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

Tenets of the College of Pharmacy ........................................ 4
  Welcome ........................................................................... 4
  Mission (why we exist) ...................................................... 5
  Vision (where we are going) .............................................. 5
  Values (what we hold in high esteem) .............................. 5
  Four Pillars of the USF COP ............................................ 6
  Strategic Objectives .......................................................... 7

PharmD Program ..................................................................... 9
  Governance ........................................................................ 9
  Pharmacy College Educational Outcomes (PCEO) ............ 10
  PharmD Concurrent Degrees and Concentrations ............ 14
  Experiential Education .................................................... 15
  Professionalism ............................................................... 16

Academic Policies and Procedures ...................................... 19
  Academic Policies and Regulation ..................................... 19
  Registration & Course Withdrawal ................................... 19
  Grading Scale ................................................................. 19
  Matriculation Policies ...................................................... 21
  Grade Appeals .................................................................. 23
  Remediation Policies ...................................................... 26
  Extracurricular Activities and Employment .................... 27
  Academic Teams ............................................................. 28
  Attendance and Absences ............................................... 29
  Capstone Exams ............................................................. 34
  Breaks in Attendance from the Program ......................... 37
  Graduation ...................................................................... 39
  Student Conduct ............................................................. 40
  Academic Integrity .......................................................... 43
  Disruption of Academic Progress ................................... 47
  Protection of Course Materials ....................................... 52
  Protection of Verbal Communications ............................. 52
  Food in the Classroom .................................................... 52
  Protection of Human Subjects .......................................... 53

Procedures for Academic Progress and Academic
Professionalism Violations ................................................. 54
  Guidelines and Procedures of the ARPSAC ..................... 55
  Explanation of ARPSAC Decisions ................................. 60
  Appeal Process for Suspension or Dismissal .................... 64
  Petition for Readmission .................................................. 66
### Student Responsibilities

- Students are Responsible for Their Own Learning: 67
- Communication: 67
- Student Suggestions, Criticism, and Feedback: 67
- Dress Code: 68
- Health Requirements: 71
- Experiential Learning: 73
- Professional Liability (Malpractice) Insurance: 74
- Student Impairment Program: 74
- Computer Use and Social Media Guidelines: 81
- College Logo: 82

### Student Rights

- Residency Classification: 83
- Financial Aid: 84
- Records: 90
- Student Complaints Procedures: 91

### Student Services & Support

- Orientation: 96
- Academic Support Services: 97
- Office of Shared Student Services – The WELL: 98
- Academic Coaching & Mentoring: 99
- Early Intervention system: 102
- Counseling: 106
- Career Development Services: 107
- Students with Disabilities & Accommodations Support: 108
- Student Leadership Council & Organizations: 110
- Student Travel Policy: 115
- Alcohol Use Policy for Student Organizations: 119
- Student Delegates: 120
- Student Honor Committee: 121

### University and College Resources

- Building Codes: 127
- Shimberg Health Sciences Library: 127
- Directory: 129
- Parking: 136

### Index

- 136

### Appendix – Forms

- Absence Request Form: 137
- Alcohol Approval Form: 138
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intent to Develop a COP Student Organization</td>
<td>139</td>
</tr>
<tr>
<td>Mid-term Grade Review</td>
<td>140</td>
</tr>
<tr>
<td>Plan of Action</td>
<td>140</td>
</tr>
<tr>
<td>University of South Florida – College of Pharmacy</td>
<td>141</td>
</tr>
<tr>
<td>Student Travel – Request for Funding</td>
<td>141</td>
</tr>
<tr>
<td>College of Pharmacy Records Review Request Form</td>
<td>143</td>
</tr>
<tr>
<td>Oath of a Pharmacist</td>
<td>144</td>
</tr>
<tr>
<td>Technology Requirements</td>
<td>145</td>
</tr>
<tr>
<td>ARPSAC Moral Supporter Form</td>
<td>147</td>
</tr>
<tr>
<td>Student Handbook Verification Form</td>
<td>148</td>
</tr>
</tbody>
</table>
Tenets of the College of Pharmacy

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

Welcome

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

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

The Office of Student Affairs (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@health.usf.edu.
The USF COP is well positioned to become a leader in pharmacy education nationally. Our mission, vision, and goals have been developed to meet the healthcare needs of patients from 2015 and beyond. The interprofessional education culture, research prowess, and existing clinical resources currently in place at USF Health provide a launching pad for our program. The USF COP will attain excellence in pharmacy education, and our resolve to meet the future challenges of healthcare is strong. Stay tuned as the USF COP works to transform the DNA of healthcare! — Dr. Kevin B. Sneed

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

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

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

GERIATRICS

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

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

PHARMACOGENOMICS

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

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

LEADERSHIP

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

- A learning environment and the availability of opportunities whereby students will gain new and refine existing leadership skills;
- Requiring self-accountability and respect for patients, peers and colleagues, one’s self and the community;
• The development of skills to anticipate and proactively adapt to change in the healthcare environment;
• Identify new, innovative and sustainable practice models that lead to both enhancements in and the advancement of health care processes and patient outcomes.

**INFORMATICS**

Informatics encompasses information management, distributive functions, administration activities, and outcome monitoring. The pulse of the Information Age beats with fervor. Healthcare systems are using the power of informatics to optimize patient care. The College will immerse the student body in the latest technological advancements, and provide opportunity for them to utilize these resources in the workforce. Attainment of proficiency in informatics will be accomplished through:

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

**Strategic Objectives**

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

The strategic initiatives for the USF COP are as follows:

1. **Education and Student Success**
   
   Education Encompasses
   
   a. Development and implementation of curriculum for PharmD, graduate programs (MS and PHD and post graduate training (residency and fellowship)
   
   b. Development of an innovative and balanced (didactic, experiential, and hidden) curriculum
   
   c. Supporting lifelong learning through development of continuing education

   Student success encompasses
   
   a. Admitting and retaining a diverse qualified student body
   
   b. Promoting professionalization through curriculum, extra-curricular involvement, and career development
   
   c. Supporting “College for Life” in creating a career partnership continuum
2. Interprofessional Education and Initiatives

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

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

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

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

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

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

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

Governance
The USF COP has a governance structure that is inclusive of students on the following committees:

- Curriculum
- Student Leadership Council
- Student Elections
- Academic and Professionalism (Honor Council)
- Event and Community Service Committee
- Fundraising and Budget Committee
Pharmacy College Educational Outcomes (PCEO)
The following professional competencies were designed to align with the Center for the Advancement of Pharmacy Education Educational Outcomes 2013 and to assess the development of each student as they progress through the curriculum. Graduates from the USF COP will demonstrate the following:

<table>
<thead>
<tr>
<th>Professional Competency</th>
<th>USF COP Education Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONAL KNOWLEDGE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1.1. Foundational knowledge</strong></td>
<td>1.1.1. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work, and evaluate the potential value in individuals and populations 1.1.2. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care and/or population health 1.1.3. Critically analyze the scientific literature (related to drugs and diseases, or emerging theories and technologies) to enhance clinical decision making</td>
</tr>
<tr>
<td><strong>ESSENTIALS FOR PRACTICE &amp; CARE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2.1. Patient-centered care</strong></td>
<td>2.1.1. Collect appropriate and necessary patient-specific subjective and objective information, interpret this information, and prioritize needs 2.1.2. Formulate a care plan that includes appropriate goals, monitoring and follow-up parameters 2.1.3. Implement the care plan and document activities</td>
</tr>
<tr>
<td><strong>2.2. Medication use systems management</strong></td>
<td>2.2.1. Compare and contrast components of the medication use systems across different pharmacy practice settings to include interactions with, and the roles and responsibilities of, other health care team members 2.2.2. Identify, utilize and manage human, financial, and physical resources (including technology) to ensure safe and effective care 2.2.3. Interpret and adapt standards and guidelines to establish medication use processes, and utilize continuous quality improvement (i.e.</td>
</tr>
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collect, interpret and evaluate data) to determine impact

<table>
<thead>
<tr>
<th>2.3. Health and wellness</th>
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</thead>
<tbody>
<tr>
<td>The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.</td>
</tr>
<tr>
<td>2.3.1. Develop and implement care plans that incorporate risk assessment, risk reduction, screening, and education</td>
</tr>
<tr>
<td>2.3.2. Develop and participate in prevention, intervention, or educational activities (that include interprofessional healthcare team members) directed towards individual and community health and wellness</td>
</tr>
<tr>
<td>2.3.3. Evaluate personal, social, cultural, and economic factors, and environmental conditions to maximize the impact of health and wellness initiatives</td>
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</tbody>
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<table>
<thead>
<tr>
<th>2.4. Population-based care</th>
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</thead>
<tbody>
<tr>
<td>The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.</td>
</tr>
<tr>
<td>2.4.1. Analyze epidemiologic and pharmacoeconomic data to appreciate the status and needs of a population</td>
</tr>
<tr>
<td>2.4.2. Develop and implement an evidence-based, cost-effective and efficient plan (that includes interprofessional healthcare team members) that addresses population needs</td>
</tr>
<tr>
<td>2.4.3. Collect and interpret data (costs, care, access, and satisfaction) and adapt interventions to maximize outcomes</td>
</tr>
</tbody>
</table>

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

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

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

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

### 3.4. Interprofessional collaboration

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

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

### 3.5. Cultural sensitivity

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

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

### 3.6. Communication

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

- **3.6.1.** Demonstrate effective communication skills that establish rapport and build trust across a variety of environments
- **3.6.2.** Demonstrate competence with the following communication techniques: motivational interviewing, active listening, appropriate use of questions, audience-leveled adaptive language, and appropriate use of media and technology
- **3.6.3.** Develop written communications pertinent to organizational needs or patient care activities that are clear, concise, accurate, and written at an audience-appropriate level
- **3.6.4.** Demonstrate the ability to provide and receive effective and constructive feedback to ensure learning and goal attainment
<table>
<thead>
<tr>
<th>PERSONAL &amp; PROFESSIONAL DEV'T</th>
<th>4.1. Self-awareness</th>
</tr>
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<tbody>
<tr>
<td>The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.</td>
<td>4.1.1. Demonstrate self-reflective habits during learning and professional activities, incorporate constructive coping strategies to manage life circumstances, and seek professional or academic support when necessary</td>
</tr>
<tr>
<td>4.1.2. Demonstrate persistence and flexibility, yet strive for accuracy and precision, by displaying a willingness to recognize, correct, and learn from errors</td>
<td>4.1.3. Identify, create, implement, evaluate and modify plans for personal and professional development</td>
</tr>
<tr>
<td>4.2. Leadership</td>
<td>4.2.1. Differentiate between the concepts of leadership and management and appreciate the role of each in professional practice</td>
</tr>
<tr>
<td>The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.</td>
<td>4.2.2. Develop and lead dynamic teams through active listening, effective feedback, relationship building, reflection of individual strengths and weaknesses, respect for human dignity, and fostering collaboration</td>
</tr>
<tr>
<td>4.2.3. Develop effective goals and outcomes that promote consensus-building and teamwork that supports organizational or professional change</td>
<td>4.3. Innovation and entrepreneurship</td>
</tr>
<tr>
<td>The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</td>
<td>4.3.1. Assess personal and professional strengths and weaknesses and thereafter pursue self-development to enhance entrepreneurial skills</td>
</tr>
<tr>
<td>4.3.2. Demonstrate initiative and creativity in a logical and coherent manner when confronted with a novel problem or challenge</td>
<td>4.3.3. Conduct a risk-benefit analysis prior to implementing an innovative or entrepreneurial endeavor, and incorporate post implementation evaluative parameters to assess impact</td>
</tr>
<tr>
<td>4.4. Professionalism</td>
<td>4.4.1. Demonstrate appropriate professional attitudes and behaviors in all interactions that includes altruism, integrity, trustworthiness, flexibility, respect for human dignity, preparation, initiative, and accountability</td>
</tr>
<tr>
<td>The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.</td>
<td>4.4.2. Perform duties in accordance with legal, ethical and moral principles</td>
</tr>
<tr>
<td>4.4.3. Demonstrate a commitment to continual improvement by maintaining professional competence utilizing a lifelong learning framework</td>
<td>RESEARCH</td>
</tr>
<tr>
<td>5.1.1 Identify a research question in collaboration with peers and a mentor that demonstrates comprehension of available literature and sound theory</td>
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</table>

**RESEARCH**

5.1.1 Identify a research question in collaboration with peers and a mentor that demonstrates comprehension of available literature and sound theory
### 5.1 Longitudinal Research Project

The graduate will complete a research project from implementation through publication.

- **5.1.2** Develop and implement a research project demonstrating awareness of and compliance with research integrity processes, effective time management, accountability, and effective use of resources.
- **5.1.3** Collect, interpret and evaluate obtained data, and effectively communicate findings via professional publications (e.g. poster or podium presentation or manuscript).

### PERSONALIZED MEDICINE

### 6.1 Pharmacogenomics

The graduate is able to develop and implement a patient-directed care plan based on pharmacokinetic, pharmacodynamic and pharmacogenetic data (collect and interpret data, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

- **6.1.1**. Collect appropriate and necessary patient-specific subjective and objective information, interpret this information, and prioritize needs.
- **6.1.2**. Formulate a care plan that includes appropriate monitoring and follow-up parameters.
- **6.1.3**. Implement the care plan and document activities.

---

**PharmD Concurrent Degrees and Concentrations**

The College of Pharmacy offers both concurrent degrees and concentrations. To learn more please visit the 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).

**PHARMACY AND HEALTH EDUCATION**

In the Fall of 2017, the College of Pharmacy will begin to offer concentrations to its students. The first was the Pharmacy and Health Education concentration. Current information is available on the USF COP website.

Students may drop a non-required course during the first five class days of the fall and spring semesters in order 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.
**Experiential Education**

**INTRODUCTORY PHARMACY PRACTICE EXPERIENCE (IPPE)**

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

**ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE)**

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

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

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

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

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

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

**Professionalism**

Professional attitude in the pharmacy program is an absolute. Pharmacy students are expected to learn this notion during their first few weeks of school beginning with reciting and pledging to the “Pharmacist’s 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.

**DEFINITIONS**

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

**Profession:** An occupation whose members share ten common characteristics:

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

**Professional:** A member of a profession who displays the following ten traits:

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

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

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

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

**STUDENT EXPECTATIONS OF PROFESSIONALISM**

In relation to professional behavior, students are expected to:

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

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

Faculty, staff, administrators, and students may submit a professionalism referral to the 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 and Professional Student Affairs Committee (ARPSAC). Please refer to the subsequent sections of this manual on the process for meetings, and professionalism and conduct under academic affairs in this handbook.
Academic Policies and Procedures

Academic Policies and Regulation
To access the University of South Florida’s policies and regulations please visit http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp. The College of Pharmacy reserves the right to modify or discontinue programs, policies, graduation requirements, or grading presented in this handbook at any time.

Registration & Course Withdrawal
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. Finally, 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 for the course not to appear on the permanent academic record. Students may withdraw from 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 COP Curriculum Committee will determine the grading policies and procedures to be used by course coordinators. Individual course coordinators may develop specific criteria that are more appropriate based on course format and content. All course grading policies are reviewed and approved by the Curriculum Committee.

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

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

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

**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. Exenuating circumstances (i.e., extended hospital stay) may be considered, on a case-by-case basis, permitting a student to extend the time by which an incomplete grade may be resolved (no later than one academic year).

**Remediation:** The following language will be used for courses that have been remediated: FR(?) , whereas the F signifies the initial failure, R remediation, and question mark is replaced by the lowest letter grade allowable for passing the course. Students who successfully remediate a course will have the original failing grade replaced by the remediated grade in the grade point average.
Suspension/Dismissal: Suspensions and Dismissals will be noted on the transcript. Results of academic or proceedings will not be shared with individuals outside of the COP beyond what is notated on the transcript unless required by law.

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 and Professional Student Affairs Committee (ARPSAC). The ADAA and ARPSAC have the additional responsibility of reviewing each student's performance and making recommendations regarding annual progression to the next academic year and graduation. The ADAA is responsible for submitting graduation recommendations to the Dean.

Another circumstance that may prevent a student from progressing to the next academic year is repeated failure of End of Semester and/or End of Year (capstone) exams and/or evidence of poor professionalism. Review of End of Semester and End of Year exam scores signify the inability to retain knowledge and demonstrate skills and abilities, which are key elements of the learning process.
Students failing a course or facing 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 ARPSAC (cases of professionalism violations are addressed by the ADSA and may involve an ARPSAC review meeting). The Committee will be convened at the close of each semester to discuss regular academic progression and students who have experienced difficulties. All students will be informed of their academic progress on a regular basis. For policies and procedures regarding committee meetings, refer to the ARPSAC sections in this manual.

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

GRADE SUBMISSION

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

The COP makes every effort to affirm student grades as quickly as possible after the end of a semester. As such, generally the ARPSAC review meeting will occur 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 COP reserves the right to submit a change of grade form after a student graduates only under extenuating circumstances involving college error or student falsification of records.

COURSE PERFORMANCE

Students must maintain a per-semester and 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 COP. 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 ARPSAC.

All students must meet the standards of academic achievement to serve in a leadership capacity of a COP student club or organization, or COP committee. For additional information refer to the ARPSAC 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 and Professional Student Affairs 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.

**Final Course Grade Appeal Process**

**Basis for Appeal**

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. The process is not for the appeal of established grading policies. The following provides guidance for the appeal process.

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 make an effort to retrieve written input concerning the matter. If it is not possible to retrieve information from the former faculty member within 20 business days, then Department Chair will respond to the request. Generally, students are expected to adhere to the established hierarchy below for resolving concerns or appeals:

- Instructor
- Course Coordinator
- Department Chairperson
- 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 Chairperson
When the assigned grade cannot be resolved between the student and the course coordinator, the student may appeal in writing to the Department Chair. The appeal must be submitted within 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 COP faculty who had not previously been involved in issuing the grade or the appeal process. The committee shall elect a chairperson and hold the review meeting within ten (10) business days of receipt of the request for appeal. During the review meeting, all material relevant to the appeal shall be presented by the student, the coordinator issuing the grade and/or the
Department Chair. Others, such as the 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 committee and render a decision in writing to the student within five (5) business days of receipt of The Committee’s recommendation. The decision of the ADAA may or may not contain some or all of the recommendations from the special committee. Under no circumstance will a special committee be appointed as a fourth step of the appeal process. The decision of the ADAA is final

**INTRA-COURSE GRADE APPEAL PROCESS**

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

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 College of Pharmacy offers both Introductory Pharmacy Practice and Advanced Pharmacy Practice Experiences. Students are referred to respective Experiential Education Manual for official policies and procedures regarding clinical rotations at [http://health.usf.edu/pharmacy/preceptor](http://health.usf.edu/pharmacy/preceptor).

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

IN-COURSE REMEDIATION

Midpoint Plan of Action

The COP has incorporated an ‘early intervention’ mechanism to identify students experiencing academic difficulties. Course coordinators will review student progression at the mid-point of each semester, and notify students who are performing at a less than acceptable level (i.e., course grade at or less than C equivalent). The mid-point grades will be submitted to the ADAA, Department Chairs, and Coordinator of Student Academic Support, 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 the Coordinator of Student Academic Support. 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. Intra-course remediation may include such actions as resubmission of a paper, assignments, or retaking an exam to measure mastery of content knowledge. Intra-course remediation does not encompass extra credit points on quizzes, assignments, or exams or any additional assignment that does not measure the knowledge identified as deficient. Intra-course remediation may be offered at any point in the course, but must occur prior to the due date of faculty submission of final course grades to the Records and Registration Specialist. Additionally, the course coordinator is required to provide documentation of having offered intra-course remediation in the form of an early referral to the DSS. This documentation will be formally submitted to ARPSAC 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 ARPSAC.

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 ARPSAC. The ARPSAC will provide course of action recommendations, which may include further remediation, suspension, or dismissal.

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

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

- Scoring 10% or below the passing grade for the course
- Not completing all course assignments and assessments
- Failing more than one course in the semester
- Failing three or more courses in the entire program
- Having already participated in ≥ 2 post-course remediation's in the program.

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

Post-course remediation will be in the form of a three week, student-directed independent study or as determined by the ARPSAC with appropriate assessments at the discretion of the faculty or course coordinator. All post-course remediation requirements must be completed within three weeks from the ARPSAC decision. Students are responsible for initiating the process after notification from ARPSAC. If the course serves as a 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 ARPSAC. Remediation may also include retaking the course when it is next offered.

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

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

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

### Academic Teams

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

Occasionally, students may leave an academic team mid-year due to a temporary or permanent separation from the college. In instances in which this causes a lack of equity among teams regarding the number of student membership, the administration will call upon student leadership to take ownership of identifying a resolution for creating team equity. This is an exercise in professionalism intended to provide opportunity for the class to work together and make a difficult decision utilizing open communication, creativity, and leadership skills.

The class has autonomy to choose the method by which team equity will be accomplished with the caveat that the least number of groups as possible will be affected by the outcome. Several strategies may include but are not limited to a
lottery, mash up two whole groups, or recruitment of volunteers, etc. Decisions regarding team membership for mid-year changes should be communicated to the 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 COP will maintain a calendar of events that provides as much notification as possible. On occasion, the COP may have immediate needs, while the announcement of said meetings will be provided in as timely a fashion as possible, student attendance will be expected if required. The subsequent sections describe the regular policies and procedures to be followed when absence becomes necessary. Students should be aware that faculty may choose to mandate alternative attendance processes as deemed necessary and appropriate for a particular course.

**REQUEST FOR ABSENCE FROM CLASS**

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

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

**Unexpected Absences**

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

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 absences. 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.

ABSENCE FROM AN EXAMINATION

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

TARDINESS

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

FACULTY ABSENCE FROM CLASS OR ACTIVITY

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

ABSENCE FROM STUDENT LEADERSHIP RETREAT

Students serving in executive leadership positions in student organizations have a professional obligation to grow in leadership as they serve the student body by attending the annual student leadership retreat. 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 Student Programs Coordinator to obtain details of the assignment.

Should the absence not be excused, the student is expected to attend both days of the retreat. If the student does not attend both days of the retreat, he/she/they will be required to either step down from their leadership role for the spring semester or 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 College of Pharmacy is aligned with the USF Policy 10-045 Attendance for the Observance of Religious Days by Students, located at: http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf
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 COP will readmit an individual who left school in order to perform military service. Students requesting readmission after return from active duty should follow the procedure for requesting readmission in this handbook. Students will be granted military 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 at all possible, The College will make efforts to allow the student to resume his/her/their course of study with the same enrollment status, without repeating completed coursework, as before the military leave. An assessment may be required to determine maintenance of course knowledge. If a student is not academically prepared to resume a course of study in which he or she was previously enrolled or is unprepared to complete the program, the College will
determine whether reasonable means are available to help the student become prepared. The College may deny the student re-enrollment if it determines that reasonable efforts are not available, or that such efforts have failed to prepare the student to resume the course of study or complete the program. A student who has been away from The College on military service for more than three years may not be guaranteed military re-enrollment, but may petition the dean for consideration.

**ABSENCE DUE TO INCLEMENT WEATHER**

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

**ABSENCE REQUEST DECISION APPEAL**

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

**Capstone Exams**

The USF COP 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 ARPSAC.

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

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

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 ARPSAC. Additionally, Scores less than (<) 70% on the repeat exam will require the student to meet with the ARPSAC.

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

PY3 students who do not pass the EoY exam will be required to repeat and successfully pass a remediation exam prior to progressing to PY4 standing. The remediation exam will be similar to the initial exam in content and format.

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

**Repetition of Coursework**

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

**REPERITION OF COURSES**

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

**TUITION**

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

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

1. Students may choose to pay the part-time tuition out of pocket and not receive financial aid, or
2. Students may opt to enroll in an elective course or independent study. Students may choose a two-credit independent study in Applied Critical Thinking and Problem Solving for Pharmacy Students. This is a collaborative course between the PCR, PS, and Student Affairs Departments, providing a structured independent study for students. This is a self-directed course with occasional requirements to meet with a faculty member. The two-credit independent study is external to the formal curriculum and will not be counted as a required elective. Students may also choose to take an elective offered within the College of Pharmacy as long as all prerequisites to participate in the course have been met. This elective will count as one of the two electives required in the curriculum.
Students completing a reduced course load resulting from academic difficulties will be expected to participate in Self-Directed-Learning (SDL). The SDL process will afford students access to all course materials during the semester, even those where direct participation is not required. While there is no requirement for participation in course assessments for evidence of knowledge maintenance, the student may request the option to participate in course assessments through communication with the course coordinator. It is expected that professional students will have the internal discipline to ensure foundational knowledge for future coursework.

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

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

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

**Breaks in Attendance from the Program**

**Withdrawal from the Program**

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

1. A formal decision must be rendered in all pending cases related to academic difficulty, probation, suspension, or dismissal prior to beginning the withdrawal procedure.
2. The student must consult with their faculty student success coach and meet personally with the 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 aforementioned separation procedure and has resolved financial obligations to the school or the school has assessed appropriate refunds, the student will not be eligible for a medical leave of absence.

Students who withdraw from the COP and have received financial aid during their enrollment will be required to meet with financial aid prior to their departure. During the meeting the financial aid office will advise about rights, responsibilities, and loan repayment obligations for any received financial aid.

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

**LEAVE OF ABSENCE**

A leave of absence is defined as a specified period of time by which a student will be separated from the College. 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 discretion. Reasons that may warrant an involuntary leave of absence might include, but are not limited to personal difficulties or mental and physical health concerns that prevent the student from concentration on studies and/or there is a perceived threat of emotional or physical harm to self or others. If a student disagrees with such action, he/she/they may appeal to the ARPSAC for a review, which shall be conducted with a meeting reviewing all documentation and decision from the ADSA. The ARPSAC recommendations will be forwarded to the ADAA for implementation.
A student in academic achievement, without deficiencies may request and be approved for a leave of absence for a specified period of time. Each case will be considered on an individual basis by the appropriate individual based on the circumstance (i.e., ADSA, ADAA, or ARPSAC).

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

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

Graduation
Graduation at USF COP is comprised of two components. The College of Pharmacy Ceremony primarily consists of the 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 COP needs to invite some of our international guests and/or contact ambassadors or other dignitaries. In the event that a student would like to invite international guests, they should contact the DSS.
GRADUATION CERTIFICATION

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

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

The ARPSAC and ADAA will convene to review the academic 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 ARPSAC, 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, graduations 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
All students are required to abide by the USF Student Code of Conduct Regulation 6.0021. For more information visit:

The Associate Dean for Student Affairs is the designee of the Office of Student Rights and Responsibilities and oversees the administration of the Student Code of Conduct within the College of Pharmacy and ensures adherence to procedures
and guidelines affording appropriate due process. This may occur in collaboration with the Academic Review and Professional Student Affairs 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 ARPSAC. Disruption of the classroom or teaching environment is unacceptable (refer to section on disruption of academic progress below). Unprofessional behaviors will not be tolerated in the University community, and will be punishable, according to the seriousness of the offense, in conformity with established rules and procedures. Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention away from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well-being of the faculty member or other students. For further information about the definition and description of professionalism, refer to the Professionalism section under the PharmD program that discusses Professionalism as a major programmatic outcome.

**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 COP's academic requirements involve placement at multiple off-campus training sites to include hospitals and other institutional settings. As a result, these off-campus experiential sites require students to undergo and pass a CBC and/or drug test. This notice is to make you aware of the requirements.
Hospitals and other experiential training sites require CBC and drug tests to protect the safety of patients and other persons at these facilities and to ensure the confidentiality of patient information. Each training site sets its own standard for a CBC and drug test and more often than not placement at the site is conditional on passing the check. You may also be asked by the training site to pay the cost of the background check and drug testing. You may have to complete more than one CBC and drug test during the course of your program, depending on the requirements of each site.

OBLIGATION TO REPORT CODE OF CONDUCT VIOLATIONS

Any student being made aware of an infraction of the student code of conduct has the responsibility and obligation to report the violation and all details of evidence surrounding the infraction. Failing to report observations of code of conduct infractions among peers is considered a violation of the student code of conduct and will be held responsible at the same level as the infraction of the accused. The Pledge of Professionalism for pharmacy requires students and professionals to report incidents, i.e., “SUPPORT my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession”.

Students have two options when reporting conduct violations. They can report the violations directly to 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: http://regulationspolicies.usf.edu/regulations/pdfs/regulation-usf3.027.pdf

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. 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 30XI1 Scientific Solar Powered Calculator*. This is the only calculator students may use during exams and no smart phones, PDAs, or other calculators that will allow text input, graphing, or programming will be permitted. Faculty reserves the right to ‘spot check’ a student’s calculator and calculator case at any time for any reason. Faculty is aware of future model modifications and changes, and will make necessary adjustments at that time.

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

- 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 [USF Graduate Student Handbook](#) and will be adhered to when alleged violations of academic integrity guidelines by students of the COP are reported by staff or faculty. When allegations of student violations of academic integrity guidelines are made by other students, they shall be handled in accordance with established guidelines utilizing one of more of the following agents or bodies: Academic Unit, ADSA, or Student Honor Committee. Cases may be referred to ARPSAC 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 and Professional Student Affairs Committee found in this handbook for procedures regarding violations of professionalism.

Violations of academic integrity made known to administration without the instructor’s knowledge, will be communicated to the instructor for an academic response. Administration 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 COP has a no tolerance policy for infractions of academic integrity. If an individual is willing to cheat in small ways and on small assignments, he/she/them is also capable of cheating in large ways and on large assignments. Therefore, 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 COP.
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 ARPSAC 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, the Office of Student Affairs of the College of Pharmacy (COP) is synonymous with the Office of Student Rights and Responsibilities at the University of South Florida (USF). Individuals initiating this regulation may choose to implement the outlined procedures at either the college or university level.

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

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

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

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

   a. Inform the student of the exclusion,
   b. Inform the student of his/her/their right to request an expedited review of the exclusion within two days to the Chair of the Department.

If such academic exclusion occurs, and if the student requests a review, the Chair of the Department shall review the exclusion within two 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.

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

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

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

- Early referral or to the Academic Review and Professional Student Affairs Committee (ARPSAC) for professionalism infraction.

c) **Documentation and Academic Disruption Incident Report:**

Instructors should be aware that notes of the dates, times, witnesses and details of the incidents of disruption and the impact of the disruption on those present may be important in any future proceedings which may be necessary. Referrals to the 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 hardcopy or scanned, and sent by email to the student’s USF email address, simultaneously, within two business business days to the appropriate individuals. The form can be downloaded from the following website:

http://www.usf.edu/student-affairs/student-rights-responsibilities/

Or, completed by way of memorandum containing the following information:

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

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

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 ARPSAC. The decision of ARPSAC may be more or less severe than the original decision. Alternatively, the case may immediately be referred to ARPSAC at the discretion of the 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 COP to the Instructor and appropriate academic administrators/instructors responsible for the student’s current academic standing as soon as possible, but within two weeks of the reported incident. Only final sanctions that affect the academic status of the student will be communicated to the Instructor(s) and appropriate administrators after the process is complete.

e) Resources:
• University Police  (813) 974-2628
• Center for Victim Advocacy and Violence Prevention (813) 974-5756 – Refer to regulation
• Counseling Center  (813) 974-2831
• General Counsel  (813) 974-2131
• Office of Student Rights and Responsibilities(813) 974-9443
• Students with Disabilities Services (813) 974-4309
• Associate Dean’s Office in schools
  And colleges, Department Chairs

**Protection of Course Materials**
All course materials (audio, visual, print and electronic) are copyrighted by the faculty member. External distribution is prohibited without permission. This includes distribution of course materials between students of different classes within the College. For additional information regarding the use of copyrighted materials, please refer to:  http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-0-105.pdf

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

**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: [http://www.research.usf.edu/dric/hrpp/docs/policy-0-305.pdf](http://www.research.usf.edu/dric/hrpp/docs/policy-0-305.pdf)

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 Academic Progress and Academic Professionalism Violations

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

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

ACADEMIC PROGRESSION - PROFESSIONALISM

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, render a decision in the case, and determine appropriate sanction. In cases leading to suspension or dismissal (not related to the safety of self or others), the student may choose to accept the decision of the ADSA, or request a review meeting from the ARPSAC. 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 ARPSAC. Should the student choose to have the case reviewed by ARPSAC, 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 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.

ACADEMIC PROGRESSION – COURSE MASTERY

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

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

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

Guidelines and Procedures of the ARPSAC
All proceedings and associated deliberations of the ARPSAC are confidential. Except as specified in this Handbook, the meetings will be closed to persons other than ARPSAC members (including Student Honor Committee members when appropriate), and advocates chosen by students called before The Committee. The ARPSAC 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 ARPSAC Chair, the ADAA, or ADSA 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.

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

**Communication**
The USF COP has a no tolerance policy on retaliation. To avoid the perception of retaliation, students involved in an investigation for 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 ARPSAC 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.

**ARPSAC MEETING PROCEEDINGS**

**Attendance**
The ARPSAC 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 Chairperson 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, and The Committee strongly encourages the student to attend the meeting to speak on their own behalf. Meetings will only take place in person at USF COP in Tampa, FL; video and/or teleconferencing will not be permitted for students, faculty, staff, or witnesses.

**Moral Supporter**
The College recognizes the nature of the ARPSAC meeting may evoke anxiety, and therefore, supports the presence of an advocate 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 ARPSAC may also serve as moral supporter. Students wishing to utilize a moral supporter must complete and submit the Request to Bring an Moral Supporter Form (found in the appendix) to the ARPSAC Chair at least two (2) business days prior to the ARPSAC 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 ARPSAC 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 ARPSAC for violations of professionalism or the Student Code of Conduct, all information related to an incident including written statements by faculty, other students, staff, relevant external parties, physical evidence, and the student's overall academic record will be considered in preparing recommendations for action. Additionally, the overall performance of a student will be considered in preparing recommendations for action including grades, written evaluations, professionalism, and cognitive and non-cognitive data submitted by the faculty of the various curricular units.

Students are permitted to provide a written declaration to the ARPSAC to be reviewed prior to the meeting. Students requesting committee review prior to the ARPSAC 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 ARPSAC at the beginning of the meeting. Additionally, in all cases except for academic integrity cases, students are permitted to review all documentation being presented at the review meeting up to 5 days prior to the meeting. Students must make a request in writing to the ARPSAC Chair to schedule an appointment. Students may not copy the materials. Students are also permitted to present evidence on his/her/their own behalf, invite witnesses, and question witnesses during the review meeting.

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

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

- **Probation** – Is involuntary and determined by the college
- **Leave of Absence** can be Personal, 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

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

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

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

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

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

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

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

ANNUAL PROGRESSION MEETINGS

ARPSAC regularly convenes to review progression data for all students to identify patterns of course mastery or professionalism difficulty. 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:
• 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 during the third rotation to determine successful progression within clinical rotations. Students for whom a pattern of poor performance exists may be invited to a meeting to discuss progression options. Students may be pulled out of rotations to allow opportunity for remediation prior to graduation.

During progression meetings the ARPSAC reviews the longitudinal database, which includes individual course grades, comprehensive GPAs, performance on EOY, EOS, PCOA exams (when available), letters for academic warning or probation, and early referrals. Following is the procedure for determining progression to the next year or rotation.
• ARPSAC will determine if each student has achieved course mastery and professionalism standards to enter the next academic year or rotation.
• If there is any cause for concern that a student has not met course mastery or professional expectations, ARPSAC may request a meeting with the student to gain the student’s perspective and have a discussion about possible solutions for an improvement plan for any identified deficiencies.
• In some cases, ARPSAC may identify a minor deficiency that can be addressed through a letter only and not require a meeting. Failure to meet the requirements in the letter may result in further disciplinary action.
• Potential requirements for plans of action may include (but are not limited to) the following:
  o Required assignment or activities directed towards improving professionalism
  o Required assignment or activities directed towards improving knowledge base (or preparation for NAPLEX exams if test taking is the issue), with or without oversight from student success coach and/or course coordinators
  o Repetition of specific courses
  o Repetition of an entire year

The goal of ARPSAC is to ensure every student is has met course mastery and professionalism standards in preparation for clinical activities and patient safety during the PY4 year. The following behaviors are regularly identified by students exhibiting difficulty.

1. Failure to read announcements and/or emails
2. Failure to listen to class announcements
3. Overlooking important information
4. Selective hearing/listening
5. Poor time management
6. Non adherence to dress code
7. Failure to attend or tardiness to class
8. Poor self-monitoring, personal responsibility, integrity (i.e., awareness of the rules and choosing to ignore)Students enrolled in the PharmD program are not simply students, but student pharmacists. The best way to avoid professionalism difficulties is to treat every day as if going to work.

**Explanation of ARPSAC Decisions**

**A C A D E M I C W A R N I N G**

Any student with a cumulative GPA between 2.50- 2.75 will be placed on academic warning and will receive a letter from ARPSAC and the ADAA requiring a plan of action for improving course performance to be completed by the student and reviewed at one of the required meetings per semester with the Student Success Coach. Additional 102
meetings may be required at the discretion of the Student Success Coach. Students are responsible for communicating with his/her/their Student Success Coach to arrange for meetings. Students are required to maintain documentation of all meetings and topics discussed pertaining to the plan of action. ARPSAC may require an audit to review documentation at any time during the student’s tenure at the College. If the deficiency is not resolved within one semester, the student’s status may be elevated to academic probation. Students on academic warning for two consecutive semesters may be required to appear before the ARPSAC will be evaluated to determine eligibility to hold or run for leadership positions, pledge fraternities, or request a planned absence from classes.

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

Students on academic probation are not permitted to run for office within college leadership or student organizations, pledge fraternities, or request a planned absence from classes. If a student’s status is changed to academic probation while already holding an office, the ARPSAC will make a determination on a case-by-case basis and may permit the student to continue to serve through the end of the semester or end of the term depending on the nature of the probation. If the ARPSAC permits the student to serve the remainder of his/her/their term, he/she/them will not be permitted to run for office again until 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.

Students may also be placed probation for violations of the student code of conduct. Students will remain on probation until they have completed the requirements of the ADSA or ARPSAC. Each case of probation will likely be unique and result in
the tailoring of remediation for the student. Failure to achieve satisfactory performance in the probationary semester will require the student to meet with the 103 ADSA or appear before the ARPSAC and may result in suspension or dismissal from the COP. Should new behavioral difficulties occur during the probationary period, the ADSA will take whatever action is deemed appropriate for the circumstance.

RESOLUTION OF DEFICIENCIES

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

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

SUSPENSION AND/OR REPEATING ACADEMIC YEAR OR SEMESTER

The ARPSAC may recommend suspension for a student that shows potential for success in the program, yet may need additional time to realign priorities, mature, resolve personal difficulties, or improve skills or foundation of knowledge through extramural coursework, etc. Suspension may be considered by ARPSAC 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 ARPsAC 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 ARPSAC, a student’s academic performance does not meet the institutional requirements for continuing enrollment, the committee will, at any regular or specially called meeting, recommend that the student be dismissed from enrollment in the COP. 104
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 ARPSAC determines that the student does not meet the competency standards of the COP. Similarly, a student whose performance, though in good academic standing, consists of a record of multiple deficiencies or failures with subsequent remediation.

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

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

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

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

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

To ensure unbiased due process, all appealing bodies (Chairs, Ad Hoc Committees, 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 ARPSAC 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 ARPSAC decision is absolute and no appeals will be considered. Students are expected to adhere to the guidelines herein and are not permitted to meet with or discuss their case, or the appeals process, with any faculty or administrator in the college, who may be the reviewer for an appeal (see previous section on communication). Appealing administrators must remain objective and unbiased, having learned the details of the case for the first time upon receipt of the appeal from the student. The only qualified individuals to provide guidance and advice regarding due process are the student’s faculty student success coach, Student Affairs staff, or the Student Affairs Dean. All timelines provided are guidelines and not guaranteed. Extenuating circumstances may require additional time.

It is the responsibility of the ARPSAC to maintain objectivity and render decisions after thorough consideration of all matters of concern for the college and student. A goal of the ARPSAC is to recognize the capabilities of and potential for student academic success. To that end, student appeals from ARPSAC to higher levels of administration will be made with deference to the previous decision. Therefore, the only basis for appeal to higher levels of administration that will be considered include the following circumstances:

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 ARPSAC decisions. All persons concerned with this process should make every attempt to adhere to the approximate time schedule outlined in the following description of the appeal process. Students intending to appeal may continue to attend classes with written notification to the ADSA of an intent to appeal within two (2) business days of the original decision. Students may then request a full appeal of the ARPSAC decision in writing to the ADAA within five (5) business days of the original decision from ARPSAC.

**Appeal to the Associate Dean for Academic Affairs**

Students who elect to appeal the decision of the ARPSAC will be required to submit, in writing, their intentions with any new information to the ADAA within five (5) business days of the ARPSAC decision. The written appeal must 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 ARPSAC chairperson to the ADAA. The Associate Dean will review all provided documentation and may choose to request meetings with the student, ARPSAC Chairperson, department chairperson, or other individuals with relevant information. The Associate Dean will render a final decision in writing to the student within five (5) business days of appeal receipt.

Recommendations of the ADAA are final in all decisions except cases where suspension or dismissal has been recommended. If the decision is to uphold a previous suspension or dismissal decision, the student will have the right of appeal to the Dean of the COP within 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 ARPSAC 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 ARPSAC meeting or appeal to the ADAA. Students who elect to appeal the decision of the ADAA will be required to submit, in writing, their intentions along with the new information to the Dean within 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, ARPSAC Chairperson, ADSA, department chairperson, or other individuals with relevant information. The Dean will render a final decision in writing to the student within five (5) business days of appeal receipt. The decision of the Dean is final.

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

Students wishing to return to the COP after a leave of absence, withdrawal, suspension, or dismissal must submit a written letter of readmission to the 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 COP reserves the right to make alternate recommendations on a case-by-case basis. Students considered for readmission beyond the first year will be evaluated to ensure sufficient documentation of 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 ARPSAC or ADAA to provide evidence of maintenance of curricular and determine class standing. Readmissions decisions will be communicated to the Admissions Committee to ensure space exists within the appropriate class.

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

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

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

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

Communication
Both written and E-mail communications will be considered official methods of communication between the University of South Florida’s COP faculty and all pharmacy students. Therefore, it is the student’s responsibility to check the Health Sciences Center (HSC) e-mail account correspondence daily. Students will be held accountable for response to all e-mail transmission requests within two business days. Furthermore, many important communications are sent 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 coursework.

Student Suggestions, Criticism, and Feedback
The manner in which students express criticisms, problems, or suggestions regarding the curriculum, individual courses, or instructors is expected to be professional and consistent with the demeanor aspiring professionals should be
seeking to develop. The expression of criticism or problems, either in person or via e-mail, through the use of abusive language or disruptive behavior directed toward a class or an instructor is unprofessional and unacceptable. The administration and faculty is open to receiving and responding to constructive suggestions and students are encouraged to bring up issues utilizing the appropriate channels. Concerns about aspects of a particular course should be directed to the appropriate faculty member at a mutually agreeable time and place. These matters should be addressed in person, not via e-mail. Students are encouraged to utilize their 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. COP students, at all levels of education and training, are expected to maintain a proper professional image in their behavior and personal appearance at all times.

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

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 COP and the profession of pharmacy. Therefore each student must conform to the following dress code, in addition to any required dress codes required by the practice site:

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

**General Appearance**

- Hair (including facial hair) is to be neatly trimmed and styled; length may be individualized but extreme looks are not permissible
- Fingernails are to be neat, clean, and well maintained
- All students must maintain good hygiene and avoid overly strong colognes/perfumes; offensive body odor is not permissible
- While visible tattoos and gauge ear piercings are permitted within the confines of the COP didactic curriculum, they may not be considered professional, and likely not permitted during rotation hours.
All visible body piercing/adornments (other than traditional ear piercings) are not permitted to be worn during rotation hours, including nail, tongue, eyebrow, nose, lip or other facial piercing/adornments. Visible ear adornments are limited to three per ear. Jewelry and other accessories need to be conservative/moderate style and not excessive.

Headgear and other accessories worn for bona fide religious or medical purposes are permissible.

All individual rotation site dress code policies supercede the dress code policies of the USF COP. Should the college not be able to place a student with visible tattoos or excessive body/piercing/adornments at a rotation site due to dress code policies, the student will be required to either undergo surgical alteration or withdraw from the program. Students are encouraged to make necessary alterations upon matriculation to avoid rejection during clinical rotations.

**Clothing and Shoes**

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

**Health Requirements**

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

1. Students must have health insurance in effect at all times during enrollment at USF COP. Policy information on basic health insurance policies will be available at orientation for students who do not have current health insurance. Proof of insurance will be collected by admissions prior to or during orientation.

2. Students must undergo a physical examination prior to starting school. Complete the [Physical Exam Verification Form](#) and return it directly to the Associate Director of Medical Health Administration in July.

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.
**TUBERCULOSIS**

Documentation of a Tuberculin Skin test (TST/PPD) within 6 months of starting school. Individuals with a history of a positive TST/PPD skin test must submit documentation of a negative chest x-ray within 12 months of starting school and a current screening questionnaire for signs/symptoms of TB. If you ever received the BCG vaccine, or have been administered INH, this information must be reported on the Immunization Certification. Annual TST/PPD will be required throughout your enrollment at the College of Pharmacy. Individuals with negative skin tests on admission will be offered the annual TST at no cost through the Medical Health Administration office. Individuals with a history of a positive skin test must complete the Screening Questionnaire for assessment of signs/symptoms of TB annually in lieu of the skin testing.

**RUBEOLA (10 DAY MEASLES)**

Evidence of immunity to RUBEOLA is required in the form of ONE of the following:
- Immunization with TWO doses of live RUBEOLA or MMR vaccine after 12 months of age and separated by 28 days or more. Doses must be administered after 1/1/80 unless use of a “live” vaccine is noted,
  OR
- Serologic documentation of a positive RUBEOLA immune titer (IgG blood test).

**MUMPS**

Evidence of immunity to MUMPS is required in the form of ONE of the following:
- Immunization with TWO doses of live MUMPS or MMR vaccine after 12 months of age. Doses must be administered after 1/1/80 unless the use of a “live” vaccine is noted,
  OR
- Serologic documentation of a positive MUMPS immune titer (IgG blood test).

**VARICELLA (CHICKEN POX)**

Evidence of immunity to Varicella is required in the form of ONE of the following:
- If you have had chicken pox in the past, you must provide serologic documentation of a positive Varicella immune titer (IgG blood test),
  OR
- Immunization with TWO doses of Varicella vaccine given 4 to 8 weeks apart.
  - This requirement is satisfied ONLY by a positive immune titer or the vaccine series. A history of the chicken pox disease does NOT satisfy this requirement.

**TETANUS, DIPHTHERIA AND 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.
INFLUENZA (FLU) VACCINATION

Flu vaccination is required each year while you are in pharmacy school. Vaccine will be provided for you at no cost through the USF Medical Clinic/Medical Health Administration office. Students will be notified each fall when vaccinations are available for administration. It is the student’s responsibility to submit a copy of the completed Influenza Vaccination Form to the Medical Health Administration Office (MDC 4146).

IMMUNIZATION EXEMPTION

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

Experiential Learning

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

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

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

**Professional Liability (Malpractice) Insurance**

Professional liability coverage protects the University against claims and actions which arise from the acts or omissions of health care faculty, professional employees, residents and students of USF Health. All pharmacy students will be placed at third party sites for rotations throughout the curriculum. All third parties will require professional liability coverage in order to accept students for clinical placements external to the University. As such, as a member of USF Health, all students are enrolled 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 COP.

**Student Impairment Program**

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

**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.

**PROCEEDURES**

Admissions applicants to the USF COP, 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 with regard to 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 COP Pharm D. Program.

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

DEFINITIONS

*Academic Review and Professional Student Affairs Committee (ARPSAC)* – The committee comprised of faculty and members of the administration, who are charged with managing student conduct issues.
Chemical dependence or Chemical impairment shall mean an acute or chronic condition involving the use of alcohol or other drugs, including prescription medication, to a degree that it interferes with the function of the life of an individual as manifested by health, family, academic, job, legal, financial or emotional implications.

Chemically impaired student shall mean an individual whose ability to perform his/her/their duties as a student and/or intern has been impaired by the use of alcohol or other drugs to an extent that is likely to result in the unsuccessful completion of the Pharm. D. 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

RESPONSIBILITIES

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

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

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

IDENTIFICATION

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

Ms. Delena Torrence
Professionals Resource Network
P.O. Box 1020
Fernandina Beach, Florida 32035
delena@flprn.org
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 COP for elevated sanction, which will result in dismissal from the Pharm D. Program. In the event the Board revokes a student’s internship license due to impairment, the student will be required to withdraw from the PharmD program, because an internship license is required to complete the experiential component of the curriculum.

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

After initial assessment from PRN, students may choose to seek a second opinion and ongoing treatment from another approved PRN service provider. However, delays in the process or required deadlines are not permitted due to seeking a second opinion. Furthermore, the student must sign a release of information for both The College and initial evaluator to the new service provider such that the new service provider is able to review previous documentation in completion of the 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 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 COP College of Pharmacy and practical experiences with the express written consent of the treatment provider who will indicate:
1. Any limitations placed on the student’s access to controlled substances, alcohol, or both.
2. Continued maintenance programs and treatment including participation in continued mental health counseling, 12 step meetings, support groups, and blood and/or urine screenings for alcohol or drugs as defined in the follow up treatment plan.
3. Consequences of noncompliance with the agreement.
4. Financial obligations of the student.
5. Authorization for reporting of information pertinent to treatment and rehabilitation progress to the DSS of the USF-COP.
6. Stipulation of the duration of monitoring
7. Authorization for the reporting of the terms and conditions of any agreement that has not been completed, and any changes during the length of the agreement.
Computer Use and Social Media Guidelines

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

USF SYSTEM Policy 0-206 Digital Communications -

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

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

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

**College Logo**
The USF COP college logo is not to be used by students or employees without expressed permission (from the Dean). Generally, it is not to be used at all. While there are guidelines for use of USF and USF Health logos, the USF COP logo does not fall under these guidelines. The USF COP College logo is not to be copy and pasted from any website or document. Please refer to the provided link for further clarification: [https://health.usf.edu/publicaffairs/logos_templates/overview](https://health.usf.edu/publicaffairs/logos_templates/overview).
Student Rights

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

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

Residency Classification

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

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

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

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.

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

The Florida State Legislature established procedures for charging tuition and fees to medical and professional students attending Florida State schools on a flat yearly rate basis, regardless of length of time enrolled. Students are billed at the beginning of each academic year by the OSA. Each of the first three academic years is divided into two installments 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 installments with the first installment due in May and the second installment due in January.

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

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

Payment Resolutions will be executed when the following conditions occur.

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

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

3. Student’s check does not arrive at payment center
   a. When a student’s payment is not received at the Orlando Payment Center, the student will be instructed to cancel the previous check and
wait for confirmation of the cancellation from their personal bank, before writing a second check.

b. In order to avoid a late fee assessment the student will need to provide proof that the original payment was submitted prior to the deadline. This can be accomplished with postal tracking.

c. Late Fee Waivers on already delinquent accounts will be granted at the discretion of the Associate Dean of Student Affairs.

4. Student’s personal bank processing delay (payment submitted, not deducted from account)

a. The HSC Business Office and Registration Specialist will confirm if the student’s payment was received to the Orlando Payment Center. Any additional concerns outside of USF will need to be addressed by the student with their personal bank.

LATE FEE WAIVERS

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

- Delay of financial aid disbursement resulting from Lender or University policy or error in processing. Late Fee waivers will not be approved if the disbursement delay is due to late submission of financial aid applications by the student.
- Student illness of such severity or duration that precludes timely payment of registration fees as confirmed in writing by a physician and approved by the Associate Dean of Student Affairs.
- Death in the immediate family (parent, spouse, child, or sibling) that precludes timely payment of registration fees as confirmed by documentation indicating the student’s relationship to the deceased and approved by the Associate Dean of Student Affairs.
- Involuntary call to active military duty or return from active duty that precludes timely payment of registration fees as confirmed by military orders.
- University error which precludes timely payment of registration fees as confirmed in writing by an appropriate University official or by an appropriate official University document.
- Other documented exceptional circumstances beyond the control of the student that precludes timely payment of registration fees accompanied by letter /statement of explanation and appropriate documentation and approved by the Associate Dean of Student Affairs.
It is understood that a student’s personal banking institution may hold disbursed aid for undetermined periods. If this is anticipated it is the responsibility of the student to request a Late Fee Waiver at least 48hrs before the payment due date. If the Late Fee Waiver is approved this will ensure that the student is not assessed a late fee. If the student’s funds have not been released, as the date for the Late Fee Waiver expiration approached, the student will need to request a second waiver. Additionally, the student will need to provide a narrative document from their bank, explaining why the funds are not being released and an expected date of resolution. In this case, any waivers submitted without this narrative will not be accepted, and the student will be assessed a late fee.

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

BREAKS IN ENROLLMENT

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

REFUNDS

Students who 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 COP 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 COP Registrar's Office to initiate the refund.

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

A student may be granted 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.

FINANCIAL AID TECHNOLOGY REQUIREMENTS

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

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

How to use Federal loans for technology requirement purchases

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

In order to complete this process students must:

1. Meet with the Financial Aid Counselor/Administrator to ensure understanding of the process
2. Complete the Budget Adjustment worksheet and provide all required documents. The worksheet is provided to you during your one-on-one meeting with the Financial Aid Counselor.
   a. Statement of Explanation
   b. Proof of purchase (receipt, Invoice, etc.) MUST show the student as the purchasing customer. Documents showing the parents, spouse, siblings, friends, etc. as the purchaser will not be
accepted. The purchasing date must also show the purchase was made after the student was accepted to the USFCOP program.

c. For the above reason, cash receipts/invoices that do not show the student as the purchasing customer will not be accepted.

d. USF COP technology requirements are also noted within the worksheet.

3. After your Completed Budget Adjustment packet is reviewed and approved, the student will need to complete a Loan Request form.

4. Students should expect this process and the turn around to receive their funds to be at least 7-10 business days.

5. Denied applications are handled on a case by case basis.

SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

The following standards for financial aid eligibility have been established:

1. Any student that earns one deficient grade below “C” prior to disbursement or receives an academic warning from the USF COP ARPSAC will be issued a Financial Aid Warning. The Financial Aid Warning will remain in effect for one payment period or until the deficiency is corrected, whichever occurs first. Once a student has been issued a Financial Aid Warning, any subsequent demonstration of academic difficulty may result in the student being placed on Financial Aid Probation and will not be eligible to receive financial aid.

2. A student that earns more than one deficient grade below “C” prior to disbursement or is placed on Academic Probation by the USFCOP ARPSAC will be placed on Financial Aid Probation and will not be eligible to receive financial aid.

3. A student who is required to repeat an entire year by USFCOP ARPSAC will be placed on Financial Aid Probation and will not be eligible to receive financial aid.

4. Removal of Financial Aid Probation will occur once the student has demonstrated successful academic progress and/or sufficed academic probation terms. Supportive documentation of academic progress will be required for the removal of Financial Aid Probation.

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

Appeals

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

A response by the financial aid office will be provided to the student within 10 business days of appeal receipt.

As required by the US Department of Education, submitted appeals should include:

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

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

**Records**

The USF College of Pharmacy adheres to the University of South Florida System Regulation regarding the provisions of the Family Educational Rights and Privacy Act (FERPA). Information regarding implementation of the USF System FERPA Regulation (USF2.0021 Student Records) is accessible through the following link: http://regulationspolicies.usf.edu/regulations-and-policies/regulations-policies-procedures.asp.

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 COP collaborates with 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 COP, and are not a part of the global USF network. Additionally, these electronic records are backed up regularly to ensure data integrity conservation and
retrieval in the event of an emergency.

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

Please refer to previous section on Health Requirements specific information regarding immunization exemptions.

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). For additional information on FERPA at the USF College of Pharmacy, please contact the USF College of Pharmacy’s Records and Registration Specialist.

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

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

INTERNAL COMPLAINTS

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

When possible, students are encouraged to submit a formal complaint in writing, especially for administrative complaints. Students may submit complaints individually or as a group through elected members of the Student Leadership Council. Students are certainly permitted to meet with the 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 Professionalism Survey Form. The form was developed so all USF Health students could anonymously and confidentially share concerns. The Professionalism Survey Form can be downloaded from the website, which students can submit to the ADSA either anonymously or with attribution.

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 ARPSAC, report of the incident to the Associate Dean of Faculty Affairs, the Dean’s Council, Dean of the College, or to local authorities. The student making a complaint can expect timely feedback and communication from the 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 COP Dean. All records related to student complaints will be maintained in the Office of Student Affairs.

STUDENT MISTREATMENT, ABUSE, OR UNPROFESSIONAL BEHAVIOR REPORTING

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

DISCRIMINATION

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

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

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

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

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

- Inappropriate touching; the display of sexually explicit or suggestive materials; use of sexually explicit or suggestive language or gestures; and subtle pressure for sexual activity, as well as demands for sexual favors or physical assault. Sexual harassment is a serious form of abuse.

While all forms of harassment are prohibited, sexual harassment is sometimes less easily understood. For that reason, it is discussed specifically above. Note, however, that all forms of harassment will be dealt with following the same procedures that are set forth for sexual harassment.

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

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

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

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

Orientation
First Year incoming pharmacy students are required to attend a three day orientation which takes place the week prior to the start of classes. This provides the incoming students with information and activities including but not limited to:
- Professionalism and Doctoral Expectations
- Academic Integrity
- Financial Aid
- Records and Registration
- eProfessionalism and Social Media
- Experiential Education
- Curriculum
- Interprofessionalism
- Technology Requirements
Student Services
The WELL
Academic Preparation
Team Building activity
Student Organization Fair

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

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

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

**Academic Support Services**

The academic environment of pharmacy education is challenging and sometimes difficult for even the brightest and most motivated students. The Office of Student Affairs 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:

- Overcoming test anxiety
- Stress management
- Study skills for professional students
- Time management
- SQ3R
- USF Tutoring and Learning Services
- Study Skills

**SUPPLEMENTAL INSTRUCTION/TUTORING/ACADEMIC ENHANCEMENT**

The USF College of Pharmacy offers tutoring through the Office of Student Affairs, managed by the Student Programs Coordinator (SPC). Students are encouraged to use the services as a tool for success and not only when they are experiencing
difficulty. There are three levels of academic assistance that may be utilized. These services are provided free of charge to any College of Pharmacy student as the cost is completely covered by the Office of Student Affairs. Students may use the supplemental instruction services as much or as little as needed for their individual situation.

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

Students in need of tutoring services may request assistance by emailing the Student Academic Programs Coordinator, Mrs. Nikole Jorgensen-Zidar.

**Supplemental Instructors are responsible for:**
1. Responding to student email requests within two business days.
2. Being on time for SI sessions.
3. Maintaining SI logs and time sheets.

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

**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.

The WELL is located in the former medical clinic adjacent to the College of Nursing and houses the following services and programs for students in the College of Pharmacy:

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

In addition to these programs, the WELL serves as a hub of activity where students across USF Health come together to socialize and study in the spirit of friendship and collegiality. A number of amenities are available for students including individual and small group study rooms, student lounge with television and gaming, food trucks (M-F, 11:00-2:00pm), computer work stations and printing. In the Fall of 2016, the WELL will also house a new dining facility and coffee bar, exercise gymnasium, meditation space, and lactation rooms.

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

Academic Coaching & Mentoring

Of the six areas highlighted in the Vision Statement of The University of South Florida COP, 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 COP is based on the developmental model of growth for the student through a positive relationship with a faculty student success coach. This relationship is based on a mutual responsibility to explore educational, personal, and career growth processes with the goal of retention and academic
success in the pharmacy program. The primary purposes of academic coaching are to:

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

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

ANTICIPATED OUTCOMES

The goals of the developmental academic coaching model are to

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

FACULTY ACADEMIC COACHING PROCEDURES

First through Third Year

Faculty will participate in the Faculty Coaching forum coordinated by the 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 ARPSAC, may request a change in advisor. To request a change, complete the Advisor Change Form. The DSS will confer with the Department Chair in an attempt to oversee workload assignments and seek the most equitable and appropriate re-assignment. Once an appropriate re-assignment has been identified the Advisor Change Form will be signed by the Department Chair for acknowledgement.

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

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

**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 coaches scope in 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 Disability Services.

**FACULTY 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**

As a comprehensive Student Affairs Office, one of our primary goals is the retention and promotion of our students from year to year. 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. Often, students experiencing challenges in one of these areas will also exhibit a change in performance or behavior that independently may not warrant formal report. Such changes in performance or behavior may include sleeping in class, a change in course performance, change in appearance, emotional response, unpreparedness, absenteeism/tardiness, etc. None of these circumstances independently are considered a violation, or cause for formal report. However, all of these circumstances together signify a pattern for which, if aware, appropriate
intervention becomes possible. 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 system also provides opportunity to share achievements and successes of students as well! We strive to celebrate the successes of our students.

The benefits of this system is 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 and when 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 Referral notifications are informal and may be submitted through email, over the phone, or in person to the DSS in MDA 1031. 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 to check in on progress (Success Coach will be included)
- Referral to support services such as review sessions with instructor, counseling, academic support, etc.
- Creation of plan of action for improvement of course mastery 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 content mastery early referrals, previously shared with the student, become formal and part of a student’s academic record.

ACADEMIC PERFORMANCE STANDARDS

Because many courses will serve as a prerequisite to subsequent courses within the pharmacy curriculum; failure to pass a course may prevent a student from starting the next course. All available resources for remediation will be utilized to assist the student with rehabilitative measures. Students will be expected to seek guidance and assistance from the OSA as life events occur so that proactive measures can be considered in a timely manner. Furthermore, students are required to notify their
advisor within one week of every exam failure. An early referral system for faculty has also been developed including mid-term grade reporting and referral reports of concerns of academic progress, behavior, or professionalism to the OSA in an effort to proactively assist students with potential difficulties before interfering with academic success.

MID-TERM GRADE REVIEW

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

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

Any student who is notified of having 2 C’s or 1 F must follow these steps,

1. Schedule a meeting with the course coordinator within one week of notification
2. Schedule a meeting with your faculty student success coach to occur after you meet with the Course Coordinator, but no later than two weeks after you receive your midterm grades.
3. Review the “Plan of Action” form and complete part one before meeting with the Course Coordinator(s).
4. Complete part two of the Plan of Action with the Course Coordinator.
5. Complete part three of the Plan of Action with your faculty student success coach.
6. Return the completed Plan of Action to the Records and Registration Specialist to be routed to appropriate body as necessary.

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 once 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

**Responsibilities of the Student Success Coach**

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

The faculty student success coach will also participate in

- Professional development provided through the OSA and the DSS
- Following the Early Referral Program by creating a plan of action with the advisee who is struggling
- Referring students to the DSS or other campus resources, as needed
- Providing end of semester Coaching Reports to be submitted to the DSS

**Responsibilities of the Director of Student Services**

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

**Counseling**

There are three trained staff members in the OSA, who can provide immediate crisis, counseling and/or referral services for more intensive or long term needs. You may contact Ms. Couillard, Dr. Petrelli, or Mrs. Rodriguez-Snapp for assistance with personal counseling needs.

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

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

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

**Crisis Events**

- The 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.
- [http://www.sa.usf.edu/crisis/](http://www.sa.usf.edu/crisis/)

**Confidentiality**

- Students who seek counseling services through the OSA are assured of confidentiality, except in the following cases:
  1. Suspected harm to self or others, in which case the University Counseling center and/or University Police will be notified in order to conduct an assessment and provide appropriate interventions.
  2. Sexual assault (recent or historical; self or others) to Title IX office
  3. Instances in which academic success may be significantly at risk. In such circumstances, only the ADSA will be notified for awareness or potential intervention. Information and documentation will remain
confidential within the office of the ADSA. Students will be informed in advance should information need to be shared with others in administration.

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

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY1 - Fall</td>
<td><strong>Career Pathway Assessment Part I</strong> - American Pharmacists Association (APhA) Career Pathway program</td>
</tr>
<tr>
<td></td>
<td>o This is an online assessment and decision-making tool for students to assist them in evaluating their needs and strengths in regard to a Pharmacy career.</td>
</tr>
<tr>
<td></td>
<td><strong>Writing a professional CV</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Analysis of Career Pathways Part I</strong> - Discussion of Career Pathways Assessment results</td>
</tr>
<tr>
<td>PY1 - Spring</td>
<td><strong>Career Pathways Outline</strong> – Discussion of career options within the Pharmacy profession.</td>
</tr>
<tr>
<td></td>
<td><strong>Careers in Pharmacy Part I</strong> (Panel of speakers) – Community, Hospital, Industry, Research. Resources, AACP Careers in Pharmacy</td>
</tr>
<tr>
<td>PY2 – Fall</td>
<td><strong>Careers in Pharmacy Part II</strong> (Panel of speakers) - Public Health, Government, Academia Resources, AACP Careers in Pharmacy</td>
</tr>
<tr>
<td>PY2 – Spring</td>
<td><strong>APhA Career Pathways Part II</strong> (full assessment) – Evaluation of changes from the first assessment and understanding of how to analyze career options</td>
</tr>
</tbody>
</table>
**PY3 – Fall**
- Post-Graduate training opportunities - Part I
  - Residencies
  - Fellowships
- Post-graduate educational opportunities
  (Graduate school, PhD, MBA, JD, MPH)

**PY3 – Spring**
- Interview/Negotiation Skills (careers and residencies)
- Post-graduate training opportunities – Part II
  - Residencies
  - Fellowships

**PY4 – Fall**
- Career and Post-Graduate Opportunities Fair

**PY4 – Spring**
- Personal Financial Management
  - Credit and debt
  - Home ownership
  - Investing
- Conducting an Effective Job Search

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**Students with Disabilities & Accommodations Support**

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

In accordance with Section 504 of the Rehabilitation Act, The Americans with Disabilities Act and The ADA Amendments Act, the University of South Florida provides reasonable classroom accommodations for otherwise qualified students who have documented disabilities. Students seeking accommodations must register with the Student Disability Services Office.

The USF COP works in conjunction with the Students with Disabilities Services (SDS) office at USF. Any student requesting accommodations may either contact the DSS or ADSA for the COP, who will guide the student through the process; or contact USF SDS directly for management of services. The student may also contact SDS directly.

**HOW TO REQUEST ACCOMMODATIONS FOR A DISABILITY**

The process for receiving accommodations is as follows:

1. A student must first communicate a request for ADA accommodations to either the COP OSA or the USF SDS.

2. A student presents appropriate documentation of a disability to SDS from a qualified healthcare provider. **Documentation guidelines and appropriate**
verification forms, SDS is responsible for approval of submitted documentation. An application will not be processed until complete documentation is received by SDS.

3. Documentation is reviewed by SDS staff and may communicate with the COP ADSA to identify reasonable accommodations. Note: Documentation is maintained in the Office of SDS and not seen by COP administration unless provided by the student or explicit permission by the student is granted. Specific diagnosis is only shared with the COP ADSA should it be necessary to determine reasonable accommodation.

4. A meeting will be scheduled between the student and USF SDS to determine appropriate accommodations. If appropriate, this meeting may also include the COP ADSA.

5. If approved for accommodations, an SDS staff member generates an accommodations memo for the student and will forward a copy of the student's accommodation letter to the DSS of the COP.

6. The student is responsible for communicating directly with faculty to discuss requested accommodations utilizing the accommodations memo provided by SDS. The DSS will meet with the student to provide support in arranging appropriate accommodations with the individual faculty.

7. SDS staff may assist both the student and/or the faculty member in the implementation of accommodations.

ACCOMMODATIONS FOR NATIONAL EXAMS

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

EXCEPTIONS TO ACCOMMODATIONS

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

STUDENT’S RIGHT TO APPEAL

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

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

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

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 DSS or ADSA.

Student Leadership Council & Organizations

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

Responsibilities of students serving in student organizations:

- Student Organizations of the College of Pharmacy will follow the parliamentary procedures using Robert’s Rules of Order to conduct student council and student organization meetings.
- All student organizations are required to submit an annual report of activities to be included as well as an application for renewal to be submitted to the executive council. Failure to submit an annual report will lead to organization deactivation in the following year.
- Students serving in executive leadership positions in student organizations have a professional obligation to grow in leadership as they serve the student body by attending the annual student leadership retreat. Failure to attend the retreat will result in removal of leadership position.
The Student Leadership Council (SLC) was established in the Fall 2011 and is the umbrella organization from which all other professional organizations will be developed. Therefore, all leadership positions within SLC must be filled in order for any other organization to exist. The SLC executive positions must include President, Vice President, and Treasurer. Any changes to the constitution must be approved by the student body through standard procedures. All student organization charters and organizations will be suspended until every position in the SLC is filled. Some of the specific goals for the SLC will be to oversee development of new student organizations, student interest groups, develop student leadership and professionalism, provide a forum for student dialogue and expression of ideas and concerns, and to provide an opportunity for open communication between students and faculty. Student representation will appear in all pertinent committees throughout the COP. The COP Student Leadership Council bases its mission and ideals on a constitution directed, developed, and implemented by the student body under the advisement of the Student Programs Coordinator.

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

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

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

STUDENT ORGANIZATIONS

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

- Student Leadership Council (SLC)
- American Society of Consultant Pharmacists (ASCP)
- American College of Clinical Pharmacy (ACCP)
- Academy of Managed Care Pharmacy (AMCP)
- American Pharmacist Association – (APhA – ASP)
- BRIDGE Pharmacy Clinic
- Christian Pharmacists Fellowship International (CPFI)
- Hispanic Association of Pharmacists (HAP)
- Innovation Technology and Entrepreneurship in Health Care (TTEHC)
- Kappa Epsilon
- Kappa Psi
- National Community Pharmacists Association (NCPA)
- Phi Lambda Sigma
- Pediatric Pharmacy Advisory Group (PPAG)
- Student National Pharmaceutical Association (SNPhA)
- Student Society of Health System Pharmacists (SSHP)
- Rho Chi
The College of Pharmacy encourages students to become involved in Student Organizations as a means of developing leadership skills and professional networking opportunities. The COP Student Leadership Council (SLC) is the central student body organization for the College and the entity from which additional COP Student Organizations are based. Chartering of a professional student organization is a parallel process by which the requirements of the organization’s headquarters and the requirements of the COP and USF are typically met on the same timeline. Students wishing to charter a student organization must start with it as a student interest group (SIG). Following continued retention of the SIG, students can pursue the chartering of an organization.

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

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

Specifically, students must do the following,

1. The interested student must email the SPC with the name of the organization they’d like to charter and why.
2. The SPC will provide the student with the “Intent to Develop a COP Student Organization” form on which the student will outline the necessary roles and responsibilities of the student leadership team, as well as the faculty advisor, and financial obligations linked to the organization (travel, conference registration, dues and/or fees). To complete the form, the student may contact the organization headquarters and elicit COP student interest. The “Intent to Develop a COP Student Organization” form will be due to the SPC within one week after initial contact with the SPC.
3. The SPC will forward the form to the Executive Council for approval/denial. If the creation of the student organization is denied, feedback will be provided and it is suggested that the interested students create a student interest group (SIG).
4. Once approved by the Executive Council, the SPC will contact the Chair of each department to receive recommendations for possible faculty advisors.
5. The list of possible faculty advisors will be shared with the student who will be responsible for choosing and communicating with the faculty member to assess their willingness and availability to participate as advisor for the new
Student Organization. It is a requirement that all student organizations have a faculty advisor prior to any further development of the organization. Failure to obtain a faculty advisor will relinquish the continuation of the process of chartering the organization.

6. The student must submit a “SLC New Student Organization Form” to the Vice President of the COP Student Leadership Council one week prior to the monthly E-board meeting. The motion will be voted upon at the next Student Body meeting. The official chartering of a new student organization can move forward after Student Body approval.

7. After the student body approves the installation of the organization by a vote, the organization is officially recognized by the USF COP.

8. The student will then proceed with chartering requirements of the headquarters (if applicable) as well as submit their request for a new USF Student Organization through Canvas to the Center for Student Involvement. The Vice President of the Student Leadership Council will assist students with this process, if needed.

9. Once the request has been approved by the Center for Student Involvement (CSI), the students have 60 calendar days to submit a constitution. After the constitution is approved, representatives (usually the President-elect and Treasurer) will attend a University Bull Session after which the organization moves from Provisional status to become a Recognized Student Organization (RSO) with the University at large. More details about USF’s process can be found within the Center for Student Involvement’s Resources.

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

FACULTY ADVISOR

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

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

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

**SPEAKER INVITATIONS**

Students or student organizations wishing to invite speakers to campus for presentations or workshops must do so with the intent to educate students. Students who are bringing in external speakers must complete the following Qualtrics form: [https://usfhealth.az1.qualtrics.com/jfe/form/SV_8bIT7umqJ6nnybH](https://usfhealth.az1.qualtrics.com/jfe/form/SV_8bIT7umqJ6nnybH).

Please note: state facilities and space are not permitted to promote particular candidates or causes. Therefore, advertisements for events including a local, state, or national politician or registered lobbyists must clarify that the activity is not a political event and must not include party affiliation as part of any outreach or announcement. Students must inform the ADSA in writing anytime a local, state, or national politician is invited to campus. Furthermore, administration would like to be informed anytime a visible individual from the community is invited to campus. This will allow an administrator to meet with the individual and/or attend the event.

**Student Travel Policy**

All 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 Student Handbook 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 traveling for IPPE/APPE must follow policy and procedures as listed in the Experiential Education Manual ([https://health.usf.edu/pharmacy/preceptor](https://health.usf.edu/pharmacy/preceptor)).

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

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

The approval and reimbursement process includes five steps:
1. Submit student travel request form to OSA
2. Receive approval for funding from ADSA
3. OSA submits travel request to University
4. Receive notification of FINAL approval from OSA to travel
5. Submit receipts for reimbursement

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

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

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

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

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

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

5. Upon return, if reimbursement is being requested,
   • Receipts are required for reimbursement. Submit receipts to the OSA within 5 business days of return from travel. An expense report will be created and the student must sign the report before it will be submitted.

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

**Alcohol Use Policy for Student Organizations**

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

**Non-undergraduate Student Sponsored Events**

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

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

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

1. All campus, local, state, and federal laws apply. No one under the age of 21 may consume alcohol at a USF Health event.
2. Only wine, beer, or similar bottled beverages may be served. Liquor of any kind is prohibited.
3. The faculty advisor must be in attendance. If the faculty advisor is unable to attend, contact the DSS to identify an appropriate substitute.
4. There is a two (2) drink limit for each individual (ticket system or something similar). The RSO is responsible for determining how the drink limit will be enforced.
5. If the event is catered, a server must be present to serve alcohol.
6. If it’s not catered, the organization may use their own funds (not A&S) to purchase alcohol.
7. Food must be provided at the event.
8. The organization must also offer non-alcoholic beverages.
9. The Acknowledgement Form must be signed by the President of the RSO and the faculty advisor.
10. At least three weeks (fifteen business days) before the date of the event, the USF Health Events Serving Alcohol form (Appendix B) and the signed Acknowledgement form (Appendix C) must be submitted to the Associate Dean of Student Affairs.
11. The form will be forwarded to the Dean for approval.

With the Dean’s approval, the form will be forwarded to RB Buford for final approval. The organization will be notified of the final decision once received by the OSA from Ms. RB Buford.

For additional information about the USF System policies, please reference the following links,

- [http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-023.pdf](http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-023.pdf)
- [http://ctr.usf.edu/alcohol/policies.html](http://ctr.usf.edu/alcohol/policies.html)

**Student Delegates**

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

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

**Expectations of Student 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 Student Delegate must apply through the office of the DSS and interview with a committee from the College of Pharmacy. Minimum requirements for becoming a Student Delegate include,
1. GPA  
   a. Entering cumulative GPA (for P1 students) of 3.0  
   b. Cumulative COP GPA of 3.0 for P2+  
2. Previous extracurricular and/or student organization involvement

**Student Honor Committee**

**INTRODUCTION**

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

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

**PURPOSE OF THE STUDENT HONOR COMMITTEE**

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

**MEMBERS OF THE STUDENT HONOR COMMITTEE**

The Honor Committee members shall consist of the following:

- Four class representatives and four alternates: two students from each class. Fourth year students are only required to serve on cases involving other fourth year students unless time permits otherwise. Representatives are elected by peers during class elections.
- Of the eight student members of the Honor Committee, two leadership positions from P1-P3 will include:
  - Chair
  - Co-Chair
  - Secretary
• The Chair of the ARPSAC and DSS will serve as co-advisors to the Student Honor Committee.

VIOLATIONS OF CODE OF CONDUCT OR ACADEMIC INTEGRITY

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

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

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

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

REPORTING HONOR VIOLATIONS

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

• A student reporting an honor violation should report the incident to a member of the Honor Committee within three 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 College of Pharmacy Academic Review and Professional Student Affairs Committee (ARPSAC). The ARPSAC will meet to review the information provided to determine if a formal meeting is required. The accused shall be notified of the alleged accusation and the time and place of a formal meeting in a formal College of Pharmacy letter signed by both the Chair of the ARPSAC and the Chair of the Student Honor Committee. After it is determined that a formal meeting is required by the ARPSAC, the Honor Committee Chair shall appoint a member of the Honor Committee as an investigator to interview witnesses involved in the accusation including faculty, administrators, or other students. Confidentiality is an essential step in this process; as such no student other than the accused should have knowledge of any Student Honor Committee actions or proceedings. Any confidentiality violation shall be considered an Student Code of Conduct violation.

CASES TO BE HEARD BY STUDENT HONOR COMMITTEE

The Student Honor Committee will be present and have full participation in all ARPSAC meetings involving cases of academic integrity to include plagiarism and cheating; and cases of professionalism brought forward by the Student Honor Committee. The ADSA and the Chair of the ARPSAC will determine on a case-by-case basis the involvement of the Student Honor Committee in cases of professionalism brought forth as a result of the Early Referral Program, by the Chair of the ARPSAC, or by the 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 ARPSAC meeting based solely on academic difficulty and progression.

HONOR COMMITTEE HEARING

All cases involving the Student Honor Committee brought before the ARPSAC, shall be considered formal proceedings of The College, Student Honor Committee, and students required to attend a review meeting shall follow the traditional procedures of the ARPSAC. Refer to the ARPSAC section in this Handbook for further information. The Student Honor Committee will take the lead on cases
called by the Student Honor Committee and present a written report of the findings of any investigation to be presented to the ARPSAC members at least 24 hours prior to a hearing. The ARPSAC and Student Honor Committee hearing is closed to the public, with exception of the Committee members, the accused, the accuser and any witness. Either the 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 ARPSAC Chair, Student Honor Committee Chair and ADSA.

PENALTIES

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

APPEALS

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

CONFIDENTIALITY STATEMENT

Maintaining confidentiality of all proceedings and one’s own personal record of integrity are essential requirements for participating on the Student Honor Committee. All members of the Student Honor Council are bound to maintain the confidentiality of students accused or found guilty of 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 ARPSAC. Student Honor Committee members must not communicate outside of
formal Student Honor Committee or ARPSAC meetings any information in direct relation to a student or case being reviewed. This policy is inclusive of ALL individuals including members of the Student Honor Committee, other students, faculty, staff, friends, or family members. Communication is defined as verbal, written, or electronic. Any member of the Student Honor Committee found in violation of this policy will be immediately removed from the Student Honor Committee and be subject to serious charges by the ARPSAC.

**STUDENT RESPONSIBILITY TO PREVENT HARASSMENT**

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

**PLEDGE OF PROFESSIONALISM**

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

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

1. **DEVELOP** a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting the responsibility and accountability for membership in the profession.
2. **FOSTER** professional competency through life-long learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
3. **SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.
4. **DEDICATE** my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
5. **MAINTAIN** the highest ideals and professional attributes to insure and facilitate the covenantal relationship required of the pharmaceutical care giver.
The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to insure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather it begins with my membership in this professional college community. Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession. I voluntarily make this pledge of professionalism.

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

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

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

Student Honor Council Signature

__________________________________________Date________________
University and College Resources

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

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

Building Codes

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

Shimberg Health Sciences Library

The Shimberg Health Sciences Library is located at 12901 Bruce B. Downs Blvd. on the east side of Bruce B. Downs Blvd. directly across the street from the James A. Haley Veterans Hospital. Our phone number is (813) 974-2243. Please visit their website for holdings and services offered for students.

http://library.hsc.usf.edu/
Hours of Operation:
Monday - Friday: 7:30 AM - 11:00 PM
Saturday: 10:00 AM - 6:00 PM
Sunday: Noon - 11:00 PM
Students are also welcome to utilize the library located on main campus.
http://www.lib.usf.edu/
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<td>Diane Allen-Gipson, PhD</td>
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<td>2302</td>
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<td>Bobbie Ameduri</td>
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<td>Floyd Ballard, MS</td>
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<td>Natasha Baloch</td>
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<td>Alexandra Barboza, MBA</td>
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<td>Jose Barboza, PharmD, CDE</td>
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<td>Shristy Bashyal, MBA, MS</td>
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<td>Monica Batistapau</td>
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<td>Norma Bedell, BA, MA</td>
<td>Academic Services Administrator, Graduate Program</td>
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<td>Danisha Benjamin</td>
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<td>COP Library Liaison</td>
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<td>Nicholas Carris, PharmD, BCPS</td>
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<td>Kamila Dell, PharmD, BCPS</td>
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<td>224-7823 4-3749</td>
<td>Oliver A. Emberger, BPharm, NPh, MBA</td>
<td>Pharmacy Manager Mail point MDC 52</td>
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<td>Daniel Forrister, PharmD</td>
<td>Assistant Professor, Pharmacotherapeutics &amp; Clinical Research</td>
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<td>974-5204</td>
<td>Carol Fox, PharmD, CGP</td>
<td>Associate Professor &amp; Vice Chair, Pharmacotherapeutics &amp; Clinical Research</td>
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<tr>
<td>3102C</td>
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<td>Rachel Franks, PharmD, BCACP, CDE</td>
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<td>Erini Serag-Bolos, PharmD</td>
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Parking
For information on USF Parking Services, policies, and regulations, refer to:
USF Parking and Transportation Services website:
http://www.usf.edu/administrative-services/parking/

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

USF Regulations:
4.00210 through 4-00219
4-0023 through 4-0029, FAC, available at:
http://usfweb2.usf.edu/usfgc/ogc%20web/currentreg.html

Index
Absence, 29
Academic Support, 97
Advising, 99
Appeal, 64
ARC, 55
Building Codes, 127
Career Development, 107
Communication, 67
Counseling, 106
Directory, 129
Discrimination, 93
Dress Code, 68
Early intervention, 102
Experiential Learning, 15, 73
Financial Aid, 84
Goals, 5
Grade Appeal, 23
Grading Scale, 19
Hazing, 93
Health, 71
Leave of Absence, 38
Leave Of Absence, 87
Library, 127
Mission, 5
Oath, 144
Orientation, 96
Parking, 136
Probation, 61
Professionalism, 16, 41
Records, 90
Refunds, 87
Registration, 90
Sexual Harassment, 93
Strategic Plan, 7
Student Ambassadors, 120
Student Council, 111
Student Organizations, 112
Student Services, 83
Student Support, 96
Tuition, 84
Tutoring, 97
Vision, 5
Withdrawal, 37
Appendix – Forms

Absence Request Form

University of South Florida – College of Pharmacy

ABSENCE REPORT/ Request Form

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 expecting excused absence. Submit the form to Mrs. Sellars at kkeleci@health.usf.edu. She will route forms and supporting documentation directly to faculty for approval and return the form to you.
- Administrative excused absence due to significant emergency: Please contact Dr. Petrelli immediately upon leaving 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. Sellars at kkeleci@health.usf.edu. You must communicate directly with faculty to make up missed assignments.

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<th>Date(s) of Absence:</th>
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<td>Exams or Assignments Missed?</td>
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<td>Class name(s) (including number) / Professor(s):</td>
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<tr>
<td>Reason(s) for Absence:</td>
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<td>Documentation attached:</td>
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Student: Do not write below this line

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<td>Unexcused</td>
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<tr>
<td>Faculty Signature:</td>
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Name of Reviewing Official (required for administrative excused absence):
Signature of Official:
Date of completion returned 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.**

**EVENT NAME:**

**EVENT DAY & DATE:**

**BEGINNS/ENDS:**

**EVENT LOCATION:**

**SPONSORING DEPARTMENT:**

**PAYING FOR THE EVENT (e.g., USF, UMSA):**

**BENEFIT TO USF HEALTH:**

**OTHER COMMENTS:**

---

**By my signature, I acknowledge that proper identification must be presented by participants of the event to consume alcoholic beverages at the event. No guest(s) under the age of 21 will be served alcoholic beverages. I also acknowledge that the organized group within the USF System is responsible for the behavior of its members and guests whenever sponsoring an event [USF Alcohol Policy, Section III].**

**DIRECTOR/CHAIRMAN SIGNATURE:**

**DATE:**

**DIRECTOR/CHAIRMAN NAME (PRINT):**

**DEPARTMENT NAME:**

**CONTACT PHONE NUMBER OR EMAIL:**

**RETURN THIS FORM TO THE ATTENTION OF:**

---

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

Email: jvongsav@health.usf.edu

Interoffice mail: MDC 62

---

For completion by Ms. Roberta Burford:

**APPROVE**

**DISAPPROVE**

**OTHER COMMENTS:**

**SIGNATURE:**

**DATE:**
Intent to Develop a COP Student Organization

Name of proposed Student Organization
__________________________________________________________

Contact information of interested student (name, email, phone number)
__________________________________________________________

Contact person at national organization, if applicable (name, email, phone number, and affiliation)
________________________________________________________________

What are the expectations of the faculty advisor in chartering this organization (time commitment, travel, conferences, etc.)
________________________________________________________________
________________________________________________________________
________________________________________________________________

What are the expectations of the student(s) in chartering this organization (time commitment, travel, conferences, etc.)
________________________________________________________________
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________________________________________________________________

Please list the expected financial obligations of the faculty advisor (conference registration, travel, membership dues)?
________________________________________________________________
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________________________________________________________________

Please list the expected financial obligations of the student(s) (conference registration, travel, membership dues)?
________________________________________________________________
________________________________________________________________
________________________________________________________________
Mid-term Grade Review
Plan of Action

Part 1 - Complete this section prior to meeting with the Instructor(s).
In your opinion, what are the reasons you’re struggling academically? Please check all that apply.
☐ Course Content  ☐ Time Management  ☐ Study Skills
☐ Personal Stress  ☐ Test Anxiety  ☐ Other

Please provide additional detail.

Part 2 - Complete this section with the Instructor(s).
Which of the following options might help you become successful in this course? Please check all that apply.
☐ Supplemental Instruction – How often?
☐ Individual Tutoring – How often?
☐ Scheduled meetings with the instructor – How often?
☐ Study Skills/Time Management/Test Anxiety assistance
☐ Personal Counseling (referral)  ☐ Other

Please explain how you will utilize the resources indicated above.

Part 3 - Please complete this section with your Faculty Advisor.
What steps will you take to seek assistance?

How will you measure your progress toward academic success?

What steps will you take to refine the plan if it’s not working?
University of South Florida – College of Pharmacy
Student Travel – Request for Funding

Please complete this form above the bold line and submit to Office of Student Affairs with appropriate documentation attached. Please note that student organizations are responsible for fundraising for their own travel funds. Students are expected to exhaust all avenues for funding prior to submitting request for travel to COP (i.e. submit a proposal to USF Student Government, etc). Generally, the College will only support travel related to Patient Counseling and Clinical Competition winners and Legislative days. This form must be completed one month prior to date of travel for consideration of funding.

Please check the appropriate box below:
- Professional Conference as a member of a student organization
- Other travel, please explain
- Professional Conference as an individual

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

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

<table>
<thead>
<tr>
<th>Cost per person:</th>
<th>Registration</th>
<th>Flight</th>
<th>Mileage</th>
<th>Car Rental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals</td>
<td>Parking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- I/we have been certified through USF system to travel. If not, list names needing certification and respective U-Numbers __________________________
- Class/Exam Missed: __________________________
- Please list all avenues attempted to secure funding (i.e., fundraising, USF Student Government travel grant, etc.)

Please check the box below:
- I/we have read the Student Travel Policy this request is being submitted at least 4 weeks prior to date of travel.
- All documentation to be attached to include requested flights, maps for mileage, hotel rates, conference program

Students: Do not write below this line

<table>
<thead>
<tr>
<th>Date form received:</th>
<th>Name of Reviewing Official:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel approved – Specify for whom and what amount:</td>
<td></td>
</tr>
<tr>
<td>Travel not approved</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td>__________________________</td>
</tr>
<tr>
<td>Signature of Official:</td>
<td>__________________________</td>
</tr>
<tr>
<td>Date of Completion of Form and Return to Student:</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

141
Release of Liability by Student for Academic Study or Travel

Name of College or Course ___________________________ Date __________

In consideration of the permission granted by the Board of Trustees for and on behalf of the University of South Florida (USF), Tampa, Florida, to enroll and participate in the above stated course or course of study and related travel and transportation provided by USF, I do hereby release the State of Florida, University of South Florida Board of Trustees, the University of South Florida, and the Sponsors of the event as well as the agents, employees and members of the aforementioned from all actions, causes of actions, damages, claims or demands which I, my heirs, executors, administrators, or assigns may have against any and all of the aforementioned for any and all personal injuries, known or unknown, which I have or may incur by participation in the above stated event and for all damage to my property.

I realize that there are inherent dangers and risks involved in the class room assignments and off campus activity and travel required by this course and/or the clinical study or the classroom setting within this course or course of study and I hereby agree to hold harmless the State of Florida, University of South Florida Board of Trustees, the University of South Florida, and the faculty or staff supervising the course or course of study, as well as the agents, employees, and members of the aforementioned from any loss, liability, damage or cost that they may incur due to my enrollment or participation in this course or course of study.

I hereby agree to abide by any policies, rules and regulations adopted by the aforementioned and understand that the violation of said policies, rules or regulations may result in immediate dismissal from the course, program or activity.

I expressly agree that the foregoing Release and Waiver of Liability Agreement is intended to be as broad and inclusive as is permitted by the law of Florida and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I have read this Release and Waiver of Liability Agreement and understand all of its terms. I execute it voluntarily and with full knowledge of its significance.

Printed Name ___________________________ Signature of Student ___________________________

Date __________

Release and Indemnity Agreement
College of Pharmacy Records Review Request Form

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a federal law that establishes the rights of students with regard to education records and ensures students of the right to inspect and review those records. This form is provided as a means for students to request to review their records. This request should identify as accurately as possible the specific records that the student wishes to inspect and review.

Student's Authorization to Review Records

In signing this form, I, _________________________________________

ID# ___________________________, request to review the records listed below at the University of South Florida College of Pharmacy.

Type of Record

<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>
</tr>
<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 copies of the records will not be provided, which includes copying the records verbatim or taking pictures of the records.

I have carefully read the forgoing authorization and fully understand the meaning of this form.

______________________________
Student's Name (please type or print)

Signature____________________ Date________________

RETURN COMPLETED FORM TO: Registrar’s Office in MDA 1025 or fax to (813) 905-9890
Oath of a Pharmacist

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

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

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

Signature_____________________________________Date________________
Technology Requirements
The USF College of Pharmacy (COP) has a very active approach to using technology in support of student learning, and constantly works with students, faculty, and technology vendors to improve Pharmacy education. The following serves as a guide in regard to technology requirements for academic purposes. The guide reflects currently available educational software; however, changes may occur to help meet student learning needs. Students are encouraged to consider future upgrading capabilities prior to purchasing new equipment.

You can expect to use the following, or similar, educational technologies as a student. While some items will be used in all classes, others are specific to individual courses and will be detailed in the course syllabus.

<table>
<thead>
<tr>
<th>Educational Technology</th>
<th>Company/Platform</th>
<th>Cost</th>
</tr>
</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>Reef Polling App</td>
<td>$51 – 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 Privacy Screen</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 COP requirements:
• ($300-$800 depending on brand, size, & retailer)
• Dual Core i5 or higher processor (2Ghz or higher)
• 4GB RAM 205
• 250GB Storage
• Windows 7 or higher
• Microsoft Office 2013 or newer (available via free USF Health Download with Net ID)

Students should be aware of potential Mac OS compatibility limitations with some software and hardware used within the USF COP program. Vendors of educational software do not always de-conflict multiple operating systems, thus students who choose to use Mac-based systems may be unable to meet class requirements.

Recommended Warranty Coverage and Service Plans
Students should consider warranty coverage or service plans to cover equipment for the duration of your years of study (i.e. 4 years). As available, consider accidental damage warranty and those with on-site service capabilities.

Other Items Used by Students (but not required) Desktop PC or Tablet Color printer DVD/optical drive (internal or external) Web camera External hard drive and/or USB Flash Drive Travel Mouse/Keyboard USF Canvas LMS offers up to 21 GB of free storage: http://my.usf.edu. USF Health offers Box.com account with 100 GB of free storage: http://health.usf.edu/is/services/application-portfolio.

HIPAA Compliance
Patient confidentiality and privacy is of utmost concern. Students must be cognizant of any and all computerized/digitized patient information and remain in compliance with the Health Insurance Portability and Accountability Act (HIPAA) at all times.

General USF Health IS Information
• Security software installation may be required before connecting your mobile device, laptop or tablet to a USF Health resources accessible via the network
• Student may be eligible for software at a reduced price (Microsoft Office, etc…); contact USF Health Information Systems at support@health.usf.edu for additional information
• For account and technical support visit / bookmark the USF Health IS web site: http://health.usf.edu/is
ARPSAC Moral Supporter Form

COLLEGE OF PHARMACY
ARPSAC REVIEW MEETING
NOTIFICATION OF MORAL SUPPORTER FORM

In signing this form, I, ____________________________, hereby notify the Academic Review and Professional Student Affairs Committee (ARPSAC) at the University of South Florida College of Pharmacy that the individual listed below will serve as my Moral Supporter.

Name ____________________________ Date of Review Meeting ____________________________

The role of the Moral Supporter during this ARPSAC Review Meeting is limited. It reflects that this process is not a courtroom proceeding, but is part of the institution’s programs that are designed to provide a good living 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 ARPSAC. The Moral Supporter may not disturb the proceedings of the ARPSAC. If a Moral Supporter fails to act in accordance with the procedures of the ARPSAC, 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 MDA 1025 or fax to (813) 905-9890
Updated 7/20/18
Student Handbook Verification Form

I ___________________________ certify that I have read the entirety of this 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_________________