USF COLLEGE OF PHARMACY
Office of Student Affairs and Assessment

Student Handbook
2013-2014
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 regularly as changes occur in institutional policies.
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Tenets of the College of Pharmacy

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

Welcome

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

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

The Office of Student Affairs and Assessment (OSAA) is dedicated to assisting you in the successful completion of this challenging academic endeavor. The Assistant Dean for Student Affairs and Assessment, Ms. 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 inter-professional 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
The mission of the University of South Florida College of Pharmacy is to develop outstanding pharmacist clinicians that provide educational, preventive, and therapeutic pharmaceutical care services to patients, communities, and healthcare providers with foundational principles based upon innovation, leadership, achieving inter-professional collaboration, application of clinical evidence, and life-long learning values.

Vision
The University of South Florida College of Pharmacy will create an academic and clinical learning environment known for:

- Producing outstanding pharmacist clinicians trained in advanced healthcare principles to provide exceptional patient-centered care
- Creating an inter-professional academic healthcare environment that respects the significant contributions of pharmacists within the healthcare team
- Implementing patient-centered learning models for our faculty and students based on the active application of advanced technology
- Providing a collegial and nurturing environment where students will incorporate principles of life-long learning into their continued professional development and clinical pharmacy practice
- Developing cutting-edge research in sciences, drug discovery, clinical translational research, and clinical trials participation
- Recognizing the need and developing strategies to provide community outreach to underrepresented and underserved communities

Goals
- Create pharmacist clinicians to provide high-level pharmaceutical care services in various clinical and business arenas
- Strive to create clinicians that are trained in the most advanced medication therapy modalities encountered in the delivery of healthcare, with emphasis on aging populations
- Development of professionals recognized for their leadership abilities in various healthcare settings
- Enhance access by practicing pharmacy and healthcare clinicians to academic pharmacy resources through research opportunities, clinical activities, and continuing education
- Create a diverse learning environment for students and faculty
• Utilize emerging technologies for advanced learning opportunities for faculty, students, and healthcare professionals
• Create outreach opportunities for students and faculty to serve in underrepresented and underserved communities
• Develop a system that strives for continuous assessment and improvement of teaching, clinical, and research activities to ensure the achievement of the mission, vision, and strategic initiatives

**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 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 of, and clinical application of pharmacogenomics;
- The application of validated pharmacogenomics biomarkers with continual review of their clinical relevancy;
- The discovery of new and utilization of developing pharmacogenomics 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 able to refine
LEADERSHIP

Leadership is a necessary tenet for the success of future pharmacists, regardless of professional environment. The curriculum and faculty will mold graduate 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 Plan

Strategic initiatives for the USF COP were developed by an interprofessional advisory council consisting of academic clinical pharmacists employed by USF Health, healthcare professionals associated with USF Health, and external healthcare professionals from Tampa area institutions. 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. Development of outstanding clinical pharmacy practitioners with enhanced patient-interactive skills  
   a. Innovative early experience clinical practices with emphasis in underserved/underrepresented populations  
   b. Enhanced advanced experience clinical practices with established clinical teaching facilities and existing USF Health clinical departments  
   c. Emphasize clinical research and evidence-based models throughout the curriculum, especially during clinical skills modules  
2. Development of Strategic Relationships with private/entrepreneurial entities  
3. Development of Enhanced Inter-professional Clinical and Research Relationships  
4. Creation and implementation of Faculty Development Resources by utilizing existing resources at the University of South Florida  
   a. Faculty recruitment, retention, and teaching-training modules  
   b. Faculty research-training modules  
   c. Emphasis placed upon clinical practice and research  
5. Creation and implementation of Academic Entrepreneurial Models of Clinical Practice and Clinical Research  
   a. Center for Innovation in Pharmacy Practice (CIPP)  
   b. Institute of’s (component of USF Center of Drug Development and Innovation (CDDI))  
   c. Center for Administration, Policy, & Patient Safety (CAPPS)- joint venture with College of Public Health  
6. Creation and implementation of Innovative Approaches in Developing Curricular Design through the USF Health Creative Services & Instructional Innovation (CSI²)  
   a. Podcast of classes  
   b. Second Life (Virtual Reality application)  
   c. Alternate Reality Games for Education  
7. Creation and implementation of USF Health Scholarly Concentrations Program (examples provided)  
   a. Health Disparities  
   b. Research  
   c. Medical Humanities  
8. Development of Global Health Initiatives and Relationships  
   a. Collaboration with the International Cooperative Biodiversity Groups through the USF College of Public Health
Chapter 2

Accreditation Status

The most important aspect of freedom of speech is freedom to learn. All education is a continuous dialogue—questions and answers that pursue every problem on the horizon. —William Orville Douglas

The University of South Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) [1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4500]. Originally accredited in 1965, the institution’s accreditation has been continued since that time. Full accreditation status was last reaffirmed in 2005; with next review scheduled for 2015. Formal statement of accreditation is on the USF web site: http://www.ie.usf.edu/Accreditation/

Inquiries to the Commission should relate only to the accreditation status of the institution, and not to general admission information.

INSTITUTIONAL ACCREDITATION

Accreditation, as it is practiced in relation to colleges and universities in the United States, is voluntary on the part of an institution. It is recognition that an institution or program has been evaluated and that it meets a set of standards of quality that are determined by the members of the association or agency granting the accreditation. The chief aims of accrediting associations are to help assure the consumers of higher education—parents, students, and employers—that an institution or program is meeting minimum standards and to stimulate those institutions and programs to improve beyond the minimum standards. The accrediting activities are carried out by volunteers from the accredited institutions and programs.

The Provost, as chief academic officer of the institution, has primary responsibility for institutional accreditation. Dr. Kathleen Moore is the University’s SACS Liaison Officer.
The SACS Commission on Colleges is an institutional accrediting body and accredits the entire institution. Although it evaluates programs as part of the accreditation process, it does not accredit specific programs. The University of South Florida submitted a substantive change proposal addressing plans to administer the Doctor of Pharmacy degree program to the Commission on Colleges of the Southern Association of Colleges and Schools (SACS; http://sacscoc.org/index.asp) February 21, 2011. The proposal was approved by SACS April 1, 2011.

SPECIALIZED ACCREDITATION

The University of South Florida’s Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 2135 South LaSalle Street, Suite 4100, Chicago, IL 60503, 312/644-3575; FAX 312/664-4652, web site www.acpe-accredit.org. Approval was based upon due consideration of the on-site Evaluation Team Report, the College's application materials, other communications received from the institution, and discussions with the Dean during the Board of Directors meeting. Please visit the USF College of Pharmacy Website for detailed information about the accreditation process and status of the program.

With respect to clarification of the meaning of Candidate accreditation status, graduates of a program so designed would, in the opinion of ACPE, have the same rights and privileges of those graduates from a fully accredited program. The Candidate accreditation status denotes a developmental program that is expected to mature in accord with stated plans within a defined time period. It should be underscored, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. Should Candidate accreditation status be awarded to a program, ACPE would, however, make its position known and make recommendations consistent with that position.

For further explanation of the ACPE accreditation process, consult the Office of the Dean or ACPE (www.acpe-accredit.org). Any questions regarding COP accreditation status should be directed to the Office of the Dean, 813-974-3650.
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 2015 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 an innovative and unique transformation with regards to inter-professional education. Activities are underway to develop an integrated inter-professional curriculum that will encompass all USF Health academic programs. Common global competencies are being developed across the various degree programs. Aspects of this inter-professional curriculum are demonstrated in the COP curriculum, with the anticipation of future enhancements.

The USF COP curriculum includes courses and other activities that will directly involve students in research activities. The COP believes that providing students with a sound foundational understanding of research methods will produce graduates that are more likely to engage in life-long learning activities, including professional and community development. All students will work directly with faculty to complete a research project. Students will develop a sincere appreciation for research, and will utilize this information in all areas of pharmacy practice.

Program Administration

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

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

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

*Denotes pharmacy student representation on the committee (not listed under Student)

**PharmD Curriculum**

**OVERVIEW**

The USF COP Mission, Vision, and Goals serve to guide curricular content as well as other COP endeavors. The integration of technology, student engagement in the educational process, and inter-professional activities serve as the foundation for each course. The faculty utilizes a variety of instructional methods to foster student attainment of course objectives. The curriculum focuses on a patient-centered learning model that is representative of the paradigm shift of pharmaceutical care throughout the country. A balance of knowledge- and skill-based instructional methods, along with strategically aligned assessments, ensures successful attainment of this goal.

All students will be enrolled on a full-time basis. Several courses may be taught predominantly on-line, however the majority of courses will include classroom
contact. Lectures are limited so that peer and faculty interactions can be maximized. For many courses students may be required to listen to lectures online, or complete activities and/or assignments, in preparation for class. The emphasis of the USF COP is the comprehension and assimilation of knowledge, with subsequent demonstration of competency (skills and abilities).

The USF COP curriculum includes both core and elective coursework. The didactic and experiential elective opportunities allow students to pursue areas of interest and/or focus their attentions in order to position themselves for postgraduate education, training, or employment.

*The COP reserves the right to modify or discontinue programs, policies, graduation requirements, or grading policies presented in this handbook at any time. Students will be notified via e-mail annually as changes occur in institutional policies.

### Year One (PY1) - Semester One / Fall

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

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<th>Class</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>PHA 6577</td>
<td>Biochemical and Molecular Principles of Drug Action</td>
<td>5</td>
</tr>
<tr>
<td>PHA 6115C</td>
<td>Drug Delivery Systems II (with lab)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6755</td>
<td>Medical Microbiology and Immunology</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6898</td>
<td>Foundations in Public Health (Cultural Competence Coursework included)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6871C</td>
<td>Pharmaceutical Skills II (Patient Assessment)</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6940</td>
<td>Introductory Pharmacy Practice Experience (IPPE)</td>
<td>1</td>
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### Year Two (PY2) - Semester Three / Fall

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<tr>
<td>PHA 6782C</td>
<td>Pharmacotherapeutics I</td>
<td>5</td>
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<tr>
<td>PHA 6795</td>
<td>Research Methods and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6124</td>
<td>Principles of Pharmacokinetics / Pharmacodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6261</td>
<td>Healthcare Administration and Economics</td>
<td>3</td>
</tr>
<tr>
<td>PHA 6872C</td>
<td>Pharmaceutical Skills III</td>
<td>3</td>
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<tr>
<td>PHA 6945</td>
<td>IPPE – Community / Retail</td>
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<td>PHA 6783C</td>
<td>Pharmacotherapeutics II</td>
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<td>PHA 6243</td>
<td>Medical Informatics and Technology</td>
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<tr>
<td>PHA 6129</td>
<td>Clinical Pharmacokinetics / Pharmacodynamics II</td>
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<tr>
<td>PHA 6618C</td>
<td>Principles of Geriatric Pharmacotherapy</td>
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<td>PHA 6270</td>
<td>Healthcare and Medication Safety</td>
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<tr>
<td>PHA 6873C</td>
<td>Pharmaceutical Skills IV</td>
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<td>PHA 6946</td>
<td>IPPE – Community / Retail</td>
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<td>PHA 6784C</td>
<td>Pharmacotherapeutics III</td>
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<td>PHA 6740</td>
<td>Grant Writing and Clinical Research</td>
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<td>PHA 6130C</td>
<td>Translational Pharmacogenomics</td>
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<tr>
<td>PHA 6874C</td>
<td>Pharmaceutical Skills V</td>
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<tr>
<td>PHA 6947</td>
<td>IPPE - Institutional Practice</td>
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<td>Pharmaceutical Skills VI</td>
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<td>Jurisprudence</td>
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<td>Non-Prescription and Herbal Therapies</td>
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<td></td>
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<tr>
<td></td>
<td>IPPE (Institutional Focus)</td>
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<td></td>
<td>Board Review / Capstone (on-line)</td>
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<td>Advanced Pharmacy Practice Experience</td>
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Year Four (PY4) – Semester Eight / Fall

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<td>APPE (Amb Care, Med, Ele)</td>
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Year Four (PY4) – Semester Nine / Spring

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²Spans duration of the entire P4 year

Course Descriptions for the PharmD Curriculum

Year One (PY1) - Semester One / Fall

PHA 6114C Drug Delivery Systems I and Laboratory – 3 Credits
Fundamental biological and physiochemical principles important for the formulation, preparation, stability, and performance of pharmaceutical dosage forms (compounding). A weekly laboratory session is included to provide students the opportunity to apply learned principles.

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

PHA 6451 Basic Medical Biochemistry – 3 Credits
Course focus will be on the structure, chemistry and function of macromolecules and their building blocks, i.e., amino acids, carbohydrates, nucleotides and fatty acids. Major metabolic and catabolic pathways will be discussed in relation to drug action. Enzyme kinetics and regulation, and bioenergetics will be presented.
PHA 6804 Pharmacy Practice Calculations – 2 Credits
Accurate pharmacy calculations enhance patient care in all areas of pharmacy practice. This course serves as an introduction to the critical role calculations play in patient safety. Students will learn the direct application of their previous math and chemistry skills to the human body. Calculations will encompass different systems of measurement which include metric, avoirdupois, and traditional apothecary system. Course topics will include specific gravity/volume, percentage and ratio strength, dilution, allegation, titration, isotonicity, milliosmole and milliequivalent conversions. Clinical calculations for various dosage forms (oral, parenteral, topical, aerosol, etc.) tailored to individual patient needs will also be taught. Special topics in novel pharmaceuticals preparations (monoclonal antibodies, oligonucleotides, gene delivery) will also be explored. Upon completion, students will be able to perform correctly the calculations required to advise a healthcare team, and properly prepare medications for dispensation.

PHA 6792 Drug Information / Literature Evaluation – 2 Credits
Drug Information / Literature Evaluation will introduce and reinforce the fundamental principles of the practice of drug information. The course will provide an introduction to the databases used for drug information inquiries; including text- and web-based media. Students will develop proficiency in using databases and other secondary literature resources to retrieve and/or supply drug information. Students will also learn the principles of proper literature evaluation, and begin to develop their skills in reviewing and evaluating primary and tertiary literature. Lastly, students will learn and apply the principles of appropriate medical writing. This course will serve as a prerequisite for Research Methods and Biostatistics.

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

PHA 6870C Pharmaceutical Skills I – 2 Credits
The pharmaceutical skills sequence serves dual functions; the first is to allow integration and application of materials learned during the semester, the second to address key professional competencies that are not otherwise addressed in the curriculum (professionalism, communication, ethics, and law). The first course in the sequence will include discussion regarding pharmaceutical care techniques, the history of pharmacy, professional communication tactics and behaviors, and cultural competency.
Year One (PY1) - Semester Two / Spring

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

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

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

Foundations in Public Health - 3 Credits
This course provides the student with an introduction to public health. It covers the basic definition of public health, the analytical methods used in public health, the biomedical basis of public health, the social & behavioral factors related to health interactions, and environmental & medical care issues. Students will also learn about the relationship between public health and pharmacy, and role of the pharmacist as it relates to Healthy People 2020 goals and objectives.

Pharmaceutical Skills II - 3 Credits
The focus of this semester will be a continued discussion of pharmaceutical care techniques, with an emphasis on special populations and the application of public health principles. In addition, students will receive instruction on physical assessment techniques, to include blood pressure measurement, medical device training, and techniques specific to medication administration such as eye/ear drops, nasal sprays, and inhalers.
Introductory Pharmacy Practice Experience (IPPE) – 1 Credit
The first Introductory Pharmacy Practice Experience (IPPE) is the beginning course in a three year sequence of introductory experiences exposing pharmacy students to the principals of pharmaceutical care. IPPE will focus on special populations to promote health improvement, wellness, and disease prevention in cooperation with an interprofessional team of health care providers.

Year Two (PY2) - Semester Three / Fall

Pharmacotherapeutics I - 5 Credits
Pharmacotherapeutics is an integrated course sequence utilizing medicinal chemistry, pharmacology and pharmacy practice faculty. The overarching goal of the sequence is to review and discuss the applied principles of pharmacotherapy / patient management following an organ system process. The tentative organ systems to be covered during this semester include cardiology, nephrology, and gastroenterology.

Evidence Based Medicine and Biostatistics - 3 Credits
The focus of this course will be the advanced application of medical literature evaluation, to include the assessment of appropriateness of study design, performed statistical analysis, and clinical implications. This course will provide the necessary preparation for Research Methods and Grant Writing.

Principles of Pharmacokinetics/Pharmacodynamics I - 3 Credits
This course will combine basic science and clinical perspectives in the application of physiology, pharmaceutics, mathematics, and clinical assessment to understand the movement of medications administered to individual patients. Basic formulas are examined and applied to enable the student to initiate, monitor and optimize drug regimens to achieve desired therapeutic outcomes. Emphasis will be placed on the time course of medications in the body with reference to their absorption, distribution, metabolism, and elimination.

Healthcare Administration and Economics - 3 Credits
This course will discuss components of the entire health care system, including administrative, and the financial determinants that influence patient care. Topics to be discussed include the principles of public administration, public health, and economic indicators.

Pharmaceutical Skills III - 3 Credits
Integration activities this semester will be dual, with some focusing on the interplay between Pharmacotherapeutics I and Pharmacokinetics/Pharmacodynamics I. Other activities will emphasize the patient-centered application of health policy, literature evaluation inpatient management.

Introductory Pharmacy Practice Experience – 1 Credit
This course will begin a year-long exposure to the community practice. Student teams will be assigned to a community pharmacy (independent, chain, supermarket, etc.) serving under the supervision of a licensed pharmacist. Learning objectives will focus on the practical application of learned information (e.g. compounding, patient counseling, etc.), ethics and law, communication and physical assessment skills.
Year Two (PY2) - Semester Four / Spring

Pharmacotherapeutics II - 5 Credits
This is the second of four courses in the integrated course sequence. The tentative organ systems to be covered this semester include pulmonary, neurology, and psychiatry.

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

Applied Pharmacokinetics/Pharmacodynamics II - 3 Credits
Part two of this series continues principles taught in the Pharmacokinetics/Pharmacodynamics I. Special emphasis will be placed upon in-patient medication management and advanced monitoring techniques. Class discussions will review formulation factors involved in drug delivery, and student ability to comprehend the basic principles used to optimize dosing regimens.

Principles of Geriatric Pharmacotherapy - 2 Credits
This course will introduce students to specific geriatric pharmacotherapy issues, including medication administration, impact of the aging processes, and frequently encountered social issues. Course content will include discussions regarding health systems management issues (insurance, Medicare, etc.), and the changing demographics in the country and state of Florida.

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

Pharmaceutical Skills IV - 3 Credits
Integration activities this semester will be dual, with some focusing on the interplay between Pharmacotherapeutics II, Pharmacokinetics / Pharmacodynamics II, and Geriatrics Pharmacotherapy. Other activities will emphasize the patient-centered application of informatics and technology, and impact on safety.
Introductory Pharmacy Practice Experience – 1 Credit
This course is a continuation of the year-long-exposure to community practice. Student teams will be assigned to a community pharmacy (independent, chain, supermarket, etc.) serving under the supervision of a licensed pharmacist. Learning objectives will focus on the practical application of learned information (e.g. compounding, patient counseling, etc.), ethics and law, communication and physical assessment skills.

Year Three (PY3) - Semester Five / Fall

Pharmacotherapeutics III - 5 Credits
This is the third of four courses in the integrated course sequence. The tentative organ systems to be covered this semester include hematology/oncology and infectious diseases.

Research Methods and Grant Writing -2 Credits
This course is based upon a current K-30 research training program at USF Health. Students will be taught the components of grant writing and conducting clinical research. Topics covered in this course include the development of a grant proposal, research ethics, and federal funding agency requirements. The course will include a successive exercises resulting in the development of a research proposal.

Translational Pharmacogenomics - 3 Credits
This course will provide an introductory exposure to how genetic determinants/predisposition affect human and animal response to medications and other environmental chemicals. Course content will include discussion about current research and future applications.

Pharmaceutical Skills V - 3 Credits
A predominant focus of this semester will be integrated case discussions with the medical students as part of the COM course entitled Evidence Based Clinical Reasoning. When the COM course is not meeting course content will encompasses continued integration and application of the curriculum.

Introductory Pharmacy Practice Experience - 1 Credit
This course will begin a year-long exposure to institutional practice. Student teams will be assigned to an institution (hospital, long-term care facility, etc.) serving under the supervision of a licensed pharmacist. Learning objectives will focus on the practical application of learned information (e.g. IV admixture, pharmacokinetics, etc.), ethics and law, communication and physical assessment skills.
Year Three (PY3) - Semester Six / Spring

Pharmacotherapeutics IV - 5 Credits
This is the final course in the integrated course sequence. The tentative organ systems to be covered during this semester include endocrine, dermatology, and skeletal/muscular disorders.

Pharmaceutical Skills VI - 3 Credits
A predominant focus of this semester will be integrated case discussions with the medical students as part of the COM course entitled Evidence Based Clinical Reasoning. When the COM course is not meeting course content will encompasses continued integration and application of the curriculum.

Jurisprudence - 2 Credits
This course will provide a basis for practice in preparation for the licensing exams. The course will explore the details of both federal and state pharmacy laws and other regulations through the use of case-based (real-life) examples.

Non-Prescription and Herbal Therapies - 3 Credits
This course will provide students with additional patient counseling opportunities, requiring them to consider the proper utilization, appropriate monitoring, and potential adverse reactions associated with over-the-counter medications and herbal supplements. A particular emphasis will be placed on the special populations [e.g. geriatric, pediatric, patients with multiple disease states and complicated or unique medical conditions (e.g. loss of vision)].

Introductory Pharmacy Practice Experience – 1 Credit
This course is a continuation of the year-long-exposure to institutional practice. Student teams will be assigned to an institution (hospital, long-term care facility, etc.) serving under the supervision of a licensed pharmacist. Learning objectives will focus on the practical application of learned information (e.g. IV admixture, pharmacokinetics, etc.), ethics and law, communication and physical assessment skills.
Experiential Learning

Introduction Pharmacy Practice Experience (IPPE)

The IPPE sequence is a continuum, with learning objectives that will allow students to progress concomitantly with the didactic curriculum. The IPPE sequence will begin the second semester the first year of the curriculum. The first IPPE will focus on public health principles. Students will participate in local community health centers and other clinics that treat underserved populations. The contact hours for this year fall under the service learning component of the ACPE Standards (i.e. maximum of 60 hours).

During the second year of the curriculum, IPPE will be undertaken within community pharmacies throughout the Tampa Bay region (retail, independent, supermarket, etc.). Learning objectives and corresponding assessments for this year will be developed with input from local preceptors. Students will participate in a minimum of 60 contact hours per semester, approximately 120 hours for the entire year.

The third year IPPE will be undertaken within institutional pharmacies (hospitals, long-term care facilities, etc.). As with the second year, learning objectives and corresponding assessments will be developed with input from local preceptors. The contact hours will be identical to that noted for the second year (i.e. approximately 120 hours total). The total IPPE contact hours will suffice the current ACPE requirement of 300 hours (5% of the total curriculum) prior to the fourth year.

Advanced Pharmacy Practice Experience (APPE)

The fourth professional year APPE will begin the summer semester immediately following the sixth semester (i.e. at the conclusion of the PY3 year). The PY4 year will be comprised of seven, six-week rotations, encompassing a minimum of 1600 hours of clinical instruction, which complies with the ACPE standards. Training will primarily occur 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 Director 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.

Experiential Education Policies

All students are required to read and adhere to the policies and procedures outlined in the Experiential Education Manuals. Several overarching policies exist in relation to experiential education for which students must adhere:
• Students may be required to travel anywhere in the state of Florida for rotations and therefore should ensure that transportation is secured by the second semester of the first year. Furthermore, upon admission, financial arrangements should be planned for travel and lodging expenses to include gas, tolls, and potential rental of apartment during the fourth year.

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

**Core Professional Competencies**
The following professional competencies were designed to assess the development of each student as they progress through the curriculum. Graduates from the USF COP will demonstrate the following:

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<th>Professional Competency</th>
<th>USF COP Educational Outcomes</th>
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| 1. Understanding needs and utilize the principles of empathy, honesty, and integrity in providing patient-centered care | Students will be evaluated on their interaction with patients, families and colleagues:  
A. Exhibit empathy, cultural competency and scrupulous personal ethical standards;  
B. Demonstrate a commitment to honesty, integrity, and sensitivity in all interactions with patients' families, colleagues and other health care providers;  
C. Appropriately address health literacy and behavioral psychosocial issues in a patient centered model. Must appreciate the complex interaction of physical, psychological, social, economic, cultural, and developmental factors that contribute to illness and disease. |
| 2. Analyze epidemiologic and pharmacoeconomic data in order to provide population-based care | Students will identify whether a patient belongs to a population that may require additional pharmacological consideration (e.g. pediatric, geriatric, ICU, hepatic dysfunction, etc.).  
A. Apply principles of outcomes research and quality assessment methods to evaluate and adjust disease management programs; |
| 3. Manage a successful patient-centered practice | B. Participate in scholarly activities to identify potential hazards in the system and create risk reduction strategies to improve patient safety;  
C. Demonstrate knowledge and comprehension of the principles of evidence-based medicine in order to achieve optimal therapeutic benefit to individual patients and populations. |
|---|---|
| | Students must demonstrate an understanding of fiscal resource management and an appreciation for the role of budgets, pricing, and contract negotiation upon graduation.  
A. Demonstrate the ability to critically appraise patient data, literature sources, and drug products in order to provide accurate, cost effective, and evidence-based pharmaceutical recommendations;  
B. Demonstrate competency in the use of informatics and medication use systems;  
C. Demonstrate an appreciation of business principles including pharmacy services, quality improvement, personnel management, and compensation procurement. |
| 4. Manage available resources to ensure quality and cost-effective patient care | Students will be expected to critique relevant scientific literature and apply it to patient care. Students will demonstrate the application of medication therapy management principles.  
A. Demonstrate knowledge of formulary committee structures and functions and learn the process of developing standards for drug product inclusion in the formulary;  
B. Develop therapeutic interchange guidelines and monitor prescriber and pharmacist compliance with formulary standards. |
| 5. Collaboration with others on the health care team and an understanding of system-based practice | Students will demonstrate the ability to work effectively in teams, respect other team members, and recognize issues of cost, practice and delivery systems, access to care, and the larger health care system.  
A. Utilize knowledge of the components of health care that influence the organization, financing and delivery of health care;  
B. Incorporate the relationships of cost, risk, and benefit in |
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<th>6. Collect, interpret and evaluate pharmaceutical data in order to improve medication safety and reduce errors</th>
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<td>Students will create a patient-specific database containing information on a patient’s medical problems, past medical history, pertinent physical examination findings, and laboratory results.</td>
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<td>A. Assess information to assist with decision making processes, design quality improvement projects and conduct research with population-specific data;</td>
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<td>B. Utilize this integrated system to facilitate participation in error reduction programs and optimize patient safety;</td>
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<td>C. Apply criteria set forth by regulatory agencies to their practices.</td>
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<th>7. Promote public awareness of health and disease to advance patient-based care</th>
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<td>Outcome measurements in this area will be based on the ability of the student to assess the needs of a target population and educate the public on disease prevention and detection strategies.</td>
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<td>A. Select and implement appropriate prevention strategies for specific populations (e.g., immunizations). Utilize disease detection protocols and make recommendations for health promotion based on test results (e.g., blood cholesterol screening);</td>
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<td>B. Evaluate the impact of various screening and treatment programs on specific populations;</td>
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<td>C. Utilize risk reduction strategies to provide patients with recommendations for follow up and/or referral if further medical evaluation is warranted;</td>
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<td>D. Demonstrate the ability to critically appraise health policy issues and participate in debates surrounding pharmaceutical development and regulation.</td>
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| 8. Demonstrate effective communication skills in a variety of circumstances and settings | Students must demonstrate the ability to present ideas and data in appropriate formats to communicate with culturally diverse audiences.  
A. Provide patient education and counseling regarding the safe and effective use of drug products;  
B. Perform patient interviews, obtain relevant medication histories, and identify drug-related issues and problems;  
C. Effectively interact with pharmacists, physicians, nurses, and other healthcare professionals to optimize patient outcomes;  
D. Effectively interact with team members to create and maintain a positive and interactive work environment. |
|---|---|
| 9. Demonstrate knowledge and comprehension of principles of evidence-based medicine | Students must employ skills of locating and interpreting appropriate sources of scientific literature to provide patient education and care.  
A. Communicate relevant literature findings to healthcare professionals and the lay public;  
B. Counsel patients, care givers, and health care providers regarding the use of prescription and nonprescription medications and devices;  
C. Provide recommendations on alternative therapeutic strategies to help resolve specific patient therapeutic self-management problems. |
| 10. Effectively use information systems and computer software to enhance the delivery of pharmaceutical care | Students will demonstrate expertise in informatics and effectively apply it to maintaining patient databases and delivering cost effective and quality care.  
A. Effectively utilize electronic health records to assess patients, communicate with health professionals, and document patient care activities related to medication therapy management;  
B. Demonstrate the ability to use indexing services to obtain pertinent information;  
C. Utilize computerized programs to monitor and identify adverse reactions and potential drug interactions.  
D. Demonstrate the ability to compile and analyze statistical
| 11. Provide pharmaceutical care ethically and compassionately | Students will display appropriate attitudes and values when providing pharmaceutical care.  
A. Consistently demonstrate respect for the dignity and autonomy of individual patients;  
B. Consistently demonstrate regard for the well-being of the patient, with the highest consideration when providing pharmaceutical care;  
C. Address patients in a non-judgmental manner and facilitate the resolution of ethical dilemmas in order to provide optimal pharmaceutical care. |
| 12. Carry out duties in accordance with legal and ethical professional guidelines | Students must demonstrate sensitivity to personal values and ethical principles in professional and social contexts.  
A. Exhibit professional behavior at all times in compliance with the pharmacist code of ethics. Utilize sound judgment, ethical behavior, and adhere with legal guidelines and socioeconomic principles in their pharmacy practice;  
B. Provide the highest quality of healthcare to all patient groups and populations;  
C. Demonstrate an understanding of the strengths and challenges of cultural diversity and socioeconomic differences. |
| 13. Maintain professional competence | Students must demonstrate awareness of key issues and debates in healthcare, and remain current on emerging healthcare issues to promote life-long learning values.  
A. Perform regular self-assessments and participate in ongoing professional development;  
B. Demonstrate self-directed learning to develop and maintain competence in order to provide optimal pharmaceutical care;  
C. Actively participate in professional and community organizations and promote advocacy for key healthcare and professional initiatives. |
Professionalism
Professional attitude in the pharmacy program is an absolute. Pharmacy students are expected to learn this notion during their first few weeks of school beginning with reciting and pledging to the “Oath of the Pharmacist” (revised in 2007). Students will also learn the “Pharmacist’s Code of Ethics”, and “Pharmacist's Pledge of Professionalism” in the curriculum. The Dean and faculty of the pharmacy program have observed in their respective professional tracks that the attitude of professionalism and pride brings out the best in the person who carries such an attitude.

DEFINITIONS

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

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

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

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 Assistant Dean of Student Affairs and Assessment. Depending on the nature of the violation, the Assistant Dean will identify the appropriate course of
action. Appropriate actions may include meeting with the student individually; 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 hearings. Please also refer to the section on professionalism and conduct under academic affairs in this handbook.
Academic Policies and Procedures

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

The COP reserves the right to modify or discontinue programs, policies, graduation requirements, or grading policies presented in this handbook at any time. Students will be notified via e-mail annually as changes occur in institutional policies.

For overarching USF regulations please visit: http://generalcounsel.usf.edu/regulations/current-regulations2.asp

For USF Policies refer to http://generalcounsel.usf.edu/policies-and-procedures/policy-procedures.asp

Academic Calendar

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**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 July 15, and requests submitted after this deadline will not be considered.
- If you are approved for in-state residency after payment is made, you can receive a refund for the out-of-state portion of your fees or apply it to your Spring tuition payment.

Appeals of the decision made by the Records and Registration Specialist may be submitted to the Residency Appeals Committee.

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

**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 at the last minute.

The COP encourages student participation in extracurricular activities to promote collegiality, professional development, and networking. Extracurricular activities include community service, intramural athletics, and social/professional organizations. However, at no time will extracurricular activities take precedent over education. 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 forthcoming with employers. Work scheduling conflicts should be considered secondary in priority to educational endeavors. Financial compensation is not permissible for work performed as part of the PharmD curriculum. Remuneration for service as a teaching assistant or tutor is extracurricular to the PharmD curriculum.

**Academic Groups**
One of the USF COP Curricular Pillars is Leadership and The College encourages leadership through a strong focus on Interprofessionalism. 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 group by which all group assignments will be conducted for all courses in an academic year. First year students will be assigned by the Registrar with support from the Director of Admissions. Second and third year students will be assigned by the Assistant Dean for Student Affairs and Assessment with support from the Records and Registration Specialist. Students groups are assigned randomly with additional consideration will initially be assigned randomly. Then, changes will be made to avoid repetition of serving in a group with individuals for whom students have served previously. Once assigned, academic groups are final and student requests for changes to groups will not be permitted. Groups will change annually.

Occasionally, students may leave an academic group mid-year due to a temporary or permanent separation from the college. In instances in which this causes a lack of equity among groups regarding the number of student membership, the administration will call upon student leadership to take ownership of identifying a resolution for creating group equity. This is an exercise in professionalism intended to provide opportunity for the class to work together as a team and make a difficult decision utilizing creativity and leadership skills. Students are expected to communicate openly and directly with one another rather than passively. Transparency and accountability are important aspects of professional communication. Your student leadership should lead the charge in working with the class to submit a solution.

However the class would like to accomplish this goal is entirely up to the class. When determining an appropriate solution the one requirement is that only two groups may be affected by the outcome. There are many strategies the students could utilize that would meet this requirement, including a lottery, mash up two whole groups, or recruitment of volunteers, etc. Ultimately, the class is encouraged to be creative in identifying a solution. Decisions regarding group membership for mid-year changes should be communicated to the ADSAA by the required deadline.
**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. However, faculty have autonomy over their individual courses and may choose to institute course policies that are more or less stringent than the policy outlined below:

**REQUEST FOR ABSENCE FROM CLASS**

In the event of sudden illness, family emergency or other need for absence with short notice, the course coordinator must be notified by telephone and email, followed by on-line submission of the Absence Report Form to the OSAA. If the course coordinator is unavailable, the student should contact the OSAA, and the appropriate faculty members will be notified. On the Absence Report Form, the student must describe the nature of the emergency and anticipated return to campus. In addition to the Absence Report Form, the student must complete and submit supportive documentation of the absence to the OSAA. All supporting documentation and explanation for the absence must be submitted with the absence request form for full consideration. Incomplete documentation may result in denial of the request for excused absence. Upon submission, no future documentation will be considered. The OSAA will circulate the Absence Report Form and documentation to the affected course-coordinators for individual decisions regarding the acceptance of the absence and signature of said decision. Faculty will be required to respond to the absence request within 2 business days of receipt of the request. The OSAA will provide a copy of the completed form to the student, who is responsible for communicating directly with faculty to make arrangements for completing missed coursework. Individual course syllabi include policies and procedures for making-up missed coursework. It should be noted that participation in extra-curricular activities on campus does not constitute a sufficient reason for absence. Unacceptable absences might include, but are not limited to oversleeping and/or traffic delays.

**ADMINISTRATIVE EXCUSED ABSENCE**

Occasionally, a student will submit a request for absence from class that meets the requirements for an administrative excused absence. When this occurs, the same process will be followed as outlined above, except the form will not be circulated to faculty for approval. Instead, after reviewing all submitted documentation, the ADSAA will sign the form indicating approval and circulate it among pertinent faculty for notification. Students will still be responsible for communicating directly with faculty to discuss missed coursework. Examples of circumstances
warranting an administrative excused absence include but are not limited to required court appearances, hospital admission, or death in the immediate family.

REQUEST FOR ABSENCE FROM ROTATION

Please refer to IPPE/APPE manuals as the authority for official policies and procedures regarding clinical rotations. Classroom attendance and attendance at experiential site(s) is required to receive credit for the Introductory Pharmacy Practice Experience (IPPE) courses. Attendance is a grading criterion as well as a requirement for certification of experiential hours to the Florida State Board of Pharmacy. Experiential hours are to be granted only for time spent at the experiential site and are not awarded for travel to and from the site.

Students are required to contact their preceptor at least two weeks prior to the start of the rotation to determine the time and place to report. Students will be expected to be punctual, adhere to the rotation schedule, and check in and out with their preceptor (or an identified designee) every experiential day. If for any reason the student is unable to attend, the preceptor must be contacted in advance. In the event that the preceptor cannot be reached directly, it is important to leave a message on the preceptor’s voicemail and contact the Director of Experiential Programs.

1. **Tardiness:** Attendance is mandatory. Punctuality is expected and excessive tardiness will not be tolerated. Any student who is tardy, delayed beyond the expected or proper time, on any two occasions will be considered as earning an unexcused absence, and must make an appointment with the Director of Experiential Programs. Four such occurrences will be considered excessive tardiness, and will equate to two unexcused absences, which may result in the student being dropped from the course and/or assigned a failing grade. The student must adhere to the schedule agreed upon with the preceptor. For the student’s benefit, it may be necessary to devote more than the scheduled time.

2. **Excused Absences:** Absence from an assigned IPPE site is considered “excused” if both the preceptor and the Director of Experiential Programs (or designee) were notified in advance and an appropriate reason was given for the absence. The time missed must be made up on an hour-per-hour basis at a time agreeable to both the preceptor and the Director of Experiential Programs. If a student accumulates three or more excused absences, the student must make an appointment with the Director of Experiential Programs to discuss the circumstances surrounding such absences.

3. **Unexcused Absences:** Absence from an assigned IPPE site is considered “unexcused” if the absence occurs without advanced notification to the preceptor and the Director of Experiential Programs. The student will be required to make an appointment with the Director of Experiential Programs to discuss the situation and to determine the need for corrective
action. Students will lose one letter grade for the first unexcused, unjustified, absence. After the second unexcused absence, the student may be dropped from the course and/or assigned a failing grade. All absences must be made up on an hour-per-hour basis at a time agreeable to both the preceptor and the Director of Experiential Programs.

**ABSENCE FROM AN EXAMINATION**

Attendance at examinations is mandatory. An excused absence from an examination will only be afforded under extreme circumstances, and will require appropriate documentation (e.g. physician's note, death certificate or proof of death, accident report, etc.). Unacceptable absences might include, but are not limited to oversleeping and/or traffic delays. The process for requesting absence from an examination is as follows:

- The student must contact the school as soon as the emergency has been identified; as possible, within four hours of the examination. The student must contact the course coordinator by telephone and email, followed by on-line submission of the Absence Report Form to the OSAA. If the course coordinator is unavailable, the student should contact the OSAA, and the appropriate faculty members will be notified.
- The Absence Report Form must be completed and submitted to the OSAA within 48 hours of the missed examination. All supporting documentation and explanation for the absence must be submitted with the absence request form for full consideration. Incomplete documentation may result in denial of the request for excused absence. Upon submission, no future documentation will be considered.
- The course coordinator or examination administrator will determine whether or not the absence will be excused through the circulation of the Absence Report Form through OSAA. Faculty will be required to respond to the absence request within 2 business days of receipt of the request. Students will be responsible for making arrangements to complete the examination directly with the course coordinator or examination administrator. Make-up examinations must be completed within 48 hours of the original examination date. The format of the make-up examination will be left to the discretion of the course coordinator or examination administrator.
- Students will be expected to adhere to the Code of Conduct throughout this process.

Students will receive a failing grade (F) with zero points for the examination for an unexcused absence. Any subsequent unexcused absences will require evaluation by the Academic Review and Professional Student Affairs Committee (ARPSAC).

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.
PLANNED ABSENCE

Requests for absence to attend a pharmacy professional meeting, interview, or another extracurricular affair should be submitted for approval at least six (6) weeks prior to the event to the OSAA either directly or through the organization’s faculty advisor. Exceptions to the 6-week policy may be granted on a case-by-case basis for events in which students receive less notification, i.e., job interviews. Only students in good academic standing will be approved for a planned absence. Each request will be considered on a case-by-case basis. To receive an excused absence, a student must contact the OSAA and Complete and sign a Request For A Planned Excused Absence Form. All supporting documentation and explanation for the absence must be submitted with the absence request form for full consideration. Incomplete documentation may result in denial of the request for excused absence. Upon submission, no future documentation will be considered. The Assistant Dean for Student Affairs and Assessment in collaboration with faculty and administration will make the final determination to grant or deny the request. The ADSAA will be required to respond to the absence request within 2 business days of receipt of the request. The OSAA subsequently will notify the affected course directors. Students have the right to make the determination regarding missing classes for personal travel or the like; however, will not be considered valid reasons for missing class or examinations.

It should be noted that participation in extra-curricular activities on campus does not constitute a sufficient reason for absence. Participation in academic coursework will be considered the priority for all students, faculty, and administration.

TARDINESS

Tardiness is considered unprofessional behavior. It is disrespectful to faculty and preceptors, who prepared to teach, to classmates, who have arrived on time, and is disruptive in general. Excessive tardy behavior may constitute referral to the Academic Review and Professional Student Affairs Committee. Excessive tardiness would be defined as more than three occasions in which a student arrives after the commencement of class.

RELIGIOUS OBSERVANCES

All USF students, faculty and staff have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his/her religious belief. Prior to the beginning of each academic term, the COP will provide students with an academic calendar and exam schedule. Course syllabi will be made available to students on the first day of class and will include dates for quizzes, assignments and other graded activities. The COP will make every attempt to schedule required classes and examinations in view of
customarily observed religious holidays for those religious groups or communities comprising the constituency. Students are expected to notify their Course/Rotation Directors within the first two weeks of the semester if they intend to be absent for scheduled classes, rotation days, or an announced examination, in accordance with religious observances. To receive an excused absence, a student must contact the Course/Rotation Director and complete the Absence Report Form either with the Director of Experiential Education for clinical coursework or the OSAA for didactic coursework.

**HOLIDAYS**

Students are expected to report to their scheduled clinical duties during holidays unless otherwise specified by their Preceptor.

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

**ABSENCE REQUEST DECISION APPEAL**

Students wishing to appeal an absence request decision by a faculty member should start first with written communication with the faculty member requesting reconsideration. It should be noted that simply not liking the faculty decision is not grounds for an appeal. Students must have followed all proper procedures for notifying professors and submission of supporting documentation. Each faculty member has full authority in his or her course regarding granting excused absences. However, if a student feels that the decision by the faculty member was made in error or has been based on injustice; students can write a letter of appeal to the Chair of the Department. Typically, appeals of faculty decisions are only deemed appropriate if an error was made on the part of the faculty member.

**Matriculation Policies**

Individual course coordinators will define the criteria for acceptable academic performance in each course. Evaluation of academic 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 calendar. All course requirements must be satisfactorily completed in order to receive a passing grade. A deficient grade, i.e. F or I, may be assigned to a student who fails to provide evidence of mastery on course assessments, successfully complete course
requirements, demonstrate appropriate professional behaviors, or attend or participate in required course activities. Other circumstances that may prevent a student from graduation include failure on End of Semester and/or End of Year (capstone) exams and/or evidence of poor professionalism... While individual End of Semester and End of Year exams may not be high-stakes in the beginning of the curriculum; the ARPSAC reserves the authority to consider consistent failures on capstones exams in making decisions regarding separating a student from the school; especially if occurring in conjunction with unprofessional behavior.

Overall student performance will be considered at the conclusion of each semester by the Academic Review and Professional Student Affairs Committee (ARPSAC) with the responsibility of reviewing each student's performance and making recommendations regarding promotion from semester, to year, and to graduation. Recommendations are sent to the ADAA and ADSAA, who will review recommendations and submit to the Dean and the Executive Council of the COP for final approval. Please review the section on ARPSAC for more detailed information.

All students facing academic probation, suspension, repeating the entire or portion of an academic year, or dismissal will be required to have their case heard with the ARPSAC. 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 hearings, refer to the respective sections in this manual.

Students must obtain a passing grade in all courses offered each semester in order to progress through the curriculum. If a passing grade is not achieved, the student will be required to meet with the ARPSAC.

Grading standards for experiential rotations can be found in the Experiential Learning Manual. Student clinical performance will be evaluated by the assignment of letter grades (A, B, C, or F). 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 calendar. All requirements must be satisfactorily completed in order to receive a passing grade. A deficient grade, i.e. F or I, may be assigned to a student who fails to provide evidence of mastery on clinical assignments and/or professionalism.

**Remediation Policies**

The COP has incorporated an ‘early warning’ mechanism to identify students experiencing academic difficulties. Course coordinators will be contacted at specified periods throughout the semester to review student progression within each course, and to notify students who are performing at a less than acceptable level (i.e., course grade at or less than C equivalent). In-course remediation will be
encouraged, but not required of faculty; this possibility may depend on when the poor performance is identified during the semester. In-course remediation may include resubmission of papers, assignments, or re-taking exams to measure mastery of content knowledge. However, remediation will not include extraneous extra credit points on quizzes, assignments, or exams or any additional assignment without measurement of demonstrated knowledge initially identified as deficient. In-course remediation is permitted at any point prior to the due date of faculty submission of final course grades to the Records and Registration Specialist. Once a final grade for the course has been assigned, students who receive a grade less than a C equivalent will be required to meet with the ARPSAC. The ARPSAC will provide course of action recommendations, which may include further remediation.

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, who have shown evidence of capability for mastery of course concepts. Students will not be permitted to remediate more than one course during post-course remediation. Most post-course remediation will be in the form of independent study for the student with appropriate assessments at the discretion of the faculty or course coordinator. All post-course remediation must be completed within 10 weeks of the original grade assignment. 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.

**Experiential Curriculum**

Please refer to IPPE/APPE manuals as the authority for official policies and procedures regarding clinical rotations.

**End of Semester & End of Year Exams**

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

The EoS exam is a formative exam offered at the end of each semester that encompasses material from all core courses. The exam will be used by faculty and students to assess mastery of newly learned materials, serving as a means of reflection and remediation. The process encourages continual review of information, fostering the development of lifelong learning skills.
The exam will be developed by semester course coordinators, who will be responsible for aligning exam content with course objectives, major subjects, or other essential course concepts. Question format will be appropriate for content. The Office of Academic and Clinical Affairs will provide administrative oversight to the faculty for exam development.

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

As possible, the faculty will review, hand-grade, and/or edit the exam within three (3) business days after the examination. Grade reports will be released to the students no early than five (5) days after the examination. Passing score for the EoS exam will be greater than or equal to (≥) 70%. Any student who scores less than (<) 70% on the exam will be required to meet with the ARPSAC.

Students who do not pass the EoS exam will be required to meet with the ARPSAC. The ARPSAC will review student exam scores in order to identify remediation requirements. The ARPSAC will communicate remediation needs to the student, respective course coordinator(s) and OSAA (who will in turn notify faculty advisors).

Students will meet with the respective course coordinator(s) to develop a plan of action. Plans of action will be succinct and geared towards student review of previously learned material. Plans of action should be prepared within two (2) weeks of the ARPSAC meeting. Remediation must be completed (with documentation from the course coordinator) within four (4) weeks of plan of action preparation. Students who do not complete the remediation process will be required to meet with the ARPSAC (for further disciplinary action).

The EoY is a summative examination offered at the end of each of the first three years of the curriculum, that will include content from all semesters (P1-P3) completed to date. The exam will be used by faculty and students 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.

Course coordinators, instructors and liaisons will work together to develop integrative cases and associated assessments [i.e. objective structured clinical exams (OSCE), rubrics, or traditional questions (e.g. multiple choice, true/false, fill-in-the-blank, or short-response)]. Case and associated assessment content will align with the COP PCEO and other graduation requirements.
Case and assessment format will be appropriate for content. Student and evaluator responses may either be hand-prepared and uploaded into an Excel spreadsheet (upon submission); or uploaded directly (by the student and/or evaluator) into ExamSoft. Other electronic assessment management system(s) may be utilized as applicable. The Office of Academic and Clinical Affairs will provide administrative oversight to the faculty for exam development.

The format of the exam may vary with each administration. Case and assessment format may incorporate aspects that are written, virtual or require direct interaction with a standardized patient. Case content will integrate information learned in previous years. The number of cases will be determined by the course coordinators, with guidance from the ADAA.

As noted above the cases and associated assessments will be integrative. Should more than one case be utilized, students will complete the case in its entirety before proceeding to the next case. A schedule will be developed to manage student flow through the various stations. Exam duration will not exceed two (2) hours per student. Exam administration policies and procedures will be upheld throughout the exam.

As possible, the faculty will review, hand-grade, and/or edit the exam within three (3) business days after the examination. Grade reports will be released to the students no early than five (5) days after the examination. Passing score for the EoS exam will be greater than or equal to (≥) 70%. Any student who scores less than (<) 70% on the exam will be required to meet with the ARPSAC.

Students who do not pass the EoY exam will be required to meet with the ARPSAC. The ARPSAC will review the exam scores for students who do not achieve a passing score in order to identify areas requiring remediation. The ARPSAC will communicate remediation needs to the student, respective course coordinators and OSAA (who will in turn notify faculty advisors).

Students will meet with the respective course coordinator(s) to develop a plan of action. Plans of action should be geared towards student comprehension of previously learned material, which may necessitate the development of new activities or assignments. Plans of action should be prepared within two (2) weeks of the ARPSAC meeting. Remediation must be completed (with documentation from the course coordinator) within eight (8) weeks of plan of action preparation. Students who do not complete the remediation process will be required to meet with the ARPSAC (for further disciplinary action).

Neither the PY1 nor PY2 EoY exam will affect student progression to the subsequent academic year (i.e. are low stakes). Students who are unsuccessful with remediation requirements may have additional academic sanctions as determined by the ARPSAC (e.g. academic probation).
Students must pass the PY3 EoY exam in order to proceed to the PY4 year (i.e. is high stakes). The remediation process for PY3 exam will be identical to that described for the other years. In addition, upon the completion of remediation, PY3 students may be required to repeat and successfully pass a remediation exam prior to progressing to PY4. The remediation exam will be identical to the initial exam in content, length and duration. Any student who scores less than (<) 70% on the remediation exam will be required to meet with the ARPSAC.

**Grading Scale**

The COP Curriculum Committee will determine the global grading policy to be used by all 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 general grading scale provided to all course coordinators; however, faculty have autonomy over grading within individual courses and may choose their own grading scale. All letter grades submitted to the Records and Registration will be documented on 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>&lt;2.00</td>
</tr>
</tbody>
</table>

W = Withdraw
WP = Withdraw Passing
WF = Withdraw Failing
I = All course requirements have not been completed
F = Failed course
FR(?) = Failed course, out of course remediation, passed with 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.

Note: The assignment of an incomplete grade is reserved for situations in which the student was not able to complete the course requirements, at no fault of his or her own (i.e., illness, emergency situations, faculty error, lack of preceptor availability, etc.). Incomplete grades are not appropriate for students currently failing the 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. 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.
GRADE SUBMISSION

Generally, faculty are required to submit final grades within 7 business days from the last day of classes. All intra-course remediation must occur prior to the last day of classes. Please refer to the section on remediation.

The College makes every effort to resolve student grades as quickly as possible after the end of a semester. As such, generally the ARPSAC review meeting will occur 48 hours 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.

Any incomplete coursework must be completed within three weeks of the date in which grades are required to be submitted to the Registrar or the grade will be converted to an F.

For courses that are longitudinal, spanning across several semesters, the incomplete grade will be replaced with a letter grade upon completion of all course requirements.

CHANGE OF GRADE

Course Coordinators or instructors reserve the right to submit a change of grade form up to three years after the completion of the course. Faculty are encouraged to ensure accuracy and appropriate documentation of grades appearing on the transcript regardless of the matriculation status of the student.

COURSE PERFORMANCE

Students must maintain a per-semester and overall GPA of 2.0 in order to successfully matriculate and remain enrolled in the COP. The minimum acceptable course grade will be a C (2.0). Course failure will be defined as the receipt of an F, and will require review by the ARPSAC. The ARPSAC will determine the course of action for the student (please refer to the ARPSAC section in this handbook).

All students must meet the standards of satisfactory academic progress to serve in a leadership capacity of a COP student club or organization, or COP committee.
Requirements for Graduation

Requirements for graduation from the USF COP include a minimum overall GPA of 2.0 (out of a total 4.0 GPA) and successful completion of all didactic, experiential and professionalism requirements within seven (7) years from the original date of admission. Successful completion is defined as earning a C or above in both didactic and clinical coursework with evidenced proficiency in professionalism, clinical skills, and effective judgment and decision making. Student progression will be monitored from admissions through graduation (as previously described). Any violations to the Student Code of Conduct, i.e. infractions of academic integrity, inappropriate behavior, and reports of insolent or criminal behavior may place a student at risk for dismissal. Students must uphold professional attitudes, as well as become upstanding members of the community in which they will be practicing to meet the requirements for graduation.

Additionally, the student must have also made the appropriate arrangements to discharge all financial obligations to the University to meet the requirements for graduation. The only exception is the repayment of loans that have a specified maturity date. Transfer students admitted with advanced standing from an approved pharmacy school must complete, at the minimum, the 2nd, 3rd, and 4th years of the curriculum at the University of South Florida COP.

The ARPSAC will convene to review the academic portfolio of all PY4 students and send graduation recommendations to the ADAA and ADSAA, who will review recommendations and submit to the faculty council and the Dean for final approval. Once all graduation requirements have been sufficed, graduation procedures will follow University policy.

The Enrollment Management Specialist will provide official written certification of student attainment of degree requirements and graduation to the State Boards of Pharmacy.

USF Academic Grievance Policy

Procedures for Academic Grievance will be followed according to the USF Academic Grievance Policy and can be reviewed in its entirety at this link: [http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf](http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf). An academic grievance is only applicable for a violation of a USF policy or in the event that a policy is applied differently in comparison to other students. The intra-course grade appeal process and final course grade appeal process are located in the next sections.

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

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

**Intra-Course Grade Appeal Process**

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

Syllabi must include an appropriate timeline for grade review, which considers the nature of the activity and academic calendar. Activity grade appeals must be completed within the specified timeline. Appeal requests made after the specified timeline will only be considered if the student had an excused absence that precluded appeal. Appropriate documentation will be required for all late appeal requests.
To initiate the appeal process, students should contact the course instructor within the established course-specific grade review timeline. The instructor responsible for the activity must be readily accessible during the grade review timeline. The instructor will meet individually with the student to review the activity grading guideline to ensure that the process is understood and has been followed. The instructor will have 2 business days to provide a written response to the grade appeal request. If it is found that the assigned grade is incorrect, the instructor will notify the student and course coordinator with the grade change. Upon grade change the matter is concluded.

Should the original grade be upheld, the instructor will advise the student of the right of appeal to the course coordinator. If the instructor is also the course coordinator, the coordinator will advise the student of the right of appeal to the Department Chair (see Step 3). Student appeal to the course coordinator will require written notification that includes all relevant information. Appeal to the course coordinator must occur within 48 hours of appeal decision receipt. The course coordinator will request a written statement from the instructor summarizing the circumstances surrounding the appeal.

The course coordinator may choose to meet with the student and/or instructor to gather additional information. If so, this meeting must occur within 48 hours of the appeal receipt. If it is found that the assigned grade is incorrect, the course coordinator will notify the instructor and student (in writing within five business days of appeal receipt) of the grade change. Upon grade change the matter is concluded.

Should the original grade be upheld, the course coordinator will advise the student (in writing within five business days of appeal receipt) of the right of appeal to the Department Chair. Student appeal to the Department Chair will require written notification that includes all relevant information. Appeal to the Department Chair will utilize the previously described timeline (within 48 hours of the appeal decision receipt). The Department Chair will request a written statement from the course coordinator summarizing the circumstances surrounding the appeal.

The Department Chair may choose to meet with the student, instructor or course coordinator to gather additional information. If so, this meeting must occur within 48 hours of the appeal receipt. If it is determined that the assigned grade is in error, the Department Chair, after discussion with the course coordinator and/or instructor, will notify all parties (in writing within five business days of appeal receipt) of the grade change. Upon grade change the matter is concluded. Should the decision of the course coordinator (and/or instructor) be upheld, the Department Chair will advise the student of the decision in writing within five business days of appeal receipt. The decision of the Department Chair is final.

Students should contact the course coordinator if the instructor is not accessible within 48 hours of grade receipt. The course coordinator will attempt
communication with the instructor. If the instructor is inaccessible, the student shall confer with the course coordinator. If communication with the instructor is not possible, the course coordinator may render a decision.

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

**Final Course Grade Appeal Process**

**Basis for Appeal**

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. This is not a process for appeal of established departmental grading policies. The following procedure provides guidelines for the appeal process. All persons concerned with this process should make every effort to adhere to the approximate time schedule outlined in the following description of the appeal process. 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 ten (10) business days after the receipt of the grade, the student may appeal in writing to the responsible faculty member any disputed assigned grade. The faculty member will review the course grading guidelines with the student to ensure that the process is understood and has been followed. If it is found that the assigned grade is incorrect in the judgment of the faculty member, he/she will initiate the appropriate change. If the change is made at this point, the matter is concluded. The faculty member will respond in writing to the student within ten (10) business days of the student's request for review. Should the decision of the faculty member be upheld, the faculty member will advise the student of the right of appeal to the department chairperson.

All actions related to the appeals process are expected to be taken within two (2) weeks of receipt; however, in instances where holidays or vacation intervene, action must be taken within ten (10) business days on which classes are held.

If the faculty member is no longer with the University, the student shall confer with the departmental chairperson who will then make every effort to receive written input concerning the matter from the former faculty member. If it is not possible to receive information from the former faculty member regarding the grade, then the
student may appeal the grade as previously described and the department chairperson will take responsibility of responding to the request.

APPEAL TO THE DEPARTMENT CHAIRPERSON

If the question of the assigned grade cannot be resolved between the student and the faculty member, the student may appeal in writing to the chairperson of the department in which the course was taught. This appeal must be made within ten (10) business days following the conclusion of the faculty decision. The student shall include all relevant information relating to the appeal. The department chairperson will also request a written statement from the faculty member summarizing the substance of the student’s appeal.

If the department chairperson determines that the assigned grade is in error, the chairperson, after discussion with the faculty member, will recommend that the grade be changed.

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

APPEAL TO THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS

If the grade is upheld at the departmental level, students may elect to appeal, in writing, to the ADAA. The appeal request must be received within ten (10) business days following the conclusion of the department chairperson’s decision. Upon receipt of the student request for appeal, copies of all written communications in relation to the student grade and subsequent appeals shall be sent by the chairperson to the ADAA. The ADAA will review all provided documentation and may choose to discuss the case with the student, faculty member, or department chairperson. The ADAA will render a decision in writing to the student within ten (10) business days.

Alternatively, upon receipt of the written appeal, the ADAA may, at his or her discretion, appoint a hearing committee. When the decision is made to establish a hearing to investigate an appeal, the ADAA will convene an ad hoc committee comprised of three senior members of the faculty of the COP who had not previously been involved in issuing the grade or the appeal process. This committee shall elect a chairperson and hold a hearing concerning the appeal within ten (10) business days of receipt of the request for appeal. At this hearing, all material relevant to the appeal shall be presented by the student, the faculty member issuing the grade or raising the concern, and/or the department chairperson. Others, such as the ADSAA, may be requested to provide relevant information in assistance to the Committee. The student may invite a guest (family, friend, counsel, faculty, advisor, administrator, etc.) to attend the hearing to offer moral support; however, the guest may not speak at the meeting.
The Hearing Committee will submit to the ADAA a written report containing a recommendation for a specific course of action regarding the student's grade appeal. The ADAA will review the recommendation of the committee and render a decision in writing to the student within ten (10) business days. The decision of the ADAA may or may not contain some or all of the recommendations of the Hearing Committee. Under no circumstance will a hearing committee be appointed as a fourth step of appeal. As delegated authority of the Dean, the decision of the ADAA is final.

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

**APPEAL OF CLINICAL COURSE GRADES**

The procedures for grade appeals for both didactic and clinical courses will be identical in which the clinical faculty member (preceptor) will serve as the faculty member in the three-step process. The hierarchy of the three-step appeal process will start with the clinical faculty member (preceptor), then the pharmacy practice department chairperson, finally to the ADAA.

**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. The student must consult with their faculty advisor.
2. The student should prepare and submit a preliminary written letter of withdraw and schedule an appointment with the ADSAA.
3. If after meeting with the ADSAA, the student still wishes to proceed with the withdrawal, they must provide a written and signed letter to the ADAA.

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. Medical leave should be considered during step two above and follow appropriate guidance from the ADSAA.

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, 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.

The ARPSAC will review and discuss each readmission case, and may request a personal meeting with the student. The ARPSAC will discuss their recommendation with the Admissions Committee to ensure space exists within the appropriate class. Thereafter, the student’s file will be conveyed to the Admissions Committee for acceptance in which the process will be identical to other admitted students.

Should the ARPSAC deny the request for readmission, the student may make an appeal to the ADSAA. If the appeal is not granted, the next level of appeal is to the ADAA, and if not granted, the next level of appeal is to the Dean of the COP. Decisions of the Dean are final.

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.

LEAVE OF ABSENCE

A leave of absence is defined as a specified period of time by which a student will be separated from the College. Typically, a student will not be granted a leave of absence extending beyond one year without necessary repeating of coursework. Examples of circumstances for which students may voluntarily select a leave of absence may include personal difficulties, medical necessity, or family obligations that prevent concentration on studies. Additionally, the ADSAA, or in his/her absence, the ADAA, may place a student on a leave of absence for good reason at his/her discretion. Reasons that may warrant a 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 may ask the ARPSAC for a review, which shall be conducted with a hearing. Committee recommendations will be forwarded to the ADAA for final decision.

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

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

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

Prior to returning to school after a leave of absence the student must meet with the ADAA and may be required to meet with the ARPSAC committee. The ADAA and/or the ARPSAC may impose additional requirements at their discretion prior to returning to full-time status.

**Student Conduct**

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

The College of Pharmacy has additional policies and procedures in place in addition to the Graduate Student Code of Conduct. Specifically, in addition to the USF Office of Student Rights and Responsibilities, any member of the College of Pharmacy may refer a student for an alleged violation of the Student Code of Conduct by filing a referral in writing to the Assistant Dean of Student Affairs and Assessment in the College of Pharmacy. OSAA also reserves the right to initiate or follow up any investigative leads where there is reasonable belief of possible violations of the Student Code of Conduct.

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

The College of Pharmacy Academic Review and Professional Student Affairs Committee (ARPSAC) is the designee of the Office of Student Rights and Responsibilities, and is the official body for the administration of the Student Code of Conduct within the College of Pharmacy and all procedures and guidelines affording appropriate due process will be maintained. Please see section on Academic Review and Student Professional Affairs committee for student conduct process and proceedings.

**Academic Honesty Guidelines**

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

The College of Pharmacy has additional policies and procedures in place in addition to the Graduate Student Academic Integrity Policy. The College of Pharmacy Academic Review and Professional Student Affairs Committee (ARPSAC), based on the circumstances surrounding the case, are the designees of the USF Office of Student Rights and Responsibilities and is the official body for the administration of academic integrity infractions within the College of Pharmacy and all procedures and guidelines affording appropriate due process will be maintained. The ARPSAC is responsible for administration of the student conduct process, proceedings, and appeal process.

Students attending the USF COP are awarded academic degrees in recognition of successful completion of coursework in the study of pharmacy. Each individual is expected to earn his or her degree on the basis of personal effort. Consequently, any form of academic dishonesty whether pertaining to an examination, assignment, or other academic activity will be considered unacceptable. All students are required to abide by the USF Academic Integrity of Students and Disruption of Academic Process Guidelines found in the Graduate Catalog:  
http://www.grad.usf.edu/inc/linked-files/USF_Grad_Catalog_2010_2011.pdf. These policies accepted by the University include, but are not limited to, the items listed below:

**PLAGIARISM**

Plagiarism is defined as literary theft and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work. A more comprehensive definition is in the USF Student Handbook.
CHEATING

Cheating — Cheating is defined as proven or perceived infractions of the following: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one's own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material (including written copying or digital copying via voice or photograph), research papers, creative papers, speeches, etc. except as officially authorized; (f) creating an unfair advantage over other students, such as utilizing unauthorized resources during a test; (g) stealing or copying of computer programs and presenting them as one's own; (h) not following exam directions and/or decorum (bringing unauthorized materials into the exam room). Such stealing includes the use of another student's program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

a. Procedure

Specific, detailed guidelines for procedure are contained in the USF Graduate Student Handbook and will be adhered to when alleged violations of academic honesty guidelines by students of the COP are reported by staff or faculty. When allegations of student violations of academic honesty guidelines are made by other students, they shall be handled in accordance with the Student Code of Conduct guidelines.

Alleged violations of academic honesty guidelines will be handled initially by the instructor, who will discuss the incident with the student. 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 may arise. The faculty may choose, at his or her discretion, to refer the matter immediately to the Academic Review and Professional Student Affairs Committee (ARPSAC). Please refer to the section on the Academic Review and Professional Student Affairs Committee found in this handbook for procedures and appeal process.

b. Consequences

Students who cheat 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 or she is also capable of cheating in large ways and on large assignments. Therefore, punishment for the violation of any of the academic honesty 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.
c. Appeal
Students have the right to appeal disciplinary actions related to academic integrity infractions through the COP Office of Student Affairs and Assessment to the ARPSAC. Please refer to the section in this handbook related to the ARPSAC procedures and appeal process. A copy of all appeal decision letters will be given to the ADSAA for inclusion in the student’s record.

Professionalism and Conduct
Students must demonstrate satisfactory ethical and professional behaviors in addition to academic achievement in order to successfully complete the pharmacy educational program. Students in violation of ethical or professional standards will be referred to the ADSAA for determination of appropriate disciplinary action up to potential dismissal from the pharmacy program. As the chief disciplinary officer, the ADSAA may choose to independently determine the appropriate course of action action or refer the case to the ARPSAC. Disruption of the classroom or teaching environment is unacceptable. 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.

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

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. 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) 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.

• 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.

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

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

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

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

Food in the Classroom

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

**Protection of Human Subjects**

It is USF Policy that all human subjects research whether medical, behavioral, social or other, be governed by the University's Institutional Assurance on file with the U.S. Department of Health and Human Services (HHS), as amended from time to time, and applicable federal regulations. A copy of the Assurance can be obtained from the Division of Research Grants (DRG).

**STATEMENT OF USF POLICY AND PROCEDURES**

All protocols for research involving human subjects, including those deemed exempt, must be submitted to the Division of Research Grants (DRG) in accordance with DRG guidelines. DRG Institutional Review Board (IRB) staff will review protocols proposed as exempt with an appropriate IRB representative. Then a determination as to whether the protocol is exempt from the requirements of federal regulations will be made. Protocols that are not exempt will be reviewed by the full IRB or an expedited review subcommittee of the Board.

The DRG shall be the office of record for all files generated by the Institutional Review Boards. The IRB staff is charged with the responsibility of ensuring that the official record for each IRB project is complete at all times throughout and at the completion of the projects. The IRB chairpersons are charged with reviewing these records and certifying compliance. The DRG will provide necessary staff support and secured storage for all IRB records, which will be maintained for no less than seven years.

From time to time, pharmacy students may be asked to participate as human subjects in research. Investigators must obtain prior written approval from the ADSAA in order to allow students to participate as subjects. Likewise, the ADSAA may restrict the participation as experimental subjects if it is determined that this might compromise academic progress.
ARPSAC

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

The following defines the purpose, composition, policies and procedures for the Academic Review and Professional Student Affairs Committee (ARPSAC). The ARPSAC shall review the academic and professional performance of each student and make recommendations to the Dean regarding probation, suspension, dismissal, remediation, and readmission. Additionally, the ARPSAC shall review infractions of academic dishonesty and behavioral conduct and make recommendations to the Dean regarding probation, suspension, and dismissal.

Guidelines and Procedures of the ARPSAC

The ARPSAC shall review the academic and professional performance of each student at the end of each semester is responsible for meeting with students in academic difficulty or in violation of the student code of conduct and make recommendations to the Dean regarding probation, suspension, dismissal. The ARPSAC 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.

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 committee members and student advocates. The ARPSAC recommendations will be shared with faculty, advisors and administrators as deemed academically necessary utilizing official channels of communication. Said communications will be relayed by the ARPSAC Chair, the ADAA, or ADSAA depending on the nature of the infraction. Faculty will be apprised of the confidential nature of the information.
Hearing Proceedings

The ARPSAC will meet within ten (10) business days of the end of the grading period. Students requested to appear before the committee will be notified in writing as soon as reasonably possible. Additionally, special meetings will be called by the Chairperson when 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 hearing. However, it is in the best interest of the student, and the committee strongly encourages the student to attend the hearing to speak on their own behalf. Students may elect to be accompanied by an individual who is able to provide advocacy and support. The ADSAA or a faculty member who is not a member of the ARPSAC may also serve as advocates. The advocate may not serve as council or speak during the proceedings (unless requested and authorized by the ARPSAC), or participate directly in the proceeding. Hearings will only take place in person at USF COP in Tampa, FL; video and/or teleconferencing will not be permitted.

During committee meetings in which students are to come before the ARPSAC for unsatisfactory academic progress, the overall performance of a student will be considered in preparing recommendations for action. Information upon which recommendations will be based includes grades, written evaluations, professionalism, and cognitive and non-cognitive data submitted by the faculty of the various curricular units. Students will be afforded the opportunity to provide a written declaration to the ARPSAC prior to the meeting. The declaration may include a description of circumstances and/or a plan of action for proactively overcoming circumstances leading to academic difficulties.

During committee meetings in which students are to come before the ARPSAC for violations of the Student Code of Conduct, all information related to an incident including written statements by faculty, other students, or staff, physical evidence, and the student’s overall academic record will be considered in preparing recommendations for action. Students will be afforded the opportunity to review the evidence presented against him or her, present evidence on his/her own behalf, question witnesses, and provide a written declaration to the ARPSAC prior to the meeting.

During the ARPSAC meeting, there will be active discussion between the student and ARPSAC committee 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.
Decisions

The ARPSAC will provide a decision to the student within 48 hours of the conclusion of the hearing. All decisions will be provided to the student in writing with a copy provided to the OSAA for the student record within ten (10) business days after the meeting. The ARPSAC chair will provide a report to the Dean describing meeting decisions no more than ten (10) business days after the meeting. For the purposes of this handbook, following are definitions for student status:

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

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

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

For violations of 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

**Decisions of the ARPSAC**

**ACADEMIC PROBATION AND REMEDIATION**

A student who earns a deficient grade (F or WF) will be placed on academic probation. The student will remain on academic probation until they are next able to remediate the course. Any student with a GPA falling below 2.5 will be given an academic warning, if the deficiency is not resolved within one semester, the student will be placed on academic probation. Any student with a semester or overall GPA falls below the required 2.0 will be placed on academic probation. 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: tutoring, mentoring, extra course work (in order to incentivize), independent study, professional perspective modification, or appropriate referral to personal or academic support services. Failure to revamp performance in the probationary semester will require the student to again appear before the ARPSAC and may result in dismissal from the COP.

Should new academic or professional difficulties occur during the probationary period, the ARPSAC will take whatever action is deemed appropriate for the circumstance.

Transference from a status of academic probation to that of good academic standing will only occur when the terms of probation have been successfully satisfied and the student’s academic standing has returned to that required by the COP (as described in this Handbook). The maximum duration for probation will be one calendar year from the date of initiation. If good academic standing is not achieved after one year, the student will appear before the ARPSAC, and will be subject to dismissal from the COP (see section on ARPSAC procedures).

Students on academic probation are not permitted to run for office within college leadership or student organizations. 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 or her term, he or she will not be permitted to run for office again until reaching good academic status.

**DISCIPLINARY PROBATION**

Students placed on disciplinary probation will remain on probation until they have completed the requirements of the ARPSAC. Each case of academic probation
will likely be unique and result in the tailoring of remediation for the student. Failure to revamp performance in the probationary semester will require the student to again appear before the ARPSAC and may result in dismissal from the COP.

Should new behavioral difficulties occur during the probationary period, the ARPSAC will take whatever action is deemed appropriate for the circumstance.

Transference from a status of disciplinary probation to that of good standing will only occur when the terms of probation have been successfully satisfied. The maximum duration for probation will be one calendar year from the date of initiation. If good standing is not achieved after one year, the student will appear before the ARPSAC and will be subject to dismissal from the COP (see section on ARPSAC procedures).

Students on disciplinary probation are not permitted to run for office within college leadership or student organizations. 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 or her term, he or she will not be permitted to run for office again until reaching good status.

**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.

**Academic Dismissal**

Generally, dismissal will be reserved for students who show a lack of 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. The student will be notified in writing within 48 hours of the decision.
b. A student will be subject to dismissal if he or she receives more than one F grade during a single semester; fails to satisfy remediation requirements; receives an F grade for a course while on academic 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 will be subject to dismissal.

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

e. A student may be dismissed from the COP if 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 terms of 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, which interferes with academic success (i.e., tardiness, timely completion of assignments, clinical competence, etc.). The ARPSAC may recommend to the Dean the dismissal of any student whose behavior 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.

**DISCIPLINARY DISMISSAL**

Generally, dismissal will be reserved for students who show a lack of professional, behavioral, or ethical promise in representing the USF community or the profession of pharmacy. The following examples serve to demonstrate circumstances that would support student dismissal:

1. If, in the opinion of the ARPSAC, a student’s behavioral performance does not meet the institutional requirements for continuing enrollment, the committee will recommend that the student be dismissed from enrollment in the COP.

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

3. 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 the ARPSAC determines that the student does not meet the professionalism standards of the COP.
4. A student may be dismissed from the COP if his or her 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 terms of 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. The ARPSAC may recommend to the Dean the dismissal of any student whose behavior is not consistent with professional standards, or when the student’s presence is deemed detrimental to self or others in the COP community.

Appeal Process for Suspension or Dismissal

Students may request an appeal in writing of the ARPSAC decision ten (10) business days of the time the original decision.

The following procedure provides guidelines for the appeal process of ARPSAC committee 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. Student’s wishing to appeal the decision of the ARPSAC committee will be provided the opportunity to appeal to the ADSAA for disciplinary hearings or ADAA for academic hearings and, as outlined in this policy, the Dean of the College, if the situation warrants. It is the responsibility of the ARPSAC to 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 will be taken seriously, and will be considered only when there is new information that has not already been presented.

APPEAL TO THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS OR ASSISTANT DEAN FOR STUDENT 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 or ADSAA within ten (10) business days of the ARPSAC committee decision. The student will be required to meet with their faculty advisor or Director of Student Services prior to submitting the appeal to ensure that they are aware of the process, possible outcomes, and that the appeal 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 or ADSAA. The Assistant/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 Assistant/Associate Dean will render a final decision in writing to the student within ten (10) business days of appeal receipt.
Recommendations of the ADAA and ADSAA 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 be advised of the right of appeal to the Dean of the COP.

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

**APPEAL TO THE DEAN**

Students who elect to appeal the decision of the ADAA or ADSAA will be required to submit, in writing, their intentions along with the new information to the Dean within ten (10) business days of the Assistant/Associate Dean’s decision.

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 Assistant/Associate Dean to the Dean. The Dean will review all provided documentation and may choose to request meetings with the student, ADAA, ARPSAC Chairperson, ADSAA, department chairperson, or other individuals with relevant information. The Dean will render a final decision in writing to the student within ten (10) business days of appeal receipt. The decision of the Dean is final.

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

**Petition for Readmission from Leave of Absence**

Students wishing to return to the COP after a leave of absence, suspension, or dismissal must submit a letter of intent with supportive documentation. The ARPSAC will convene to discuss the possibility of continuing in the program and determine the appropriateness of the request based on documented compliance with the action plan as outlined in the decision letter. The committee meeting may require the presence of the student (and an accompanying advocate as appropriate). 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.

**Petition for Readmission after Dismissal**

Students wishing to petition The College for readmission to the program after dismissal must write a letter of intent to the Assistant Dean for Student Affairs and Assessment. The ARPSAC will review all aspects of the case and make an initial determination regarding approval for readmission. If it has been determined that the student qualifies for readmission, the ARPSAC will forward the recommendation to the Admissions Committee for evaluation of available space within the appropriate class. The Admissions Committee will make final determination regarding approval of readmission into the program. In order to gain readmission to the COP, the student will be required to reapply as a first year
student. The student’s application will be evaluated by the ARPSAC and the Admissions Committee to ensure there is sufficient documentation of academic and professional growth to support a return to the program.

Re-admitted students will be on academic probation until they demonstrate satisfactory progression. The aforementioned limitations of probation will be upheld.


Chapter 6

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 communication 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 48 hours.

**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 Pharmacy Student 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.

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 the Assistant Dean for Student Affairs and Assessment, 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 Assistant Dean for Student Affairs and Assessment will communicate within 10 business days the route of communication. It is then expected that the individual or group receiving the suggestion respond to the student within 20 business days at which time, the ADSAA will follow up with the individual or group to determine if a response was given.

**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. 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, 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 are permitted in the didactic curriculum, more professional attire would be expected for guest speakers, special visitors, or clinical activities. Course coordinators in a lab setting may require specific relaxed attire on an individual basis.
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 visible tattoos need to be covered.
- All visible body piercing/adornments (other than in the ears) 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 students must maintain good hygiene and avoid overly strong colognes/perfumes; offensive body odor is not permissible.

**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 Certification 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.
<table>
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<tr>
<th><strong>TUBERCULOSIS</strong></th>
<th>Documentation of a Tuberculin Skin test (TST/PPD) within <strong>6 months</strong> of starting school. Individuals with a history of a positive TST/PPD skin test must submit documentation of a negative chest x-ray within <strong>12 months</strong> 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.</th>
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| **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 Form (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). |
**Experiential Learning**

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

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

- Students will be responsible for transportation and housing for rotations and any expenses incurred. It is suggested that students prepare financially for this possibility beginning in the first year.

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

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

**Professional Liability (Malpractice) Insurance**

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

Students who are identified as having a chemical dependency or experience legal difficulties in response to substance abuse are referred to the Florida Recovery Center (FRC) for consultation. Successful entry into and treatment via this program will result in no additional action against the student. Should a student be dismissed by FRC for non-compliance action will be referred to the ARPSAC and may result in dismissal from the Pharm. D. Program. The ARPSAC also has the authority to review cases regarding students identified with substance abuse difficulties.

It is the goal of the University of South Florida, College of Pharmacy to provide compassionate assistance for chemically impaired students in a manner that protects the rights of the impaired individual to receive treatment in the strictest confidence. The Administration has adopted the following procedures to encourage students who may become impaired by alcohol or drug use and/or abuse as well as other behavioral/emotional disorders that may interfere with a student’s successful educational progress.

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

DEFINITIONS

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

Drug shall mean a prescribed, legal, or illegal chemical substance, alone, or in combination, including alcohol
Academic Review and Professional Student Affairs Committee – The committee comprised of faculty and members of the administration who are charged with managing student conduct issues.

Early Alert System – A referral system by which concerned parties may submit information pertaining to a student’s academics, behavior, emotional health, or professionalism to the Director of Student Services for evaluation and/or investigation.

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 referred student’s academic progress, and
• shall monitor progress pertaining to recovery agreements between the student and the School of Pharmacy from the primary treatment counselor and the Florida Recovery Center (FRC) as administered through UF/Shands and their South Tampa office.

Faculty and advisors are

• encouraged to inform the Director of Student Services of all incidents of inappropriate behavior through the Early Alert System to assist in identifying and documenting trends that need to be proactively addressed.

The Assistant Dean for Student Affairs and Assessment

• shall review all referred students with the Director of Student Services to identify appropriate course of action to serve the best interest of the students while protecting the integrity and interests of The College
• shall be informed by the Director of Student Services if and when students referred to the FRC have broken a treatment plan or contract and identify appropriate disciplinary action.

IDENTIFICATION

Ideally, a student will self-identify as impaired, however, this is recognized as a rarity. Any student who self-reports will be protected from academic penalty as long as appropriate evaluation and treatment is followed. If a student self-identifies and is seeking evaluation and/or treatment, he/she will be referred to:

John Harden, MPH, LCSW
UF & Shands, Florida Recovery Center
324 S. Hyde Park Avenue Suite 375
Tampa, FL 33606
813.251.HELP (4357)
Students may choose to contact Mr. John Harden directly with the FRC, who will work with students confidentially unless treatment agreements are broken.

Any concerned party can report an incident, which appears to be dysfunction related to alcohol or drug use or other behavioral/emotional disorders to the Director of Student Services through the Early Alert System.

Assessment

The Director of Student Services with the Assistant Dean of Student Affairs will review the incident with the student and identify the feasibility of entering the Florida Recovery Center (FRC) program. Once referred to FRC, as long as the student maintains compliance with the directives of the program, as determined by the College of Pharmacy, and within the contract between the student and FRC, the student will generally be allowed to continue in the 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 FRC. If a student has broken the treatment plan or contract, he/she will be required to attend a hearing with the ARPSAC.

In the event of a suspected chemically impaired student, the Director of Student Services 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 warning. If an assessment of the student’s level of impairment is indicated, the student will be referred to John Harden with UF/Shands, FRC. Students identified for referral to the FRC program may be, but are not limited to, those who were identified due to poor academic performance, disciplinary problems, 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 recommended. The suspected impaired student will be given the opportunity to accept a referral to FRC for initial professional evaluation and any treatment recommendations deemed appropriate in lieu of expulsion. After initial assessment from FRC, students may choose to seek a second opinion and ongoing treatment from another qualified service provider as determined by the Assistant Dean for Student Affairs and Assessment. However, the student must sign a release of information for the new service provider and the new service provider must consider the FRC assessment as documentation in completion of 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 option to participate in the treatment program. The student will be given the opportunity to engage in evaluation, treatment, and recovery agreements as conditions of his/her academic probation. Students who fail to comply with the terms of the agreements will enter
the disciplinary procedures at the College of Pharmacy, which may result in action up to and including dismissal from the USF College of Pharmacy.

**TREATMENT AND RECOVERY AGREEMENTS**

If treatment is deemed necessary as determined by the FRC 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 Director of Student Services 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 primary 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 12 step meetings, support groups participation in continued counseling and blood and/or urine screenings for alcohol or drugs as defined in the follow up treatment plan.
3. Consequences of noncompliance with the agreement.
4. Financial obligations of the student.
5. Authorization for reporting of information pertinent to treatment and rehabilitation progress to the Director of Student Services of the USF-COP.
6. Stipulation of the duration of monitoring
7. Authorization for the reporting of the terms and conditions of any agreement that has not been completed, and any changes during the length of the agreement

**Computer Use and Social Media Guidelines**

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

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, or defamatory in nature will be considered unprofessional and in violation of the student code of conduct and may be grounds for disciplinary action by the ARPSAC up to and 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 disciplinary action by the ARPSAC for unprofessional behavior and are at risk for dismissal of the doctor of pharmacy degree program.
Student Services & Protection

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

The USF COP has an Office of Student Affairs and Assessment (OSAA) within its administration dedicated to student services. The Assistant Dean for Student Affairs and Assessment (ADSAA) is responsible for the organization and function of student services. The objective of the OSAA will be to bring a global and integrated approach to student life into the COP. Individualized services will be provided that put the needs of students first in eliminating barriers to success in all areas of personal development; both in and out of the classroom. The Office will provide guidance from matriculation through graduation and coordinates programs in admissions, records and registration, financial aid, counseling for personal and academic difficulties, advising, 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.

Orientation

Pharmacy students will participate in a four day orientation the week prior to the first day of school. The activities of this week are designed to introduce the students to the first year curriculum, discuss expectations regarding their professional behavior, participate in team building activities, and conduct a review of the policies and procedures of the College of Pharmacy. In addition, it is during this time that students can ensure their laptops, smartphones, and tablets have been appropriately configured, as well as take care of remaining Health
requirements and Financial Aid issues. Pharmacy students will be required to participate in orientation designed to assist students with acclimating to the first year of the professional program. During orientation, students will be provided instruction concerning professional behaviors, communication with patients and other health-care professionals, academic review courses and on selected sciences, available campus resources, and introductions to faculty, and workshops on strategies for academic success to include test anxiety, time and stress management, and study skills for professional students. Presently, there are plans to make this course inter-professional with all of the other first-year classes from the other health USF Health programs. This will provide the pharmacy student with an introduction to the professional relations, and served as an icebreaker for their health professions student peers in the health professions.

**Financial Aid**


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

**TUITION AND FEES**

The amount of tuition and fees for pharmacy students ($16,610) is subject to change from year to year as established by the Florida State Legislature and the USF Board of Trustees. Specific fee information can be obtained after July 1st each year by contacting the COP Registrar's Office.

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

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

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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 “U” number must be on the check. If you do not include your “U” number it is likely that your tuition payment will not be applied to your account and will cause you to incur late fees.

BREAKS IN ENROLLMENT

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

REFUNDS

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

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

A student may be granted a refund of 100% of tuition paid if he or she 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.

Records & Registration

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

Pursuant to the provisions of the Family Educational Rights and Privacy Act ("FERPA", 20 USC Par. 1232g), 34 CFR Par. 99.1 et seq, Florida Statues Sub. Par, 228.093 and 240.237 and USF Rule 6C4-2.0021, Florida Administrative Code, students have the right to:
1. Inspect and review their education records
2. Privacy in their education records
3. Challenge the accuracy of their education records
4. Report violations of FERPA to the FERPA Office, Department of Education, 400 Madison Avenue, SW, Washington, D.C. 20202 and/or bring actions in Florida Circuit Court for violations of Rule 6C4-2.001, Florida Administrative Code.

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

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

RELEASE OF STUDENT INFORMATION

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

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

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

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

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

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

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

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

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

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

5. **Pre-attendance records** - Records relating to an individual's application for admission to the USF System prior to his/her actual attendance as an enrolled student in the program for which application was made. This includes records relating to an application for admission to one of the colleges within the USF System prior to the individual's actual attendance as an enrolled student in that college.

6. **Alumni records** - Records created and maintained on an individual as an alumnus/alumna of the USF System.
7. **Law enforcement records** - Records created and maintained by the University Police which are used solely for law enforcement purposes, are maintained apart from education records, and are not disclosed to individuals other than law enforcement officials of the same jurisdiction; provided that, in addition, no member of the University Police shall have access to education records except where this Regulation authorizes release without the student's prior written consent.

8. **Health records** - Records of the University's Student Health Services and Counseling Center which are used only for the provision of medical, psychiatric, or psychological treatment and which are kept separate from education records.

9. **Personal identifier** - Any data or information that relates a record to an individual. This includes the individual's name, the name of the individual's parents, or other family members, the individual's address, the individual's social security number and any other number or symbol which identifies the individual, a list of the individual's personal characteristics, or any other information which would make the individual's identity known and can be used to label a record as the individual's record.

**ANNUAL NOTIFICATION:**

Each USF System campus/institution will publish annually in the graduate and undergraduate catalogs a notice of student rights under FERPA and Florida Statutes Sections 1002.225 and 1006.52.

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

e. The locations where copies of this Regulation are available to students.

LOCATIONS OF STUDENT RECORDS

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

1. Admission records are maintained until scanned at each campus/institution within the USF System. The custodians for such records are the Directors of Admissions.

2. Cumulative academic records are located in the Office of the Registrar or records office at each campus/institution within the USF System. The custodian for such records is the University Registrar.

3. Medical records are located within the Student Health Services offices at each campus/institution within the USF System and the custodian for such records is the Director, Student Health Services.

4. Psychological/Psychiatric counseling records are located in the Counseling Center at each campus/institution within the USF System and the custodian for such records is the Director, Counseling Center.

5. Student employment records are located in the Student Employment Office at each campus/institution within the USF System and the custodian for such records is the Director, Student Employment.

6. Financial aid records are located in the Financial Aid Office at each campus/institution within the USF System and the custodian for such records is the Director, Financial Aid Office.

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

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

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

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

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

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

PROCEDURE TO INSPECT EDUCATION RECORDS.

Students who wish to inspect and review their education records should submit a written request to the appropriate record custodian or to the FERPA Coordinator. The request should identify as accurately as possible the specific records the student wishes to inspect and review. It may identify records according to the types listed in subsection (4) of this Regulation, as records located at specific places, or as records under the custodianship of specific USF System employees/agents identified by title. Records listed in this Regulation as "occasional records" should be identified in terms which will make it possible for the FERPA Coordinator to locate them and make them available for the student to inspect and review.

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

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

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

COPIES OF EDUCATION RECORDS.

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

1. If copies are to be provided, the USF System will charge the following fees for copies of education records:
   a. Transcripts: USF System official transcripts-$10.00 (or as set by current USF System Policy or Regulation.) The College of Pharmacy charges a $5 fee for this service. The USF System reserves the right to deny transcripts or copies of records not required by FERPA in any of the following situations:
      i. The student has an unpaid financial obligation to the USF System.
      ii. There is an unresolved disciplinary action against the student.
      iii. There is an unresolved litigation between the student and the USF System.
   b. Copies of general education records (not certified or official transcripts): Fees: The fee charged for FERPA required copies of education records or those records provided at the discretion of the USF System shall be the amount permitted by statute. Extensive Search for records may involve additional costs for Search and retrieval. When administrative costs of collecting fees exceed the copying amount, the FERPA Coordinator shall be authorized to waive or charge such fees.
   c. Required Copies: Copies of education records are required by FERPA under the following circumstances:
      i. A failure to provide such copies would effectively deny the student the right to inspect and review his/her records; or
      ii. The USF System has disclosed information from the student's education records under authority of the student's prior written consent and the student requests a copy of the information disclosed; or
iii. The student requests copies of records the USF System has disclosed to other schools where the student seeks or intends to enroll.

**DIRECTORY INFORMATION**

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

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

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

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

   b. Request for Privacy-General Directory Information: Students have the right to request Privacy to prevent the disclosure of "directory information" either in the Directory or upon request. The USF System will publish in the Schedule of Classes for each academic term the above list, or a revised list, of the items of information it proposes to designate as "directory information". Students must notify the FERPA Coordinator in writing if they refuse to permit the University to

      i. Include their information in a published student directory.

      ii. Release directory information about themselves to any third party. Such notification must be received by the FERPA Coordinator no later than the end of the second week of classes of the academic term or the student will be deemed to have
waived his/her right of refusal until the next academic term. When the FERPA Coordinator receives a student's refusal to permit the University to disclose "directory information" about that student, the FERPA Coordinator will notify the appropriate records custodians of the student's action. The records custodians will not make any further disclosures of directory information about that student without the student's prior written consent except to the extent authorized by FERPA and the Florida Statutes.

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

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

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

2. University officials shall have access to student education records for legitimate educational purposes.
   a. "University official," as used herein, means:
      i. A person currently serving as a member of the Florida Board of Governors or USF Board of Trustees.
      ii. A person under contract to the Florida Board of Governors/USF Board of Trustees/ USF System or the Florida Department of Education in any faculty or staff position in the USF System.
      iii. A person employed by the Florida Board of Trustees as a temporary substitute for a staff member or faculty member in
the USF System for the period of his/her performance as a substitute.

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

b. "Legitimate educational purpose," as used herein, means a University official's need to know in order to:
   i. Perform an administrative task outlined in the official's position description or contract; or
   ii. Perform a supervisory or instructional task directly related to the student's education; or
   iii. Perform a service or benefit for the student such as health care, counseling, student job placement, or student financial aid.

3. Under the following circumstances, University officials may make disclosures of personally identifiable information contained in the student's education records without the student's consent:
   a. To another college or university where the student seeks or intends to enroll.
   b. To certain federal and state officials who require information in order to audit or enforce legal conditions related to USF System programs supported by federal or state funds.
   c. To parties who provide or may provide financial aid to the student in order to:
      i. Establish the student's eligibility for the financial aid;
      ii. Determine the amount of financial aid;
      iii. Establish the conditions for the receipt of the financial aid; or
      iv. Enforce the terms of the agreement between the provider and the receiver of the financial aid.
   d. To state or local officials in compliance with state law adopted prior to November 19, 1974.
   e. To an individual or organization under written agreement or contract with the University of South Florida System, USF Board of Trustees, or the Florida Board of Governors for the purpose of conducting a study on the USF System's behalf for the development of tests, the administration of student aid, or the improvement of instruction.
   f. To accrediting organizations to carry out their accrediting functions.
   g. To parents of a student if the parents claim the student as a dependent under the Internal Revenue Code of 1954. The USF System will exercise this option (although not required) only on the condition that evidence of such dependency is furnished to the FERPA Coordinator by the parents executing an Affidavit of Dependency.
h. To comply with a lawfully issued subpoena or judicial order of a court of competent jurisdiction. The USF System will make a reasonable effort to notify the student before it makes a disclosure under this provision.

i. The result of a disciplinary proceeding may be released to the victim of the student’s crime of violence.

j. All requests for disclosure under the nine (9) circumstances listed above, where the USF System may disclose personally identifiable information without the student's prior consent to third parties other than its own officials, will be referred to the FERPA Coordinator or appropriate records custodian. (c) University officials are authorized to make necessary disclosures from student education records, without the student's prior consent in a health or safety emergency if the University official deems:

i. The disclosure to be warranted by the seriousness of the threat to the health or safety of the student or other persons; and

ii. The information disclosed is necessary and needed to meet the emergency; and

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

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

4. University officials may not disclose personally identifiable information contained in a student's education record, except directory information or under the circumstances listed above, except with the student's prior written consent. The written consent must include the following:

a. A specification of the information the student consents to be disclosed;

b. The person or organization or the class of persons or organizations to whom the disclosure may be made; and

c. The date of the consent.

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

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

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

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

STUDENT PHOTO POLICY

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

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

All requests for disclosures of information contained in a student's education record or for access to the record made by persons other than University officials or the student or those requests accompanied by the student's prior written consent will be submitted to the FERPA Coordinator or appropriate records custodian. The FERPA Coordinator or appropriate records custodian will approve or disapprove all such requests for access and disclosures and, except for requests for directory information; he/she will maintain a record of these actions.

1. This record of requests/disclosures shall include the following information:
   a. The name of the person or agency that made the request.
   b. The interest the person or agency had in the information.
   c. The date the person or agency made the request.
   d. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

2. The USF System will maintain this record of requests/disclosures as long as it maintains the student's education record.

PROCEDURES TO REQUEST AMENDMENT OF AND CHALLENGE EDUCATION RECORDS.

Students have the right to, in accordance with this Regulation, request amendment of and challenge the content of their education records.

1. Definitions.
   a. The term "incorrect" is used herein to describe a record that is inaccurate, misleading, or in violation of the privacy or other rights of students. A record is not "incorrect," for purposes of this Regulation, where the requestor wishes to challenge the evaluation reflected by the grade an instructor assigns for a course.
b. The term "requestor" is used herein to describe a student or former student who is requesting the USF System to amend a record.
   i. Students who believe that their education records contain information which is incorrect should informally discuss the problem with the record custodian. If the record custodian finds the information is incorrect because of an obvious error, and it is a simple matter to amend it to the satisfaction of the requestor, the record custodian may make the amendment.
   ii. If the record custodian cannot amend the record to the requestor's satisfaction or if the record does not appear to be obviously incorrect, the record custodian will:
       1. Provide the requestor a copy of the questioned record at no cost; and
       2. Ask the requestor to initiate and provide the record custodian a written request for the amendment; such written request must identify the information which the requestor believes is incorrect, must state why such information is incorrect, and must be dated and signed by the requestor.
   iii. The record custodian will send the request, together with a written explanation of his/her refusal to amend the record to the requestor's satisfaction, to the FERPA Coordinator. The FERPA Coordinator will examine the request; discuss it with appropriate USF System officials, including the person who initiated the record, the USF System General Counsel, and other persons who might have an interest in the questioned record. At the conclusion of this investigation, the FERPA Coordinator will summarize his/her findings, make a recommendation for USF System's action, and deliver the request, the record custodian's written explanation, his/her summary of findings, and his/her recommendation to the USF System President (President).
   iv. The President will instruct the FERPA Coordinator whether the record should or should not be amended in accordance with the request. If the President's decision is to amend the record, the FERPA Coordinator will advise the record custodian to make the amendment. The record custodian will advise the requestor in writing when he/she has amended the record and invite the requestor to inspect the record.
   v. If the President's decision is that the record is correct and should not be amended, the FERPA Coordinator will prepare and send the requestor a letter stating the decision. Parents and eligible students who need assistance or who wish to file a complaint under FERPA or the Protection of Pupil Rights Amendment (PPRA) should do so in writing to the Family Policy Compliance Office, sending pertinent information through the mail, concerning any allegations to the following address: Family Policy Compliance Office; U.S. Department of Education; 400
vi. In the event the education records are not amended to the requestor's satisfaction, the requestor shall have the right to place with the education records a written statement explaining, commenting upon, or disagreeing with information contained in the education records. This statement shall be maintained as part of the student's education record for as long as the USF System maintains the questioned part of the record. Whenever the questioned part of the record is disclosed, the student's written statement shall also be disclosed.

RIGHT OF WAIVER OF ACCESS

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

Student Complaints Procedures

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

INTERNAL COMPLAINTS

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

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

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

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

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

EXTERNAL COMPLAINTS

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

The ombudsman for the report of student abuse is the Assistant Dean for Student Affairs and Assessment. If you experience difficulties in one of these areas, please see Ms. Heather Petrelli for confidential assistance. Students are encouraged to discuss any and all issues of abuse in a confidential environment and without fear of retribution. Please note that it is not possible to maintain confidentiality for any reports of behavior that would cause harm to self or others.

DISCRIMINATION

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

SEXUAL HARASSMENT AND HAZING

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 disciplinary 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 0-008, Diversity and Equal Opportunity: 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 OSAA is available to students who have complaints about sexually offensive behavior by faculty members or other students. After discussion of the incident with the student, if it is deemed appropriate, the staff member in the OSAA and Assessment 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.

No student or employee will be retaliated against on the basis of having asserted a complaint of harassment pursuant to this policy. Following the investigation, USF COP will take the appropriate measures as soon as possible to redress the harms done. All USF COP supervisory personnel have an affirmative responsibility to report, discourage, and eliminate conduct inconsistent with this policy.
Student Support and Programs

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

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

Class Advisor

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

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

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

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

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

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

5. The Class Advisor will be aware of the various policies and procedures outlined in the Student Handbook to serve as a guide for students. For example, the advisor may provide guidance regarding overall class concerns/complaints and assist students in understanding the proper protocol for elevation of complaints. This requires a good understanding of the student handbook and the ability to interpret the College’s policies and procedures. The Class Advisor does not function to serve as a liaison between the class and administration regarding complaints.

6. At graduation, the Class Advisor will have a responsibility as determined by the Dean’s Council. Types of activities for consideration may include participation in reading names of the graduating students, giving an address, or hooding during the ceremony.

7. The Class Secretary is required to communicate regularly with the Class Advisors by providing the agenda and minutes from Class, Senate, and Student Body meetings.

8. The Class Advisor will be a member of the class’s email listserve to receive email communications that are sent to the entire class, usually from the Administration or Faculty of the COP for the purpose of being aware of class activities.
Academic Advising & Mentoring

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

ADVISING PURPOSE AND MODEL

Academic advising in the USF COP is based on the developmental model of growth for the student through a positive relationship with a faculty advisor. 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 advising 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 advising model which is a shared structure defined by the existence of a primary faculty advisor assigned to each student, in addition to a professional student affairs staff who provide on-going professional development and resources for the faculty advisors.

ANTICIPATED OUTCOMES

The goals of the developmental academic advising 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 experience and to attribute meaning to their learning.
- Encourage students to cultivate their educational experience to provide growth opportunities as scholars, practitioners, and citizens.

FACULTY ACADEMIC ADVISING PROCEDURES

First Year

Faculty will participate in the Faculty Advising forum coordinated by the OSAA focused on the purpose and resources related to successful developmental academic advising.
First-year students are required to meet with their advisor twice in 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 Spring mid-term grades becoming available. The Director of Student Services will communicate with all faculty and students as a reminder that the advising 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 advisor as required during the first year will trigger an Early Alert.

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

The faculty advisors, along with the Director of Student Services, will conduct a group advising session during Orientation at the Faculty Advising Luncheon. This session will address the curriculum, resources of the Student Affairs Office, and future advising processes.

The faculty advisor will complete the Advising Protocol form for each student and maintain a copy in their office. At the end of each advising period, the faculty advisor will complete the Advising Report which will be forwarded to the Director of Student Services for compilation into a centralized database.

Second, Third, and Fourth Years
P2, P3, and P4 students are not required to meet with their academic advisor as long as successful academic and professional progress is maintained. Students are encouraged to utilize their academic advisors at any time for support and guidance. Academic advisors are still required to contact advisees during every mid-term advising period through email or phone to maintain their visibility to 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 Advisor
If the advising relationship is not satisfactory, either the student, the faculty advisor, or the ARPSAC, may request a change in advisor. To request a change, download and complete the Advisor Change Form, and deliver to the Director of Student Services in office 2304. The Director of Student Services will confer with the Department Chair in an attempt to oversee workload assignments and seek the most equitable and appropriate re-assignment. Once an appropriate re-assignment
has been identified the Advisor Change Form will be signed by the Department Chair for acknowledgement.

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

**FACULTY MENTORING**

Although students will retain formal assignment to their academic advisor throughout the PharmD curriculum, students are also encouraged to seek a faculty mentor. 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.

**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 OSAA as life events occur so that proactive measures can be considered in a timely manner. Furthermore, students are required to notify their advisor within one week of every exam failure. An early notification system for faculty has also been developed including mid-term grade reporting and referral reports of concerns of academic progress, behavior, or professionalism to the OSAA in an effort to proactively assist students with potential difficulties before interfering with academic success.

**EARLY ALERT SYSTEM**

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

The Early Alert System has been designed to create a comprehensive, centralized location for information regarding academic, behavioral, professional, or psychological concerns that faculty or administrators may have about a student. This system is meant to be used to address concerns or problems with students before they become a significant detriment to the student’s academic progress.
The benefits of this process are that the Director of Student Services and the Assistant Dean of Student Affairs and Assessment can evaluate the need for appropriate interventions and referrals with the goal of remedying the situation quickly and assisting in the student’s continued academic success. A response to the Early Alert Notification will be determined within five (5) days of receiving the notification. Remedies may include among other things,

- Tutoring services
- Review sessions with the instructor
- Referrals for counseling or other services
- Creating a plan of action with the Director of Student Services or Assistant Dean of Student Affairs and Assessment regarding dress code, attendance, disruptive behavior, or other professional aspects of the COP

The Early Alert Notification system is intended to intercede before the issue becomes severe enough to warrant review by the ARPSAC. Early Alert notifications are informal and may be submitted through email, over the phone, or in person to the Director of Student Services in MDC 2304. The reports will remain informal and confidential unless there is sufficient evidence to deem intervention by the DSS or ADSAA or review by the ARPSAC, at which time, the documentation may be made available in order to allow for a complete understanding of the issues presented.

MID-TERM GRADE REVIEW

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

For course coordinators the steps are as follows,

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

Any student who is notified of having 2 C’s or 1 F must follow these steps,
1. Schedule a meeting with the course coordinator within one week of notification
2. Schedule a meeting with your faculty advisor 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 advisor.
6. Return the completed Plan of Action to the Records and Registration Specialist for review by the ARPSAC.

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

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

Responsibilities of the Advisor
• 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 attend an ARPSAC hearing
• Provide assistance in choosing electives and developing a career plan
• Provide information regarding the College’s policies and procedures

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

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

Counseling
The Director of Student Services within the OSAA is available to provide immediate crisis and referral services and help students identify other services available through USF Health, the main USF campus, or the community. The OSAA also offers the option for personal and mental health counseling services, which began in September of 2009 with USF Health. These services are being provided and administered by counselors from Wood and Associates. In the event that a student should require mental health counseling, an individual counseling session will be provided. The information discussed during a counseling session will remain confidential.

Personal Counseling
The University of South Florida COP understands that there are inherent challenges in attending pharmacy school, particularly for students who are also managing difficult personal, family, or financial situations. The goal of the OSAA is for students to have timely access to the personal counseling services they need. Brief intervention is available for difficulties with
• Personal relationships with roommates, spouses/partners, or parents
• Maintaining a healthy school/life balance
• Managing stress
• Changes in regular eating or sleeping habits

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

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

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

**Referrals**
- The Director of Student Services maintains a comprehensive list of services available to College of Pharmacy students in need of counseling services. Confidential inquiries may be directed to Office 2304 or larric@health.usf.edu

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY1 - Fall</td>
<td><strong>Career Pathway Assessment Part I</strong> - American Pharmacists Association (APhA) <a href="http://www.apha.org/careerpathway">Career Pathway</a> program</td>
</tr>
<tr>
<td></td>
<td>• 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>• Writing a professional CV</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://www.apha.org/careerpathway">Analysis of Career Pathways Part I</a> - Discussion of Career</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Pathways Assessment results</th>
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</table>
| **PY1 - Spring** | • **Career Pathways Outline** — Discussion of career options within the Pharmacy profession.  
• **Careers in Pharmacy Part I** (Panel of speakers) — Community, Hospital, Industry, Research. Resources, [AACP Careers in Pharmacy](#) |
| **PY2 – Fall**  | • **Careers in Pharmacy Part II** (Panel of speakers) - Public Health, Government, Academia Resources, [AACP Careers in Pharmacy](#) |
| **PY2 – Spring** | • **APhA Career Pathways Part II** (full assessment) – Evaluation of changes from the first assessment and understanding of how to analyze career options |
| **PY3 – Fall**  | • **Post-Graduate training opportunities - Part I**  
Residencies  
Fellowships  
• **Post-graduate educational opportunities**  
(Graduate school, PhD, MBA, JD, MPH) |
| **PY3 – Spring** | • **Interview/Negotiation Skills (careers and residencies)**  
• **Post-graduate training opportunities – Part II**  
Residencies  
Fellowships |
| **PY4 - Fall**  | • **Career and Post-Graduate Opportunities Fair** |
| **PY4 – Spring** | • **Personal Financial Management**  
Credit and debt  
Home ownership  
Investing  
• **Conducting an Effective Job Search** |
Academic Support Services

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

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

TUTORING/ ACADEMIC ENHANCEMENT/SUPPLEMENTAL INSTRUCTION

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

The PY1 and PY2 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 upperclass tutors. PY1 and PY2 students may request individual tutoring through the office of the DSS. PY3 students will be offered a list of available tutors that they may contact when needed. There will be no SI sessions scheduled during the PY3 year. Students in need of tutoring services may request assistance by emailing the Director of Student Services.

Tutors are responsible for:

1. Responding to student email requests within 48 hours.
2. Being on time for tutoring sessions.
3. Maintaining tutoring 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.

**Disability Support Services**

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)](https://www.usf.edu/disability-services/) office at USF. Any student requesting accommodations should contact the Director of Student Services for the COP, who will guide the student through the process.

**HOW TO REQUEST ACCOMMODATIONS FOR A DISABILITY**

The process for receiving accommodations is as follows:

1. A student who is seeking accommodations should contact the Director of Student Services of the COP for liaison services with the SDS office.
2. A student presents appropriate documentation of a disability to SDS from a qualified healthcare provider. [Documentation guidelines and appropriate verification forms](https://www.usf.edu/disability-services/). 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 a meeting will be scheduled with the student to determine appropriate accommodations.
4. If approved for accommodations, an SDS staff member generates an accommodations memo for the student and will forward a copy of the student's accommodation letter to the Director of Student Services of the COP.
5. The student is responsible for communicating directly with faculty to discuss requested accommodations utilizing the accommodations memo provided by SDS. The Director of Student Services will meet with the student to provide support in arranging appropriate accommodations with the individual faculty.
6. SDS staff may assist both the student and/or the faculty member in the implementation of accommodations.

ACCOMMODATIONS AND SERVICES

Accommodations and Services

EXCEPTIONS TO APPROVED ACCOMMODATIONS

Accommodations for clinical experiences and exams must be discussed with the COP and Students with Disabilities Services. The accommodation of additional time for exams does not apply to the clinical setting.

Given the specialized nature of the exams administered in the COP, SDS may not be able to administer an exam. In such cases, SDS will work with the COP to ensure appropriate accommodations are provided.

STUDENT'S RIGHT TO APPEAL

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

CONFIDENTIALITY OF DOCUMENTS

The USF System may request any person seeking accommodation to provide documentation of a disability from a qualified medical provider that shows that the specific modification being requested is appropriate and necessary for the diagnosed disability. Such information may be shared with individuals with legitimate interest as necessary to process the request.

Confidential documentation submitted or prepared in connection with requests for accommodation will be maintained apart from personnel, student, or other records.

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

COMPLAINTS REGARDING DISCRIMINATION, HARASSMENT, AND/OR RETALIATION

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

Academic support workshops will include stress management, study skills, and test anxiety.

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. Their complete handbook is available here. The College of Pharmacy will follow the parliamentary procedures using Robert’s Rules of Order to conduct student council and student organization meetings.

STUDENT LEADERSHIP COUNCIL

The Student Leadership Council (SLC) was established in the Fall 2011 and is the umbrella organization from which all other professional organizations will be developed. Some of the specific goals for the SLC will be to 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 Director of Student Services.

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 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.

**PROCESS FOR CHARTERING**

The College of Pharmacy encourages students to become involved in Student Organizations as a means of developing leadership skills and professional networking opportunities. The COP Student Leadership Council will be the entity from which other COP Student Organizations are based, a configuration commonly referred to as an Umbrella Structure. 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 must be met at the same time.

To become recognized by the College of Pharmacy, the organization must be approved by the student body. Additionally, the College of Pharmacy Student Leadership Council (SLC) aids new student organizations through the process of being recognized by USF and follows the guidelines established by the Center for Student Involvement at the University of South Florida.

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 Director of Student Services (DSS). An outline of the process is as follows,

1. Notification of intent to charter to the DSS – sent to ADSAA, Chairs, and Dean’s office
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 DSS with the name of the organization they’d like to charter and why.

2. The DSS 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 DSS within one week after initial contact with the DSS.

3. The DSS will contact the Chair of each department to receive recommendations for possible faculty advisors.

4. 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.

5. The student must submit a “SLC New Student Organization Form” to the COP Student Leadership Council one week prior to their 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.

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

7. 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 Blackboard to the Center for Student Involvement. The Vice President of the Student Leadership Council will assist students with this process, if needed.

8. Once the request has been approved by the Center for Student Involvement, the students have 60 days to submit a constitution. Once 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 here.

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

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

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

**Student Travel Policy**

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

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

The approval and reimbursement process includes five steps:

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

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

Students must indicate:

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

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

2. OSAA submits travel request to University
• Student must complete and submit a Non-Employee Travel Delegate form. This will allow the student to acquire a “Non-employee GEMS ID”, which must be done through the OSAA.

• The OSAA will complete a “Travel Authorization Request” (TAR). Once the TAR has been approved,

• The OSAA will then purchase any airfare, car rental, hotel rooms, etc.

• Student must complete and submit the “Release of Liability” form, which is to be submitted to the Director of Student Services. All students must complete a Release of liability regardless of whether or not reimbursement for travel is requested.

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

4. Upon return, if reimbursement is being requested,

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

General Travel Rules

• Fully approved travel authorization must be in place prior to incurring any trip related expenses (this includes registration fees, flights, hotel reservations, etc.)

• All mileage and airfare is to be calculated from the USF Campus and not from other locations such as a student’s home.

• Any trip within the state of Florida will require driving unless a flight is more cost effective.

• Flights selected must be the most economical option while allowing full attendance at the event.

• Per diem rates for meals are $36 per day broken down into $6 for breakfast, $11 for lunch, and $19 for dinner. Should a conference provide one of the three meals per day, that meal will be deducted from the day’s per diem.

• Per diem is only provided for conferences that require an overnight stay.

• Lodging may never exceed $200 per night.

• Return to campus is expected on the same date that the event concludes. Exceptions for overnight stays are permitted should it not be possible to arrive home prior to midnight.
• When the conference hotel is more expensive than a less expensive option within one mile of the conference hotel, the less expensive hotel should always be chosen.
• Valet parking or room service is not an allowable expense.
• Upon checkout, settle all incidentals separate from state funds and request a hotel invoice that only includes room, tax, and possibly parking.
• Airline seat fees (if necessary), tolls, baggage fees, and Wi-Fi usage, all require receipts
• Wi-Fi usage is only an allowable expenditure if it is a direct necessity for the purpose of the trip.

**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.

1. All campus, local, state, and federal laws apply at all events held on the USF campus. No one under the age of 21 may consume alcohol at a COP event, nor may anyone provide alcohol to attendees under the age of 21.
2. The USF Health Alcohol Approval form must be completed and submitted for approval 10 days in advance of the event to the Assistant Dean for Student Affairs and Assessment.
3. If approved, the form will then be forwarded to Dr. Donna Petersen for final approval from USF Health.
4. The faculty advisor for the student organization, or an approved alternate faculty, staff or administrator from the COP, must be in attendance and is responsible for ensuring the integrity of the USF COP Alcohol Use and Consumption policy.
5. If the alcohol is purchased through a caterer, a server must be present to serve the alcoholic beverages.
6. If the event is not catered, the organization can use their own funds (not A&S funding) to purchase alcohol for the event.
7. The organization is not allowed to sell alcohol at any event.
8. Each attendee over the age of 21 is limited to consuming two alcoholic drinks at each event. This can be monitored through tickets, hand stamps, or other appropriate means.
9. The organization must also offer non-alcoholic beverages at the event.

The USF system has the following policies in place,
1. 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.

2. 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.

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

http://ctr.usf.edu/alcohol/doc/guidelines_revised.pdf
http://ctr.usf.edu/alcohol/policies.htm

**Student Ambassadors**

Being chosen as a Student Ambassador provides leadership opportunities within the College of Pharmacy as well as with the USF campus and alumni. Examples of opportunities for Student Ambassadors include assisting with new student orientation, COP information sessions, recruitment, special events, and community events.

Students interested in becoming Student Ambassadors must apply through the office of the Director of Student Services and interview with a committee from the College of Pharmacy. Minimum requirements for becoming a Student Ambassador 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 Honor Code 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 Honor Code.

PURPOSE OF THE STUDENT HONOR COMMITTEE

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

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
  - Secretary
- The Chair of the ARPSAC will serve as the faculty advisor to the Student Honor Committee. The Student Honor Committee will be the only committee of the Student Leadership Council required to have a faculty advisor.
VIOLATIONS OF HONOR CODE

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

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

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

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

REPORTING HONOR VIOLATIONS

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

- A student reporting an honor violation should report the incident to a member of the Honor Committee within three days after being aware of the violation. Students may also report honor violations directly to the Assistant Dean for Student Affairs. The Student Honor Committee should also report all violations to the Early Alert 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 Honor Code. If the committee finds the allegation as a violation, the committee will request a formal hearing 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 hearing is required. The accused shall be notified of the alleged accusation and the time and place of a formal hearing 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 hearing is required by the ARPSAC, the Honor Committee Chair shall appoint a member of the Honor Committee as an investigator to interview witnesses involved the accusation including faculty, administrators, or other students. Confidentiality is an essential step in this process; as such no student other than the accused should have knowledge of any Student Honor Committee actions or proceedings. Any confidentiality violation shall be considered an Honor Code violation.

CASES TO BE HEARD BY STUDENT HONOR COMMITTEE

The Student Honor Committee will be present and have full participation in all ARPSAC hearings involving cases of academic integrity to include plagiarism and cheating; and cases of professionalism brought forward by the Student Honor Committee. The Assistant Dean for Student Affairs and the Chair of the ARPSAC will determine on a case-by-case basis the involvement of the Student Honor Committee in cases of professionalism brought forth as a result of the Early Alert Program, by the Chair of the ARPSAC, or by the Assistant Dean for Student Affairs. Generally, the Student Honor Committee will not participate in cases of disciplinary infractions unless the infraction directly impacts student professionalism. Considerations for Student Honor Committee in student disciplinary 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 hearing 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 and shall follow the traditional procedures of the ARPSAC. 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 Assistant Dean of Student Affairs and Assessment or the Associate Dean for Academic Affairs will be present at the hearing depending on the nature of the hearing. In alignment with the procedures outlined in the Student Handbook, the administrator not present at the hearing will serve as the appealing individual. The hearing will begin with the President reading the nature of the alleged violation against the accused. The hearing will follow the below listed order: the accuser opening statement, the investigator shall present his/her findings including witnesses, testimony and any other relevant information obtained during his/her 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 Assistant Dean for Student Affairs.

PENALTIES

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

APPEALS

The accused can appeal any decision made by the ARPSAC and Student Honor Committee in accordance with the traditional procedures of the ARPSAC and outlined in the 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 honor code violations and understand that breaches of confidentiality constitute a severe honor code violation. If a student becomes aware of an honor code 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 disciplinary 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 Code process this will be considered a separate honor code 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 __________________

__________________________________________________________________

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Standards for Admission

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

Technical Standards

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

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

1. **Observation.** The candidate should be able to observe demonstrations and experiments in the basic sciences, including but not limited to: physiologic, pharmaceutical, pharmacologic, and microbiologic demonstrations involving animals, microbiologic cultures, and microscopic studies of microorganisms and tissues in normal and pathologic states. A candidate should be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

2. **Communication.** A candidate should be able to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. A candidate should be able to
communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The candidate should be able to communicate effectively and efficiently in oral and written form with all members of a health care team.

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

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

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

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

Candidates must be intellectually honest, ethical, law-abiding, and without felony convictions. Candidates should have no record of suspensions for academic misconduct or behavior showing disregard for the law or other individuals, other than minor traffic violations.

6. **General Health.** The candidate must have sufficient physical stamina to perform strenuous workloads for long periods. Candidates should be free of chronic debilitating diseases that preclude successful completion of the pharmacy curriculum. The candidate must be free of active infectious diseases, which are highly contagious in a health care setting.
TECHNICAL REQUIREMENTS

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

IMPLEMENTATION

The Admissions Committee will evaluate candidates according to the Technical Standards through review of records, written statements, and interviews. Candidates will be provided a copy of the Technical Standards as part of the admissions materials. Accepted students will be required to sign a statement acknowledging receipt of Technical Standards. Admitted students who have falsified records or made false written or oral statements during the admission process shall be subject to expulsion from the College.

AMERICANS WITH DISABILITIES ACT

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

Pharmacy Pre-Requisites
The USF COP pharmacy pre-requisites include a minimum of 72 semester credit hours earned at any U.S. accredited two- or four-year community college or university prior to enrollment in the PharmD program. Advanced Placement and International Baccalaureate coursework will be accepted at scores of three or higher and four or higher, respectively. All science and math coursework must be completed within the last five years with all other coursework to be taken within the last ten years. Applicants do not need to have completed all pre-pharmacy coursework requirements at the time of application. However, all coursework must be completed prior to matriculation. The following is a list of the required pharmacy pre-requisites:

- Calculus: one semester or two quarters. The course should include differential and integral calculus for science majors.
- Statistics: one course. Please note that business statistics is not acceptable.
- General Chemistry: a one-year course (two semesters) with laboratory experience for science majors. The courses should include inorganic chemistry and qualitative analysis.
- Organic Chemistry: a one-year course (two semesters) with labs for science majors. If the school offers less than a one-year course, the student must complete the second semester at another institution.
- Physics: one semester or two quarters with labs, for science majors.
- General Biology: a one-year course for science majors along with labs (excluding courses in human anatomy, human physiology, botany and microbiology). If the school offers less than a one-year course, the student must complete the second semester at another institution.
- Microbiology: one course with labs (fundamentals of microbiology for science majors).
- Human Anatomy: one course for science majors with lab is preferred.
- Human Physiology: one course for science majors (excluding plant, cell, and marine physiology). Human physiology with lab is preferred.
• Molecular or Cell Biology: one upper division course for science majors.
• Biochemistry: one upper division course for science majors.
• Genetics: one course. May be taken up until the beginning of the 2nd pharmacy year.
• Psychology or Sociology: one course in general psychology or introductory sociology.
• Economics - one course in economics.

In addition to the courses listed above, applicants are required to complete a minimum of 12 semester hours (18 quarter hours) of general education elective courses. General education credit will be granted for courses completed in the Arts and Humanities and Behavioral and Social Sciences. In addition, at least one course in Arts and Humanities and in Behavioral and Social Sciences must focus on diversity and culture and/or social and ethical issues.

At this time the USF COP is not accepting international students. Should this policy change, international students (holders of foreign equivalent of US bachelor's degree) will have to fulfill additional pre-pharmacy courses to include:

- English and Communication - a one-year course (two semesters) in English composition (expository writing) and a one semester course in interpersonal communication or public speaking. International applicants with a bachelor's degree from a U.S. institution are exempt from these requirements.

**Admissions Procedures**

The COP participates in a regular decision admissions process meaning the Admissions Committee will render admissions decisions after the application deadline. Selected regular decision applicants will be invited to participate in an on-campus interview after the December 2nd, 2013 deadline. Offers of acceptance will be sent out in April after completing interviews with all candidates. In addition to the regular decision admissions process, the COP is participating in an Early Decision program. Applicants who apply through Early Decision receive early notification of acceptance and should consider USF as their first choice. The admissions deadline for Early Action applicants is September 3rd, 2013. Selected applicants will be invited to participate in an on-campus interview in early October and offers of acceptances extended by October 19, 2013.

**APPLICATION PROCEDURE**

Prospective students must apply to the USF COP through the Pharmacy College Application Service (PharmCAS). In addition to submitting a PharmCAS application and associated fee(s), applicants must:

1. Have official scores reported to PharmCAS
2. Provide an official copy of all college transcripts to PharmCAS
3. Request the submission of at least two (2) letters of recommendation on your behalf to PharmCAS. One letter must be from a science professor.

4. Complete the Online PharmCAS Supplemental Application and associated nonrefundable $30 fee

5. Submit two proofs of residency (FL residents only) directly to the College

FILE REVIEW PROCESS

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

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

INTERVIEW PROCESS

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

ADMISSIONS DECISIONS

The Admissions Committee will meet after all applicants have been interviewed to review files and make acceptance decisions. Applicants will be offered acceptance, placed on the alternate list, or rejected. Applicants will be notified of their status within a week of the decision.
Student Background Checks

POLICY

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

In addition to undergoing a background check, all admitted students must provide written self-disclosure to the Director of Admissions of any new criminal history record information no later than five (5) business days following an arrest or charge of any crime.

Failure to disclose information that is subsequently found on a background check may result in withdrawal of the offer of admission or dismissal from the USF COP.

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

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

DRUG TEST

The drug test will include a 10-panel drug screen test. The test will screen for detection of amphetamines, cocaine metabolites, marijuana metabolites, opiates, phencyclidine, barbiturates, benzodiazepines, methadone, propoxyphene and methaqualone in the human urine at or above the system concentration levels established as standard minimums by the National Institute of Drug Abuse, the World Health Organization and the Substance Abuse and Mental Health Services Administration.
The CBC will review a person’s criminal history seven (7) years prior to the date of application. The check will include the cities and counties of all known residences. The following searches must be performed:

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

**Criminal Background Check Disclaimer**

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

**Procedures**

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

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

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

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

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

Results of all background checks and drug tests become the sole property of the College and will not be available for copying or for use to meet the requirements of outside employers or other educational institutions.

Results of all background checks and drug test are initially reviewed by the Director of Admissions. If a positive background check and/or positive or adulterated drug test is found, the results will undergo further review by, but not limited to the Assistant Dean of Student Affairs and Assessment.

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

If a positive background check is found to disclose a misdemeanor and/or felony not previously disclosed in the PharmCAS application and/or COP supplemental application, the USF COP reserves the right to rescind an offer of admission. The misrepresentation of information, intentionally or not, is a violation of the PharmCAS Applicant Code of Conduct and USF COP supplemental application disclosure statement.
The Assistant Dean of Student Affairs will render the final decision as to whether or not the positive background check and/or positive or adulterated drug test will result in rescinding the offer of acceptance.

**Allocation of Cost**

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

**Transfer Applicant Procedures**

Transfer students from other pharmacy schools would be considered on a case-by-case basis. Students must be in good academic standing, have legitimate reasons for seeking a transfer, and must come from a program that has at least an equivalent accreditation status in comparison to USF COP and has a curriculum structure that makes sense for placement into the USF COP curriculum. Transfer students will not be accepted past the second professional year. All requests for transfer admission should be referred to the Director of Admissions so that the potential transfer applicant can be counseled prior to submitting an application.

To be considered for transfer, a student must have a minimum 2.5 GPA from the current institution. Transfer applicants must also submit the following:

1. A letter to the Director of Admissions indicating why the student wishes to transfer and explain any difficulties encountered at his or her current institution;
2. A catalog and detailed syllabi for all pharmacy courses in which advanced standing consideration will be requested;
3. A letter from the Student Affairs Dean of the pharmacy program in which the student is enrolled indicating the current academic status and/or terms of withdrawal/dismissal;
4. A letter of recommendation from a pharmacy faculty member;
5. Additional documents or letters of recommendation as determined necessary by the Director of Admissions.

All requests will be reviewed individually and in context of availability. The Office of Admissions will collect the student’s portfolio and the Admissions Committee will follow the standard process for regular decision applicants. The Admissions Committee will also evaluate the equivalency of educational courses from previous institutions and the achievement of USF COP Professional Competencies to determine placement of the student in the pharmacy curriculum. Information about the USF COP transfer application process and associated timeline will be posted on the COP web site, and updated annually or as otherwise appropriate.
University and College Resources

*In order to succeed, your desire for success should be greater than your fear of failure.* — Bill Cosby

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](http://www.usf.edu). Following are a list of immediate resources that may assist students in navigating the buildings and personnel of the college.

**Building Codes**

- Tampa General Hospital – 1 Tampa General Circle, Tampa, FL 33606
- USF Health South Tampa Center for Advanced Healthcare – 2 Tampa General Circle
- Moffitt Cancer Center – 3 Tampa General Circle
- Harbourside Medical Tower – 5 Tampa General Circle
- MDC – USF Medical Center
- UPC – University Psychiatry Center
- MDT – USF School of Physical Therapy & Rehabilitative Sciences
- CMS – Children’s Medical Services Building (USF Health Administration)

**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/](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/](http://www.lib.usf.edu/)
## Directory

<table>
<thead>
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<th>Office</th>
<th>Phone</th>
<th>Dean’s Office</th>
<th>Position</th>
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<tbody>
<tr>
<td>2305A</td>
<td>396-2499</td>
<td>Kevin B. Sneed, PharmD</td>
<td>Dean</td>
</tr>
<tr>
<td>2305</td>
<td>396-2499</td>
<td>Kathy Pendergrass</td>
<td>Administrative Specialist</td>
</tr>
<tr>
<td>2307A</td>
<td>974-1931</td>
<td>Yashwant Pathak, MPPharm, PhD, EMBA, MS CM</td>
<td>Associate Dean, Faculty Affairs</td>
</tr>
<tr>
<td>2124</td>
<td>974-1931</td>
<td>Christine Lofaro</td>
<td>Administrative Specialist</td>
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<tr>
<td>2307C</td>
<td>974-2251</td>
<td>Amy Schwartz, PharmD</td>
<td>Associate Dean, Academic &amp; Clinical Affairs</td>
</tr>
<tr>
<td>2130</td>
<td>974-5906</td>
<td>Dana Stanley</td>
<td>Administrative Specialist</td>
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<tr>
<td>1404</td>
<td>974-2863</td>
<td>Rebecca Conklin</td>
<td>Instructional Design</td>
</tr>
<tr>
<td>2307</td>
<td>974-3071</td>
<td></td>
<td>Academic Services Administrator</td>
</tr>
<tr>
<td>2302</td>
<td>974-5699</td>
<td>Bobbie Ameduri</td>
<td>Receptionian</td>
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<tr>
<td>2307D</td>
<td>974-3244</td>
<td>Heather Petrelli, MA</td>
<td>Assistant Dean, Student Affairs &amp; Assessment and Instructor of PCR</td>
</tr>
<tr>
<td>2307</td>
<td>974-3244</td>
<td>Kim Kennedy</td>
<td>Administrative Specialist</td>
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<tr>
<td>2304</td>
<td>974-7094</td>
<td>Lynne Arric, EdD</td>
<td>Director of Student Services</td>
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<tr>
<td>4103A</td>
<td>974-2415</td>
<td>LaShonda Coulbertson, MPH, CHES</td>
<td>Assessment &amp; Evaluation Coordinator</td>
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<tr>
<td>2306</td>
<td>974-2340</td>
<td>Jacqueline Grosser</td>
<td>Admissions Advisor Recruiter</td>
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<tr>
<td>1014</td>
<td>974-9584</td>
<td>Laquanda Robinson</td>
<td>Financial Aid Counselor</td>
</tr>
<tr>
<td>2308A</td>
<td>974-8144</td>
<td>Nazach Rodriguez-Snapp, MSW, MPH</td>
<td>Director of Admissions</td>
</tr>
<tr>
<td>2305</td>
<td>974-6653</td>
<td>John Whitehead</td>
<td>Records and Registration Specialist</td>
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<tr>
<td>2125A</td>
<td>974-4796</td>
<td>Kymia Love Jackson, MBA, MS</td>
<td>Associate Director of Pharmacy Financials &amp; Coordinator of Research</td>
</tr>
<tr>
<td>2303</td>
<td>974-3650</td>
<td>Maria Rutter</td>
<td>Manager, Fiscal &amp; Business Administration</td>
</tr>
<tr>
<td>1021</td>
<td>974-6279</td>
<td>Justin Grant</td>
<td>Business &amp; Fiscal Specialist</td>
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<tr>
<td>2128</td>
<td>974-6456</td>
<td>Angela Massey-Hill, PharmD, BCPP</td>
<td>Chair, Pharmacotherapeutics &amp; Clinical Research</td>
</tr>
<tr>
<td>2130</td>
<td>974-6456</td>
<td>Iverta Goss</td>
<td>Administrative Specialist</td>
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<tr>
<td>3105A</td>
<td>974-9713</td>
<td>Jose Barboza, PharmD</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>2130A</td>
<td>974-1932</td>
<td>Renee C. Brown</td>
<td>Director of Experiential Education</td>
</tr>
<tr>
<td>2132A</td>
<td>974-1305</td>
<td>John Clark, PharmD, MS</td>
<td>Assistant Professor and Director, Pharmacy Residency Program</td>
</tr>
<tr>
<td>2127A</td>
<td>974-2107</td>
<td>Kamila Dell, PharmD, BCPS</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>3103A</td>
<td>974-5204</td>
<td>Sheetal Dharia, PharmD, PhD</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>3106A</td>
<td>974-5398</td>
<td>Carol Fox, PharmD</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>3105</td>
<td>974-1124</td>
<td>Shyam R. Gelot, PharmD, BCPS</td>
<td>Assistant Professor</td>
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<tr>
<td>2127</td>
<td>974-6333</td>
<td>Mei-Jen Ho, PharmD, MSPH</td>
<td>Assistant Professor</td>
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<tr>
<td>2122</td>
<td>974-1309</td>
<td>William N. Kelly, PharmD, FISPE</td>
<td>Professor</td>
</tr>
<tr>
<td>3103</td>
<td>974-0984</td>
<td>Aimon Chantara Miranda, PharmD, BCPS</td>
<td>Assistant Professor</td>
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<td>MDT103</td>
<td>974-9603</td>
<td>Thea Moore, PharmD, BCPP</td>
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<td>Mark Pennington</td>
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<td>Janelle Perkins, PharmD, BCOP</td>
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<td>Associate Professor</td>
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<td>EriniSerag, PharmD</td>
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<td>Kristy Shaer, PharmD</td>
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<td>2122</td>
<td>974-4852</td>
<td>Assistant Professor</td>
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**Parking**

For information on USF Parking Services, policies, and regulations, refer to:

USF Parking and Transportation Services website:
http://usfweb2.usf.edu/parking_services/default.asp

Campus maps are available online at:
http://usfweb2.usf.edu/parking_services/maps.asp

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

University of South Florida – College of Pharmacy
Absence Report/Request Form

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

Please check the appropriate box below:

- Absence without advanced notice (unexpected illness or emergency)
- Absence with advanced notice

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<td>Reason(s) for Absence:</td>
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<td>Documentation to be attached:</td>
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Students: Do not write below this line

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<th>Course Name:</th>
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</tbody>
</table>

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

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**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.**

**USF Health – Events Serving Alcohol – Approval Form**

<table>
<thead>
<tr>
<th>EVENT NAME:</th>
<th></th>
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<tbody>
<tr>
<td>EVENT DAY &amp; DATE:</td>
<td></td>
</tr>
<tr>
<td>TIME EVENT BEGINS/ENDS:</td>
<td></td>
</tr>
<tr>
<td>EVENT LOCATION:</td>
<td></td>
</tr>
<tr>
<td>SPONSORING DEPARTMENT:</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION PAYING FOR THE EVENT (ex: USF, UMSA):</td>
<td></td>
</tr>
<tr>
<td>BENEFIT TO USF HEALTH:</td>
<td></td>
</tr>
<tr>
<td>OTHER COMMENTS:</td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>DEPT DIRECTOR/CHAIRMAN SIGNATURE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPT DIRECTOR/CHAIRMAN NAME (PRINT):</td>
<td></td>
</tr>
<tr>
<td>DEPARTMENT NAME:</td>
<td></td>
</tr>
<tr>
<td>CONTACT PHONE NUMBER OR EMAIL:</td>
<td></td>
</tr>
<tr>
<td>RETURN THIS FORM TO THE ATTENTION OF:</td>
<td></td>
</tr>
<tr>
<td>EMAIL OR FAX #:</td>
<td></td>
</tr>
</tbody>
</table>

**Instructions for form submission**
- Attention of Peggy Smith:
<table>
<thead>
<tr>
<th>For completion by Dean Donna Petersen:</th>
<th>Approve</th>
<th>Disapprove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REASON FOR DISAPPROVAL:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OTHER COMMENTS:</td>
<td></td>
<td></td>
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<tr>
<td>SIGNATURE:</td>
<td></td>
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<tr>
<td>DATE:</td>
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</table>
University of South Florida
College of Pharmacy

Intent to Develop a COP Student Organization

Name of proposed Student Organization

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

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

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

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

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

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

Part 1 – Complete this section prior to meeting with the Instructor(s).

In your opinion, what are the reasons you’re struggling academically? Please check all that apply.

☐ Course Content        ☐ Time Management        ☐ Study Skills
☐ Personal Stress       ☐ Test Anxiety         ☐ Other

Please provide additional detail.

Part 2 – Complete this section with the Instructor(s).

Which of the following options might help you become successful in this course? Please check all that apply.

☐ Supplemental Instruction – How often?
☐ Individual Tutoring – How often?
☐ Scheduled meetings with the instructor – How often?
☐ Study Skills/Time Management/Test Anxiety assistance
☐ Personal Counseling (referral)        ☐ Other

Please explain how you will utilize the resources indicated above.

Part 3 – Please complete this section with your Faculty Advisor.

What steps will you take to seek assistance?

How will you measure your progress toward academic success?

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

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

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

Date Form Submitted: ______________________________

Name/s of Students requesting funds: ___________________________________________________________________

Purpose for Travel: _____________________________________________________________________________

Dates of Meeting/Conference: ______________________________ Dates of Requested Travel: ______________________________

Date of Registration Deadline: ______________________________ Overall estimated Cost of Travel: ______________________________

Cost per person: Registration ______ Flight ______ Mileage ______ Car Rental ______ Meals ______ Parking ______

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

Class/Exam Missed: __________________________________________________________________________

All documentation to be attached to include requested flights, maps for mileage, hotel rates, conference program

Students: Do not write below this line

Name of Reviewing Official: ______________________________

[ ] Travel approved – Specify for whom and what amount__________________

[ ] Travel not approved

Comments: ______________________________________________________________________________

Signature of Official: ______________________________

Date of Completion of Form and Return to Student: ______________________________

______________________________
Release of Liability For Student Travel

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 or may incur by participation in the above stated event and for all damage to my property.

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

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

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

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

Printed Name ______________________________ Signature of Student ______________________________

Date __________

Release/Indemnity Agreement
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________________