate from state funds and request a hotel invoice that only includes room, tax, and possibly parking.
- Airline seat fees (if necessary), tolls, baggage fees, and Wi-Fi usage, all require receipts.
- Wi-Fi usage is only an allowable expenditure if it is a direct necessity for the purpose of the trip.
- In the event a student does not attend a trip for which travel has been granted, the student must contact the OSAA within 24 hours of the scheduled trip or before.
All COP students travelling abroad for any university-related travel program are required to complete an internal COP form travel approval form at least 60 days prior to the anticipated travel departure date. Students will then be directed to the USF Health travel processes to complete travel registration and required documents. University-related travel includes any travel conducted as part of a USF program requirement, elective, research project, conference, service learning or any international activity tied to an individual’s status as an active USF student, regardless of the source of funding for the travel. Students will not be permitted to travel unless all forms and processes have been completed and approved.

**Alcohol Use Policy for Student Organizations**

The College of Pharmacy supports the leadership and professional development of students through participation in pharmacy student organizations. Organizations that wish to host events on-campus and include alcoholic beverages for consumption by guests over the age of 21 must comply with the following protocol.

**Non-undergraduate Student Sponsored Events**

Organizers of non-undergraduate student sponsored events such as graduate, professional, faculty, staff, USF System-related groups and organizations (e.g. Alumni Association), and non-USF System groups) should request approval for the event from the appropriate Vice President, System Official, or Dean. The appropriate USF System police representative must be notified of all approved events.

Alcoholic beverages may not be consumed or served during USF System Intramural Sports contests or Intercollegiate Athletic contests taking place on USF System premises unless (1) the University has granted the authority to the Direct Support Organization (DSO) to host such events and the DSO has authorized the event or (2) in conjunction with a specific fund raising or alumni relations event that has been approved as set forth in (C.) above and the alcoholic beverage service is served in a specified controlled location and provided by an outside entity that is appropriately licensed and insured.

If an organization wants to request having alcohol at an on-campus event,

1. All campus, local, state, and federal laws apply. No one under the age of 21 may consume alcohol at a USF Health event.
2. Only wine, beer, or similar bottled beverages may be served. Liquor of any kind is prohibited.
3. The faculty advisor must be in attendance. If the faculty advisor is unable to attend, contact the Director of Student Services to identify an appropriate substitute.
4. There is a two (2) drink limit for each individual (ticket system or something similar). The RSO is responsible for determining how the drink limit will be enforced.
5. If the event is catered, a server must be present to serve alcohol.
6. If it’s not catered, the organization may use their own funds (not A&S) to purchase alcohol.
7. Food must be provided at the event.
8. The organization must also offer non-alcoholic beverages.
9. The Acknowledgement Form must be signed by the President of the RSO and the faculty advisor.
10. At least three weeks (fifteen business days) before the date of the event, the USF Health Events Serving Alcohol form (Appendix B) and the signed Acknowledgement form (Appendix C) must be submitted to the Associate Dean of Student Affairs and Assessment.
11. The form will be forwarded to the Dean for approval. With the Dean’s approval, the form will be forwarded to Dr. Donna Petersen, Dean, College of Public Health for final approval. The organization will be notified of the final decision once received by the OSAA from Dr. Donna Petersen.
For additional information about the USF System policies, please reference the following links,
- [http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-023.pdf](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-023.pdf)
- [http://ctr.usf.edu/alcohol/policies.html](http://ctr.usf.edu/alcohol/policies.html)

**Student Delegates**
The mission of the Student Delegate program is to share the USF College of Pharmacy experience with prospective students, their families, and other community members. These student leaders represent the rich diversity of the College Of Pharmacy, and present a positive image of student life. The Student Delegate Program recruits qualified students to represent USF COP in a number of admissions initiatives including recruitment efforts, interview days, and information sessions. Delegates also serve as special event assistants at orientation, Gateway Graduation Celebration, and White Coat Ceremony. This program empowers students with the leadership, communication, and interpersonal skills to further their development as young professionals.

Student Delegates are selected for demonstrated leadership, academic achievement, and their desire to give back to The College.

**Expectations of Student Ambassadors**

- Attend new Student Ambassador training
- Participate in at least 3 admissions interview days throughout the year.
- Participate in at least 2.5 hours of activities during the fall and spring semesters and 1 hour in the summer semester.
- Maintain a minimum cumulative 3.0 GPA
- Attend the Student Leadership Retreat
Students interested in becoming Student Delegate must apply through the office of the Director of Student Services and interview with a committee from the College of Pharmacy. Minimum requirements for becoming a Student Delegate include,

1. GPA
   a. Entering cumulative GPA (for P1 students) of 3.0
   b. Cumulative COP GPA of 3.0 for P2+
2. Previous extracurricular and/or student organization involvement

**Student Honor Committee**

**INTRODUCTION**

The Code of Conduct serves as model to frame our professional behavior. Essentially, it recognizes and represents the ethical standards subscribed by the pharmacy profession, which embodies integrity and honesty. We, the students of University of South Florida College of Pharmacy recognize that society has placed a great deal of trust on us to care for the needs of our patients. As such, we accept these responsibilities and agree to abide by and act in accordance to this code.

The Honor Council is a volunteer, extra-curricular service activity of students and adults. It is not a court of law and acts only as a communication, review, recommendation, and education service of the USF College of Pharmacy (COP). The USF COP administration is responsible for all final decisions as to the disposition and consequences related to violations of the school’s Code of Conduct.

**PURPOSE OF THE STUDENT HONOR COMMITTEE**

The primary objective of the Student Honor Committee is to ensure that students uphold and maintain a culture of professionalism, integrity, and honesty set forth by this creed, thus promoting a high character, standards, and professional ethics within the student body. Furthermore, this committee will inform prospective students and enrolled students of the philosophy and procedures of this Code of Conduct.

**MEMBERS OF THE STUDENT HONOR COMMITTEE**

The Honor Committee members shall consist of the following:
- Four class representatives and four alternates: two students from each class. Fourth year students are only required to serve on cases involving other fourth year students unless time permits otherwise. Representatives are elected by peers during class elections.
Of the eight student members of the Honor Committee, three leadership positions from P1-P3 will include:

- Chair
- Co-Chair
- Secretary

The Chair of the ARPSAC and Director of Student Services will serve as co-advisors to the Student Honor Committee.

**VIOLATIONS OF CODE OF CONDUCT**

Each student enrolled at the University of South Florida College of Pharmacy is expected to adhere and abide by the Code of Conduct. A violation of the Code of Conduct is not limited to solely violations of academic integrity, but also any actions and behavior that violates professional conduct. Students should review the USF COP Student Handbook for further details. Violations of the Code of Conduct include, but are not limited to the following:

**A) Plagiarism:** Utilizing any information, ideas or work of another individual whether intentionally or unintentionally without proper acknowledgement. Students can refer to the USF COP Student Handbook for more information.

**B) Cheating:** Using or attempting to use another unauthorized material or devices as aids during examination or other academic work. A more detail definition can be found in the USF COP Student Handbook.

**C) Lack of Professionalism Identified By Students:** All forms of professionalism to include truancy, disruption, poor performance in work groups, stealing, lying, aiding in violations of academic integrity

**REPORTING HONOR VIOLATIONS**

A student who witnesses or learns of a Code of Conduct violation is encouraged to report the matter immediately to the Student Honor Committee. The following procedures must be conducted.

- A student reporting an honor violation should report the incident to a member of the Honor Committee within three days after being aware of the violation. Students may also report honor violations directly to the Associate Dean for Student Affairs. The Student Honor Committee should also report all violations to the Early Referral Program through the Director of Student Services.
The individual reporting the violation shall create a brief statement in writing. Included in the statement shall be the following:

1. The time, date and place of the violation
2. The nature of the alleged violation
3. The name of the accused
4. The name and signature of the reporting witness.

Once an accusation has been made aware to the Student Honor Committee, a meeting shall be called forth with all student members. The Committee shall discuss the accusation and determine whether the allegation is a violation of the Code of Conduct. If the committee finds the allegation as a violation, the committee will request a formal meeting through the College of Pharmacy Academic Review and Professional Student Affairs Committee (ARPSAC). The ARPSAC will meet to review the information provided to determine if a formal meeting is required. The accused shall be notified of the alleged accusation and the time and place of a formal meeting in a formal College of Pharmacy letter signed by both the Chair of the ARPSAC and the Chair of the Student Honor Committee. After it is determined that a formal meeting is required by the ARPSAC, the Honor Committee Chair shall appoint a member of the Honor Committee as an investigator to interview witnesses involved the accusation including faculty, administrators, or other students. Confidentiality is an essential step in this process; as such no student other than the accused should have knowledge of any Student Honor Committee actions or proceedings. Any confidentiality violation shall be considered an Code of Conduct violation.

CASES TO BE HEARD BY STUDENT HONOR COMMITTEE

The Student Honor Committee will be present and have full participation in all ARPSAC meetings involving cases of academic integrity to include plagiarism and cheating; and cases of professionalism brought forward by the Student Honor Committee. The Associate Dean for Student Affairs and the Chair of the ARPSAC will determine on a case-by-case basis the involvement of the Student Honor Committee in cases of professionalism brought forth as a result of the Early Referral Program, by the Chair of the ARPSAC, or by the Associate Dean for Student Affairs. Generally, the Student Honor Committee will not participate in cases of professionalism infractions unless the infraction directly impacts student professionalism. Considerations for Student Honor Committee in student professionalism cases include the need for student confidentiality, the severity, and the sensitive nature of the infraction. For example, the Student Honor Committee will not participate in cases of sexual violence or those that involve criminal investigations. The Student Honor Committee will not be involved in any ARPSAC meeting based solely on academic difficulty and progression.
HONOR COMMITTEE HEARING

All cases involving the Student Honor Committee brought before the ARPSAC, shall be considered formal proceedings of The College, Student Honor Committee, and students required to attend a review meeting shall follow the traditional procedures of the ARPSAC. Refer to the ARPSAC section in this Handbook for further information. The Student Honor Committee will take the lead on cases called by the Student Honor Committee and present a written report of the findings of any investigation to be presented to the ARPSAC members at least 24 hours prior to a hearing. The ARPSAC and Student Honor Committee hearing is closed to the public, with exception of the Committee members, the accused, the accuser and any witness. Either the Associate Dean for Student Affairs and Assessment or the Associate Dean for Academic Affairs will be present at the hearing depending on the nature of the hearing. In alignment with the procedures outlined in the Student Handbook, the administrator not present at the hearing will serve as the appealing individual. The hearing will begin with the President reading the nature of the alleged violation against the accused. The hearing will follow the below listed order: the accuser opening statement, the investigator shall present his/her/their findings including witnesses, testimony and any other relevant information obtained during his/her/their investigation. The accused will have the right to conclude with a closing remark after all information has been presented relative to the case.

At the conclusion of the closing statements, the committee will deliberate and determine the action against the accused. A 50.1% vote is required for a student to be found in violation of college policy. Once the decision has been made, the Committee will present the decision in a formal letter signed by the ARPSAC Chair, Student Honor Committee Chair and Associate Dean for Student Affairs.

PENALTIES

Student Honor Committee penalties will be decided in according to traditional ARPSAC policies. First honor violations may include, but are not limited to re-examination, remediation or failure and repetition of a course, or suspension. A second honor offense will result in the recommendation for suspension or dismissal from college.

APPEALS

The accused can appeal any decision made by the ARPSAC and Student Honor Committee in accordance with the traditional procedures of the ARPSAC and outlined in this Student Handbook.

CONFIDENTIALITY STATEMENT

Maintaining confidentiality of all proceedings and one’s own personal record of integrity are essential requirements for participating on the Student Honor Committee. All members of the Student Honor Council are bound to maintain the
confidentiality of students accused or found guilty of Code of Conduct violations and understand that breaches of confidentiality constitute a severe Code of Conduct violation. If a student becomes aware of an Code of Conduct violation in the course of an investigation or by rumor or observation, the student must keep the details of the violation and the student(s) in question confidential unless information is requested by a member of the Student Honor Committee or ARPSAC. Student Honor Committee members must not communicate outside of formal Student Honor Committee or ARPSAC meetings any information in direct relation to a student or case being reviewed. This policy is inclusive of ALL individuals including members of the Student Honor Committee, other students, faculty, staff, friends, or family members. Communication is defined as verbal, written, or electronic. Any member of the Student Honor Committee found in violation of this policy will be immediately removed from the Student Honor Committee and be subject to serious charges by the ARPSAC.

**STUDENT RESPONSIBILITY TO PREVENT HARASSMENT**

All students involved in the honor committee proceedings have a right to participate in any aspect of honor committee proceedings without the fear of retribution. If any member of the Student Honor Committee, an accused student, someone who reports a potential violation or any member of the University community is harassed as a result of the Code of Conduct process this will be considered a separate Code of Conduct violation.

**PLEDGE OF PROFESSIONALISM**

As a student in pharmacy, I believe 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:

1. **DEVELOP** a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting the responsibility and accountability for membership in the profession.
2. **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.
3. **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.
4. DEDICATE my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
5. MAINTAIN the highest ideals and professional attributes to insure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to insure 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.

Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994. This Pledge is offered as a model for adaptation by each school and college of Pharmacy's faculty and students for use and reference in the professionalization of developing members of the pharmacy profession.

Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism (1993).

My signature on this document signifies my understanding and agreement to adhere to all information and statements within.

Student Honor Council Signature

__________________________________________ Date________________
University and College Resources

There are no secrets to success. It is the result of preparation, hard work, and learning from failure. — Colin Powell

USF and the COP has many resources for academic and social student endeavors. Many of the resources available to students are available on the USF website www.usf.edu. Following are a list of immediate resources that may assist students in navigating the buildings and personnel of the college.

Building Codes

- Tampa General Hospital – 1 Tampa General Circle, Tampa, FL 33606
- USF Health South Tampa Center for Advanced Healthcare – 2 Tampa General Circle
- Moffitt Cancer Center – 3 Tampa General Circle
- Harbourside Medical Tower – 5 Tampa General Circle
- CMS – Children’s Medical Services Building (USF Health Administration)
- CPH – College of Public Health
- MDA – USF Health Shared Student Administration (the WELL)
- MDC – USF Medical Center
- MDL – Group Learning Rooms
- MDN – College of Nursing
- MDT – USF School of Physical Therapy & Rehabilitative Sciences UPC – University Psychiatry Center

Shimberg Health Sciences Library

The Shimberg Health Sciences Library is located at 12901 Bruce B. Downs Blvd. on the east side of Bruce B. Downs Blvd. directly across the street from the James A. Haley Veterans Hospital. Our phone number is (813) 974-2243. Please visit their website for holdings and services offered for students. http://library.hsc.usf.edu/
Hours of Operation
Monday - Friday: 7:30 AM - 11:00 PM
Saturday: 10:00 AM - 6:00 PM
Sunday: Noon - 11:00 PM
Students are also welcome to utilize the library located on main campus.
http://www.lib.usf.edu/

Veteran’s Resources:
• Office of Veteran Success (Students) 813-974-2291 or 813-974-2627 Email: vetservc@usf.edu
• USF ROTC ROTC Location/Phone: C.W. Bill Young Hall (CWY) 407; (813) 974-3367 (individual person not listed for any ROTC program)
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<td>3115A Shriners 111</td>
<td>974-7225</td>
<td>Diane Allen-Gipson, PhD</td>
<td>Assistant Professor, Pharmaceutical Sciences</td>
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<td>2302</td>
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<td>Bobbie Ameduri</td>
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<td>2121</td>
<td>974-8966</td>
<td>Natasha Baloch</td>
<td>Statistical Data Analyst</td>
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<td>Alexandra Barboza, MBA</td>
<td>Fiscal and Business Analyst</td>
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<td>974-9713</td>
<td>Jose Barboza, PharmD, CDE</td>
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<td>Shristy Bashyal, MBA, MS</td>
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<td>Norma Bedell, MA</td>
<td>Academic Services Administrator, Graduate Program</td>
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<td>974-7039</td>
<td>Danisha Benjamin</td>
<td>Unit Research Administrator</td>
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<td>974-0224</td>
<td>Christen Bouchard</td>
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<td>Chuanhai Cao, MPH, PhD</td>
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<td>John Clark, PharmD, MS</td>
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<td>Mariam N. Gendi, PharmD</td>
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<td>Lauren Shaw, BA</td>
<td>Academic Services Administrator, Experiential Education</td>
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<td>Sarah Steinhardt, PharmD, JD, MS, Esq.</td>
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<td>Nicholas Stephens, CPh</td>
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<tr>
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<td>Srinivas Tipparaju, MPharm, PhD</td>
<td>Associate Professor &amp; Vice Chair, Pharmaceutical Sciences</td>
</tr>
<tr>
<td>2141</td>
<td>974-0382</td>
<td>Monica Torres</td>
<td>Program Planner Analyst</td>
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<td>974-2340</td>
<td>Jeremy Turkall, MS</td>
<td>Admissions Advisor/Recruiter</td>
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<td>Wendy Updike, PharmD, BCPS</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research</td>
</tr>
<tr>
<td>3102</td>
<td>974-2635</td>
<td>Sheeba Varghese Gupta, PhD</td>
<td>Assistant Professor, Pharmaceutical Sciences</td>
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<tr>
<td>2126B</td>
<td>974-4895</td>
<td>Janice M. Vega, TCRA</td>
<td>Fiscal Business Analyst</td>
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<tr>
<td>2121</td>
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<td>Malitza Velasquez</td>
<td>Office Manager, Pharmaceutical Sciences</td>
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<tr>
<td>2133</td>
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<td>Teresa Vo, PharmD, BCPS</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research</td>
</tr>
<tr>
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<td>Gwendolyn Wantuch, PharmD, BCPS</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research</td>
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<td>MDA1025</td>
<td>974-6653</td>
<td>John Whitehead</td>
<td>Records and Registration Specialist</td>
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<td>Shriners</td>
<td>974-7051</td>
<td>Jin Yu, MD</td>
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<td>MDC 3115</td>
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<td>Qingyu (Stephanie) Zhou, PhD</td>
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<td>Hong Zhu, MD</td>
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<tr>
<td>3102</td>
<td>905-9803</td>
<td>FAX</td>
<td>3rd Floor</td>
</tr>
<tr>
<td>ALZ</td>
<td>905-8862</td>
<td>FAX Dr. Jinwal</td>
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<td>2301</td>
<td>974-1702</td>
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Parking
For information on USF Parking Services, policies, and regulations, refer to:
USF Parking and Transportation Services website:
http://www.usf.edu/administrative-services/parking/

Campus maps are available online at: http://www.usf.edu/administrative-services/parking/maps/index.aspx

USF Regulations:
4.00210 through 4-00219
4-0023 through 4-0029, FAC, available at:
http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp

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Appendix – Forms

University of South Florida – College of Pharmacy
ABSENCE REPORT/REQUEST FORM

Please complete this form above the bold line and submit to the OSAA with appropriate documentation attached. OSAA will route the form to all professors and return to the student upon completion of the form. Students are responsible for communicating directly with faculty to arrange for missed assignments, quizzes, or exams.

Please check the appropriate box below:

☐ Absence with advanced notice

Date Form Submitted:  Click here to enter text.
Name of Student:  Click here to enter text.
Class Name (including number)/Exam Missed:  Click here to enter text.
Date(s) of Absence:  Click here to enter text.
Reason(s) for Absence:  Click here to enter text.
Documentation to be attached:  Click here to enter text.

Students: Do not write below this line

Course Name:  Click here to enter text.  ☐ Excused  ☐ Unexcused  Faculty Signature:  Click here to enter text.
Course Name:  Click here to enter text.  ☐ Excused  ☐ Unexcused  Faculty Signature:  Click here to enter text.
Course Name:  Click here to enter text.  ☐ Excused  ☐ Unexcused  Faculty Signature:  Click here to enter text.
Course Name:  Click here to enter text.  ☐ Excused  ☐ Unexcused  Faculty Signature:  Click here to enter text.
Course Name:  Click here to enter text.  ☐ Excused  ☐ Unexcused  Faculty Signature:  Click here to enter text.

Name of Reviewing Official:  ________________________________
Signature of Official:  ________________________________
Date of Completion of Form and Return to Student:  _____________________
Comments:  _____________________________________________________

Comments:  Click here to enter text.
USF Health – Events Serving Alcohol – Approval Form

**Attach this approved form to the vendor invoice that alcohol beverages are included in the total cost. Failure to attach this form may delay timely payment to the vendor.**

EVENT NAME:

EVENT DAY & DATE:

TIME EVENT BEGINS/ENDS:

EVENT LOCATION:

SPONSORING DEPARTMENT:

ORGANIZATION PAYING FOR THE EVENT (ex: USF, UMSA):

BENEFIT TO USF HEALTH:

OTHER COMMENTS:

By my signature, I acknowledge that proper identification must be presented by participants of the event to consume alcoholic beverages at the event. No guest(s) under the age of 21 will be served alcoholic beverages. I also acknowledge that the organized group within the USF System is responsible for the behavior of its members and guests whenever sponsoring an event (USF Alcohol Policy, Section III).

DEPT DIRECTOR/CHAIRMAN SIGNATURE: 

DATE

DEPT DIRECTOR/CHAIRMAN NAME (PRINT):

DEPARTMENT NAME:

CONTACT PHONE NUMBER OR EMAIL:

RETURN THIS FORM TO THE ATTENTION OF: 

EMAIL OR FAX #:

Instructions for form submission - Attention of Peggy Smith: 

Email: msmith3@health.usf.edu
For completion by Dean Donna Petersen:

Circle one:     Approve     Disapprove

REASON FOR DISAPPROVAL:

OTHER COMMENTS:

SIGNATURE:

DATE:
University of South Florida
College of Pharmacy
Intent to Develop a COP Student Organization

Name of proposed Student Organization

Contact information of interested student (name, email, phone number)

Contact person at national organization, if applicable (name, email, phone number, and affiliation)

What are the expectations of the faculty advisor in chartering this organization (time commitment, travel, conferences, etc.)

__________________________________________

What are the expectations of the student(s) in chartering this organization (time commitment, travel, conferences, etc.)

__________________________________________

Please list the expected financial obligations of the faculty advisor (conference registration, travel, membership dues)?

__________________________________________

Please list the expected financial obligations of the student(s) (conference registration, travel, membership dues)?

__________________________________________
Mid-term Grade Review

Plan of Action

Part 1 – Complete this section prior to meeting with the Instructor(s).
In your opinion, what are the reasons you’re struggling academically? Please check all that apply.
☐ Course Content ☐ Time Management ☐ Study Skills
☐ Personal Stress ☐ Test Anxiety ☐ Other

Please provide additional detail.

Part 2 – Complete this section with the Instructor(s).
Which of the following options might help you become successful in this course? Please check all that apply.
☐ Supplemental Instruction – How often?
☐ Individual Tutoring – How often?
☐ Scheduled meetings with the instructor – How often?
☐ Study Skills/Time Management/Test Anxiety assistance
☐ Personal Counseling (referral) ☐ Other

Please explain how you will utilize the resources indicated above.

Part 3 – Please complete this section with your Faculty Advisor.
What steps will you take to seek assistance?

How will you measure your progress toward academic success?

What steps will you take to refine the plan if it’s not working?
University of South Florida – College of Pharmacy

Student Travel – Request for Funding

Please complete this form above the bold line and submit to Office of Student Affairs with appropriate documentation attached. Please note that student organizations are responsible for fundraising for their own travel funds. Students are expected to exhaust all avenues for funding prior to submitting request for travel to COP (i.e. submit a proposal to USF Student Government, etc.). Generally, the College will only support travel related to Patient Counseling and Clinical Competition winners and Legislative days. This form must be completed one month prior to date of travel for consideration of funding.

Please check the appropriate box below:

☐ Professional Conference as a member of a student organization
☐ Other travel, please explain
☐ Professional Conference as an individual

____________________________
Date Form Submitted: ____________________

Name/s of Students requesting funds: ___________________________________

Purpose for Travel: ____________________________________________________________________

Dates of Meeting/Conference: ________ Dates of Requested Travel: ________

Date of Registration Deadline: ________ Overall estimated Cost of Travel: ________

Cost per person: Registration ______ Flight ______ Mileage ______ Car Rental ______ Meals ______ Parking _______

☐ I/we have been certified through USF system to travel. If not, list names needing certification and respective
U-Numbers________________________________________________________

Class/Exam Missed: _________________________________________________

Please list all avenues attempted to secure funding (i.e., fundraising, USF Student Government travel grant, etc.)

___________________________________________________________________

___________________________________________________________________

☐ I/we have read the Student Travel Policy this request is being submitted at least 4 weeks prior to date of travel.

All documentation to be attached to include requested flights, maps for mileage, hotel rates, conference program

Students: Do not write below this line

Date form received ___________Name of Reviewing Official: ____________

☐ Travel approved – Specify for whom and what amount ____________________

☐ Travel not approved

Comments: _____________________________________________________________

Signature of Official: ________________________________

Date of Completion of Form and Return to Student: _________________________

____________________________
Release of Liability by Student for Academic Study or Travel

Name of College or Course ___________________________ Date ____________

In consideration of the permission granted by the Board of Trustees for and on behalf of the University of South Florida (USF), Tampa, Florida, to enroll and participate in the above stated course or course of study and related travel and transportation provided by USF, I do hereby release the State of Florida, University of South Florida Board of Trustees, the University of South Florida, and the Sponsors of the event as well as the agents, employees and members of the aforementioned, from all actions, causes of actions, damages, claims or demands which I, my heirs, executors, administrators, or assigns may have against any and all of the aforementioned for any and all personal injuries, known or unknown, which I have or may incur by participation in the above stated event and for all damage to my property.

I realize that there are inherent dangers and risks involved in the class room assignments and off campus activity and travel required by this course and/or the clinical study or the classroom setting within this course or course of study and I hereby agree to hold harmless the State of Florida, University of South Florida Board of Trustees, the University of South Florida, and the faculty or staff supervising the course or course of study, as well as the agents, employees, and members of the aforementioned from any loss, liability, damage or cost that they may incur due to my enrollment or participation in this course or course of study.

I hereby agree to abide by any policies, rules and regulations adopted by the aforementioned and understand that the violation of said policies, rules or regulations may result in immediate dismissal from the course, program or activity.

I expressly agree that the foregoing Release and Waiver of Liability Agreement is intended to be as broad and inclusive as is permitted by the law of Florida and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I have read this Release and Waiver of Liability Agreement and understand all of its terms. I execute it voluntarily and with full knowledge of its significance.

Printed Name ___________________________ Signature of Student ___________________________

Date ____________

Release/Indemnity Agreement
College of Pharmacy Records Review Request Form

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that establishes the rights of students with regard to education records and ensures students of the right to inspect and review those records. This form is provided as a means for students to request to review their records. This request should identify as accurately as possible the specific records that the student wishes to inspect and review.

Student's Authorization to Review Records

In signing this form, I, _______________________________________

ID# __________________________________, request to review the records listed
below at the University of South Florida College of Pharmacy.

Type of Record

Admission Records __________   Financial Aid Records __________

Cumulative Academic Records __________ Conduct Records __________

Other (please be specific) __________________________________________
________________________________________________________________
________________________________________________________________

I understand that the record custodian or his/her/their designee will be present while I inspect the records. I further understand that brief notes can be taken, however copies of the records will not be provided, which includes copying the records verbatim or taking pictures of the records.

I have carefully read the forgoing authorization and fully understand the meaning of this form.

________________________________________
Student’s Name (please type or print)

Signature________________________ Date________________

RETURN COMPLETED FORM TO: Registrar’s Office in MDA 1025 or fax to (813) 905-9890
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.”

Signature_____________________________________Date________________
COLLEGE OF PHARMACY  
ARPSAC STUDENT REVIEW MEETING  
Notification of Advocate Form

In signing this form, I, ____________________________, ID# ____________________________, hereby notify the Academic Review and Professional Student Affairs Committee (ARPSAC) at the University of South Florida College of Pharmacy that the individual listed below will serve as my advocate.

Name        Date of Review Meeting

The role of the advocate during this ARPSAC Review Meeting is limited. It reflects that this process is not a courtroom proceeding, but is part of the institution’s programs that are designed to provide a good living/learning environment for all members of our academic community.

An advocate may not speak or communicate (verbal, written, or nonverbal), question witnesses, or make statements before the ARPSAC. The advocate may not disturb the proceedings of the ARPSAC in any way. If an advocate fails to act in accordance with the procedures of the ARPSAC, he/she will be barred from these proceedings.

I have carefully read the forgoing authorization and fully understand the meaning of this form.

Student’s Name (please type or print)

Student’s Signature               Date

Advocate’s Name (please type or print)   Relationship to Student

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RETURN COMPLETED FORM TO: Registrar’s Office in MDA 1025 or fax to (813) 905-9890
USF College of Pharmacy Technology Requirement – Academic Year 2017-2018

The USF College of Pharmacy (COP) has a very active approach to using technology in support of student learning, and constantly works with students, faculty, and technology vendors to improve Pharmacy education. The following serves as a guide in regard to technology requirements for academic purposes. The guide reflects currently available educational software; however, changes may occur to help meet student learning needs. Students are encouraged to consider future upgrading capabilities prior to purchasing new equipment.

You can expect to use the following, or similar, educational technologies as a student. While some items will be used in all classes, others are specific to individual courses and will be detailed in the course syllabus.

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<th>Educational Technology</th>
<th>Company/Platform</th>
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<tr>
<td>Learning Management System</td>
<td>Canvas</td>
<td>No additional fee</td>
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<tr>
<td>Testing System</td>
<td>ExamSoft</td>
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</tr>
<tr>
<td>Experiential Education Application</td>
<td>Core ELMS</td>
<td>No additional fee</td>
</tr>
<tr>
<td>Immediate Response Device</td>
<td>Reef Polling App</td>
<td>$51 – 4 year subscription</td>
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<tr>
<td>Scientific Calculator</td>
<td>Texas Instruments 30XII</td>
<td>$20-$30 depending on retailer</td>
</tr>
<tr>
<td>Computer Monitor Privacy Screen</td>
<td>USF Computer Store</td>
<td>$30-$80 depending on size</td>
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To obtain educational pricing, the USF online computer store catalog can be utilized for computer, software, and accessory purchases [http://www.usf.edu/it/computer-store/online-catalog/index.aspx].

USF Health Information Systems (IS) [http://health.usf.edu/is] provides computer support. Additionally, they are Dell certified and are able to provide onsite Dell hardware repairs without shipping to the vendor.

All students are required to have a laptop computer that meets the minimum USF COP requirements:

- ($300-$800 depending on brand, size, & retailer)
- Dual Core i5 or higher processor (2Ghz or higher)
- 4GB RAM
• 250GB Storage
• Windows 7 or higher
• Microsoft Office 2013 or newer (available via free USF Health Download with Net ID)

Students should be aware of potential Mac OS compatibility limitations with some software and hardware used within the USF COP program. Vendors of educational software do not always de-conflict multiple operating systems, thus students who choose to use Mac-based systems may be unable to meet class requirements.

**Recommended Warranty Coverage and Service Plans**

Students should consider warranty coverage or service plans to cover equipment for the duration of your years of study (i.e. 4 years). As available, consider accidental damage warranty and those with on-site service capabilities.

**Other Items Used by Students (but not required)**

Desktop PC or Tablet  Color printer DVD/optical drive (internal or external)  Web camera  External hard drive and/or USB Flash Drive  Travel Mouse/Keyboard

USF Canvas LMS offers up to 21 GB of free storage: [http://my.usf.edu](http://my.usf.edu)  USF Health offers Box.com account with 100 GB of free storage: [http://health.usf.edu/is/services/application-portfolio](http://health.usf.edu/is/services/application-portfolio)

**HIPAA Compliance**

Patient confidentiality and privacy is of utmost concern. Students must be cognizant of any and all computerized/digitized patient information and remain in compliance with the Health Insurance Portability and Accountability Act (HIPAA) at all times.

**General USF Health IS Information**

• Security software installation may be required before connecting your mobile device, laptop or tablet to a USF Health resources accessible via the network

• Student may be eligible for software at a reduced price (Microsoft Office, etc…); contact USF Health Information Systems at support@health.usf.edu for additional information

• For account and technical support visit / bookmark the USF Health IS website: [http://health.usf.edu/is](http://health.usf.edu/is)