The purpose of this handbook is to describe the policies and procedures for the students, faculty, and staff of the USF Taneja College of Pharmacy (TCOP) regarding the handling of academic and non-academic affairs. This handbook was approved by the Faculty Council and the Dean of the TCOP and is not intended to be an official contract, either specific or implied, between you and the TCOP or the University. The TCOP 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 at the start of each academic year or regularly as changes occur in institutional policies.

Last Updated: July 21, 2020
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Tenets of the Taneja College of Pharmacy

The USF Health Taneja College of Pharmacy (TCOP) 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 TCOP will attain excellence in pharmacy education, and our resolve to meet the future challenges of healthcare is strong. Stay tuned as the USF Health TCOP works to transform the DNA of healthcare!

– Dr. Kevin B. Sneed, Dean USF Health Taneja College of Pharmacy

Welcome

On behalf of the faculty, administration, staff and student body, we extend a heartfelt welcome to the Taneja College of Pharmacy (TCOP) 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 TCOP 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 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 (OSA) is dedicated to assisting you in the successful completion of this challenging academic endeavor. The Associate Dean for Student Affairs (ADSA), Dr. Heather Petrelli, is available in her office during school hours, or after school hours at hpetrell@usf.edu.
Mission (why we exist)
USF Taneja 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 – Four Pillars (where we are going)
By 2019, USF Taneja College of Pharmacy will achieve interprofessional excellence in:
- Geriatrics
- Pharmacogenomics
- Informatics
- Leadership

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

USF Taneja College of Pharmacy
**Strategic Objectives**
Strategic objectives for the USF TCOP were developed by a team of administrators, faculty and staff of the USF TCOP. The strategic initiatives align with the Mission of USF Health, and were derived from the USF TCOP Vision and Goals. For information regarding the USF TCOP Strategic Plan, please visit: [https://health.usf.edu/pharmacy/college-overview](https://health.usf.edu/pharmacy/college-overview)

The strategic initiatives for the USF TCOP are as follows:
1. Education and Student Success
2. Interprofessional Education and Initiatives
3. Research, Innovation, and Entrepreneurship
4. Advanced Clinical Prowess
5. Business and Infrastructure Optimization
6. Culture, Community, and Global Outreach
PharmD Program

**TCOP Governance**
The USF Health TCOP has a shared governance structure that allows student participation and representation on the following committees:

- Curriculum
- Admissions
- Student Leadership Council
- Class Leadership and Student Organization Elections
- Student Honor Council
- Event and Community Service Committees

**Pharmacy College Educational Outcomes (PCEO)**
USF TCOP aligns with the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes which are used to assess the development of each student as they progress through the curriculum. Details on the CAPE Educational Outcomes can be found on [https://www.aacp.org/resource/cape-educational-outcomes](https://www.aacp.org/resource/cape-educational-outcomes) and the additional PCEOs for the USF TCOP are accessed here: [https://health.usf.edu/pharmacy/resources](https://health.usf.edu/pharmacy/resources)

**PharmD Concurrent Degrees and Concentrations**
The Taneja College of Pharmacy offers both concurrent degrees and concentrations. To learn more please visit the Taneja College of Pharmacy website at: [http://health.usf.edu/pharmacy/graduate-programs/concurrent-degree-programs-concentrations](http://health.usf.edu/pharmacy/graduate-programs/concurrent-degree-programs-concentrations).

Courses taken to fulfill a concurrent degree requirement are ineligible for transfer. For shared curriculum through USF TCOP Concurrent Degree programs, please refer to the specific degree plan.
Experiential Education

PHARMACY PRACTICE EXPERIENCE (PPE)

Experiential education constitutes approximately one-third (⅓) of the pharmacy curriculum. ACPE mandates the participation of student pharmacists in both Introductory (IPPE) and Advanced (APPE) Pharmacy Practice Experiences as part of the professional program leading to the Doctor of Pharmacy degree.

In following the ACPE guidelines, the USF TCOP has constructed its experiential program so that students are involved in IPPE rotations in both community and institutional settings throughout the didactic curriculum, then progress into the APPE curriculum. They provide a broad overview of pharmacy practice and the various roles and responsibilities that pharmacists play within the health care system. These experiences allow for application of didactic knowledge and assure our students have the skills necessary to provide high quality, evidence-based patient care.

Experiences are designed to provide students access to healthcare practices harboring an inter-disciplinary, inter-professional environment serving diverse patient populations. All experiences are obtained from high quality sites with exemplary preceptors dedicated to enhancing the knowledge, skills, and professional attributes of our students.

The IPPE sequence is a continuum, with learning objectives aligned progressively with the didactic curriculum. 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.

Academic progression to the fourth professional year begins upon successful completion of the PY3 requirements ). The PY4 APPE schedule 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 approved through the Office of Experiential Education 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. This can be reviewed on the USF TCOP website under Experiential Education accessed through: https://health.usf.edu/pharmacy/preceptor

**Co-Curricular Education**

Co-curricular activities are intended to support student development in the following ACPE 2016 Standards: “Standard 3: Approach to Patient Care” and “Standard 4: Personal and Professional Development”. Co-curricular activities will help the students to bolster the skills needed for a holistic patient care. The relevant activities will help to bridge any gaps between didactic and experiential experiences. These activities will also support student awareness and dedication to self-directed, lifelong learning.

ACPE encourages documentation, reflection, and evaluation of the value chosen activities provide to meet the intended goal of enhanced understanding and appreciation of the profession of pharmacy and its expectations. Assessments of co-curricular activities are necessary to evaluate and validate whether each activity is appropriate for student development in the required Standards and competencies. ACPE has suggested that completion of meaningful co-curricular activities have contributed to student success, and as a result they may be used as a consideration for progression within the Doctor of Pharmacy program.

Each student is required to complete and submit four (4) Professional Development Units (two [2] per Fall and Spring semesters), as well as two (2) Self-Selected Activities per each academic year of the program. Additional information regarding these requirements and submissions can be found in the Co-Curricular Handbook (https://usf.app.box.com/file/673909301712).

If a student is struggling to complete any activity, they should contact their Student Success Coach to develop a specific plan and timeline by which it will be completed prior to the assigned deadline. Students who are unable to complete the required co-curricular activities will be reported to Academic Review Committee (ARC). This will also affect yearly academic progression within the Doctor of Pharmacy program and/or graduation.

**Professional Education**

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to appreciate their responsibility to their profession. 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. 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. Refer to the PPE Manual (https://health.usf.edu/pharmacy/preceptor) and ARC sections regarding the policy and procedure for violations.

In addition to behavioral standards related to the pharmacy profession, students are expected to uphold the principles of honor set forth by the University System Regulation USF6.0021 Student Code of Conduct (https://usf.app.box.com/v/usfregulation60021), the USF Commitment to Honor (https://www.usf.edu/ethics/honor/) and the USF TCOP Professionalism Policy found in the Pharmacy Practice Experience Manual Appendix II Profile of Professional (https://health.usf.edu/pharmacy/preceptor).

Anyone seeking impartial assistance to identify and navigate professionalism concerns affecting faculty-student relations, academic achievement and/or institutional effectiveness may contact The Associate Dean for Student Affairs, the USF Student Ombudsperson, faculty student success coach, or class advisor.

Anyone seeking to report lapses in professionalism may contact any of the following: Student Honor Council, Director of Student Services, Student Success Coach, Class Advisor, Associate Dean for Student Affairs.

Faculty, staff, administrators, and students may submit a professionalism referral to the Director of Student Services (DSS) or ADSA. 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 Committee (ARC). Please refer to the subsequent sections of this manual for more information on the Early Intervention System, the process for Academic Review meetings, and professionalism and conduct in this handbook.

PROFILE OF A PROFESSIONAL

1. Reliability and Accountability
   - Individual is reliable and dependable, i.e., can be counted on to fulfill responsibilities accurately and meet objectives/goals.
   - Individual demonstrates accountability, i.e., holds oneself liable for tasks, duties, and other responsibilities; does not blame others for mistakes or mishaps; does not avoid responsibilities.
   - Individual is self-directed in undertaking tasks, i.e., self-motivated, resourceful, and functions independently; completes tasks by deadlines.
• **Individual is punctual**, *i.e.*, arrives at assigned location early or on time; notifies relevant parties when delayed.

• **Individual uses time efficiently**, *i.e.*, allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely.

• **Individual prioritizes effectively**, *i.e.*, organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes.

• **Individual behaves in an ethical manner**, *i.e.*, acts in the best interest of others; acts in accord with the code of ethics; honors individual rights.

• **Individual maintains confidentiality**, *i.e.*, does not inappropriately disclose individual and/or site-specific information.

2. **Lifelong Learning and Adaptability**

• **Individual accepts and applies constructive criticism**, *i.e.*, responds openly and positively to feedback; modifies behavior if necessary.

• **Individual is a life-long learner**, *i.e.*, seeks knowledge; asks questions; searches for information; takes responsibility for own learning; evaluates learning and documents competency.

• **Individual is aware of personal strengths and weaknesses**, *i.e.*, has personal insight; able to self-reflect and thereafter implement professional or personal development plans.

• **Individual is adaptable**, *i.e.*, able to modify behaviors and/or respond to ambiguity; demonstrates resilience.

• **Individual demonstrates appropriate help-seeking behaviors**, *i.e.*, recognizes need and seeks help for professional and personal challenges.

3. **Relationships with Others**

• **Individual is empathetic**, *i.e.*, demonstrates an appreciation for, recognizes the perspective of and is considerate of others.

• **Individual is respectful**, *i.e.*, demonstrates regard for and maintains appropriate boundaries towards individuals and property.

• **Individual is altruistic**, *i.e.*, demonstrates an attitude of service by helping others (selfless); gives of oneself to benefit others.

• **Individual is diplomatic**, *i.e.*, is fair, tactful, accurate, and unbiased when dealing with others; resolves conflicts in a manner that respects the dignity of all involved.

• **Individual communicates effectively (verbal and non-verbal)**, *i.e.*, demonstrates the ability to provide effective and constructive feedback, provides input that is solution-focused and
goal-orientated; appropriately engages in dialogue, is diplomatic, and uses proper channels.

- **Individual communicates articulately (oral and written),** *i.e.*, clearly communicates thoughts; uses appropriate terminology and vocabulary for the intended audience.

- **Individual establishes rapport,** *i.e.*, relates well with others; is a team-player.

- **Individual demonstrates emotional intelligence,** *i.e.*, able to recognize and manage emotions when faced with difficult or stressful situations.

- **Individual embraces diversity and inclusiveness,** *i.e.*, is open-minded towards others and situations; does not stereotype or prejudge situations; respects individual diversity.

**Civic and Professional Engagement**

- **Individual promotes harmony,** *i.e.* fosters an atmosphere conducive to learning; demonstrates humility and civility towards colleagues; promotes intra- and inter-professionalism.

- **Individual advances the profession,** *i.e.*, is an active participant in professional organization(s); advocates for the profession; maintains continuing education requirements.

- **Individual serves the community,** *i.e.*, participates in local and/or global community service activities affiliated with the University or College to address community-related needs.

**4. Professional Image**

- **Individual practices personal hygiene,** *i.e.*, personal health and grooming habits are acceptable for the environment.

- **Individual demonstrates appropriate etiquette,** *i.e.*, utilizes environmentally and culturally appropriate gestures, body language, and mannerisms.

- **Individual wears appropriate attire,** *i.e.*, adheres to dress code; attire is acceptable for the environment.

- **Individual demonstrates confidence,** *i.e.*, acts and communicates in a self-assured manner, with modesty and humility.

- **Individual maintains positive persona (live and virtual),** *i.e.*, maintains a positive attitude regardless of platform; social media presence is appropriate.
Following are examples of appropriate professional behavior:

<table>
<thead>
<tr>
<th>Value Anchor</th>
<th>Behavior</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility and Accountability</td>
<td>Comes on time and is prepared</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informs others that he/she will be unable to attend</td>
<td>Informs faculty of intended absence from a mandatory meeting/class or clinical assignment well in advance so that consequences of absence can be addressed. Students should reference appropriate preclerkship and clerkship guidelines.</td>
</tr>
<tr>
<td></td>
<td>Assures continuity of patient care when absent</td>
<td>Arranges for coverage and discusses patients prior to leaving clinic/floor at the end of shift or rotation.</td>
</tr>
<tr>
<td></td>
<td>Completes assignments, documentation responsibilities on time</td>
<td>Submits all assignments when due. Completes charting on patients in a timely manner.</td>
</tr>
<tr>
<td></td>
<td>Complies with rules/procedures</td>
<td>Follows directions, rules and procedures; asks for clarification when needed.</td>
</tr>
<tr>
<td></td>
<td>Shares workload appropriately and takes on additional responsibilities</td>
<td>Does equal share of work in a group project. Accepts or volunteers for reasonable share of absent member’s duties/work when a team/group member is absent.</td>
</tr>
<tr>
<td></td>
<td>Responds to communications in a timely manner</td>
<td>Answers emails (&lt;24hrs), pages (immediately), and returns phone calls (as appropriate to situation) promptly.</td>
</tr>
<tr>
<td></td>
<td>Acknowledges and accepts consequences of action</td>
<td>Acknowledges mistakes and accepts correction or action taken to remediate.</td>
</tr>
<tr>
<td>Self-Assessment/ Improvement</td>
<td>Accepts and modifies behavior in response to constructive feedback</td>
<td>Listens to feedback without being defensive, asks questions to clarify expectations, seeks examples of how to modify performance and constructs an action plan to address areas needing improvement.</td>
</tr>
<tr>
<td></td>
<td>Acknowledges limitations of knowledge, authority and ability</td>
<td>Performs procedures only under direct supervision.</td>
</tr>
<tr>
<td></td>
<td>Shows the appropriate level of self confidence</td>
<td>Presents in class or rounds with clarity and consistency. Acknowledges gaps in knowledge. Asks questions to help consolidate knowledge and skills. Is not arrogant or withdrawn.</td>
</tr>
<tr>
<td>Ethical Behavior</td>
<td>Attributes ideas appropriately</td>
<td>Avoids plagiarism; acknowledges and attributes ideas of peers and others.</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Demonstrates honesty and integrity</td>
<td>Does not seek answers to exam questions during testing administration; does not communicate exam answers to subsequent examinees; documents authentically when providing patient care; does not copy previous work. Adheres to examination honor code during test administrations.</td>
</tr>
<tr>
<td></td>
<td>Recognizes potential ethical dilemmas</td>
<td>Demonstrates awareness of potential sources of conflict between patients, providers and team members. Demonstrates awareness of conflicts of interest in the practice of medicine.</td>
</tr>
<tr>
<td>Appropriate Interactions with Others</td>
<td>Demonstrates courtesy, politeness and patience</td>
<td>Listens actively and attentively to patients, families, coworkers and responds appropriately.</td>
</tr>
<tr>
<td></td>
<td>Maintains appropriate boundaries</td>
<td>Does not offer gifts or services to faculty in order to receive special consideration in the future.</td>
</tr>
<tr>
<td></td>
<td>Maintains appropriate appearance and demeanor</td>
<td>Good grooming/hygiene; appropriate and clean dress.</td>
</tr>
<tr>
<td></td>
<td>Respects diversity</td>
<td>Asks about cultural background and acknowledges how these may impact health care.</td>
</tr>
<tr>
<td></td>
<td>Considers other’s point of view</td>
<td>Listens to others, asks questions to clarify differences of opinion; is not dogmatic, insistent or rude.</td>
</tr>
<tr>
<td>Patient-Centered Care</td>
<td>Demonstrates insight into the impact of their communication &amp; behavior on others</td>
<td>Acknowledges own non-verbal and verbal comments that may signal boredom or disrespect to patients, families or other team members.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Develops rapport with patients</td>
<td>Uses open ended questions, obtains patient’s “story” of the illness, establishes trust with patient.</td>
</tr>
<tr>
<td></td>
<td>Incorporates patient’s views on health and illness into care</td>
<td>Collaborates with patient and inquires as to patient preference for care.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates compassion toward patients</td>
<td>Being empathetic to better understand what patients are going through. Getting to know patients to better understand their needs. Giving patients someone to talk to, which is especially important for patients who don’t have</td>
</tr>
<tr>
<td></td>
<td>Advocates for the patient</td>
<td>Gets appropriate individuals involved in patient’s care, makes efforts to have team work together for patient’s best interests and follows patient’s progress.</td>
</tr>
</tbody>
</table>
Academic Policies and Procedures

Academic Policies and Regulation
To access the University of South Florida’s policies and regulations please visit [https://usfweb.usf.edu/generalcounsel/](https://usfweb.usf.edu/generalcounsel/). The information presented here represents The College academic policies, courses, programs, policies, graduation requirements, and grading procedures. Requirements described in the Student Handbook may be modified, discontinued, suspended, deleted, restricted, or supplemented at any time at the sole discretion of The College, University, and the Board of Trustees.

Procedure for Transfer Credits
Upon approval of the Taneja College of Pharmacy, PharmD students may transfer graduate level course(s), taken during enrollment in the PharmD program, into the PharmD program to suffice elective requirements. PharmD students may transfer the equivalent of graduate level course(s) (5000-7999) with a minimum of 1 semester credit hour taken at a regionally accredited institution into their PharmD program to suffice elective requirements.

- The course must be applicable to the PharmD program.
- The student must earn a grade of B (3.00) or the minimum passing grade, whichever is higher, in the course. Pass/fail courses are not eligible for transfer.
- Graduate coursework taken prior to matriculation in the TCOP PharmD program is not eligible for transfer.
- It is highly recommended that the course the student wishes to transfer receives pre-approval prior to enrollment.
- Contact Records and Registration Specialist for forms and procedure.
- The student must register and pay for the course as dictated by the offering institution, and there will be no change in tuition and fees at the USF TCOP.
- Upon completion of the course, the student will have their official transcript sent to the TCOP.
- Final approval will be completed by Curriculum Committee Chair and Associate Dean of Academic Affairs. Students will be notified of the transfer credit decision by the Records and Registration Specialist within 30 days of submission.
• The transfer course will be added to the student’s TCOP PharmD transcript, but will not be calculated into the student’s TCOP cumulative GPA.

Registration & Course Withdrawal

PharmD Curriculum
Due to the cohort model of the curriculum, all students will be enrolled in all courses automatically by the Records and Registration Specialist. Students will choose two elective courses from those available via lottery. Students may also have the opportunity to enroll in supplemental certificate courses not part of the core PharmD curriculum.

For courses outside of the core curriculum, students may drop a non-required course during the first five class days of the fall and spring semesters in order of the course not to appear on the permanent academic record.

Non-Required Courses
Students may drop a non-required course during the first five class days of the fall and spring semesters for the course not to appear on the permanent academic record. Students may withdraw from a non-required course between the second and tenth week of the fall and spring semesters. The grade of ‘W’, ‘WP’, or ‘WF’ as assigned by the course coordinator will appear on the permanent academic record.

Grading Scale
The TCOP 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 TCOP 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

**CLARIFICATION 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 TCOP beyond what is notated on the transcript unless required by law.
Matriculation Policies

Students must complete the PharmD curriculum in a maximum of seven (7) years to qualify for graduation.

Academic standing is based on a 4-point cumulative grade point average (CGPA) as outlined below:

- 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 Committee (ARC). The ADAA and ARC 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 academic 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 ARC (cases of professionalism violations are addressed by the ADSA and may involve an ARC 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 ARC 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.

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 TCOP makes every effort to affirm student grades as quickly as possible after the end of a semester. As such, generally the ARC review meeting will occur shortly 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 TCOP 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 overall GPA of 2.75 in order to maintain academic achievement. Students falling below 2.75 GPA will be placed on academic warning or probation as defined previously. A student must earn a 2.5 GPA in order to successfully matriculate and remain enrolled in the TCOP. However, academic progression is reviewed each semester and a student may be separated from The College even with a GPA over 2.5. The minimum acceptable course grade will be a C (GPA = 2.0). Course failure will be defined as the receipt of an F (GPA = 0), and will require review by the ARC.

All students must meet the standards of satisfactory academic achievement to serve in a leadership capacity of a TCOP student club or organization, or TCOP committee. For additional information refer to the ARC section.
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 Committee for more information regarding the appeal process for cases involving overall academic difficulty, or infractions related to professionalism. All timelines provided are guidelines and not guaranteed. Extenuating circumstances may require additional time.

F I N A L  C O U R S E  G R A D E  A P P E A L  P R O C E S S

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.

All student requests for appeal must be submitted within two (2) business days of the receipt of the grade or appeal decision. All appeal responses are expected to be completed within five (5) business days of receipt. Should an appealing party be out of the office during the 5-day period and unable to respond, the five (5) business days will be applied upon return to campus. Should the appealing party be on extended leave, the appeal should be submitted to the next level of appeal.

If the coordinator is no longer with the University, the student shall appeal directly to the Department Chair who will then try 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. Generally, students are expected to adhere to the established hierarchy below for resolving concerns or appeals:

- Instructor
- Course Coordinator
- Department Chair
- Associate Dean
- Dean (only in instances of suspension or dismissal)

Student’s wishing to appeal a grade will be provided the opportunity of the following three-step appeal process.

Appeal to the Faculty Member for Review of the Assigned Grade

Within two (2) business days after the receipt of the grade, the student may initiate the appeal process in writing to the course coordinator. The letter must request an appeal to the grade and include rationale for how the grade was assigned in error. The course coordinator will meet with the student to review the course grading guidelines 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 five (5) business days of request receipt. Should the decision of the coordinator be upheld, the student has the right of appeal to the Department Chair.

**Appeal to the Department Chair**

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 two (2) business days of the faculty decision. The student shall include all relevant information relating to the appeal. The Department Chair will request a written summary statement from the coordinator.

If the Department Chair determines that the assigned grade is in error, after discussion with the coordinator, they will complete the grade change.

The Department Chair will notify the student in writing of the decision within five (5) 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 two (2) business days following the conclusion of the Department decision. 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 render a decision in writing to the student within five (5) 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 TCOP faculty who had not previously been involved in issuing the grade or the appeal process. The committee shall elect a chair 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 ADSA, may be requested to provide additional relevant information as applicable. The student may invite a guest to attend the review meeting to offer moral support via required form; however, the guest may not participate in any way at the meeting (verbal or non-verbal communication).

The special committee will submit to the ADAA a written recommendation regarding the grade appeal. The ADAA will review the recommendation of the
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.

For individual assignment grade appeals, students must follow the course grade appeal process with the following exceptions:

- Appeal must be first initiated with the instructor, who initially assigned the grade.
- The decision of the Department Chair 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 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.

Remediation Policies.

IN-COURSE REMEDIATION

**Midpoint Plan of Action**

The TCOP 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 Assistant Director for Academic Achievement, 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 Assistant Director for Academic Achievement. Plan of Action located in appendix of this handbook.

**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. Intracourse remediation may include such actions as resubmission of a paper, assignments, or retaking an exam to measure mastery of content knowledge. Intracourse 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 of having offered intracourse remediation in the form of an early referral to the DSS. This documentation will be formally submitted to ARC should a subsequent course mastery 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 ARC.

**POST-COURSE REMEDIATION**

Once a final grade for the course has been assigned, students receiving a failing grade in the course will be required to meet with the ARC. The ARC 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 ARC. 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 ARC 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 ARC 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.

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 ARC on a case-by-case basis.

Post-course remediation will be in the form of a three-week, student-directed independent study or as determined by the ARC 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 ARC decision. Students are responsible for initiating the process after notification from ARC. If the course serves as a pre-requisite 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 ARC. 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 ARC to determine between suspension or dismissal from the program.

**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 without much prior notice.

The TCOP 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 TCOP 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 TCOP Curricular Pillars is Leadership and The College encourages leadership through a strong focus on working collaboratively. The TCOP 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 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 ADSA 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. Excused absences from these activities will not be granted for employment. The TCOP will maintain a calendar of events that provides as much notification as possible. On occasion, the TCOP 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.
Faculty may choose to mandate alternative attendance processes as deemed necessary and appropriate for a particular course.

REQUEST FOR ABSENCE FROM CLASS

At USF TCOP, 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 in extracurricular 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 ARC 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
Personal absences: Students expected to be absent for a planned event (i.e., personal appointment, professional interviews, etc.) are required to submit an absence request form directly to each faculty member for missed courses. Forms are to be submitted regardless of whether missing the date will have an impact on course grade. Faculty will respond directly to students with a decision regarding whether absence is excused.

Professional travel absences: Students seeking an absence for travel to a professional conference are expected to make a request through the Office of Student Affairs including the absence request form and appropriate documentation to the Administrative Specialist to the ADSA. Students are to submit one absence request for all students planning to participate in the professional travel. Requests will be routed to
faculty for decision. Faculty will determine if the event will be excused and subsequent coursework requirements. Faculty will communicate decision directly to students. 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. 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). When this occurs, the student, or a family representative will contact the Associate Dean for Student Affairs directly (813-974-4623). The ADSA will make a preliminary decision contingent upon receipt of the absence request form and appropriate documentation. The ADSA will notify faculty, administrators, and student success coach of approval for specific dates of administrative excused absence. When able, the student will submit the absence request form with appropriate documentation and the ADSA will sign the form indicating approval and circulate to affected faculty for notification. Students will be responsible for communicating directly with faculty to arrange for the completion of missed coursework.

Occasionally, a student may require an absence resulting from a circumstance that is sensitive in nature. Students may request confidentiality and all documentation and rationale for need of absence will remain confidentially located in the Office of the ADSA. In such instances, communication of approved absence to faculty/administration will only include dates of needed absence with indication that documentation for requested absence has been verified and housed confidentially. Students will be informed in advance should information need to be shared with others in administration.
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 ADSA, who will collaborate with Experiential Education for administrative excused absences.

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. 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 OSA. If the DSS is unavailable, the student should contact the OSA, 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 OSA. 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 Director of Student Services 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 have an early referral of unprofessionalism submitted and required completion of 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

The Taneja College of Pharmacy is aligned with the USF Policy 10-045 Attendance for the Observance of Religious Days by Students, located at: https://usf.app.box.com/v/usfpolicy10-045.

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 OSA.

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 OSA 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 TCOP 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 reenrollment 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 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 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.

Capstone Exams
The USF TCOP curricular plan includes 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 is offered in the 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.
Student may expect grades to be reported as soon as possible after the examination. A passing score is considered greater than or equal to (≥) 70%. Any student who scores less than (<) 70% on the exam will receive a notification from the ARC.

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 ARC. The ARC will review submitted plans of action to ensure completion of remediation requirements. Students who do not complete the remediation process will be referred to ARC for further action.

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 TCOP Professional Competencies and Educational Outcomes (PCEO) and other graduation requirements.
Students may expect grades to be reported as soon as possible after the examination. A passing score is considered greater than or equal to 70%. Students who do not successfully complete the EoY exam will be required to retake the exam. All exam scores less than (<) 70% will be communicated with ARC. Additionally, Scores less than (<) 70% on the repeat exam will be referred to ARC for further action.

Students are expected to make vigilant efforts to successfully pass all EoS and EoY exams. The annual ARC 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.

**Pharmacy College Outcomes Assessment**
All PY3 students will be required to take the Pharmacy Curriculum Outcomes Assessment (PCOA) exam. Students scoring below the target 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 ARC 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 ARC for additional action including but not limited to probation, suspension or dismissal from the program.

**Repetition of Coursework**
This procedure is intended to provide general guidance for ARC decision-making related to repetition of coursework when a student fails a course requiring repetition of the year. However, the ARC 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 required to repeat coursework for which a grade of F was earned. However, the ARC 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 more than two consecutive semesters will be required to repeat the entire academic year regardless of previous academic performance.
TUITION

The USF TCOP 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 Taneja 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 ARC 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 TCOP (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 ADSA.
3. If after meeting with the ADSA, 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 ADSA
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 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 TCOP 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 TCOP 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 ARC 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 ARC, 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. Any absence longer than one week (5 business days) will invoke leave of absence procedures. 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 ADSA 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 ARC for a review, which shall be conducted with a meeting reviewing all documentation and decision from the ADSA. The ARC 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., ADSA, ADAA, or ARC).

The ARC 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 ARC, 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 ARC 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 TCOP 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.

**Graduation**

Graduation at USF TCOP is comprised of two components. The Taneja College of Pharmacy Medallion and Awards Ceremony primarily consists of the Taneja College of Pharmacy community in which the faculty welcome students into the profession and students recite the Oath of a Pharmacist. USF Health Commencement includes all the colleges of USF Health in which degrees are formally conferred by the University President. The College invests a great deal of time, resources, and finances to prepare students for these events. Full attendance at both events is a matter of diplomacy and builds the reputation of The College. Therefore, all graduating students are expected to attend both ceremonies.

During students fourth year, students will be responsible for applying for graduation and paying the graduation fee, irrespective of attendance.

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 TCOP needs to invite some of our international guests and/or contact ambassadors or other dignitaries. If a student would like to invite international guests, they should contact the DSS.

**GRADUATION CERTIFICATION**

Students must complete the PharmD curriculum in a maximum of seven (7) years to qualify for graduation. Of note, financial aid requires students to complete the program in 6 years. Therefore, students will not receive financial aid in the 7th year of attendance.

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 ARC and ADAA will convene to review the academic portfolio 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 ARC, and only 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.

USF Health Graduation is a significant and professional event. As such, graduation cords must be worn under the graduation gown and no further adornments are permitted. Students may wear as many cords or pins as they like during college specific ceremonies. Adornments at college-specific ceremonies must be limited to cords and pins. Students may NOT wear stoles. Also, pins should be confined to one side of the gown.
Student Conduct

The Doctor of Pharmacy is a professional degree in which students are licensed practitioners by the Florida Board of Pharmacy through the Florida Department of Health. Students must demonstrate appropriate professionalism as a requirement for graduation, therefore, all performance, including professionalism, is considered academic.

All students are required to abide by the USF Student Code of Conduct Regulation 6.0021. For more information visit:
https://usf.app.box.com/v/usfregulation60021

The Associate Dean for Student Affairs is the designee within TCOP of the Office of Student Rights and Responsibilities and oversees the administration of the Student Code of Conduct within the Taneja College of Pharmacy and ensures adherence to procedures and guidelines affording appropriate due process. This may occur in collaboration with the Academic Review Committee, which serves as the official body for academic progression.

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 ADSA for determination of appropriate action up to potential dismissal from the pharmacy program. As the chief disciplinary officer, the ADSA may choose to independently determine the appropriate course of action or refer the case to the ARC. 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.

**COVID-19 Expectations**

All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing. Failure to do so may result in dismissal from class, referral to the Student Conduct Office, and possible removal from campus.

**Arrests and Background Checks**

All admitted students must provide written self-disclosure to ADSA 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 TCOP’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. A student may have to complete more than one CBC and drug test during the program, depending on the requirements of each site.

**Obligation to Report**

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 OSA. 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 ADSA 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 a 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 providing the evidence against him/her/them.

Academic Integrity
All students are required to abide by the USF Academic Integrity of Students Regulation 3.027. For more information visit: https://usf.app.box.com/v/usfregulation3027

Students will be held responsible for understanding the following violations of academic integrity:
• Cheating
• Plagiarism
• Fabrication, Forgery and Obstruction
• Multiple Submissions
• Complicity
• Improper use of teamwork credit
• Solicitation or Purchase
• Misrepresentation
• Misconduct in Research and Creative Endeavors
• Computer Misuse
• Misuse of Intellectual Property
• Violation of State or Federal laws with regard to Intellectual Property

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 ADSA for violation of academic integrity guidelines. Note: In this section, the term exam refers to any assessment activity requiring faculty to implement integrity procedures. 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, or any technological devices are not permitted anywhere in the examination room. Other items that are not permissible 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.

• Students are expected to keep their eyes on their own paper/screen.

• 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 30XII 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 are aware of future model modifications and changes and will make necessary adjustments at that time.
• Student will not be permitted to take an exam and earn a grade of zero if: (1) student arrives more than 10 minutes after the start of an exam OR (2) student arrives after the first student has completed the exam (whichever is sooner).

• Students are required to remove ID badges during assessments. The student is responsible for putting the badges back on upon the cessation of the assessment.

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.

VIOLATIONS OF ACADEMIC INTEGRITY PROCEDURES

Specific, detailed guidelines for procedure are contained in the following link https://www.usf.edu/graduate-studies/students/academic-integrity-of-students/ and will be adhered to when alleged violations of academic integrity guidelines by students of the TCOP 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 established guidelines utilizing one or more of the following agents or bodies: Academic Unit, ADSA, or Student Honor Committee. Cases may be referred to ARC by ADSA or Student Honor Committee.

Each of the offices has the authority to impose independent sanctions on the student that may be additional, less severe or more severe than the academic sanctions. The student will be subject to each sanction concurrently and/or consecutively and must comply with the full terms of each.

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

Grade Sanction – Alleged violations of academic integrity are initially handled by the instructor, who will discuss the incident with the student and determine appropriate course of action. The student will be assigned the grade by the instructor in the course in which the student is registered. 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. 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. The instructor may choose not to elevate
the violation to the knowledge of administration. However, faculty are required to submit an early referral as a means of documentation. Should this be the student's first violation of academic integrity (and not reported independently to ADSA), the matter is closed.

**College Sanction** – Cases may be sanctioned at The College level if case was reported directly to ADSA; or if after determining the academic response, the instructor refers the matter for additional sanctions. Please refer to the section on the Academic Review 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 will address the alleged violation without a referral from the instructor. Students wishing to appeal a College sanction resulting from an alleged academic integrity violation is directed to follow the appeal process outlined in this handbook for violations of professionalism sanctions.

**ACADEMIC INTEGRITY 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 TCOP 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, sanction 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 TCOP.

**ACADEMIC INTEGRITY 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 ARC procedures and appeal process. A copy of all appeal decision letters will be given to the ADSA for inclusion in the student's record.

**Disruption of Academic Progress**

In this regulation [https://usf.app.box.com/v/usfregulation3025](https://usf.app.box.com/v/usfregulation3025), the Office of Student Affairs of the Taneja College of Pharmacy (TCOP) 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 of the TCOP (OSA) 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.
Procedures for Handling Disruption of Academic Process

1. General Guidelines for Instructor:

- 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 arise.

- 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 OSA, 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, OSA 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.

- 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 business 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 business days to the Associate Dean of Academic Affairs (ADAA) for review and decision within two business 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, ADSA, and the Dean as soon as possible.

**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 Committee (ARC) for professionalism infraction.

**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 OSA 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 hard copy or scanned and sent by email to the student’s USF email address, simultaneously,
within two business days to the appropriate individuals. The report must include the following by way of memorandum:

- 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

**Possible Sanctions for Conduct by the Office of Student Affairs of the TCOP:**

Upon receipt of the Academic Disruption Incident Report or other referral for disruptive conduct, the OSA 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 ADSA or choose to have the case reviewed by ARC. The decision of ARC may be more or less severe than the original decision. Alternatively, the case may immediately be referred to ARC at the discretion of the ADSA.
When an incident is being reviewed by OSA for possible sanctions, current provisions affecting the student’s academic status (temporary or otherwise) will be communicated by the OSA of the TCOP 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.

**Resources:**
- University Police (813) 974-2628
- Center for Victim Advocacy and Violence Prevention (813) 974-5756 – Refer to regulation [https://usf.app.box.com/v/usfpolicy0-004](https://usf.app.box.com/v/usfpolicy0-004)
- 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 and the property of the USF TCOP. 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: [https://usf.app.box.com/v/usfpolicy0-105](https://usf.app.box.com/v/usfpolicy0-105)

**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.

**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: [https://usf.app.box.com/s/akc8axo0f933xkn32yzm9y963u9wi4z](https://usf.app.box.com/s/akc8axo0f933xkn32yzm9y963u9wi4z)

From time to time, pharmacy students may be asked to participate as human subjects in research. Investigators must obtain prior written approval from the ADSA in order to allow students to participate as subjects. Likewise, the ADSA 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 Violations of Academic Progression or Professionalism

The Doctor of Pharmacy is a professional degree in which students are licensed practitioners by the Florida Board of Pharmacy through the Florida Department of Health. Students must demonstrate course mastery and appropriate professionalism as an academic requirement for graduation. Therefore, all performance, including professionalism, is considered academic in nature.

Oversight for Professionalism Violations

The Associate Dean for Student Affairs 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 ADSA will investigate the circumstances, and either render a decision in the case and determine appropriate sanction or forward the case to the Academic Review Committee (ARC). In cases leading to suspension or dismissal (not related to the safety of self or others), the student has the right to accept the decision of the ADSA or request a review meeting from the ARC. The student will have two (2) business days from the date of notification of the decision from the ADSA to request a review meeting by ARC. Should the student choose to have the case reviewed by ARC, the review will be completely independent from that of the ADSA, the decision will completely replace that from the ADSA, and the outcome may be less or more severe.

The ADSA may also refer the case to the Academic Review Committee (ARC). The College reserves the right to refer a case for independent or additional action through the Office of Student Rights & Responsibilities at the University.

Cases of a violation to academic integrity are considered a violation of professionalism and will be determined by the ADSA. If necessary, an individual will be appointed by the Academic Affairs Dean to provide consultation to the ADSA regarding academic or discipline-specific understanding. The outcome of all decisions will be communicated to instructor(s), success coaches, 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. All formal letters will also be included as a part of the student’s academic record.

**Oversight for Academic Progression Complications**
The Academic Review Committee will review the academic and clinical performance of each pharmacy student and will make a determination regarding advancement, dismissal, readmission and graduation. It also acts directly to place students on probation and to design and approve remediation for academic deficiencies.

**Confidentiality**
All proceedings and associated deliberations of the ADSA and ARC are confidential. Except as specified in this Handbook, the meetings will be closed to persons other than the involved students, ADSA, ARC members (including Student Honor Committee members when appropriate), and advocates chosen by students called before The Committee. The ADSA and ARC recommendations will be shared with faculty, coaches and administrators as deemed academically necessary utilizing official channels of communication. Said communications will be relayed by the ADSA, ARC Chair, or ADAA depending on the nature of the infraction. Faculty will be apprised of the confidential nature of the information. All formal letters mailed to students will be part of the student academic record.

**Guidelines and Procedures of the ARC**

**PURPOSE**

The following defines the purpose, composition, policies and procedures for the Academic Review Committee (ARC).

1. Review the academic performance of each student throughout the student’s tenure at The College;
2. Verify completion of all program requirements and certifies TCOP students for graduation along with the Associate Dean of Academic Affairs (ADAA);
3. Meet with students in violation of student code of conduct and course failures;
4. Review and vote on the readmission of students as related to previous ARC decisions and/or decisions related to student Leave of Absence (LOA);
5. The ARC makes determinations regarding probation, suspension, dismissal and appropriate sanctions or educational activities for each.
Bias
The College reserves the right to appoint a special Ad Hoc Committee or members to the ARC 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 ARC proceedings and/or the appeal process. Additionally, any administrator or Chair of the ARC may require an individual be recused based on the potential for perception of bias, even in the absence of actual bias.

Communication
The USF TCOP has a no tolerance policy on retaliation https://usf.app.box.com/v/usfpolicy0-020. To avoid the perception of retaliation, students involved in an investigation for course mastery 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, DSS, and the ADSA. All involved parties within an investigation, to include faculty, staff, administrators, or advocates are bound by the same communication requirements. Students are also not permitted to speak with the ARC Chair, or any member of The Committee. Any questions specific to the proceedings may be addressed only to the ADSA. Involving other faculty and or administrators in communication may interfere with and/or bias current proceedings or future opportunities for appeal.

ARC MEETING PROCEEDINGS

Attendance
The ARC will meet as soon as possible within 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 Chair when appropriate information has been transmitted to him/her 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 to attend the meeting to speak on their own behalf. Meetings will only take place in person at USF TCOP in Tampa, FL; video and/or teleconferencing will not be permitted for students, faculty, staff, or witnesses.

Moral Supporter
The College recognizes the nature of the ARC meeting may evoke anxiety, and therefore, supports the presence of an individual to provide moral support selected by the student. The Director of Student Services or a core faculty member, who is not a member of the ARC may also serve as moral supporter. Students wishing to utilize a moral supporter must complete and submit the Notification Moral Supporter Form (see Appendices) to the ARC Chair at least two (2) business days prior to the ARC meeting and moral supporters must agree.
by signature to adhere to the following guidelines before the proceedings will commence. The moral supporter:

- 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 moral supporter will result in removal from the proceedings. Proceedings will cease and will resume once the moral supporter leaves or is removed from the room.

Procedure
During committee meetings in which students are to come before the ARC for unsatisfactory course mastery 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 ARC 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 ARC to be reviewed prior to the meeting. Students requesting committee review prior to the ARC review 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 course mastery or professionalism difficulties. Students are permitted to review all documentation being considered by the ARC 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 review meeting up to 5 days prior to the meeting. Students must make a request in writing to the ARC 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 review meeting.
During the review meeting, there will be active discussion between the student and ARC 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 is 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 Student Code of Conduct.

**Potential Sanctions**

All decisions will be provided to the student in writing and 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, Medical or Administrative - Is temporary, voluntary or involuntary
- **Suspension** can be either Course Mastery or Professional – Is temporary, involuntary, and determined by The College
- **Dismissal** can be either Course Mastery or Professional – Is permanent, involuntary, and determined by The College
- **Withdrawal** – determined by the student for any reason and is permanent

The outcome of final sanctions and associated remediation/probationary requirements 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**

PY2 students are reviewed at the midpoint of the Fall semester, PY3 students are reviewed at the midpoint of the Spring semester, and PY4 students are reviewed during APPE rotation block 3 or 4.

The purpose of each of these meetings is as follows:

- **PY1 and PY2** students will be reviewed to determine early intervention remediation plans for patterns of course mastery 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 course mastery and professionalism standards to enter the PY4 year and successfully treat patients. 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 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. Students may be pulled out of rotations to allow opportunity for remediation prior to graduation.

**Explanation of ARC 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 ARC 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. ARC 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 ARC and will be evaluated to determine eligibility to hold or run for leadership positions, pledge fraternities, or request a planned absence from classes.

**ACADEMIC PROBATION AND REMEDIATION**

A student who falls below a 2.50 cumulative GPA or who have exhibited a pattern of unprofessionalism will be placed on academic probation and will receive a letter from ARC and the ADAA. Additionally, depending on the academic record of the student, he/she/they may be required to meet with ARC to determine educative actions or remediation requirements to assist the student. The student will remain on academic probation until professionalism deficiencies have been resolved and/or the cumulative GPA is raised to 2.50 or above.

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 ARC 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 ARC 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 reaching 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.

RESOLUTION OF DEFICIENCIES

Failure to achieve satisfactory performance within the semester will result in continued intervention letters and may require elevated action from ARC up to and including dismissal from the TCOP. 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 TCOP. If academic achievement is not met after two semesters, the student may be required to appear before the ARC and may be subject to dismissal from the TCOP (see section on ARC procedures).

SUSPENSION AND/OR REPETITION OF ACADEMIC YEAR OR SEMESTER

The ARC 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. Suspension may be considered by ARC if:

• Failure of at least 1 course in the same semester
• Failure of at least 2 courses within the curriculum
• Multiple reports of unprofessionalism

Students may automatically receive a letter of suspension from the ARC without a review meeting.

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 ARC, 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 TCOP.
b. If the student receives more than one F grade during a single semester; more than three F grades in the curriculum; 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 ARC determines that the student does not meet the competency standards of the TCOP. 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 TCOP.
f. If, in the opinion of the ADSA or ARC, 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 TCOP community, including patients.
g. A student will be subject to dismissal if he/she/they directly or indirectly threatens physical harm to another member of the TCOP community.
h. A student may be dismissed from the TCOP 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 ARC 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, ADAA, Dean, etc.) will remain uninformed of specific details of individual cases until such time an appeal is made.

If dismissal is being considered, the student will be invited to an ARC review meeting.
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 ADSA and/or ARC 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. All timelines provided are guidelines and not guaranteed. Extenuating circumstances may require additional time.

The only basis for student appeal to higher levels of administration include the following circumstances:

1. When new information becomes available that was not previously available when initially presented;
2. A flaw in due process is identified, or
3. The existence of an error in the initial decision.

The following procedure provides guidelines for the appeal process of ARC 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 during suspension or dismissal midterm may request approval to continue attending classes with written notification to the ADSA of an intent to appeal within two (2) business days of the original decision. The privilege to continue attending classes requires authorization and will be granted based on individual circumstances of the case. This is not relevant for separations occurring at the end of the academic year. Successful completion of all requirements for each academic year is a prerequisite for progression to the next. Students may then request a full appeal of the ARC decision in writing to the ADAA within five (5) business days of the original decision from ARC.

Appeal to the Associate Dean for Academic Affairs

Students who elect to appeal the decision of the ARC will be required to submit, in writing, their intentions with any new information to the ADAA within five (5) business days of the ARC decision. The written appeal must 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 DSS prior to submitting the appeal to ensure that they are aware of the process, possible
outcomes, and that the appeal includes new information sufficient 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 ARC Chair to the ADAA. The Associate Dean will review all provided documentation and may choose to request meetings with the student, ARC Chair, Department Chair, 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 TCOP within two (2) business days of the date of the letter from the ADAA.

A Copy of all appeal decision letters from the ADAA and Dean will be given to the ADSA for inclusion in the student’s record, the ARC chair, and Student Success Coach.

**Appeal to the Dean**

Appeals to the Dean will be considered only when there is new information that was not previously available during either ARC 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 two (2) 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, ARC Chair, ADSA, department chair, 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 from the ADAA and Dean will be given to the ADSA for inclusion in the student’s record, the ARC chair, and Student Success Coach.

**Petition for Readmission**

Students wishing to return to the TCOP after a leave of absence, withdrawal, suspension, or dismissal must submit a written letter of readmission to the ADSA. 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 ADSA 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 TCOP 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 course mastery 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 ARC 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 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

Self-Directed Learning
The College has established certain academic requirements that must be met before a degree is granted. While advisors, directors, department chairs, 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. Degrees will only be granted if requirements for graduation have been satisfied.

Communication
Both written and E-mail communications will be considered official methods of communication between the University of South Florida’s TCOP 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 are 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 are 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 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 should be submitted to ADSA, who will determine the appropriate route of communication. Depending on the suggestion, it could be routed to a specific committee with authority in a particular area of administration, a department head, administrator, or staff member. The ADSA 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 ADSA 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 ADSA 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. TCOP 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 are also required for all courses in the Pharmaceutical Skills sequence. Business attire includes a tie (a business suit without the jacket). Course coordinators in a lab setting may require specific relaxed attire on an individual basis.

Scrubs, 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 scrubs are the required dress for the rotation activity. Scrubs 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 TCOP 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 TCOP 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 TCOP 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 supersede the dress code policies of the USF TCOP. 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 TCOP 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 TCOP has four health related requirements that must be met prior to matriculation.
https://health.usf.edu/medicine/internalmedicine/infectious/medicalhealthadmin/medical_students

1. Students must always have health insurance in effect during enrollment at USF TCOP. 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.

4. 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.

Students failing to meet enrollment requirements by deadlines (immunization, tuition payment, etc.) will be de-registered from all courses and subject to a $100 fee once reinstated.
| **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 Taneja 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 ACELLULAR PERTUSSIS (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. |
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.

**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 in 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 TCOP.

**Student Impairment Program**

It is the goal of the University of South Florida, Taneja 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.
DEFINITIONS

Academic Review Committee (ARC) – 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. course mastery, 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 DSS 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 DSS 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 ADSA 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](http://www.flprn.org/faqs)

**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 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 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.

**PROCEDURES**

Admissions applicants to the USF TCOP, with an arrest record or history of impairment, should consult with the ADSA 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 ADSA 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 ADSA 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 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 the Associate Dean for Student Affairs of any new arrest for any reason, or criminal history record information no later than 3 business days or as soon as possible following an arrest or charge of any crime. Students are required to report arrests of any crime regardless of legal counsel, where the case is in adjudication, the outcome of the case, or if the case has been sealed or expunged. This will allow administration to uphold our commitment to student wellness and professionalism. Through open discussion, early notice leads to optimal outcomes that ensure the health and safety of the student, other members of The College community, and 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.

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 regarding meeting professional, course mastery, 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 TCOP Pharm D. Program.

Any student known by the USF Taneja 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 Taneja College of Pharmacy has approved the above Pharmacy Student Impairment Program for pharmacy students.

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 the individual is compliant with appropriate evaluation and treatment. 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  
800-888-8776 ex. 213

Any concerned party can report an incident, which appears to be impairment to the DSS through the Early Intervention System or directly to the ADSA.

ASSESSMENT

The ADSA 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 to 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 TCOP for elevated sanction, which will result in dismissal from the PharmD 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 ADSA and/or the DSS shall be available to advise the student of the specific process by which they will receive assistance. The Taneja 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 a 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 Taneja 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 ADSA, who will monitor the student’s progress while in treatment and through aftercare.

The student may return to the Taneja 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 DSS of the USF-TCOP.
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: [https://usf.app.box.com/v/usfpolicy0-502](https://usf.app.box.com/v/usfpolicy0-502) and [https://usf.app.box.com/v/usfpolicy0-501](https://usf.app.box.com/v/usfpolicy0-501)

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 TCOP 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 ARC 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 ARC for unprofessional behavior and are at risk for dismissal of the doctor of pharmacy degree program.

**College Logo and Seal**
The USF TCOP college logo and seal are not to be used by students or employees without expressed permission from the Dean. Generally, they are not to be used at all. While there are guidelines for use of USF and USF Health logos, the USF TCOP logo and seal do not fall under these guidelines. The USF TCOP logo and seal are not to be copied and pasted from any website or document. Please refer to the provided link for further clarification: [https://www.usf.edu/ucm/marketing/](https://www.usf.edu/ucm/marketing/)
Student Services and Professional Support

The student services for the Taneja College of Pharmacy are provided primarily through the TCOP Office of Student Affairs (OSA) in collaboration with the Student Services departments of USF Health. The OSA is directly involved in student academic progression, as well as career and advanced educational opportunities providing guidance from orientation through graduation. Programs focused on holistic student development include records and registration, financial aid, personal and professional development, academic support for course mastery, faculty coaching, disability support, student organizations, leadership development, and diversity/inclusion initiatives.

Designation of Residency

The Taneja College of Pharmacy will follow the USF guidelines for residency status and reclassification listed at the following website [https://www.usf.edu/registrar/services/residency/](https://www.usf.edu/registrar/services/residency/) - Note: While the guidelines and procedures for USF reclassification are universal, the deadlines are program specific based on the academic calendar to ensure reclassification decisions are made prior to the tuition deadline

- 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.
- All requests for reclassification, including the appropriate documentation, should be submitted to the TCOP Records and Registration Specialist.
- Reclassification requests will only be considered for the fall since tuition is assessed annually.
- Students paying tuition prior to the tuition deadline, who are also approved for in-state residency after payment is made, can receive a refund for the out-of-state portion of fees or apply it to Spring tuition payment.
Tuition and Fees

TUITION

The amount of tuition and fees for all TCOP 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 of each year by contacting the TCOP Records and Registration Specialist. For details refer to the Tuition and Requirements section found on the USF TCOP website (https://health.usf.edu/pharmacy/prerequisites/tuition-requirements).

The Florida State Legislature established procedures for charging tuition and fees to medical and professional students attending Florida State University System 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 OSA. 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 January.

Students pay tuition directly to the USF Health Payment Center. The first installment 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 second installment amount.

1. Checks must be made payable to: USF Taneja 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.

2. Students are encouraged to send checks via certified mail in order to ensure it’s received and avoid late fees.

FEES

Students whose tuition payment is received after the due date will be assessed a late fee of $100 from the Taneja College of Pharmacy unless they have made proper arrangements for a late payment. Applications for a "Waiver of Late Fee" may be obtained from the OSA or the Office of Financial Aid. Additional fees may be assessed at the University level for late fees and returned checks. For more information, please refer to the following Website https://usf.app.box.com/v/usfregulation40107
Students failing to meet enrollment requirements by deadlines (immunization, tuition payment, etc.) will be de-registered from all courses and be subject to a $100 fee once reinstated.

**LATE PAYMENT FEE WAIVER REQUEST**

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. The Taneja College of Pharmacy has an additional waiver request form (available in Appendix) which must be completed in addition to the University Late Payment Fee Waiver Request form, which is accessible through the USF Controller’s Office at the following link [https://www.usf.edu/business-finance/controller/student-services/forms.aspx](https://www.usf.edu/business-finance/controller/student-services/forms.aspx).

All requests and questions regarding the Late Payment Fee Waiver and process must be directed to the TCOP Records and Registration Specialist in the OSA.

**REFUNDS**

Students who separate from The College may be granted a prorated refund of tuition paid less building and capital improvement fees. Students, who are dismissed from the TCOP or enrolled for more than 60% of the academic year will not be given a refund. A written request for a refund of tuition must be submitted to the TCOP Records and Registration Specialist 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 an increased refund of tuition paid less building and capital improvement fees 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.
Please refer to the USF Financial Aid Website for more information. Link is https://www.usf.edu/financial-aid/know-this/withdraw.aspx

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 OSA 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 OSA 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 OSA; merit scholarships and need-based scholarships will receive priority with regards to distribution of funds to students.

FINANCIAL AID TECHNOLOGY REQUIREMENTS

All USF TCOP students are required to have a laptop meeting the minimum USF TCOP 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 TCOP computer requirements are located on the TCOP Website. For more information please visit the following link: https://health.usf.edu/pharmacy/computer_requirements.

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 Taneja 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 meet with the Financial Aid Counselor/Administrator to ensure understanding of the process. For more information regarding the financial aid process, please visit the following link: https://health.usf.edu/well/financial-aid/pharmd-program.
Federal regulations require all schools participating in Title IV federal financial aid programs to have a Satisfactory Academic Progress (SAP) policy that conforms to specific grade-based and time-based requirements. These requirements apply to all students as one determinant of eligibility for financial aid and include three components:

- GPA
- Pace
- Maximum Time

Students pursuing the Pharm.D program must meet these requirements in order to maintain financial aid eligibility. SAP status will be determined at the end of each semester. Being allowed to continue and or resume academic progression does not automatically correspond/correlate with financial aid eligibility.

**Standard I – GPA:**
A Pharm D student must achieve and maintain a 2.75 cumulative grade-point average. The cumulative GPA is based on course work at USF TCOP. There will be one semester of warning if a student fails to meet this standard. In a warning status a student is still eligible to receive Financial Aid.

**Standard II - Pace**
A Pharm D student must complete 67% of all courses attempted, this sets an expectation towards your degree progress. There will be one semester of warning if a student fails to meet this standard. In a warning status a student is still eligible to receive Financial Aid.

**Standard III – Maximum Time Frame**
A Pharm D student is not eligible for further financial aid when the cumulative number of pharmacy school credit hours attempted is greater than 150% of the minimum credits required for graduation. No aid will be awarded if a student doesn’t complete the program within 6 years of matriculation (whether they received aid for all semesters or not). There will be **NO** semester of warning if a student fails to meet this standard. A student failing to meet this standard is immediately ineligible.

**The Review**
The SAP review must include the student’s total academic history—meaning all attempted hours at your degree level.

**FINANCIAL AID APPEALS**
Students who have extenuating circumstances that have contributed to their failure to maintain SAP may petition their status by completing a SAP petition. The written appeal should be submitted to the USF Health Financial Aid Office. The written
appeal must be submitted within 10 business days, from receipt of the deficit SAP status notification.

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:

- Narrative and supportive documentation (as appropriate) noting the reasons for failure to meet academic progression standards for financial aid eligibility.
- Narrative and supportive documentation (as appropriate) explaining how student circumstances have changed, with a description of steps undertaken to attain satisfactory academic progress.
- Narrative and signed copy of the required academic plan (as provided by the ARC). 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.

Students must complete the PharmD program within six years from the original date of admission to maintain financial aid eligibility. While academic requirements indicate students must complete the program within 7 years, students are only eligible for 6 years of financial aid.

**Academic Records**

Students may visit the OSA 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 OSA and interface with Health Banner in USF Health. The TCOP 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 OSA is converted into an electronic document and transferred into the appropriate student record. However, supplementary records are separate from other database systems in the TCOP, 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.
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (“FERPA”) protects the privacy of student education records. FERPA provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records (as set forth in 20 U.S.C. § 1232g, 34 CFR Part 99 and Florida Statutes § 1002.221).

For additional information on FERPA at the University of South Florida, please visit the Office of the USF Registrar website or refer to USF System Regulation 2.0021 (Student Records). Assistance with the process is provided by the USF Taneja College of Pharmacy’s Records and Registration Specialist.

STUDENT COMPLAINTS PROCEDURES

The USF TCOP has developed procedures for addressing both academic and non-academic, and internal and external written student complaints or grievances in alignment with USF Regulation. The following index is provided to help students navigate the appropriate mechanism for reporting any type of grievance: https://usf.app.box.com/v/usfpolicy30-053.

The TCOP will demonstrate responsibility in following those procedures when resolving student complaints through maintenance of detailed records housed in the OSA. All student complaints or 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. Please refer to the section on academic appeals for academic-related complaints or grievances.

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 DSS, or the ADSA to obtain strategies for resolution. Additionally, students may seek confidential guidance from the university Ombudsperson.

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 OSA. The ombudsperson within The USF TCOP for the report of student abuse is the ADSA. Additionally, students may contact the USF Ombudsperson, 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/they 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 ADSA 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 University Ombudsperson. The information for the Ombudsperson is located at the following link: https://www.usf.edu/ombuds/students/index.aspx.

Complaints may be addressed with the ADSA. Upon learning of the complaint, the ADSA 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 ADSA, referral of students to the ARC, 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 ADSA regarding course of action taken within 30 calendar days of the original report. When resolution of the complaint or issue is not possible within 30 calendar days, the ADSA will communicate regularly with the complainant at least every 30 calendar 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 ADSA 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 TCOP Dean. All records related to student complaints will be maintained in the Office of Student Affairs. Please refer to the ACPE website for more information regarding this process at the following link: https://www.acpe-accredit.org/complaints/.

**DISCRIMINATION**

USF TCOP 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 TCOP programs and activities, including but not limited to admission, 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.

**SEXUAL HARASSMENT**

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 TCOP 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.

Orientation:
First year incoming pharmacy students are required to attend a three-day orientation. The orientation occurs the week prior to the start of classes. All transfer students and any students repeating their first year will be required to attend the didactic portion of first year orientation but are excused from the team building activity.

Second- and third-year pharmacy students are also required to participate in an orientation specific to the second and third year, prior to the first week of classes. A separate orientation to Pharmacy Professional Experiences (PPE) is required and outlined in the PPE manual. Students are expected to make arrangements to participate fully. Failure to participate in orientation will be addressed as a professionalism violation.

Any students returning from a leave of absence will be required to participate in all orientation activities for the cohort they are returning to.
Ceremonies and Events
The Taneja College of Pharmacy hosts numerous ceremonies and events to celebrate student milestones. These events include Orientation, Medallion, USF Health Graduation and the White Coat Ceremony.

Students will participate in a White Coat Ceremony where they recite the “Student Pharmacists’ Pledge of Professionalism”.

Students will also learn the “Pharmacist’s Code of Ethics” in the curriculum, and be required to recite the “Oath of the Pharmacist” (revised and adopted by AACP House of Delegates in July 2007) upon graduation. 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.

Academic Support Services
The Office of Student Affairs 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 DSS’ 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 within the OSA:

- Overcoming test anxiety
- Stress management
- Time management
- Study skills for professional students
- Assistance with accessing USF Tutoring and Learning Services

Supplemental Instruction/ Tutoring/Academic Enhancement
The USF Taneja College of Pharmacy offers tutoring through the Office of Student Affairs, managed by the Assistant Director for Academic Achievement. Students are encouraged to use the services as a tool for overall success, not only when they are experiencing difficulty. These services are provided free of charge to any Taneja College of Pharmacy student. Students are encouraged to utilize supplemental instruction services as much as necessary for their individual situation.

Students in need of tutoring services may request assistance by emailing the Assistant Director for Academic Achievement.
**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.
(4) Maintaining confidentiality of student information.

**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.

**Academic Coaching & Mentoring**
Of the six areas highlighted in the Vision Statement of The University of South Florida TCOP, Academic Coaching 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 TCOP 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 TCOP 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.
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 OSA 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 DSS 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 DSS 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 DSS, 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 DSS 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 ARC, may request a change in advisor. To request a change, refer to the Assistant Director for Academic Achievement. The Assistant Director of Student Achievement will confer with the Department Chair in an attempt to oversee workload assignments and seek the most equitable and appropriate re-assignment.

**Temporary Coach Reassignment**
Chairs of departments must inform the Assistant Director for Academic Achievement when there will be a faculty student success coach on leave at least one month in advance or as soon as they are aware.

**Coaching and Confidentiality**
While Student Success Coaches desire to develop trusting relationships; because they are not counselors, there are limits to their ability to hold some information confidential. When at all possible, information shared with coaches will remain confidential. However, occasionally circumstances fall out of the coach’s scope or ability to provide assistance. In these circumstances, the coach will seek assistance from others with more expertise to provide optimal assistance.

Additionally, all faculty, staff, and administrators have a duty to report should students share information related to sexual assault (recent or historical; self or others), or information of suspected harm to self or others. Additional limits to confidentiality include instances in which academic success may be significantly at risk. In such circumstances, coaches will seek further assistance from someone in OSA or other University resources such as the Counseling Center, Students of Concern Action Team, or Student Accessibility Services.
FACTOR MENTORING

Although students will retain formal assignment to their academic advisor 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.

Early Intervention System
The Office of Student Affairs subscribes to the Wellness Model, which proposes that a student experiencing challenges in one or more major areas of life (Intellectual, Financial, Physical, Spiritual, Legal, Emotional, Interpersonal), will likely impact academic success. The Early Intervention System is designed to be a supportive program to provide early awareness and proactive intervention. The system serves as a comprehensive, centralized location for faculty, staff, or students to share information regarding academic, behavioral, professional, emotional or psychological challenges.

The benefits of this system are that the need for appropriate interventions and referrals can be evaluated with the goal of quick response and assisting in the student’s continued academic success. Additionally, information is shared informally with intervention only occurring if a pattern is identified. The Early Referral Notification System is also intended to intercede before patterns of unprofessionalism becomes severe enough to warrant review by the ADSA.

EARLY REFERRALS

Early Referral Notifications are informal and may be submitted through email, over the phone, or in person to the DSS. Faculty, staff, and students are expected to inform students when early referrals are submitted and address with the student directly. Early Referrals will not be communicated to students by the DSS, unless a pattern of behavior necessitates intervention. Once a pattern is identified the DSS will informally meet with the student, share concerns submitted, and discuss potential concerns and resources for support.

Responses to a pattern of Early Referrals may include, but is not limited to:
- Informal meeting with the DSS and/or Student Success Coach to check in on progress
- Referral to support services such as review sessions with instructor, counseling, academic support, etc.
- Creation of Plan of Action for improvement of course performance or professional behavior.
The Early Referrals remain informal and outside the academic record until such a point in which a pattern continues and warrants referral to the ADSA. Once referred to ADSA professionalism and/or course performance Early Referrals, previously shared with the student, become formal and part of a student’s academic record.

MID-TERM GRADE REVIEW

1. Mid-term grades will be calculated at the end of the 7th week of classes and submitted to the LMS by faculty. The Assistant Director for Academic Achievement sends the Plan of Action Form to students with instructions regarding completion and the timeline for submission. Any student who is notified of having 2 C’s or 1 F must follow these steps: 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 Assistant Director for Academic Achievement to be routed to appropriate body as necessary.
7. Plans of Action are reviewed by Assistant Director for Academic Achievement
8. Students who fail to meet the deadline are reported to ARC.

If additional resources are needed, the Student Success Coach will assist in referring the student appropriately and may request information or assistance from the DSS. If the student does not meet with their Student Success Coach within two weeks after mid-term grades are released, the Student Success Coach must notify the ADSA who will determine appropriate action.

Responsibilities of the Student

- Meet with the Student Success Coach at least one time a semester during P1; more often if needed
- Seek assistance from the Student Success Coach 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
**Personal Counseling**
The University of South Florida TCOP 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 TCOP OSA is for students to have timely access to the personal counseling services they need. Brief counseling interventions with counseling-trained staff 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 TCOP students. More information is available through the following link: [https://www.usf.edu/student-affairs/counseling-center/](https://www.usf.edu/student-affairs/counseling-center/).

**Crisis Events**
The OSA 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. More information is available through the following link: [https://www.usf.edu/student-affairs/counseling-center/](https://www.usf.edu/student-affairs/counseling-center/).

**Career Development Series**
The DSS is responsible for developing the TCOP’s Career Development Series. Through the series, students will have the opportunity to learn about different career paths within pharmacy through the “panelist series”.

Goals of the USF TCOP Career Development Series are provided to promote early and consistent assessment and development of students’ plans for their future in the pharmacy profession. This includes providing information regarding residencies and other post-graduate opportunities. Several of the academic and career-related services sought by pharmacy students will be incorporated within the Pharmaceutical Skills course series. Following is the expected pathway of services to be offered to students in each year:
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| PY1    | **Career Pathway Assessment Part I** - American Pharmacists Association (APhA) **Career Pathway** program  
| Fall   | • This is an online assessment and decision-making tool to assist students in evaluating needs and strengths regarding a Pharmacy career.  
|        | • Writing a professional CV  
|        | • Analysis of Career Pathways Part I - Discussion of Career Pathways Assessment results  
|        | **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](https://www.aacp.org)  
| PY1    | **Careers in Pharmacy Part II** (Panel of speakers) - Public Health, Government, Academia Resources, [AACP Careers in Pharmacy](https://www.aacp.org)  
| Spring | **APhA Career Pathways Part II** (full assessment) – Evaluation of changes from the first assessment and understanding of how to analyze career options  
| PY2    | • Post-Graduate training opportunities - Part I  
| Fall   | Residencies  
|        | Fellowships  
|        | • Post-graduate educational opportunities  
|        | • (Graduate school, PhD, MBA, JD, MPH)  
| PY3    | • Interview/Negotiation Skills (careers and residencies)  
| Spring | • Post-graduate training opportunities – Part II  
|        | Residencies  
|        | Fellowships  
| PY4    | • Career and Post-Graduate Opportunities Fair  
|        | • Personal Financial Management  
|        | • Conducting an Effective Job Search  

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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 TCOP DSS or ADSA.

Office of Shared Student Services – The WELL
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.

More information about the WELL can be found at the following link: https://health.usf.edu/well.

Students with Disabilities & Accommodations Support

Title III of the Americans with Disabilities Act (ADA) relates to anti-discrimination by entities engaged in public services and applies to the relationship between students and colleges and universities. The USF TCOP 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 (see TCOP Technical Standards at https://health.usf.edu/pharmacy/prerequisites/accepted-student-requirements) who have documented disabilities.

Students seeking accommodations must register with the Student Accessibility Services Office. Information for how to do so can be found on their website at https://www.usf.edu/student-affairs/student-disabilities-services/. Additionally, students may contact the DSS or ADSA for the TCOP, who will help guide the student through the process. More information can be found at the following link https://usf.app.box.com/v/usfpolicy0-108 (search term Disability Accommodations, Policy 0-108).

ACCOMMODATIONS FOR NATIONAL EXAMS

If a students would like to seek accommodations for a national exams, such as the Pharmacy Curriculum Outcomes Assessment (PCOA) or NAPLEX, they are encouraged to review the following link for criteria and procedures:
Students may also contact OSA for support documentation.

EXCEPTIONS TO ACCOMMODATIONS

Accommodation requests for PPEs and clinical exams (i.e., capstone exams, OSCEs, etc.) may be limited and should be discussed in advance with the TCOP ADSA and course coordinator(s). The accommodation of additional time for exams does not apply to all aspects of the clinical setting. Given the specialized nature of the exams administered in the TCOP, Student Accessibility Services may not be able to administer an exam. In such cases, Student Accessibility Services will work with the TCOP to ensure appropriate accommodations are provided.

STUDENT’S RIGHT TO APPEAL

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

Student Leadership Council & Organizations

The Taneja College of Pharmacy encourages students to become involved in student organizations as a means of developing leadership skills and professional networking opportunities. The Taneja College of Pharmacy follows the guidelines established by the Center for Student Involvement at the University of South Florida. The Director of Student Services, oversees the development of all student organizations at the TCOP.

Further, the TCOP Operational Procedures Manual for student organizations includes procedures for the governing body of all student organizations, the Student Leadership Council, how to form organizations, elections, and student interest groups, which can be obtained from the Director of Student Services TCOP.

Students should refer to the USF TCOP Student Organization Handbook available on the TCOP Student Affairs Website for policies and procedures (link: https://health.usf.edu/pharmacy/student-affairs).

Student Travel Policy

All Taneja College of Pharmacy students traveling for professional development or research must register their travel with the Office of Student Affairs utilizing the Travel Request and Travel Liability Forms (see Appendices) regardless of the department with which the student is traveling or whether funding is sought. This ensures awareness of the safety and location of all students in the event of an accident, natural disaster or significant national or international event. Students

Students seeking funding for professional travel may also do so utilizing the Travel Request form. Students should refer to the USF TCOP Student Affairs Website for policies and procedures regarding student travel (link: https://health.usf.edu/pharmacy/student-affairs).

Students that require reasonable accommodation under the Americans with Disabilities Act (ADA) for travel arrangements that are travelling with university employees should refer to ADA accommodations section of the University Travel Manual through the following link: https://www.usf.edu/business-finance/controller/documents/travelmanual.docx

STUDENT INTERNATIONAL TRAVEL

All TCOP students travelling abroad for any university-related travel program are required to complete an internal TCOP Travel Request form at least 60 calendar 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 (available through the following link: https://health.usf.edu/international/travel-processes. 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 prior to travel.

Student Delegates

The mission of the Student Delegate program is to share the USF Taneja College of Pharmacy experience with prospective students, their families, and other community members. These student leaders represent the rich diversity of the Taneja College Of Pharmacy and present a positive image of student life. The Student Delegate Program recruits qualified students to represent USF TCOP in a number of admissions initiatives including recruitment efforts, interview days, and information sessions. Delegates also serve as special event assistants at Orientation, Medallion and Awards Ceremony, 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 Delegates

- Attend new Student Delegate 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 a Student Delegate must apply through the office of the DSS and interview with a committee from the Taneja College of Pharmacy. Minimum requirements for becoming a Student Delegate include,

1. GPA
   a. Entering cumulative GPA of 3.0 for P1 students
   b. Cumulative TCOP GPA of 3.0 for P2, P3, and P4 students

2. Previous extracurricular and/or student organization involvement

Reporting Honor Violations

A student who witnesses or learns of a Student Code of Conduct or Academic Integrity violation is encouraged to report the matter immediately to the Student Honor Committee and follow the policies and procedures outlined in the Student Honor Committee Operational Procedures. The following procedures must be conducted.

- A student reporting an honor violation should report the incident to a member of the Student Honor Committee within three business days after being aware of the violation. Students may also report honor violations directly to the ADSA. 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 Student Code of Conduct or Academic Integrity requirements. If the committee finds the allegation as a
violation, the committee will request a formal meeting through the Taneja College of Pharmacy Academic Review Committee (ARC). The ARC 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 Taneja College of Pharmacy letter signed by both the Chair of the ARC and the Chair of the Student Honor Committee. After it is determined that a formal meeting is required by the ARC, 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 a Student Code of Conduct violation.

**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 the Student Code of Conduct and Academic Integrity requirements.

The Student Honor Committee 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 Taneja College of Pharmacy (TCOP). The USF TCOP administration is responsible for all final decisions as to the disposition and consequences related to violations of the school's Code of Conduct.

The Student Honor Committee members shall consist of the following:

- Eight class representatives: 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, two leadership positions from P1-P3 will include:
  - Chair
  - Vice Chair for Investigations
  - Vice Chair for Hearings
  - Vice Chair for Education
  - Vice Chair for Community Relations
  - Vice Chair for Administration
• The Chair of the ARC and DSS will serve as co-advisors to the Student Honor Committee.

CASES TO BE HEARD BY STUDENT HONOR COMMITTEE

The Student Honor Committee will be present and have full participation in all ARC meetings involving cases of academic integrity to include plagiarism and cheating; and cases of professionalism brought forward by the Student Honor Committee. The ADSA and the Chair of the ARC 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 ARC, or by the ADSA. 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 ARC meeting based solely on academic difficulty and progression.

HONOR COMMITTEE HEARING

All cases involving the Student Honor Committee brought before the ARC, 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 ARC. Refer to the ARC 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 ARC members at least 24 hours prior to a hearing. The ARC 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 ADSA or the Associate Dean for Academic Affairs (ADAA) 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 ARC Chair, Student Honor Committee Chair and ADSA.

PENALTIES

Student Honor Committee penalties will be decided in accordance to traditional ARC 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 ARC and Student Honor Committee in accordance with the traditional procedures of the ARC 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 Student Code of Conduct violations and understand that breaches of confidentiality constitute a severe Code of Conduct violation. If a student becomes aware of a Student 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 ARC. Student Honor Committee members must not communicate outside of formal Student Honor Committee or ARC 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 ARC.

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. There will be no tolerance for retaliation https://usf.app.box.com/v/usfpolicy0-020. Instances of harassment in response to participating in the process of honor committee will be considered a separate Student Code of Conduct violation. This applies to any member of the Student Honor Committee, an accused student,
someone who reports a potential violation, or any member of the University community.
University and College Resources

USF and the TCOP 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](http://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. Their phone number is (813) 974-2243. Please visit their website for holdings and services offered for students. [http://library.hsc.usf.edu/](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/
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<td>Diane Allen-Gipson, PhD</td>
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<td>Krystal Bullers</td>
<td>TCOP Library Liaison</td>
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<td>Program Planner Analyst</td>
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<tr>
<td>2125</td>
<td>974-5204</td>
<td>Bao Anh C. Tran, PharmD, BCPS, BCCCP</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research</td>
</tr>
<tr>
<td>2140</td>
<td>974-8949 (042320)</td>
<td>Wendy Updike, PharmD, BCPS, CDCES</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research</td>
</tr>
<tr>
<td>4034</td>
<td>974-2635</td>
<td>Sheeba Varghese Gupta, PhD</td>
<td>Assistant Professor, Pharmaceutical Sciences</td>
</tr>
<tr>
<td>2129</td>
<td>974-3781</td>
<td>Karolina Veprek, MPA</td>
<td>Faculty Services Administrator</td>
</tr>
<tr>
<td>2126B</td>
<td>974-4895</td>
<td>Janice M. Vega, TCRA</td>
<td>Fiscal Business Analyst</td>
</tr>
<tr>
<td>UPC 218 MDC 39</td>
<td>974-4852 (042320)</td>
<td>Gwendolyn Wantuch, PharmD, BCPS, BCNSP</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research Pharmacy and Health Education Concentration Coordinator</td>
</tr>
<tr>
<td>MDH6116 MDC52</td>
<td>974-2202</td>
<td>Marina G. Wassif, PharmD</td>
<td>Pharmacists, CIRP</td>
</tr>
<tr>
<td>MDC 1117 MDC67</td>
<td>974-6653</td>
<td>John Whitehead</td>
<td>Records and Registration Specialist</td>
</tr>
<tr>
<td>Shriners 1C104</td>
<td>974-7051</td>
<td>Jin Yu, MD</td>
<td>Assistant Research Professor, Pharmaceutical Sciences</td>
</tr>
<tr>
<td>Shriners 111</td>
<td>974-7081 974-3306</td>
<td>Qingyu (Stephanie) Zhou, PhD</td>
<td>Assistant Professor, Pharmaceutical Sciences</td>
</tr>
<tr>
<td>Shriners 1C104</td>
<td>974-7051</td>
<td>Hong Zhu, MD</td>
<td>Research Associate, Pharmaceutical Sciences</td>
</tr>
<tr>
<td>LABS</td>
<td>Phone</td>
<td>Name</td>
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</tr>
<tr>
<td>MDH 6116</td>
<td>905-3980</td>
<td>FAX CIRP (Clinical Investigational Research Pharmacy)</td>
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</tr>
<tr>
<td>2121</td>
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<td>FAX Pharmaceutical Sciences</td>
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<td>FAX PCR</td>
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<tr>
<td>2305</td>
<td>905-9890</td>
<td>FAX Dean's Office</td>
<td></td>
</tr>
<tr>
<td>3102</td>
<td>905-9803</td>
<td>FAX 3rd Floor</td>
<td></td>
</tr>
<tr>
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<td>905-9910</td>
<td>FAX 218</td>
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<tr>
<td>2301</td>
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</tr>
<tr>
<td>Shriners 103-104</td>
<td>974-2499</td>
<td>Dr. Biswal Lab Dr. Kuldeep Mohanty, PostDoc</td>
<td></td>
</tr>
<tr>
<td>Shriners 111</td>
<td>974-4418</td>
<td>Dianne Allen-Gipson Lab Zhi Tian</td>
<td></td>
</tr>
<tr>
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<td>Alya Limayem Lab</td>
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<tr>
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<td>Sheeba Varghese Gupta</td>
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</tr>
<tr>
<td>MDC3045</td>
<td>974-0707</td>
<td>Umesh Jinwal Ashley Zitnyar</td>
<td></td>
</tr>
<tr>
<td>ALZ 418</td>
<td>974-0707</td>
<td>Daniel Lee Lab</td>
<td></td>
</tr>
<tr>
<td>4028</td>
<td>974-0711</td>
<td>Yashwant Pathak Lab</td>
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<tr>
<td>ALZ 418</td>
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<td>Maj-Linda Selenica Lab</td>
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</tr>
<tr>
<td>4033</td>
<td>4-2864</td>
<td>Tipparaju Lab</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Room/Office</td>
<td>Description</td>
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<tr>
<td>3045 COPH 2213/2217</td>
<td>HIV Drug Discovery Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shriners 111</td>
<td></td>
<td>Stephanie Zhou Lab</td>
<td></td>
</tr>
<tr>
<td>Shriners C1104 Lab 1008 Office</td>
<td>4-7051</td>
<td>Mark Kindy Lab</td>
<td></td>
</tr>
<tr>
<td>Shriners</td>
<td>4-4626</td>
<td>Kindy Conference Room</td>
<td></td>
</tr>
<tr>
<td>LABS</td>
<td>Phone</td>
<td>Name</td>
<td>Lab</td>
</tr>
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</tr>
<tr>
<td>Shriners 1010 Lab</td>
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<td>Dianne Allen-Gipson</td>
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<td></td>
<td></td>
<td>Zhi Tian</td>
<td>Lab</td>
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<td>Sheeba Varghese Gupta</td>
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<td>ALZ417</td>
<td>396-0636</td>
<td>Umesh Malathi Narayan</td>
<td>Jinwal</td>
</tr>
<tr>
<td>ALZ 418</td>
<td>396-0707</td>
<td>Daniel Lee Lab</td>
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<td>Yashwant Pathak Lab</td>
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<td>ALZ 418</td>
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<td>Maj-Linda Selenica Lab</td>
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<td>Tipparaju Lab</td>
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<td>3045 TCOPH 2213/2217</td>
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<td>HIV Drug Discover Lab</td>
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<tr>
<td>Shriners 1010 Lab 1005 Office</td>
<td></td>
<td>Stephanie Zhou Dr. Xiaofang Guo</td>
<td>Lab</td>
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<tr>
<td>Shriners C1104 Lab 1008 Office</td>
<td>4-7051</td>
<td>Mark Kindy Lab</td>
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</tr>
<tr>
<td>Shriners</td>
<td>4-4626</td>
<td>Kindy Conference Room</td>
<td></td>
</tr>
</tbody>
</table>
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:
https://usfweb.usf.edu/generalcounsel/

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Appendix – Forms

Absence Request Form

University of South Florida – Taneja College of Pharmacy

Please complete this form to the bold line, and email the completed form with attached documentation. Once approval is received, students are responsible for communicating directly with faculty to arrange for missed assignments, quizzes, or exams.

Please check the appropriate box and complete the box of information below:

• Personal absence with advanced notice: Please complete and submit directly to your faculty member for review. Faculty will communicate directly with you regarding whether absence is excused.
• Personal absence without advanced notice: Please complete and submit directly to your faculty member for review. Faculty will communicate directly with you regarding whether absence is excused.
• Planned professional absence in which multiple students will be in attendance: Please have ONE student complete this form and attach the names of all students requesting excused absence. Submit the form to Mrs. Sellers at insted2@health.usf.edu. She will route form and supporting documentation directly to faculty for approval and will email the form to you.
• Administrative excused absence due to significant emergency or documented unavoidable circumstance: Please contact Dr. Petrelli immediately upon learning of emergency (813-974-4623). In most cases, Dr. Petrelli will provide verbal approval of excused absence and communicate directly with faculty on your behalf. Excuse will be contingent upon receiving this form upon return to school with appropriate documentation. Please submit form and documentation to Mrs. Sellers at insted2@health.usf.edu. You must communicate directly with faculty to make up missed assignments.

Date Form Submitted: __________________________ Date(s) of Absence: __________________________
Name of Student: __________________________________________
Class name(s) (including number) / Professor(s): ______________________
Reason(s) for Absence: __________________________________________
Check one: PY1, PY2, PY3, PY4, Electives:
Support documentation attached:

Student: Do not write below this line

Course name (including number) / Professor:
[ ] Excused [ ] Unexcused Faculty Signature
[ ] Excused [ ] Unexcused Faculty Signature
[ ] Excused [ ] Unexcused Faculty Signature
[ ] Excused [ ] Unexcused Faculty Signature
[ ] Excused [ ] Unexcused Faculty Signature
[ ] Excused [ ] Unexcused Faculty Signature
[ ] Excused [ ] Unexcused Faculty Signature

Name of Reviewing Official (required for administrative excused absence):
Signature of Official:
Date of completion emailed to student:
Comments:
**Alcohol Approval Form**

- **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."

<table>
<thead>
<tr>
<th>EVENT NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>EVENT DAY &amp; DATE:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>BEGINS/ENDS:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>EVENT LOCATION:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>SPONSORING DEPARTMENT:</td>
</tr>
<tr>
<td>Student Affairs USF COP</td>
</tr>
<tr>
<td>PAYING FOR THE EVENT (e.g., USF, UMSA):</td>
</tr>
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</tr>
</tbody>
</table>

**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).**

<table>
<thead>
<tr>
<th>DIRECTOR/CHAIRMAN SIGNATURE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DIRECTOR/CHAIRMAN NAME (PRINT):</th>
</tr>
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<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>DEPARTMENT NAME:</th>
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<table>
<thead>
<tr>
<th>CONTACT PHONE NUMBER OR EMAIL:</th>
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</table>

<table>
<thead>
<tr>
<th>RETURN THIS FORM TO THE ATTENTION OF:</th>
</tr>
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</tr>
</tbody>
</table>

**Instructions for form submission - Attention of June Vongsavanh**

Email: jvongsav@health.usf.edu

Interoffice mail: MDC 62

For completion by Ms. Roberta Burford:

<table>
<thead>
<tr>
<th>APPROVE</th>
<th>DISAPPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**OTHER COMMENTS:**

**SIGNATURE:**

**DATE:**

---

114
University of South Florida
Taneja College of Pharmacy

Intent to Develop a TCOP 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?
# Student Travel – Request for Funding Form

**University of South Florida – Taneja 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 Taneja 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 or 10 weeks prior for International travel for consideration of funding. Please contact the Office of Student Affairs at 813.974.3124 if you have any questions.

Please check the appropriate box below:

- [ ] Professional Conference as a member of a student organization
- [ ] International Travel: Country
- [ ] Professional Conference as an individual
- [ ] Other travel, please explain

<table>
<thead>
<tr>
<th>Date Form Submitted:</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Name/s of Students requesting funds:</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose for Travel:</th>
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</thead>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates of Meeting/Conference:</th>
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<table>
<thead>
<tr>
<th>Dates of Requested Travel:</th>
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<table>
<thead>
<tr>
<th>Date of Registration Deadline:</th>
</tr>
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<tr>
<th>Overall estimated Cost of Travel:</th>
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<td></td>
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</tbody>
</table>

- [ ] Cost per person: Registration [ ] Flight [ ] Hotel [ ] Mileage [ ] Car Rental [ ] Meals [ ] Other

- [ ] If we have been certified through USF system to travel. If not, list names needing certification and respective U-Numbers:

<table>
<thead>
<tr>
<th>Class/Exam Misted:</th>
</tr>
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</table>

Please list all avenues attempted to secure funding (i.e., fundraising, USF Student Government travel grant, etc)

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</table>

- [ ] We have read the Student Travel Policy & this request is being submitted at least 4 weeks prior to date of travel, unless international, than 10 weeks in advance. All documentation to be attached (flights, maps for mileage, hotel rates, conference program)

**Students: Do not write below this line**

<table>
<thead>
<tr>
<th>Date Form received:</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Name of Reviewing Official:</th>
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</table>

- [ ] Travel approved – Specify for whom and what amount

<table>
<thead>
<tr>
<th>Comments:</th>
</tr>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Signature of Official:</th>
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<tbody>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of Completion of Form and Return to Student:</th>
</tr>
</thead>
</table>
Release of Liability for Academic Study or Travel

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 and Indemnity Agreement
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 Taneja College of Pharmacy.

Type of Record

<table>
<thead>
<tr>
<th>Type of Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Records</td>
</tr>
<tr>
<td>Financial Aid Records</td>
</tr>
<tr>
<td>Cumulative Academic Records</td>
</tr>
<tr>
<td>Conduct Records</td>
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<tr>
<td>Other (please be specific)</td>
</tr>
</tbody>
</table>

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 TCOPies 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 MDC 1117 or fax to (813) 905-9890
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:

• 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.
• 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.
• 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.
• DEDICATE my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
• 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 Taneja College of Pharmacy's faculty and students for use and reference in the professionalization of developing members of the pharmacy profession.

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

_________________________________________ Date__________________
Technology Requirements

The USF Taneja College of Pharmacy (TCOP) 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.

<table>
<thead>
<tr>
<th>Educational Technology</th>
<th>Company/Platform</th>
<th>Cost</th>
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</thead>
<tbody>
<tr>
<td>Learning Management System</td>
<td>Canvas</td>
<td>No additional fee</td>
</tr>
<tr>
<td>Testing System</td>
<td>ExamSoft</td>
<td>No additional fee</td>
</tr>
<tr>
<td>Experiential Education Application</td>
<td>Core ELMS</td>
<td>No additional fee</td>
</tr>
<tr>
<td>Immediate Response Device</td>
<td>Top Hat</td>
<td>$50 – 4-year subscription</td>
</tr>
<tr>
<td>Digital Experiences</td>
<td>Shadow Health</td>
<td>$100 – 4-year subscription</td>
</tr>
<tr>
<td>Scientific Calculator</td>
<td>Texas Instruments 30XII</td>
<td>$20-$30 depending on retailer</td>
</tr>
<tr>
<td>Computer Monitor</td>
<td>USF Computer Store</td>
<td>$30-$80 depending on size</td>
</tr>
</tbody>
</table>

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 TCOP requirements:
($300-$800 depending on brand, size, & retailer)
Dual Core i5 or higher processor (2Ghz or higher)
4GB RAM
250GB Storage
Windows 10 or higher
Microsoft Office 2013 or newer (available via free USF Health Download with Net ID)
Integrated webcam and microphone

Students should be aware of potential Mac OS compatibility limitations with some software and hardware used within the USF TCOP 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 (not required)**

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>DVD/optical drive (internal or external)</td>
</tr>
<tr>
<td>External hard drive and/or USB Flash Drive</td>
</tr>
</tbody>
</table>

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.
ARC Moral Supporter Form

USF TANEJA COLLEGE OF PHARMACY
ARC REVIEW MEETING
NOTIFICATION OF MORAL SUPPORTER FORM

In signing this form, I, ________________________________.

ID# ________________________________, hereby notify the Academic Review Committee (ARC) at the University of South Florida College of Pharmacy that the individual listed below will serve as my Moral Supporter.

Name ________________________________ Date of Review Meeting ________________________________

The role of the Moral Supporter during this ARC 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 and learning environment for all members of our academic community. A Moral Supporter may not communicate in any way (verbal, nonverbal, written), question witnesses, or make statements before the ARC. The Moral Supporter may not disturb the proceedings of the ARC. If a Moral Supporter fails to act in accordance with the procedures of the ARC, he/she/they will be barred from these proceedings.

I have carefully read and fully understand the meaning of this form and role of the Moral Supporter.

Student’s Name (please type or print) ________________________________

Student’s Signature ________________________________ Date ________________________________

Moral Supporter’s Name (please type or print) ________________________________ Relationship to Student ________________________________

Moral Supporter’s Signature ________________________________ Date ________________________________

RETURN COMPLETED FORM TO: Registrar’s Office in MDC 1117 or fax to (813) 905-9890 Updated 7/23/20
USF TCOP Student Handbook Verification Form

I _____________________________________________ certify that I have read the entirety of this USF TCOP student handbook and agree to abide by all procedures within. I further agree that lack of awareness of the guidelines within this student handbook will not constitute excuse from accepting the consequences of violations of guidelines outlined within this student handbook.

Signature ______________________________________ Date________________