STUDENT HANDBOOK
(2020-2021)

“Begin your pharmacy education, where pharmacy education began”
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II. INTRODUCTION

This handbook, published by the PCP Dean’s Office, provides the most current information about the Philadelphia College of Pharmacy (PCP) and its programs, policies and procedures.

The information provided herein supplements the University-wide information found in the University Student Handbook and the University Catalog and supersedes that information as it relates to PCP-specific issues. Education, from admission through graduation, is under continuous review and quality improvement; as such, the information provided in this handbook is not considered a contract. PCP reserves the right to alter its rules, regulations, and requirements for admission or graduation, as needed. Students will be notified of any significant modifications, revisions or updates to this document.

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III. General Information

A. History

The Philadelphia College of Pharmacy (PCP), established in 1821 as the first college of pharmacy in the western hemisphere, is the founding College of the University of the Sciences in Philadelphia. PCP is proud of its rich history of diversity and inclusivity, neighborhood, regional, national, and global outreach and leadership, and innovations in research and education. PCP was one of the earliest initiators of the advanced professional practice degree, the Doctor of Pharmacy (PharmD). The PharmD degree was approved as the entry level program for all entering students seeking a career as pharmacy practitioners in 1994. PCP’s unique BS science programs, pharmacology/toxicology (approved 1979) and pharmaceutical sciences (approved 1999) have an emphasis on laboratory-based scientific investigation and lead graduates to exciting careers in industry or post-graduate education. The BS in Pharmaceutical and Healthcare Business, approved in 2007, combines science with targeted pharmaceutical industry and business practices. PCP also offers the MS and PhD programs in Pharmaceutics and Pharmacology/Toxicology, the Masters in Business Administration in Pharmaceutical and Healthcare Business and post-doctoral residency and fellowship programs.

PCP graduates are known for innovation as founders of pharmaceutical industries and leaders in the practice of pharmacy. As the profession of pharmacy and our understanding of science have evolved, so has the nature of the programs PCP offers, and the services our graduates provide to society as a whole. The roles of the pharmacy profession have expanded far beyond the dispensing of medication, to direct patient care, state-of-the art research, medication therapy management, disease management, patient counseling, regulatory affairs, medical communication, managed care, drug information, pharmaceutical business, and drug testing and development.

B. Mission, Vision and Values

The mission and vision statements of PCP has been updated through strategic planning to better emphasize PCP’s tradition of leadership and its legacy in maintaining public trust through impeccable professional ethics.

*The mission of the Philadelphia College of Pharmacy is to educate and develop students to become leaders and innovators in patient care, research, and business who are differentiated by their professional and ethical values.*

*The vision of The Philadelphia College of Pharmacy is that it will be globally recognized for developing learners who excel in innovative, compassionate, collaborative, evidence-based patient care and practice, scientific advancements, research and healthcare business*
The core values of the Philadelphia College of Pharmacy are:

- PCP is an inclusive and collaborative community of students, faculty, alumni and staff who together pursue excellence in a setting focused on personal and professional growth.
- PCP is a scholarly community where students, faculty, alumni and staff collaborate in advancing the profession of pharmacy.
- PCP provides a student centered educational experience in which the development of students’ intellectual and professional strengths and emotional intelligence are of paramount importance.
- PCP equips students with the tools for critical thinking and life-long learning.
- Members of the PCP community conduct their affairs in a collegial manner with a clear sense of duty, integrity, accountability and caring.
- Members of the PCP community contribute to the broader communities in which they live and work.

C. Educational Philosophy and Program Outcomes

PCP is dedicated to students’ acquisition and integration of the requisite knowledge, skills, values and attitudes that enable them to become educated and responsible citizens, competent professionals, and life-long learners and leaders. Its educational philosophy is learner-centered and developmental, building knowledge, skills, and self-confidence in an incremental manner, with a focus on “learning and knowing by doing” (in the laboratory or with patients). The objectives of this approach are accomplished by the use of active learning techniques within the classroom, the development of analytical and problem solving skills through individualized and integrated application exercises, as well as extensive practice, research experiences, and business practices that allow application of learned knowledge in and out of the classroom. Students are engaged as individuals and with their peers throughout the curriculum in a comprehensive fashion, from the classroom, to the laboratory and practice sites, with regular assessment and feedback. In addition, students are engaged via co-curricular activities including college and professional organizations, and interactions with individual faculty mentors and advisors. PCP faculty believe that such a comprehensive and developmental approach to education facilitates students’ learning processes, sensitizes them to the issues and ethics of practice and research, and instills in graduates analytical and problem solving skills and a commitment to life-long learning.

BS program PLOs focus on the knowledge within the disciplines of drug delivery and drug interactions with biologic systems, respectively, and the application of laboratory skills to pharmaceutical research and development. For the BS in Pharmacology/Toxicology program, every graduate will be able to conduct experiments using standard laboratory protocols; analyze and interpret data from ADME (absorption/distribution/metabolism/excretion); predict the biochemical and physiologic consequences of drug-receptor interactions; predict the biochemical and physiologic consequences of chemical toxicities; and identify, search for, analyze, and critique the biomedical literature, both in writing and
orally. Likewise, PLOs for the BS in Pharmaceutical Sciences program state that upon graduation, students should have the ability to integrate concepts taught in basic courses into their professional courses; be proficient in basic laboratory skills required by departments of pharmaceutics in the pharmaceutical industry; be able to electronically retrieve relevant literature from scientific databases; and be able to effectively communicate both verbally and in writing.

Upon completion of the **BS in Pharmaceutical and Healthcare Business program** students will be able to:

- Apply knowledge of fundamentals of accounting, finance, marketing, and management and economics courses to analyze business strategies in response to the global challenges facing the pharmaceutical and healthcare industry.
- Understand the biological sciences and apply this knowledge of health and disease states for use in the development and marketing of appropriate pharmaceuticals and technologies.
- Demonstrate the ability to communicate effectively with a wide variety of people in diverse situations.
- Discriminate and judge business decisions within the framework of acceptable ethical and legal choices in this highly regulated pharmaceutical and healthcare industry.
- Model effective teamwork behavior and leadership strategies in interdisciplinary and culturally diverse settings.
- Monitor sources of information for evaluating critical events and potential solutions for problems in the dynamic global health care environment.

**The PharmD Program (Vision Statement)** reflects PCP’s commitment to create and foster dedicated pharmacists who will have a moral commitment to improve the quality of life of individual patients and to positively impact society by being an integral part of the healthcare team. Thus, our graduates will be compassionate, knowledgeable, skilled and innovative, job-ready pharmacy practitioners, who will become trusted and respected leaders of the pharmacy profession. They will be able to adapt to the dynamic nature of the healthcare system and changing technology and serve as positive role models in the community. The program will foster these ideals by providing a strong scientific education and the skills and attitudes needed in entry-level pharmacists roles now and in the future. Specifically, Programmatic Outcomes are based on the 2013 CAPE (Center for the Advancement of Pharmacy Education) Outcomes, the ACPE Standards for 2017, and the entrustable professional activities (EPA); they specify that each graduate will be ‘job-ready’ in entry-level pharmacists’ roles (see Appendices).

The competency-driven professional curriculum, launched in fall 2018, is comprised of a series of foundational modules in practice skills, professional behavior and communication, pharmaceutical sciences, and health care policy and law; a series of fourteen integrated Pharmacy Sciences, Disease and Therapeutics modules; a two module series focused on Medication Use Systems; a two module sequence focused on Drug Information and Literature Evaluation; an Applied Professional Behavior and Communication module; an Entrepreneurship module; two Integrated Practice Modules; and electives. These are interspersed with 300 hours of Introductory Pharmacy Practice Experiences (IPPEs) off campus during the P1-P3 years, and brought to a practice ready level during the P4 year by a minimum of 1440 hours of Advanced Pharmacy Practice Experiences (APPEs). Interprofessional education, an
educational approach that involves students in multiple professions learning about, from and with each other to improve collaboration is threaded throughout the professional curriculum.

In the competency-driven professional curriculum, the focus is on students developing the knowledge, skills, attitudes and behaviors for confident and collaborative patient-centered care, innovation and leadership right from day one of their first professional year. The curriculum is delivered in a modular format, utilizing leading edge pedagogical and assessment best practices, with inter-professional and experiential education fully integrated with the didactic curriculum. Crucial to the success of the new curriculum is the personalized learning support students will receive, and the sequential, pre-planned assessments of competence at specific performance levels, both focused (within modules) and integrated across individual course modules.

D. Accreditation

The University is accredited by the Middle States Commission on Higher Education, the accreditation agency recognized by the US Secretary of Higher Education and the Council for Higher Education Accreditation. University of the Sciences in Philadelphia is fully accredited by Middle States.

The Doctor of Pharmacy (PharmD) program is accredited by the Accreditation Council for Pharmacy Education (ACPE), an autonomous and independent national agency whose board of directors (the decision- and policy-making body) includes pharmacy educators and practitioners, state board of pharmacy members/executives, and a public representative, who together with an advisory public interest panel ensure a public perspective in policy- and decision-making processes. Information about the standards, policies and procedures upheld by ACPE and the current accreditation status of the pharmacy program can be found on the ACPE website at www.acpe-accredit.org. The Philadelphia College of Pharmacy PharmD program is fully accredited by ACPE.

The Master of Business Administration (MBA) and Bachelor of Science (BS) programs in pharmaceutical and healthcare business are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The address for the accrediting agency is 11520 West 119th Street, Overland Park, KS 66213; (913) 339-9356. Their website is https://www.acbsp.org.

E. Student Complaints Policies

ACPE requires that colleges of pharmacy provides a policy and procedure regarding complaints relating to accreditation standards. Student(s) should submit written complaints to the office of the dean. Unless submitted anonymously, student(s) will receive a written response from the dean’s office within 2 weeks. If a student feels that their complaint has not been adequately heard or addressed by the College they have the right to go directly to ACPE and file a complaint (https://www.acpe-accredit.org/complaints/). Information about the complaint policy is provided during student orientation and is reinforced each semester via class meetings (whose agenda and minutes are made available to students via the currently available technology).
Several informal suggestion or complaint processes are used to resolve issues or complaints that are not directly related to accreditation standards. Such complaints, suggestions or comments may be submitted anonymously through an online suggestion form on the PCP Student Google Site, via the locked suggestion box located in the hallway opposite GH-2016 or through direct email to any of the deans. In addition, complaints, comments and suggestions are also heard through presentations at PCP Student Council. Responses are periodically addressed by the PCP Dean’s Office and transmitted to students.

If a student, or group of students, has a complaint or concern about a specific course, the appropriate procedure is to first communicate and discuss the issue with the specific instructor in the course. If a student feels the issue has not been adequately addressed they should then communicate and discuss with the course coordinator for the course, then the chair of the department that has responsibility for the course, and finally with the PCP Dean’s Office about the issue. General feedback (complaints, suggestions, etc.) from students about courses is solicited via online course evaluations, and in certain cases, via in class or out of class surveys.

An informal student complaint that remains unresolved, specifically if an action (or lack of action) is perceived to be unfair; to be arbitrary, capricious, or unjust; or that does not comply with University policies fall under the University Student Grievance Policy. A student grievance is initiated through the Office of the Dean of Students, and may be resolved informally via mediation, or via a formal prehearing with each of the parties, followed by a grievance hearing through the Grievance Committee. Please see the University Student Handbook for details of the procedures involved in grievance resolution and the appeals policy for any outcomes from a grievance hearing.

IV. College Structure

A. PCP Dean’s Office

The mission of the PCP Dean’s Office is to support the vision of the Dean in leading the Philadelphia College of Pharmacy in achieving its mission, by providing exemplary service to assist students in achieving their educational and professional objectives, supporting faculty and staff in fulfilling their responsibilities to the College, and promoting continued commitment to the professions.

The PCP Dean’s office is comprised of various leaders including the Dean, Assistant Dean of Curriculum, Associate Dean for Student Affairs and Admissions, Director of Assessment, Director of Student Recruitment and Engagement, Director of Experiential Programs, and Director of Student Recruitment and Engagement. The Dean’s office also includes professional and administrative staff: Director of the StEPP (Student Excellence in Professional Preparation) co-curricular program, Assistant to the Dean, an Academic Specialist, a data analyst and an Administrative Coordinator.

Specifically, The PCP Dean’s Office
● Provides information about educational policies, procedures, and options; to assist students in their educational journey.
● Serves as the coordination and communication hub for the PharmD program with the Assistant Dean of Curriculum and Associate Dean of PCP Student Affairs and Admissions focusing on day-to-day issues for students within the program.
● Monitors accreditation standards and is ultimately responsible for meeting those standards and maintaining continued accreditation.
● Promotes and enhances communication between and among student groups including PCP student council.
● Communicates with internal partners (e.g., different colleges, upper administration, Board of Trustees, etc.) and external partners (e.g. accreditation bodies, pharmaceutical industry, practice sites, other educational entities);
● Monitors progression of individual students in the pharmacy program.
● Coordinates the assessment activities program for the PharmD program.
● Organizes and sponsors various pharmacy student events including White Coat Ceremony and Conferment Ceremony.
● Assigns professional advisors to students in the professional years of the PharmD program and works with the University advisors for pre-professional pharmacy students

The Associate Dean of Student Affairs and Admissions is also the program director for the BS in Pharmaceutical and Healthcare Studies program (BSPHHCS), a college-wide program which confers the BS degree ‘in transit’, to PharmD students midway through their professional years, or as a terminal degree, if a student is unable/uninterested in completing the PharmD program. The Assistant Dean of Curriculum is responsible for the ongoing development and implementation of the PharmD program and works closely with the Director of Assessment to ensure that programmatic goals are met.

The PCP Dean’s Office works closely with faculty and professional staff through a number of subgroups, task forces, and teams to promote communication between administration, faculty and students within the college, as well as with administration outside the college with respect to college operation. These subgroups include:

● Dean’s Leadership Team, comprised of the Deans, Department Chairs, Director of Assessment, Director of Student Recruitment and Engagement, Director of the Office of Experiential Programming, the PCP Council President, and the Assistant to the Dean, which focuses on overall operations of the college and certain strategic initiatives
● Brain Trust (BT), comprised of Associate Dean for Student Affairs, Assistant Dean of Curriculum, the Pharmacy Program Academic Specialist, the StEPP Director, and the PCP Academic Specialist, which focuses on issues related to student advising such as curricular changes, new opportunities for students, concerns or issues raised by students, etc.

In addition, the Dean may form more short term working groups of faculty to address targeted issues and provide needed data or recommendations to the Dean.
The PCP Leadership Team:

Edward Foote, BS, PharmD, FCCP, Dean
Estelle A. Sherrod, BA, Assistant to the Dean
Lisa Charneski, PharmD, BCPS, Assistant Dean of Curriculum
Scott Greene, R.Ph, MS Director of Experiential Programs
Anuja Gupta, PhD, Chair, PHB
Peter Harvison, PhD, Chair, DPS
Laura A. Mandos, BS, PharmD, BCPP, Associate Dean, PCP Student Affairs & Admissions and Program Director, BSPHHCS
Karleen Melody, PharmD, BCACP, Director of Assessment
Jason Zupec, President of PCP faculty council
Cathy Y. Poon, BS, PharmD, FPPA, FCPP, Chair, DOPP/PA and Associate Dean of Interprofessional Education
Laura Waite, PharmD, BCPS, CLS, BC-ADM, Director of Student Recruitment & Engagement
Jason Zupec, PharmD, BCPS, President, PCP Council

B. Departments

PCP is comprised of three departments: the Department of Pharmacy Practice and Pharmacy Administration (DOPP/PA), the Department of Pharmaceutical Sciences (DPS), and the Department of Pharmaceutical Business (PHB). The BS programs in pharmaceutical sciences and pharmacology/toxicology and the MS/PhD programs in pharmaceutics and pharmacology/toxicology are administered by the Department of Pharmaceutical Sciences. The BS and MBA programs and multiple graduate certificates are administered by the Department of Pharmaceutical and Healthcare Business. The PharmD (Doctor of Pharmacy) program is a college-wide program, administered and supported by all departments. Faculty in DOPP/PA are responsible for PP and PA courses, faculty in PHB are responsible for the PB courses while faculty in DPS are responsible for PC and PH courses. Faculty in DOPP/PA and DPS share responsibility for RX courses in the competency-driven pharmacy curriculum.

Each department is headed by a department chair who works, in conjunction with vice chairs and/or program directors, and with faculty to provide the best and most effective educational experiences for students in PCP programs; these functions include managing course offerings and delivery, course scheduling and resources needed for teaching and research, grading policies, etc. for the courses they deliver, within the policies and procedures outlined at the University level.

C. PCP faculty and PCP Council

PCP faculty are appointed by the University Board of Trustees. It is within PCP faculty purview to determine PCP curricula, PCP program academic standards, and admission and enrollment policies for PCP programs; in addition, PCP faculty continually monitor the quality and effectiveness of ongoing
functions and plan for the future of the college. PCP faculty are responsible for teaching, research and/or clinical practice, and service to the college and the University. In addition, PCP faculty also serve as faculty mentors for individual students; as advisors for student organizations.

PCP Council, comprised of all Board-appointed faculty whose primary appointment is in PCP, is the primary decision- and policy-making body for college activities and programs. It participates in shared governance with the Dean of PCP, the University Faculty Senate, and University administration. As a College within the University, college or program-specific curricular components must align with University components (e.g. general education, physical education) but there may be differences in expectations, standards, or proficiency measures that are unique to specific programs within the college. The standing committees of PCP Council focus on the major areas of faculty purview and include: Academic Standards, Admissions, Assessment, Curriculum, Executive (which functions to elaborate charges for other standing committees), Planning, Faculty Affairs, Student Affairs, Research, and Graduate Studies. Committee composition and standing charges are outlined by PCP Council bylaws, with yearly membership and specific charges determined by the Executive Committee. Student input/feedback relevant to PCP functions and activities is highly valued and is solicited from student members of Council standing committees (all except Executive Committee, Admissions Committee, and Faculty Affairs have student members); as such, efforts are made to accommodate schedules of all members, including students, in the scheduling of meetings. Although the student representatives do not have voting privileges, their feedback on all college issues is solicited and valued. Another pathway for the student feedback is the Dean’s open forums which are held periodically throughout the academic year.

V. PCP Program Curricula

A. Doctor of Pharmacy (PharmD)

The Doctor of Pharmacy (PharmD) program is a professional doctorate program comprised of approximately two years of pre-professional coursework (U1, U2) followed by four years of professional coursework (P1-P4), which includes both didactic and experiential elements. While designed to be completed in a total of six years from high school, some students may take longer to complete either the pre-professional component or the professional component of the PharmD program.

Students may also enter the professional curriculum as transfer, change of major or graduate students (earning their pre-requisite coursework separate from the direct entry program). Once in the professional curriculum (P1-P4), all students have a maximum of six years to complete all degree requirements. As students enter the professional years of the program, they become ‘student pharmacists’, a milestone marked and celebrated by the White Coat Ceremony. Student pharmacists are assigned to academic mentors who are faculty in the Department of Pharmacy Practice and Administration and/or the Dean’s Office, and thus serve as mentors for professional as well as personal development. Students also begin their experiential education at off-campus sites through the Introductory Pharmacy Practice Experiences (IPPEs).
In general, professional courses are only offered once during an academic year because of the need to sequence the specialized content in a logical and sequential manner to build comprehensive competency and confidence. Eligibility for such courses is tightly controlled by prerequisites, co-requisites, and/or program year status. Expectations for student performance and course rigor are enhanced as students enter their first professional year and focus not only on knowledge acquisition but also skill development, integration and application of knowledge and skills across courses, engagement, as well as attitudes and behaviors appropriate to the healthcare workplace. The PharmD curriculum can be found in the relevant university catalog. Checklists are posted on the PCP Student Google site.

The first professional year course, RX302 Pharmacy Orientation, begins the week before the USciences Fall semester classes begin.

The program curriculum can be found in the university catalog and the PCP Student Google Site.

**B. Undergraduate and Graduate Programs**

The **BS in Pharmaceutical and Healthcare Studies** (PHHCS) program is an in-transit baccalaureate degree awarded to direct-entry Doctor of Pharmacy students and is conferred at the end of the P2 year. This degree serves as a second milestone, marking the halfway point in their professional education, for those students who are willing and able to complete the PharmD program, or as a terminal degree for students who are no longer interested in or able to complete the PharmD. To receive this degree, a student must be a continuing PharmD student in good standing, or a PharmD student who meets the criteria for the BS PHHCS degree, including completion of all University general education requirements. Students in the post-baccalaureate PharmD track are ineligible. The BS PHHCS degree is conferred to all eligible candidates at the end of their P2 year in a special Conferment Ceremony, assuming they filed a petition to graduate with the University registrar per University policy (see University student handbook), and have a cumulative GPA ≥ 2.00. The program curriculum can be found in the university catalog and the PCP Student Google Site.

The **BS in Pharmacology/Toxicology program** is a four year baccalaureate degree program whose focus is on developing laboratory and research approaches at the interface of biology and chemistry. The how and why (mechanism) of chemical interaction with a biological system is of primary interest, leading to identification and targeting of new treatment modalities for disease management or cures. The program curriculum can be found in the university catalog and the PCP Student Google Site.

The **BS in Pharmaceutical Sciences program** is a four year baccalaureate degree program which addresses the stability, manufacturing, and the laboratory and research methodologies needed to develop optimal modes of drug delivery. The program curriculum can be found in the university catalog and the PCP Student Google Site.
The **BS in Pharmaceutical Business program** is a four year baccalaureate degree program which blends business and science focused on the largest sector in the US economy. The program curriculum can be found in the university catalog and the PCP Student Google Site.

**Graduate Programs** are managed by program directors in the respective college departments. The program curriculum can be found in the university catalog.

**VI. Admissions Policies and Procedures**

**A. PCP Program entry**

The most common route for entry into either the Doctor of Pharmacy program or one of the BS programs is directly from high school. Admission evaluations are handled by the University Admissions Department, in consultation with program directors, and for the Doctor of Pharmacy program, the Associate Dean for PCP Student Affairs and Admissions and the Director of Student Recruitment and Engagement. The University admissions department also handles admissions of transfer students into the first undergraduate year, the second undergraduate year, or first professional year of the PharmD program, as well as into all years of the BS programs. Students who are accepted into the PharmD program are sent a **technical standards acknowledgement form** (see Appendices) with their acceptance, and must return the signed form/acknowledgement prior to/upon matriculation. The Doctor of Pharmacy also re-sign the technical standards document for each respective year of their professional curriculum. The technical standards that student pharmacists must meet refer to all the nonacademic criteria and abilities to coming to the program. Students are guaranteed reasonable accommodations under the American Disabilities Act (please see University Student Handbook for description of policies and procedures for soliciting ADA accommodations).

Entry into graduate programs requires a previous baccalaureate degree and follows the policies and procedures for graduate programs, which are listed on the University web page.

**B. Change of Major**

Changing from one major field of study to another at the University is an option but is neither automatic nor guaranteed. Following consultation with their academic advisor, the student intending to change their major should meet with the college dean and program director responsible for the degree program into which the student desires to transfer. The PCP Council Admissions Committee evaluates change of major applications into the first professional year (P1) of the Doctor of Pharmacy program, change of major applications to the BS programs, transfer student applications into P1 of the Doctor of Pharmacy program, and readmission (for former USciences students) applications into PCP programs.

The change of major into the P1 year of the PharmD program involves submission of an application, evidence of having a Social Security Number as required for experiential education, a resume, academic integrity affidavit, technical standards document, and personal statement, followed by interview(s), most commonly with the program director or a member of the Admission Committee. **If a student is in the**
U4 year of another major and applying to the Doctor of Pharmacy program, they must submit their application via the PharmCAS process. ([www.pharmcas.org](http://www.pharmcas.org)). The interviewer(s) submit their recommendation(s) to the Admissions Committee, which then makes the final decision. The readmission process is similar, but per University policy, requires supporting materials, such as completion of college coursework, which indicate a likelihood of success (see University student handbook). Formal requests for change of major must be submitted to the student’s prospective college dean by the following dates: October 15 (all programs except PharmD) and April 1 of each academic year. Students who are withdrawn from the Doctor of Pharmacy program (e.g. if they cannot progress to the first professional year or are dropped from the program during the professional years) must change to a different major in the University by the end of drop/add period of the next semester, per University policy. Students must remain in that program at least four semesters before reapplying to the Doctor of Pharmacy program. For PCP programs as well as certain other University programs, students are strongly encouraged to apply for the change of major to the desired program by July 15 of each academic year to prevent being closed out if program capacity is exceeded. Application forms and information about these processes as related to PCP programs can be obtained from the PCP Dean’s Office; for programs outside PCP, the specific college policies and procedures should be followed.

VII. Program Requirements and Academic Standards

A. Residency Requirements

Students admitted into the first professional year (P1) of the Doctor of Pharmacy Program must be enrolled for at least four years (i.e., 8 semesters of at least 12 credits/semester) in residency at PCP, regardless of the extent or nature of previous academic experience. Such students entering into P1 will receive transfer credit for those basic sciences and general education courses that are considered equivalent in content and semester credit to similar courses included in the pharmacy curriculum as long as they receive a grade of “C” or better.

To earn an undergraduate degree from PCP, a student must successfully complete at least 30 credits of eligible coursework offered by USciences. Eligible coursework results in a letter grade that contributes to a student’s calculated USciences grade point average (GPA). At least 15 of the 30 credits must be upper-division courses required by the major (300 level or above). Catalog year for transfer students will be backdated to the Catalog Year when they would have started attending the University as a first-year student. (Please see Catalog Year for Degree Requirements found in the table of contents of the USciences Student Handbook).

The maximum amount of time to complete all requirements to earn a BS degree in PCP is six years from entry as a freshman to USciences. If residency exceeds 6 years to earn a BS degree in PCP, then a student’s educational plan may be adjusted to reflect current University educational requirements. For the PharmD program, students have a maximum of six years from entry into the first professional year (P1) of the program to complete all degree requirements. Inability to complete all degree requirements in the allotted time frame will result in the student being withdrawn from the program. Approved leaves of absence are not counted as part of the maximum time to degree.
B. Progression

Progression in the PharmD program as defined by PCP faculty is the year-to-year advancement in the program, based on satisfactory completion of all coursework, achievement of minimum academic and program-specific grade point averages, and meeting any additional proficiencies in a timely manner. Thus, **students must satisfactorily complete all requirements of a given program year before advancing to the next program year.** This is of particular import in the professional component of pharmacy education because of the incremental nature of knowledge, skill, and attitude development, and the interplay between didactic coursework and experiential training. Given the integrated/coordinated nature of components of the Doctor of Pharmacy program, program year becomes an added restriction to prerequisite and co-requisite coursework for eligibility in certain courses or experiences.

Generally, progression into the next program year of the PharmD program can be determined after spring semester grades are complete; the registrar’s office officially advances students’ program year via a batch process prior to the beginning of the next academic year, after verification of successful completion of all required coursework and the absence of academic or conduct difficulties. In some cases, because of unsuccessful completion of a required course during the fall semester, progression will be affected earlier. A delay in progression WILL result in a longer time to complete the program (frequently a year for courses only offered once per academic year); the anticipated graduation date will be modified to reflect such a delay in progression.

For the BS programs, a similar approach is applied to advancement in the program, but is somewhat more flexible being based on completing a majority of program specific coursework related to a given year in the program. For many specific courses in the BS programs, program year does not determine eligibility to take specific courses; generally it is solely prerequisites and/or co-requisites. However, a delay in progression WILL result in a longer time to complete the program, and most likely delay graduation.

No one plan is optimal for students facing non-progression. To help clarify the options and identify resources available, frequently asked questions are addressed by the PCP Dean’s office in the Appendices.

C. Pharmacy Student to Student Pharmacist transition: pre-professional to professional phase

For direct entry PharmD students, automatic progression from undergraduate status into P1 (first professional year) occurs when the following criteria are met:

1. Completion of all required pre-professional and undergraduate coursework resulting in a minimum cumulative GPA of 2.70 and a minimum natural science/math GPA of 2.50.
2. Successful completion of the Professional Education Readiness Competency (PERC) interview.

Students who do not meet these criteria will be withdrawn from the program; if their cumulative GPA is above 2.50, these students will be reviewed for readmission into the program on a competitive basis, space permitting. Courses contributing to the Math/Science GPA calculated through the USciences Registrar are listed here: https://docs.google.com/spreadsheets/d/1XfAACG2LBvJxrtOJ-02pInwKNZFEHPaYJJMdqQun5VYY/edit?usp=sharing. Students electing to take more than 2 years of pre-pharmacy course work, will have courses in column C hand-calculated (added) into the Math/Science GPA calculation. This list was generated to allow students to engage in meaningful course work beyond 2 years of pre-professional studies. We recommend that students work with their advisors and/or the PCP Dean's office to take courses that will allow them to work towards a Major or Minor during U3/4 years. If a student or advisor identifies a course not included on this list and feels that it should be considered for inclusion, the course information should be sent via email to the Assistant Dean of Curriculum for review.

If not readmitted, students may apply to other programs.

For first-year undergraduate students (U1) entering fall 2016 (Catalog Year 2016) and thereafter, General Education requirements (with the exception of those social science and humanities courses that are also noted to be professional electives) should be met before entering the professional curriculum. The BS PHHCS degree will be conferred upon successful completion of general education requirements and the specific coursework for the degree.

The PERC interview is a standardized, behavioral-based interview to assess students’ readiness for professional education, and is mandated for compliance with accreditation standards. It is separate and distinct from the academic standards for automatic progression into the professional component of the Doctor of Pharmacy program. The standardized interview is a confidential, fifteen to twenty minute “conversation with a purpose”, between the student and one PCP faculty/professional staff (assured by confidentiality agreement, in the Appendices). If the student is unsuccessful in his/her first attempt, a success plan with suggested readings and activities to improve the student’s knowledge base, confidence and ability to communicate their perspectives will be provided to the student. A second and final opportunity to successfully complete the PERC interview will be provided in the spring semester. If, after two opportunities, the student does not successfully complete the PERC interview, the student will be withdrawn from the PharmD program even if the other criteria for progression into the professional years are met. If such an event should occur, the student may opt to apply for a change of major to other PCP or University programs. Further information about the PERC interview process is communicated to students through class meetings and through the PCP Dean’s Office.

Students who are withdrawn from the PharmD program may apply to other programs at the University. Students may reapply to the P1 year of the Doctor of Pharmacy program as a change of major after the completion of four semesters within that major or completion of a BS degree. A successful PERC interview is still required and the process is competitive.
**D. Academic Standards (PharmD professional years)**

Application of academic standards to students is based on their catalog year, which is generally determined by when, and into what program year, they matriculate to the University (further information about catalog years can be found in the University Student Handbook). Both the University Catalog and the University Student Handbook outline the academic standards for student cohorts based on their catalog year. Changes in academic standards are generally made in advance of student matriculation into the program; an exception may occur if needed for reasons such as ensuring compliance with accreditation standards. The PCP Dean’s Office monitors compliance with all academic standards as well as student progression through the program. Currently, PharmD students may be subject to different academic standards based on their catalog year (date of matriculation) but they are consistent throughout their program (from U1-P4). To promote clarity and understanding of the academic standards, all P1 student pharmacists in the PharmD program must acknowledge their understanding of the expectations of the professional program and their academic standards by reading the Professional Expectations and Academic Standards Acknowledgement document (see Appendices); the signed acknowledgement form is retained by the PCP Dean’s Office. Students in the competency driven curriculum sign Appendices.

**Graduating Classes of 2019-2021 (Catalog Years 2013-2015)**

For graduating classes of 2019-21 (Catalog Years 2013-15), in the professional years of the PharmD program (i.e., P1-P4), students who achieve less than a semester GPA of 2.30 will receive a program probation. Students who exceed two program probations or do not complete program requirements within the maximum allowable residency time (see above under residency) will be withdrawn from the program.

All students enrolled into the PharmD program are subject to the “C- rule”; they must achieve a grade of “C-” (“P” if course is pass/fail) for satisfactory (successful) completion of all non-elective required courses with the prefix PA, PC, PH, . This rule applies to all required professional courses offered by PCP from 100-600 level, and includes courses with credit hour values from 1-5 credits. Elective courses, even if required, are exempt, as are required courses from outside PCP. A grade of a C- is the minimum grade that PharmD students need to “PASS” all non-elective required PCP courses.

Students who are unsuccessful (receive a grade less than C-) in such course(s), must retake the course(s) successfully, prior to moving on to subsequent courses for which said course(s) is (are) a prerequisite. The need to retake the course WILL result in a delay in progression, if the course(s) in which they were unsuccessful is(are) only offered once during an academic year, or if they are unsuccessful during the second offering of a course offered both semesters of the academic year. Course offering frequency is determined by enrollment projection (minimum of 10 eligible students per University policy), space and faculty availability, resources, and pedagogical criteria. In such cases, students will remain in the same program year for four semesters instead of two, and will have the opportunity to consider a minor.
strengthening coursework, or employment/diversification opportunities. Students who achieve a grade less than “C-“ upon repetition of the same non-elective required courses (with prefix PA, PC, PH, or PP) will be dropped from the program, and will have to change their major if they wish to remain at the University. If a student receives a grade of “F” in the same course twice, they will be dropped from the University rolls. As outlined in the University Student Handbook, students who are dropped from the University rolls for failing (grade of F) the same course twice are eligible to immediately apply for readmission to a different program at the University, contingent upon program capacity and ability to demonstrate likely success in new program.

It should be noted that many professional courses also indicate specific co-requisites. A co-requisite course is one designed to be taken with a given course simultaneously the first time the given course is taken; the rationale for co-requisite courses is based on the integration of knowledge and skill acquisition. However, if a student is not successful in a given course, but is successful in its co-requisite, the co-requisite course does not have to be retaken when the given course is repeated. In such a case, the student might be advised to audit or review co-requisite course material upon course repetition to maximize likelihood of success the second time through.

Graduating Classes of 2022 and beyond (Catalog Years 2016 and beyond)

For graduating classes of 2022 and beyond (Catalog Years 2016 and beyond), in the professional years of the PharmD program (i.e., P1-P4), students who achieve less than a semester GPA of 2.30 will receive a program probation. Students who exceed two program probations or do not complete program requirements within the maximum allowable residency time (see above under residency) will be withdrawn from the program.

All students enrolled into the PharmD program are subject to the “C-rule”; they must achieve a grade of “C-“ (“P” if course is pass/fail) for satisfactory (successful) completion of all non-elective required courses with the prefix RX as well as PP190 Pharmacy Orientation. This rule applies to all required professional courses offered by PCP from 100-600 level, and includes courses with credit hour values from 1-5 credits. Elective courses, even if required, are exempt, as are required courses from outside PCP. A grade of a C- is the minimum grade that PharmD students need to “PASS” all non-elective required PCP courses. Furthermore, attendance is required for all required modules (RX prefix) in the Doctor of Pharmacy curriculum (including classes offered through synchronous virtual delivery). Requests for excused absences are handled by the PCP Dean’s office and can be requested using this form: https://www.emailmeform.com/builder/form/bv5eF6V57ffXnaGWY0492q5 (link also included in all course syllabi).

Reassessments due to unexcused absences within a required module are not permitted for participation, quizzes, or exams*. For purposes of these academic standards, “exam” refers to a traditional written or electronic (multiple choice, open-ended question, etc.) exam and does not include practical exams. Up to a maximum of two (2) reassessments are permitted for each assessment within a module^*. (^Faculty
members should communicate the specifics about the allowable attempts for assessments in their module within their syllabus).

A loss of 15% of the total module points triggers mandatory learning support for the students enrolled in the module.

Students may be unsuccessful in a maximum of two (2) modules per semester. Students may be required to complete an intersession in order to progress to the next semester. Reassessment occurs at the end of an intersession and MUST be successfully passed.

Students must successfully complete all Extrinsic Summative Assessments and Reassessments (ESAR) in the Doctor of Pharmacy curriculum. There is a maximum of three (3) total attempts for a single ESAR. Failure to participate in an ESAR results in failure to satisfy a program requirement.

All modules must be successfully completed before the start of the next academic year in order to progress from year to year. All ESARs must be successfully completed before the start of the next academic year in order to progress to the next year.

E. Additional PharmD Program and Experiential Requirements

Student pharmacists must be certified in basic life support (BLS) for healthcare providers (HCPs) through the American Heart Association, or CPR/AED for Professional Rescuers and HCPs through the American Red Cross, throughout the professional years (P1-P4) of the program (e.g. certification as P1 in fall and recertification as P3 in spring). Training is often made available on campus, at a reduced cost compared to outside vendors, by the PCP faculty and student-led CPR Leadership Team.

Competence in pharmaceutical calculations must be demonstrated via successful completion of the Calculations Proficiency Exam in their final didactic semester on campus, prior to progressing to P4. Students are also required to undergo periodic criminal background checks and/or drug screens throughout the professional years to participate in the IPPE and APPE components of their training. Students may be required to participate in additional assessments (e.g. Pharmacy Curriculum Outcomes Assessment (PCOA), Health Sciences Reasoning Test – Numeracy (HSRT-N), Extrinsic Summative Assessment and Reassessments (ESARs) course evaluations, surveys, etc.) to provide feedback to the college about courses, curriculum, and their experiences as student pharmacists.

Students and the University must satisfy requirements imposed by training sites as a condition of student participation in experiential education, starting with Introductory Pharmacy Practice Experience (IPPEs) in the first professional year (P1) and continuing through P2 and P3, and furthered in the Advanced Pharmacy Practice Experience (APPEs) in the final year of the program. As a prerequisite to being permitted to begin, or continue, IPPE or APPE rotations at off-campus training sites, students must be able to:

- Provide a Social Security number.
● Provide a medical history including immunity to infectious diseases via documentation of infectious disease history (e.g., measles, rubella, hepatitis B) and/or vaccinations, including titers for certain agents, as requested by and per site or program schedule.

● Have a negative PPD or chest x-ray, if indicated.

● Complete a physical examination.

● Submit to a criminal background check and other background checks with disclosure to site of any convictions consistent with their criteria.

● Submit to a drug screen with disclosure to site of any positive findings for drugs that are taken without medical supervision.

● Provide evidence of and maintain personal medical insurance coverage at all times while at off-campus training sites.

● Provide clinical training certifications (e.g. CPR or BLS) that are required by site.

● Other requirements as determined by a training site.

Depending on the requirements of the affiliation agreement between the site and the University, the documentation requested may be coordinated by or at the training site, or facilitated by the University using campus-based programs, or an external agency. In all cases, the student is ultimately responsible for ensuring all prerequisites have been satisfied, with documentation submitted in a timely manner, per deadlines, and any associated costs. Placement in experiential sites will depend on timely completion of prerequisites and student identification of preferences, but may be subject to a lottery system if supply and demand are mismatched. Students are required to obtain their own transportation and to assume associated costs for their own automobile or public transportation to and from experiential sites.

Doctor of Pharmacy students are expected to agree and comply with the conditions of the Pharmacy Practice Professionalism Agreement during pharmacy practice experiential coursework (see Appendices ). A student unable to comply with the agreement may be removed from a rotation, may fail a rotation, or may be administratively withdrawn from the Doctor of Pharmacy program.

If a student is unable to satisfy the requirements listed above, the University may be unable to place the student in an experiential education setting. As a result, the student may be unable to complete the graduation requirements outlined by the major and may be unable to obtain licensure. Specific licensure requirements for each state's board of pharmacy and licensure examination pass rates for graduates can be found at the National Association of Boards of Pharmacy website: https://nabp.net. Licensure pass rates, on time degree completion, and other programmatic measures for PCP's PharmD program are posted on the University website: http://www.usciences.edu/pharmd.
F. Academic Probation, Remediation, Leaves of Absence, and Missed Course Work/Credit

Academic Probation: The college deans will review the scholastic progress of all students at the end of each semester. Students, whether full-time or part-time, who have not achieved the required minimum cumulative grade point average of 2.00, or who have received a failing grade (“F”) in two or more courses in the most recent semester (whether full-time or part-time), will be placed on academic probation. A semester is a 15-week unit of instruction and assessment. Students on academic probation are required to meet with an academic advisor to develop and complete an Academic Improvement Plan (AIP) and comply with the Academic Improvement Policy (University Student Handbook).

Remediation: Students who are unsuccessful (receive a grade less than C-) in professional course(s), must retake the course(s) successfully at the next offering, prior to moving on to subsequent courses for which said course(s) is(are) a prerequisite. The need to retake the course after unsuccessful at its next offering WILL result in a delay in progression, if the course(s) in which they were unsuccessful is(are)only offered once during an academic year, or if they are unsuccessful during the second offering of a course offered both semesters of the academic year. Course offering frequency is determined by enrollment projection (minimum of 10 students per University policy), space and faculty availability, resources, and pedagogical criteria.

Each semester college administrators determine if a required course will be offered sooner than as scheduled in the Master University Course Schedule for students who are unsuccessful in a professional course. Offering a course sooner is neither automatic nor guaranteed and is influenced by several complex and interwoven issues. These issues include, but are not limited to: university minimum enrollment policy for courses (minimum of 10 eligible students), availability of university resources such as classrooms, laboratories, and technology, availability of qualified faculty, finances, student interest, logistical considerations and pedagogical issues.

Leaves of absence: As described in more detail in the University Catalog and University Student Handbook, students may request a leave of absence. Short term leaves of absence (SLOA), of no more than 10 business days duration, are initiated by making contact with his/her college dean. The student may be asked to provide documentation to verify the circumstance. Upon approval, the college dean will notify the applicable chair, program director, course instructors, academic advisor, and the Division of Student Affairs. A longer duration leave of absence (LOA) is intended for situations where the student is unable to complete the current semester and may be unable to attend the subsequent semester. Permitted reasons include, but are not limited to, medical, personal or financial problems, or military service. An authorized leave permits the student to leave the University at the designated time without the necessity of formal reapplication and admissions processing. An LOA for other than medical or psychological reasons is initiated by making contact with the college dean; medical leaves of absence are coordinated through the Dean of Students’ office, and must be initiated and approved there before the college dean implements notification, as described above.

Missed Course work/credit: Academic records review performed at the end of each semester
identifies students who have missed course work or credits. Students are required to complete all required courses and credits in order to progress to their next program year and ultimately in order to graduate.

G. Dismissal and Readmission

Dismissal: Students who achieve a grade less than “C-“ upon repetition of the same non-elective required courses (with prefix PA, PC, PH, PP, or RX) will be dropped from the program, and will have to change their major if they wish to remain at the University. If a student receives a grade of “F” in the same course twice, they will be dropped from the University rolls. As outlined in the University Student Handbook, students who are dropped from the University rolls for failing (grade of F) the same course twice are eligible to immediately apply for readmission to a different program at the University, contingent upon program capacity and ability to demonstrate likely success in the new program.

Readmission: Readmission is neither automatic nor guaranteed following a separation from the University. The PCP Admissions Committee reserves the right to readmit a student, and in this matter the PCP Admissions Committee shall be the sole judge. Applications for readmission should be filed with the dean of the college in which they seek to re-enroll per PCP admissions deadlines (April 1, all programs; October 15, BS or graduate programs). Students who were dropped from the rolls of the University for either three semesters with a cumulative grade point average less than 2.00 or conduct expulsion will not be granted readmission for at least one calendar year from the date of separation from the University.

As described in the University Student Handbook, the application for readmission must provide evidence of the student’s ability to complete his/her degree program, and must be accompanied by any official transcripts of all course(s) taken at other accredited colleges or universities during the period of separation from University of the Sciences.

Students who leave the University to perform US military service will be readmitted with their previous academic status intact, for an absence of up to five years in length. Students must provide advance notice of their intent to perform US military service and must also provide notification of intent to reenroll. Due to the nature of professional education and the interplay between didactic and experiential coursework, there is significant risk to a student who leaves the University for military service for successful completion of the professional component of the PharmD program. As a result extensive documentation of expectations and more intensive monitoring by the PCP Dean’s Office may be required. This readmission policy, as well as the requirements for advance notice and notification to re-enroll, is subject to exceptions as noted in the law.

Fresh Start readmission may be selected by a student under the following circumstances: 1) the student has left the University after failing to achieve good academic standing, and 2) the student will have been absent from the University for at least one year between the date of withdrawal and the start date of the semester for which readmission is sought. Please refer to the University Student
Handbook for details on fresh start readmission.

**H. Rights to Due Process and Appeals**

At the end of each semester, transcripts of all students enrolled in PCP are reviewed to ascertain if students have met the academic standards and requirements of their programs. Faculty actions include “dropped from the rolls”, defined as dismissal from the University rolls, and “dropped from the program”, defined as dismissal from the PharmD program.

Students who are withdrawn from the Doctor of Pharmacy program or are dismissed by the University are requested to meet with a college Dean who reviews their situation, learns of any concerns or issues that the student may raise and provides information regarding the Admissions Appeals policy (see Appendices). The academic standards are applied, issues are resolved, or the student is referred to the University’s Grievance Policy (University Student Handbook). In exceptional cases, a student may appeal the faculty action because of an extenuating circumstance. The policy and procedure for the appeals process is included in the Appendices. The University’s Grievance Policy also includes an appeals process.

**I. Professional (PharmD) Program Outcomes Measures and Program Effectiveness**

The primary outcomes data for the PharmD program are first time pass rates on licensure exams, specifically the NAPLEX and the MPJE, student progression, and residency/fellowship placement. Licensure examination information can be obtained from NABP (National Association of Boards of Pharmacy) at [https://nabp.pharmacy/programs/naplex/score-results/](https://nabp.pharmacy/programs/naplex/score-results/). Program outcome data are posted publicly on the PCP Website.

Program outcomes are also monitored by a number of surveys conducted by AACP, the American Association of Colleges of Pharmacy. Annual surveys include the graduating student survey and the faculty survey. Preceptor and alumni surveys are conducted less frequently. These surveys provide feedback from different perspectives on various components of the program related to knowledge, values, attitudes and behaviors expected in the profession, as well as process components of the educational experience. The results from these surveys are used by PCP administration and faculty to drive continual quality improvement for the program and for the college. The experiential group collects data from IPPE and APPE preceptors regarding proficiency of students at their experiential sites.

Program effectiveness is monitored by a number of means, including in-house surveys as well as data from AACP surveys previously mentioned in order to illuminate progression and retention data as well as information about student satisfaction, faculty satisfaction, job success post-graduation, job satisfaction, job types and further training pursuits. In addition, the PCOA (Pharmacy Curriculum
Outcomes Assessment), a standardized, national exam administered by NABP, based on a blueprint for the NAPLEX exam and national survey data regarding PharmD curricula, is required for P3 student pharmacists as a means to examine curricular effectiveness, and as part of accreditation reports; it allows individual students to index their knowledge base against their same program year peers at PCP and nationally, and allows programs to index their students’ performance to that of student pharmacists at other colleges of pharmacy nationwide in order to drive adjustments and improvements to the program. These results are shared with the PCP/USciences community via PCP Council and Council Committees, PCP Student Council, class meetings, a P3 faculty-student brunch, as well as annual Institutional Effectiveness program and operations assessment reports. Furthermore, class results on specific ESAR activities such as working knowledge exams, calculations assessments, skills assessments, and overall APPE readiness provide continuous curricular effectiveness feedback. This data is reported to PCP students, the curricular implementation team (CIT), PCP council curriculum committee, and to the PCP faculty at large.

J. Academic Standards for BS programs

The academic standards for the BS programs in PCP are consistent with their nature as baccalaureate programs, and are aligned directly with the academic standards of other BS programs at USciences: a minimum cumulative GPA of 2.00 must be maintained in order to remain in good academic standing, and successful completion of courses requires a minimum grade of “D-“. Successful completion of a given course must be achieved prior to moving into subsequent courses for which the said course is a prerequisite.

As described in the University Student Handbook, any student who has not achieved the required minimum cumulative GPA of 2.00 or who has received a failing grade in two or more courses in the most recent semester will receive an academic probation. They will be required to meet with a professional academic advisor to complete an Academic Improvement Plan. Students exceeding two consecutive of three nonconsecutive semesters of academic probation will be dropped from the rolls. If a student receives a grade of “F” in the same course twice, they will be dropped from the University rolls. As outlined in the University Student Handbook, students who are dropped from the University rolls for failing (grade of F) the same course twice are eligible to immediately apply for readmission to a different program at the University, contingent upon program capacity and ability to demonstrate likely success in the new program.
VIII. Academic Expectations, Support and Special Events
   A. Academic Expectations

All PCP students are expected to develop a strong knowledge base in their disciplines and to hone the ability to apply that knowledge to laboratory, clinical and business problems while continuing to develop skills which will allow them to become lifelong learners and leaders in their chosen profession or careers. They are expected to be fully engaged in their studies: i.e., to be able to learn independently, to take responsibility for their actions and their learning, and to be able to function cooperatively, in the classroom and outside, with peers and with instructors, to meet deadlines appropriately, and to reflect upon and enhance not only their acquisition of knowledge but its integration, analysis and application in solving problems. Students are expected to strive for excellence, maintain a high level of integrity, and respect themselves and the people with whom they interact.

For Doctor of Pharmacy students, professional education further demands a willingness to engage not only in the classroom but with patients, caregivers, preceptors and other individuals at practice sites; to build and integrate their knowledge from individual courses across those courses, across disciplines, and to their practice experiences; to sharpen their own mechanisms of self-motivation, self-confidence, self-reflection and assessment; and to express their compassion and concern for their patients and clients through communication and service. The challenge of professional education is in the development of attitudes and behaviors, in addition to knowledge and skills that allows the student pharmacist to transition to a pharmacist professional and future colleague. Students coming into P1 are introduced to the elevated professional expectations of them as student pharmacists and must sign an acknowledgement of those professional expectations, including professionalism and ethical values. (Appendices). As shown below in a graphic developed by ACPE, the overall goal of the curriculum is to support student pharmacists’ evolution from knowing, to doing, to being.
Some expectations of professional education are largely implicit. High academic integrity is one of these expectations (please refer to USciences Student Handbook), both in the classroom, in course assignments and assessment, in experiential training, and in face-to-face or electronic discourse. Respect for other persons, with open acceptance of diversity and differing points of view, is also an expectation in all communication from face-to-face, to emails and in social media. Harassment or discrimination in any form, including but not limited to age, race, religion, sexual orientation or circumstance, is not tolerated. Lastly, learning is a shared enterprise between students and faculty, but it is expected that the student, in taking responsibility for his/her own learning, will ask questions or seek support for any difficulties they encounter; only then can faculty provide individualized support (email, office hours, in class) and/or refer students for support services as needed.

B. Course Offerings and Exam Scheduling

Courses that are required in PCP curricula are offered by various departments to meet the needs of students in the programs they support. In PCP and other colleges, course offerings are determined by the department offering the course (with exception of RX courses which are under the purview of the PCP Dean’s office), in response to student need, faculty workload, and available resources such as available faculty, classroom space, and funding to support the offering. For certain types of courses (e.g. laboratory courses, professional electives, especially therapeutics professional electives), registration is initially restricted to specific class years and then opened to all eligible registrants later until the cap is reached. This is done to ensure on-time completion of requirements by all students per the program description. University policy requires a minimum enrollment of ten students for an undergraduate or professional course.
While every effort is made to space timing of high stakes assessments, conflicts do occasionally arise. It is within the students' purview to request to have a scheduled exam moved. In order to have an exam moved: **70% of the students enrolled in the course must agree to the new exam date.** Faculty course coordinators will make every attempt to comply with the request **as long as it is educationally sound.** A master schedule including exam dates will be available to all students at the beginning of each semester.

### C. Student Support Services

PCP students are eligible to receive and encouraged to solicit aid from the university Student Affairs Office, especially as related to accommodations for learning (ADA), student health and counseling (SHAC), student conduct, study abroad, financial aid, and student tutorial services, including peer and professional tutoring, as well as career services.

The University of the Sciences is committed to the mental health and wellbeing of its students. Diminished mental health due to academic stress or other personal issues such as relationships, family worries, loss, or personal crisis can cause barriers to learning. Symptoms may include significant anxiety, mood changes, excessive worry, alcohol/drug abuse, or problems with eating and/or sleeping. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, contact USciences Health and Counseling (SHAC) during business hours located on the first floor of Whitecar Hall or call 215-596-8536. SHAC is cost-free, confidential, and does not require appointments for counseling emergencies. Additional emotional support is available 24/7 and can be obtained by contacting the National Suicide Prevention Hotline at 800-273-8255 or by texting “Go” to the Crisis Text Line 741-741. Please remember- getting help for yourself or your loved ones is smart and courageous. Refer to USciences Student Handbook for more details.

### D. PCP Academic Advising

Students within the BS in Pharmacology/Toxicology and Pharmaceutical Sciences are assigned academic advisors from within the Department of Pharmaceutical Sciences as well as professional advisors from the Division of Student Affairs Academic Advising office when they matriculate into the program, usually as entering U1 students. They may also enter the program later, as transfer or change of major students. The BS in Pharmaceutical Business work with their faculty mentors upon matriculation to the university.

Doctor of Pharmacy students are assigned university professional academic advisors as they enter the program in the U1 year, and then are reassigned by the PCP Dean’s Office to a PCP faculty mentor from DOPP/PA, who serve as academic advisors and mentors during the professional years of the program. The professional mentoring done by PCP faculty is oriented more toward an enhanced mentor-advisee relationship, to facilitate goal setting, career planning discussions, and interactive feedback between mentors and their student pharmacist advisees. As students’ interests evolve through their experiences in the professional program, student pharmacists will be supported by their assigned mentors in addition to
developing mentoring relationships with faculty with whom they have common interests. Additional mentorship between faculty members and student pharmacist advisees will also occur in accordance to the Student Excellence in Professional Preparation (StEPP) Co-Curricular program.

E. PCP PharmD Learning Support

Learning Support links curriculum and co-curriculum components and experiences through personalized assessment to identify learning challenges, as well as strategies to enrich the students’ personal and professional development. Through a collaborative effort, the members of the Learning Support Team provide structure and process to aid in student pharmacists’ learning through the development of individualized academic enrichment plans.

Learning Support Roles

- The Learning Support Committee designs and administers the learning support process and develops the policies and procedures of the learning support system; The Committee consists of faculty and professional staff.
- The Faculty Mentor Team provides individualized and group Learning Support based upon the students’ needs. The faculty mentor is able to direct the student(s) to the materials/resources on the learning support repository developed by module faculty and guides the student(s) through the learning support process.
- One or more times exist in the master schedule for Learning Support. Faculty will utilize these times and/or alternative times that work for both the student and faculty mentor on an as needed basis.

Student Learning Support Responsibilities

- Contact Mr. Jesse Swartz or your Faculty Mentor when you need support.
- Respond to all communication from Learning Support in a timely manner. It is expected all students will respond to Learning Support emails.
- There are instances where it may be mandatory for a student to meet with Learning Support. It is expected that if contacted, students will participate in such mandatory meetings. Required meetings are most likely to occur after a major module assessment, at the midpoint of a course, at the conclusion of an ESAR, or at the conclusion of a module.
- If a student earns less than a C- in a module with the prefix RX, they will be required to enter Learning Support and fulfill the determined responsibilities in order to be reassessed.
F. Extra- and Co-curricular opportunities

Mentored Research with a PCP faculty member is an available opportunity for all PCP students, and is recommended to those students who have an interest in research and development of new pharmaceuticals and/or therapies for disease.

There are a number of courses that students in all four PCP programs can take as electives to pursue their interest in research. They include: PA 495 (Research in Pharmacy Administration), PC 395 (Research Experience) and PC 495 (Independent Research); PH 399 (Research in Pharmaceutics); PP310 Research Design; PP 495 (Research in Pharmacy Practice) and PB478 Pharmaceutical Marketing Research. Registration for these courses requires permission from the faculty member who will serve as mentor, and per University policy, requires permission from the chair of the department providing the course. For Doctor of Pharmacy students, PCP laboratory courses required by the BS programs, e.g. PC 320 (Techniques in Pharmacology/Toxicology), PC 330 (Biomedical in Pharmacology/Toxicology), and PH 398 (Research Methods in Pharmaceutics) can be used to fulfill the required professional elective credits. However, these courses are subject to space limitations, and BS program students who are required to take these courses are accommodated first.

Other options for obtaining laboratory and/or research experience include: laboratory assistant positions through Work Study, student employment as research assistants with faculty who have externally funded grant support, and elective laboratory courses.

Of particular note for PharmD students is the wide array of opportunities to become involved in clinical research projects through the aforementioned PP 495 course. In addition, a relatively new option within experiential learning is the opportunity to take PP 496: IPPE Project in Pharmacy Practice as a patient-focused institutional elective. Not only are students gaining first-hand experience in clinical research, but also how it can be applied to change and improve patient care. Moreover, many students who participate in such clinical research have the opportunity to present their work at national pharmacy meetings. Seventy-three pharmacy students in the academic year of 2018-2019 presented their research at regional and national pharmacy meetings.

PCP students who are Honors’ Scholars (University’s Honors program) are required to participate in an independent, student-driven research project, in addition to participating in honors level sections of required courses, where available, and in specific events designed to enrich the academic experience (please see University Catalog for further information).

The PCP Student Council has evolved into an award winning, University-recognized student-led organization to provide enhanced communication and engagement with PCP faculty and administrators. The organization includes class representatives for all programs within PCP, as well as representatives from PCP student organizations. The goal of PCP Student Council is to provide service to the students of the College, enhance communication and engagement between faculty/administration and students, and provide an opportunity for student development and leadership opportunities. Monthly meetings,
which are open to all PCP students, have focus that switches each month from issues to opportunities and reports from students involved in organization and PCP Faculty Council Committees. Each year, the Dean of PCP charges the Student Council with specific tasks or information/perspective gathering, and the membership also establishes its own initiatives. Examples of Dean’s charges that have been met by the PCP Student Council include developing recommendations about academic ethics and honor code, providing feedback on the most recent accreditation self-study and exploring underlying student perspectives reported in survey data, and enhancing visibility and engagement across campus. An example of Student Council-led initiatives include a successful alcohol misuse awareness and safety campaign as well as the “Ribbons for Peace” campaign. **PCP Student Council Executive Board for the 2020-21 year includes:** President: Daniel Mersman; Vice President of Organizations: Rasha Abouelsaadate, Vice President of Class Representatives: Reina Puri; Speaker of the House: Robert Pflekl; Secretary/Treasurer: Alex Greene; and SGA Liaison: Sarah Harb.

**PCP Council student representatives** play an important function in forwarding students’ perspectives about the operations of the college. Most PCP Faculty Council committees have student representation, and although non-voting members of the standing committees, student feedback is sought after and valued. In addition, student chapters of professional organizations are represented on the PCP Student Council, and bring forward issues to Council for resolution, as well as provide information to the larger PCP community regarding events and activities, thus enhancing communication.

**Student-run organizations,** many with foci/interests related to aspects of professional development and/or networking related to programs within PCP, provide another mechanism for students to engage with each other as well as with faculty/administration, alumni, and to develop their professionalism and career opportunities. Such organizations may be student-run subsidiaries of national professional organizations within the University, or simply University committees.

**The StEPP program** (Student Excellence in Professional Preparation) is our required co-curricular program that focuses on promoting professional attributes of leadership, service and life-long learning in Doctor of Pharmacy students.

**StEPP Program Requirements AY 2019-20**

The StEPP program (Student Excellence in Professional Preparation) is our required, co-curricular program that focuses on promoting personal and professional development in Doctor of Pharmacy students. While complementing the didactic and experiential curriculums, the co-curricular program allows students to create and execute development plans/projects in coordination with their faculty mentor and the StEPP Director.

As mandated by the ACPE Standards 2016, the StEPP program imparts graduates with the ability to demonstrate self-awareness, leadership, innovation, entrepreneurship, and professionalism. The program is intended to inform and measure these skills as students approach graduation.

Back to **Table of Contents**
StEPP Pillars

a. Leadership – the ability to create and ensure the achievement of shared goals, and develop a positive team/group environment, regardless of the position.
b. Professionalism – the ability to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
c. Civic Engagement & Community Service – the desire and motivation to engage, serve unmet needs, and advance the wellbeing of the community and/or the profession of pharmacy.
d. Career Development – the desire to gain the knowledge, skills, abilities and attitudes to become a lifelong learner and advocate of their own professional identity.

The Cooper Rowan Clinic IPPE Track (CRC Track) has partnered pharmacy students from Philadelphia College of Pharmacy and medical students from Cooper Medical School of Rowan University (CMSRU) together since the clinic’s opening in 2012. These students learn first-hand about their respective professions while providing patient care and medications in an interprofessional student-run free clinic in Camden, NJ. This program serves as an alternative IPPE track that students may apply to join, with up to 24 P1 pharmacy students selected each year. Once admitted to the CRC Track, pharmacy students spend a portion of their P1, P2, and P3 IPPE experiences in the clinic developing their patient care and interprofessional collaboration skills. (See Dr. Nicholas Owens, Department of Pharmacy Practice/Pharmacy Administration, n.owens@usciences.edu, for further information).

Other IPE elective courses and activities engage students in multiple USciences health professions. IPE experiences will touch ALL students in the PharmD program, as described in the 2017 ACPE Standards. Moreover, IPE will be threaded throughout the competency-driven professional curriculum.

G. White Coat Ceremony and Conferment.

The White Coat Ceremony, scheduled in the fall semester of the P1 year for PharmD students, their families and PCP faculty marks the successful completion of the preprofessional component of the Doctor of Pharmacy program and welcomes student pharmacists into the professional component of their training, which includes off-campus experiential training. The white coat, PCP lapel pin, and ‘PCP student pharmacist’ name badges they receive, and their recitation of the Oath of a Pharmacist (see Appendices) celebrates the transition from ‘student’ to ‘student pharmacist’, and challenges PharmD students to embrace the skills, attitudes, behaviors and values of the pharmacy profession. A similar laboratory coat ceremony for students in the BS programs is held by DPS.

The BS conferment ceremony for P2 PharmD students, their families and PCP faculty occurs in conjunction with other professional programs at the University at the end of the spring semester. It marks the fulfillment of a breadth and depth of coursework worthy of a baccalaureate degree and promotes refocusing of students’ energies on professional development during the final two years of their education. Students continuing in the PharmD program are now considered as graduate students for financial aid purposes.
IX. APPENDICES
# A. Doctor of Pharmacy Competencies and Measurable Abilities

<table>
<thead>
<tr>
<th>Competency</th>
<th>Measurable abilities</th>
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<tbody>
<tr>
<td><strong>1. Patient Safety - Accurately Dispense Medications:</strong> Demonstrate a commitment to and a valuing of patient safety by assuring accurate preparation, labeling, dispensing and distribution of prescriptions and medication orders.</td>
<td>1a. Accurately prepare and dispense medications in accordance with legal requirements 1b. Supervise the preparation of medications. 1c. Evaluate the appropriateness of a prescription or medication order using patient-specific data and drug information. 1d. Prepare commonly prescribed medications that require basic sterile compounding or basic non-sterile compounding prior to patient use. 1e. Provide safe and time-sensitive medication distribution. 1f. Determine appropriate storage of medications before and after dispensing. 1g. Assist a patient or caregiver in problems related to prescription medication coverage, health insurance, or medication assistance programs. 1h. Identify pharmacy service problems and/or medication safety issues. 1i. Discuss and describe the process of maintaining a pharmacy inventory.</td>
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<td><strong>2. Basic Patient Assessment:</strong> Collect record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.</td>
<td>2a. Describe the Pharmacists’ Patient Care Process. 2b. Identify cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence. 2c. Collect a medication history from a patient or caregiver. 2d. Collect a medical history from a patient or caregiver. 2e. Collect pertinent patient information using the QuEST SCHOLAR MAC method. 2f. Collect and/or verify pertinent patient information in order to process a prescription. 2g. Perform a medication reconciliation. 2h. Perform a comprehensive medication review (CMR) for a patient. 2i. Use health records to determine a patient’s health-related needs relevant to setting of care and the purpose of the encounter. 2j. Document the findings, recommendations, and plan from a patient encounter. 2k. Assess a patient’s signs and symptoms to determine whether the patient can be treated within the scope of practice or requires a referral. 2l. Perform physical assessments that lead to objective data important to the provision of care. 2m. Interpret physical assessment and laboratory test results. 2n. Compile a prioritized health-related problem list for a patient.</td>
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<td><strong>3. Foundational knowledge:</strong> The graduate is able to develop, integrate, and apply knowledge from the foundational sciences (e.g. medication information, biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.</td>
<td>3a. Discuss and describe brand and generic names, indications, dosage forms and usual dosing ranges for commonly used and other relevant drugs. 3b. Describe the mechanism of action of commonly used and other relevant drugs. 3c. Categorize and describe the mechanism(s) of common and other relevant drug interactions. 3d. Discuss and describe adverse drug effects, contraindications and black box warnings of commonly used and other relevant drugs. 3e. Identify target drug concentrations for Narrow Therapeutic index drugs. 3f. Retain, recall, build upon, and apply knowledge of principles related to microbiology which includes structure, function, and properties of microorganisms (bacteria, viruses, parasites, and fungi) responsible for human disease, and rational approaches to their containment or eradication. 3g. Retain, recall, build upon, and apply knowledge of human anatomy and physiology. 3h. Retain, recall, build upon, and apply knowledge of medicinal chemistry including chemical basis of drug action and behavior in vivo and in vitro, with an emphasis on pharmacophore recognition and the application of physicochemical properties, structure-activity relationships, intermolecular drug-receptor interactions and metabolism to therapeutic decision-making. 3i. Retain, recall, build upon, and apply knowledge of pharmaceutics including physicochemical properties of drugs, excipients, and dosage forms important to the rational design and manufacture of sterile and non-sterile products. 3j. Retain, recall, build upon, and apply application of principles of pharmacology including pharmacodynamics, pharmacokinetics, drug transport, ADME, mechanisms of therapeutic and adverse drug actions and interactions, lifespan-dependent variations in physiology or biochemistry that impact drug action and effectiveness, and application of these principles to therapeutic decision-making.</td>
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<td>3k. Retain, recall, build upon, and apply knowledge of pathophysiology including basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs, and systems.</td>
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<td>3l. Describe and discuss therapeutics related to patient/medication safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.</td>
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<td>3m. Retain, recall, build upon, and apply knowledge of the major milestones and contributors in the evolution of pharmacy and contemporary pharmacy practice and reimbursement models.</td>
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<td>3n. Retain, recall, build upon, and apply knowledge of the components of the human immune system; innate and adaptive immune responses to infection, injury and disease; and augmentation of the human immune system to prevent and treat disease.</td>
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<td>4. Identify, prevent and resolve drug related problems: Correlate drug related variables and patient related variables to identify and assess drug related problems. Evaluate how the unique characteristics of patients and patient populations impact on manifestations of drug-related problems.</td>
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<tr>
<td>4a. Evaluate a medication regimen to identify drug related problems (indication, effectiveness, safety, adherence).</td>
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<td>4b. Prioritize identified drug related problems.</td>
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<tr>
<td>4c. Evaluate patient information and medication information that places a patient at risk for developing drug-related problems.</td>
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<td>4d. Develop an individualized, evidence-based, cost-effective and patient-centered care plan.</td>
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<td>4e. Select and evaluate monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.</td>
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<td>4f. Determine the appropriate time interval(s) to collect monitoring data.</td>
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<td>4g. Evaluate the relevance of drug interactions.</td>
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<td>4h. Recommend alternative therapeutic strategies to the prescriber to correct or prevent drug-related problems.</td>
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<tr>
<td>4i. Recommend modifications or adjustments to an existing medication therapy regimen based on patient response, adverse drug events, or relevant drug interactions.</td>
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<tr>
<td>4j. Follow an evidence-based disease management protocol.</td>
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<tr>
<td>4k. Synthesize, evaluate, and apply therapeutics including evidence-based clinical decision making, therapeutic treatment planning, and medication therapy management strategy development for patients across the lifespan.</td>
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<tr>
<td>4l. Present a patient case to a colleague during a handoff or transition of care.</td>
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<tr>
<td>5. Mathematics applied to pharmaceutical calculations, compounded medications, dose calculations, and applications of pharmacokinetic calculations: Utilize pharmaceutical and pharmacokinetics mathematics to perform accurate medication calculations. Value the importance of total accuracy in performing and applying these calculations.</td>
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<tr>
<td>5a. Perform accurate pharmaceutical calculations, in the domain of calculating doses.</td>
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<tr>
<td>5b. Perform accurate pharmaceutical calculations, in the domain of reducing/enlarging formulas and compounding.</td>
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<td>5c. Perform accurate pharmaceutical calculations, in the domain of intravenous flow rates.</td>
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<td>5d. Perform accurate pharmaceutical calculations, in the domain of percentage calculations.</td>
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<tr>
<td>5e. Perform accurate pharmaceutical calculations, in the domain of concentrations and dilutions.</td>
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<tr>
<td>5f. Perform accurate pharmaceutical calculations, in the domain of electrolyte solutions.</td>
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<td>5g. Perform accurate pharmaceutical calculations, in the domain of nutritional.</td>
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<tr>
<td>5h. Perform accurate pharmaceutical calculations, in the domain of pharmacokinetics.</td>
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<tr>
<td>5i. Perform accurate pharmaceutical calculations, in the domain of calculations related to patient assessment.</td>
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<tr>
<td>5j. Perform accurate pharmaceutical calculations, in the domain of calculations related to statistics.</td>
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<tr>
<td>6. Ethical, Professional, and Legal Behavior: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.</td>
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<tr>
<td>6a. Demonstrate empathetic, ethical, and professional behavior when interacting with peers, professionals, patients, and caregivers.</td>
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<tr>
<td>6b. Demonstrate sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity when interacting with patients, caregivers, and other healthcare professionals.</td>
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<tr>
<td>6c. Comply with federal, state and local laws and regulations related to pharmacy practice.</td>
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<td>6d. Maintain patient confidentiality.</td>
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<tr>
<td>6e. Assist in the identification and resolution of underlying system-associated causes of errors.</td>
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<td>6f. Report adverse drug events and medication errors to stakeholders.</td>
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<td>6g. Advocate to represent the patient’s best interests.</td>
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<td>6h. Accept responsibility for patient care by taking action to address patient needs.</td>
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<tr>
<td>6i. Make and defend rational, ethical decisions within the context of personal and professional values.</td>
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<tr>
<td>6. j.</td>
<td>Create and update a curriculum vitae, resume, and/or professional portfolio.</td>
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<tr>
<td>6. k.</td>
<td>Explain to a patient, caregiver, or professional colleague each team member’s role and responsibilities.</td>
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<td>6. l.</td>
<td>Use consensus building strategies to develop a shared plan of action.</td>
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<td>6. m.</td>
<td>Contribute medication-related expertise to the team’s work.</td>
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<tr>
<td>7. <strong>General Communication Abilities:</strong></td>
<td>Demonstrate effective communication abilities in interactions with patients, their families and caregivers, and other healthcare providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.</td>
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<tr>
<td>7. a.</td>
<td>Communicate effectively using appropriate verbal communication with patients and/or caregivers at an appropriate level.</td>
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<tr>
<td>7. b.</td>
<td>Communicate effectively using appropriate non-verbal communication with patients and/or caregivers at an appropriate level.</td>
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<tr>
<td>7. c.</td>
<td>Communicate effectively using appropriate written communication with patients and/or caregivers at an appropriate level.</td>
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<tr>
<td>7. d.</td>
<td>Communicate effectively using appropriate verbal communication with healthcare providers, at an appropriate level.</td>
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<tr>
<td>7. e.</td>
<td>Communicate effectively using appropriate non-verbal communication with healthcare providers, at an appropriate level.</td>
</tr>
<tr>
<td>7. f.</td>
<td>Communicate effectively using appropriate written communication with healthcare providers, at an appropriate level.</td>
</tr>
<tr>
<td>8. <strong>Counseling Patients:</strong></td>
<td>Provide effective health and medication information to patients and/or caregivers and confirm patient and/or care giver understanding of the information being provided.</td>
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<td>8. a.</td>
<td>Appropriately and accurately provide medication counseling to a patient or caregiver receiving a medication, including indications, adverse effects, dosage, storage and administration techniques.</td>
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<tr>
<td>8. b.</td>
<td>Assess and validate the health literacy of patients and their caregivers.</td>
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<tr>
<td>8. c.</td>
<td>Counsel patients on proper self-care and preventative care.</td>
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<td>8. d.</td>
<td>Assist a patient in correctly selecting over the counter medications, herbal products and supplements.</td>
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<td>8. e.</td>
<td>Develop and provide drug, drug use, or other health-related education to patients or health providers.</td>
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<tr>
<td>8. f.</td>
<td>Educate a patient on the use of medication adherence aids.</td>
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<td>8. g.</td>
<td>Assist a patient with behavior change (e.g., use shared decision making and motivational strategies).</td>
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<tr>
<td>9. <strong>Drug Information Analysis and Literature Research:</strong></td>
<td>Assess information needs of patients and health providers and apply knowledge of study design and literature analysis and retrieval to provide accurate, evidence-based drug information.</td>
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<tr>
<td>9. a.</td>
<td>Retrieve and summarize drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions.</td>
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<tr>
<td>9. b.</td>
<td>Describe and demonstrate appropriate utilization of commonly used general (tertiary), secondary, and primary drug and medical information sources.</td>
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<tr>
<td>9. c.</td>
<td>Analyze and apply drug information from appropriate sources to make informed, evidence-based, patient-specific or population-based decisions.</td>
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<td>9. d.</td>
<td>Lead a discussion regarding a recently published research manuscript and its application to patient care.</td>
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<tr>
<td>10. <strong>Health and Wellness – Public Health:</strong></td>
<td>Know and apply principles of health and wellness in provision of individual and population-based health and wellness information. Integrate unique characteristics of individuals and populations in design of health and wellness information.</td>
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<tr>
<td>10. a.</td>
<td>Promote health and wellness and the use of preventive care measures.</td>
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<tr>
<td>10. b.</td>
<td>Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression, immunizations).</td>
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<tr>
<td>10. c.</td>
<td>Provide health and wellness services (e.g., immunizations, tobacco cessation counseling, and lifestyle modifications).</td>
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<td>10. d.</td>
<td>Perform basic life support.</td>
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<tr>
<td>10. e.</td>
<td>Discuss and describe patterns of health and disease in large populations that advance safe and effective drug use and positive care outcomes within those populations.</td>
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<tr>
<td>11. <strong>Innovation and Entrepreneurship:</strong></td>
<td>Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</td>
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<tr>
<td>11. a.</td>
<td>Demonstrate initiative when confronted with novel problems or challenges.</td>
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<tr>
<td>11. b.</td>
<td>Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.</td>
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<tr>
<td>11. c.</td>
<td>Perform a self-evaluation to identify professional strengths and weaknesses.</td>
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<tr>
<td>11. d.</td>
<td>Apply entrepreneurial skills within a simulated entrepreneurial activity.</td>
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</table>
B. Oath of a Pharmacist

Oath of a Pharmacist

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. AACP member institutions should plan to use the revised Oath of a Pharmacist during the 2008-09 academic year and with spring 2009 graduates.

"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."

C. Doctor of Pharmacy Competency-Drive Curriculum Assessment Policy

Philadelphia College of Pharmacy
Competency-Driven Doctor of Pharmacy
Assessment Policy Preamble

Assessment (e.g. quizzes, exams, skills tests, programmatic requirements) of individual student performance on requisite knowledge and skills is a fundamental tool to measure both individual performance as well as program performance. To that end, Philadelphia College of Pharmacy strives to ensure that assessment results for all students are earned under equitable conditions and that they represent fair and accurate measurement of each student’s individual knowledge and skills through a standardized and secure testing environment. All PCP assessment stakeholders are asked to abide by the following policies and procedures in order to maintain a culture for assessment that is equitable, valid and secure.

The following rules are in place to protect the security and fairness of the assessment process. They begin at sign-in and end at sign-out (including breaks):

Student Section

When an assessment has been scheduled either within a course or by an ESAR, the following procedures must be followed. Failure to adhere to these policies may result in ineligibility to take the assessment and a possible zero for that assessment.

1. ExamSoft is the licensed testing software for PCP. Students are required to download their exam 24-hours prior to the test administration. Faculty/staff will make tests available 48-hours ahead of time to ensure that students can successfully download the exam and can troubleshoot technology concerns. For a Monday exam, the download will be available by the end of the day Thursday for students to download on Friday. Faculty/staff will make every effort to meet these deadlines, however, if the assessment has not been posted for download 48-hours prior to the scheduled exam, time will be designated for students to download the exam. Students are expected to perform the download in the time allotted. For ExamSoft help, please contact their 24 hour helpdesk: https://learn.examsoft.com/about/examsoft-support.

2. Students are responsible for obtaining a device that meets the requirements set forth by the University of the Sciences. Each year, these requirements are sent to students and these specifications are published on the University website which can be found at https://www.usciences.edu/administrative-offices/technology-services/information-technology-services.htm.

3. Students are required to ensure that their devices are adequately charged, updated and ready for the assessment administration.
4. For on campus exams students are required to use a privacy screen provided by administration that is compatible for their devices. These must be applied to their screens PRIOR to assessment administration.

5. Students should arrive to the assessment location as instructed by faculty and staff to allow time for check-in and other pre-assessment activities. If a student arrives late, he/she may not be admitted to the assessment, and assessment fees will be forfeited (if applicable).

6. Weather conditions or other circumstances beyond the test administrator’s or faculty’s control may require a delayed start or the rescheduling of an assessment.

7. Prohibited items will not be allowed during the administration of the assessment. Prohibited items include, but are not limited to, the following:
   - Books, reference, study, or other such hard-copy materials
   - Electronic devices, including:
     - Calculators (if applicable)
     - Cell phones (turned off and stored in designated area
     - Any device that has a recorder
     - Any device that has a camera (e.g. Google Glass)
     - Other wireless devices such as Bluetooth headphones or ear pieces
     - Other digital devices such as watches, activity wristbands, or PDAs
   - Outerwear such as hoodies, coats, hats and baseball caps
   - Purses, backpacks, briefcases, and bags
   - Beverages, water and reusable bottles
   - Other items as requested by assessment proctors
   - A place for students to store these items will be designated by the assessment administrator (e.g. faculty or staff).

8. Students will be required to reset their WiFi to the designated location on campus to ensure that they are using the University WiFi and are capturing the strongest signal to minimize Internet delays. Please note that the student device must be logged onto a University IP address to complete an assessment and no other browser tabs can be opened. Failure to do so will invalidate the assessment.

9. Upon arrival to the assessment area, an administrator or supervisor may check you in with your University ID and assign your seat. Students must provide University ID in order to complete an assessment per course or programmatic requirements. These instructions will be provided to you by the proctor(s), and/or administrators/supervisors.

10. Use only the scratch paper given to you by the test administrator. You may not bring your own scratch paper to the test or remove scratch paper from the testing room. (For paper-delivered tests administered as an accommodation for a disability, you may use the test book for scratch work).

11. Use of graphing, scientific and four-function calculators and other resources will only be allowed as specified in the course syllabus. These will be provided to you by course faculty or the dean’s office as applicable.
12. Raise your hand if you have a problem with your computer or need the administrator's help at any time during the assessment. Content and assessment related questions will not be answered.
   - Do NOT ask anyone to explain the meaning of a word.
   - Comprehension of the questions is a competency to be demonstrated in taking exam(s). Recognition of scientific and medical terms, structural formulas, and drug names is a part of the exam process.

13. Be aware that test takers on the testing premises may be subject to videotaping and photographing.

14. If you have health-related needs requiring you to bring equipment, beverages or snacks into the testing room or to take extra or extended breaks, you need to request accommodations in advance as explained in the USciences Student Handbook. USciences supports the educational endeavors of all students, including students with disabilities. ADA defines a disability as a mental or physical impairment that substantially limits one or more major life activities. If you believe that you have a disability that may impact your ability to fulfill your course or degree requirements, and you would like more information on applying for an accommodation under ADA, please contact the Administrator of Student Accommodations at 215-596-8758.

15. Upon completion of the assessment, you may be dismissed by the administrator. If you are required to stay until all students complete the assessment, you are not permitted to use your device for other activities (e.g. checking email, social media, etc.). Laptops must remain closed. iPads and Surface Pro devices must be turned face down unless otherwise directed by faculty or testing administrator.
D. Technical Standards Acknowledgement Document

Technical Standards for the Doctor of Pharmacy Program
Philadelphia College of Pharmacy
University of the Sciences in Philadelphia

Introduction:
The mission of the Philadelphia College of Pharmacy is to develop respected professionals and leaders in the science, practice and business of pharmacy. The PharmD professional curriculum is innovative, based upon a foundation of strong basic sciences, has extensive clinical and experiential content, and emphasizes the development of critical thinking, problem solving, and collaborative skills. Instructional activities will be driven by primary trait and core competency outcomes that all pharmacists are expected to competently perform in order to fulfill their professional responsibilities. The Doctor of Pharmacy Program is a rigorous and challenging professional academic program that requires students to possess specific characteristics and abilities within the cognitive, affective and psychomotor domains, referred to here as technical standards.

Student Acknowledgement and Statement

It is the responsibility of the student to request a reasonable accommodation in a timely manner. The student must be able to perform all of the essential functions with or without reasonable accommodations prior to matriculation into the Doctor of Pharmacy program.

I have read and understand the statement of technical standards as outlined above as performance standards necessary for successful matriculation into and completion of the Doctor of Pharmacy program. I understand that if I need further clarifications, I am able to contact the PCP Dean’s office, by phone (215) 596-8870 or by email pcp@uscience.edu.

____________________________________________________________________________________
Student Signature

Date

Doctor of Pharmacy candidates will be responsible for their own learning with guidance from the faculty, preceptors, administrators and their peers. Students must consistently and accurately demonstrate both academic and technical abilities to ensure minimal competency and adequate progression through the curriculum. Technical standards, as distinguished from academic standards, refer to the minimum cognitive, professional and behavioral abilities required for a student to matriculate into and satisfactorily complete of all essential aspects of the curriculum with reasonable accommodations. To successfully progress in and ultimately complete the didactic, laboratory, clinical, and experiential components of the PharmD program, students must understand these qualifications. All students will be required to read and sign the following technical standards document to indicate they

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understand these qualifications. The signed document will be kept as a permanent part of the PCP Dean’s office student record.

A student should be able to perform the following essential functions in a reasonably independent manner and without use of a trained intermediary. The prohibition on the use of a trained intermediary means that a student’s judgment and activities cannot be mediated by someone else’s clinical skills, professional knowledge, and integrative or interpretative abilities.

**Domain: Intellectual, Conceptual, Integrative, and Quantitative Abilities**

The student must have/or be able to:

- Critical and logical thinking ability sufficient to engage in clinical judgment and problem solving to address issues and problems within all learning environments.
- Multi-task and to perform work in a logical and sequential manner.
- Memorize, perform scientific measurements and calculations, reason, analyze, and synthesize information.
- Demonstrate ability to retrieve (electronically and manually), read, understand, and interpret medical, scientific and professional information and literature.
- Demonstrate the intellectual and reasoning abilities required to develop critical thinking, problem solving, and decision-making skills.
- Demonstrate the ability to learn effectively through a variety of modalities including, but not limited to classroom instruction, small group discussions, practice lab, individual study of materials, preparation and presentation of written and oral reports, and use of computers and other technology.
- Demonstrate ability to prioritize and complete tasks in laboratory, clinical, and patient care setting with time constraints.
- Perform a variety of duties accurately, often changing from one task to another without loss of efficiency or composure.
- Accurately and independently evaluate his/her own performance and formulate strategies for addressing deficiencies and improving professional skills.

**Domain: Communication**

- Read, write, and comprehend English with sufficient mastery to communicate clearly (understanding and being understood) and professionally with faculty, preceptors, administrators, staff, peers, patients and other health care professionals in a mature, sensitive and professional manner that reflects the primary traits and the core values of the college.
- Communication includes both verbal and non-verbal expression, reading, writing, and computer skills essential to complete didactic and clinical curricular requirements.
- Retain, recall and deliver information in an efficient and timely manner
- Participate in class discussions/group projects/practice labs for the purpose of delivery and receipt of medical information.
- Recognize both verbal and non-verbal communication including facial expression and body language.
- Demonstrate awareness of and appropriately communicate verbally and non-verbally.
- Record accurately and legibly in patients’ records demonstrating the knowledge of the meaning and spelling of words, rules of composition and grammar.
- Explain to other health care professionals, to patients, and/or to caregivers reason for treatment, preventative measures, disease process and need for referral.
▪ Use computers and other technology to accurately record information and convey critical health-related documentation.

**Domain: Behavioral, Ethical and Professional Attributes**

▪ Recognize and show respect for differences in cultures, values and ethics among patients, faculty, peers, preceptors, staff, and administrators.

▪ Demonstrate maturity, integrity, compassion, and respect for others.

▪ Identify and demonstrate appropriate behaviors to protect the safety and well-being of patients, faculty, peers, preceptors, staff and administrators.

▪ Demonstrate and possess the emotional health required to fully and appropriately use intellectual abilities, exercise good judgment, and promptly complete all responsibilities in the academic setting.

▪ Identify and take responsibility for actions during academic and experiential rotations.

▪ Demonstrate the ability to handle situations appropriately and professionally that may be physically, emotionally, and intellectually stressful, including situations that must be handled promptly and calmly.

▪ Demonstrate flexibility and adaptability to changing situations and uncertainty in the classrooms, laboratories, and experiential settings with appropriate coping responses.

▪ Appropriately adapt and be able to accept appropriate suggestions and constructive criticism in a mature, acceptable, and professional manner.

▪ Comply with the professional code of conduct that is part of but not limited to the experiential component of the pharmacy curriculum.

▪ Display compassion and concern for others in accordance with the mission of the college and the vision of the Doctor of Pharmacy Program.

**Domain: Visual/Auditory**

▪ Observe demonstrations, lectures, practiced-based activities, experiments in the basic and clinical sciences and other essential curricular exercises.

▪ Gather data from written reference material, computer-based programs, and from oral presentations.

▪ Utilize various types of physical assessment skills required for patient-centered care including reading digital or analog representations of physiologic phenomena.

▪ Have vision sufficient to read and interpret prescriptions, prescription labels, and medication labels.

▪ Observe patient activity and behavior at a distance and close-hand, noting non-verbal and verbal signals.

**Domain: Motor coordination and function**

▪ Elicit patient information through palpation, auscultation, and other diagnostic maneuvers and perform emergency procedures such as CPR in a clinical setting.

▪ Operate educational equipment and technology to fully participate in lectures, practice, and other laboratory experiences; including preparing an intravenous (IV) product, giving an intramuscular (IM) injection or subcutaneous (SQ) injection and dispensing pharmaceutical dosage forms such as capsules or tablets.

▪ Possess the manual dexterity sufficient to accurately compound and prepare pharmaceutical products for dispensing to patients.

▪ Transport oneself to a variety of off-site settings and experiential rotations in a timely manner.

▪ Consistently, quickly, and accurately integrate all information received by whatever senses are employed, along with the intellectual ability to learn, integrate, analyze, and synthesize data.
E. PharmD Non-progression Frequently asked Questions (FAQs)

Philadelphia College of Pharmacy PharmD Program
Non-Progression Reference Sheet

The purpose of this document is to answer some of the questions facing students who have not met progression standards in the Doctor of Pharmacy program. The PCP Dean’s office has found that students in this situation may not be aware of the various implications of this policy. In combination with a required meeting with an academic dean, and the program academic advisor, this document should be used to assist with the creation of an academic success plan.

What are my academic options for the upcoming year?
Typically, students choose one of three paths during their non-progression year.

● Full time – students who remain full time after completing a course unsuccessfully may not enroll in a course beyond their academic standing. In such cases, students will have the opportunity to consider a minor, strengthening coursework, or employment/diversification opportunities. Students who are considering a minor must meet with the minor program director in order to complete the required application and create a plan for the upcoming year.
  ○ Please consult the University Catalog to learn about minor options and refer to the University Student Handbook for policies and eligibility requirements (page 56).
● Part-time - another option is to reduce credit load to part-time status during the upcoming academic year. Students who choose this path elect to focus mainly on the course(s) required to progress to the next professional year. For most loan granting agencies – part-time means at least six hours – it is CRITICAL to meet with a counselor in Financial Aid to review the financial implications of part-time status.
● Leave of absence – A student may choose to take a leave of absence for a semester while waiting to retake required coursework. According to the University Student Handbook, all students considering a leave of absence must meet with their college dean to request the leave.

How will this affect my financial aid?
Many variables affect a student’s financial aid package. Full time/Part-time status, type of loans, and undergraduate/graduate standing are just a few of the many factors that are weighed. It may even be required for you to update your FAFSA application. For this reason, it is recommended that all students who do not progress discuss their personal situation with a representative from the Financial Aid office as soon as possible. The Financial Aid office can be reached at 215-596-8894.

It is especially important for students who maintain P2 status for more than one year and have earned their BS to meet with a representative from Financial Aid. Students who earn a BS, but are delayed in progression will be processed as a graduate student for financial aid purposes only.

You are advised to consult with the Financial Aid Office to be sure you understand of all the financial implications of non-progression. Policies regarding number of credits taken, which courses are federal aid eligible, and completion of a minor may be affect by non-progression.

Can I still earn a BS degree in Pharmaceutical Healthcare Studies if I get a D in a professional course?
P2 students who fail to achieve at least a C- in a course taken in the fall semester will be delayed by a year in obtaining this in-transit degree. However, a student who achieves at least a D- in a course taken in the spring semester will be able to attain the BS degree and participate in the ceremony – even though they will be delayed from progressing in their Doctor of Pharmacy program. A student who is not successful in a P&T course offered in the spring semester (PP 466 or PP 468) will still be able to attain the BS degree and participate in the ceremony –these courses are not required for that degree.
Will I run out of print credits as a result of extra time at the University?
At the time of non-progression, students may request an extra year’s worth of printing credit. According to Information Technology policy, students requiring extended time on campus should request that the Dean’s office or academic advisor submit a formal request for added prints.

How will this affect my long term standing in the pharmacy program?
As defined in the PCP Student Handbook, lack of successful completion of one (or more) required, non-elective professional course(s) will result in a delay in progression until coursework can be successfully completed. A delay in progression will result in a longer time to complete the program (frequently a year for courses only offered once per academic year); the anticipated graduation date will be modified in WebAdvisor to reflect such a delay in progression.

In the event that 10 or more students are unable to successfully complete the same required, non-elective course, an extra section of the course may be offered in addition to its regular frequency. Course availability is based on projected enrollment, space and faculty availability, resources, and pedagogical criteria. Students should contact the PCP Dean’s office to discuss course availability.

Academic Progression Policies
“C- Rule” – This rule applies specifically to Doctor of Pharmacy students. It states: all students must achieve a grade of “C-” (P if pass/fail) for satisfactory completion of all non-elective, required courses with the prefix PA, PC, PH, PP, or RX. Unsuccessful students must retake the course at the next offering. Those who do not achieve at least a C- upon repetition of a non-elective required course will be dropped from the program. In this situation, students will be required to apply for a change of major in order to remain at the University.

Academic Separation – This University wide rule applies to all students attending the University of the Sciences and can be found in the University Student Handbook.
Students will be dropped from the rolls if they: Complete any three semesters, whether full time or part-time, with an academic record resulting in academic probation; or Fail the same course twice, whether at the University or another institution.
According to University policy, a student who dropped from the rolls may immediately apply for readmission to a different program.

Is there any support for students in my circumstance?
All students facing non-progression must meet with the Associate Dean of PCP Student Affairs & Admissions and their academic advisor. During these meetings, students will be made aware of their options, helped to create a success plan and guided toward other beneficial University services.

<table>
<thead>
<tr>
<th>University Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Academic Support Services</strong></td>
</tr>
<tr>
<td>215-596-8538</td>
</tr>
<tr>
<td>SASS offers a wide range of academic services for students. Popular services include college learning and study strategy sessions, group tutoring, and supplemental instruction.</td>
</tr>
<tr>
<td><strong>AD100, Developing Academic Success</strong></td>
</tr>
<tr>
<td>See WebAdvisor for availability</td>
</tr>
<tr>
<td>Suggested for all students facing non-progression, this course focuses on the development of skills necessary for academic success, such as developing effective time management and study skills, approaching faculty for assistance, and using campus resources. It is advised that professional year students register for the section taught by Jan Lyons which is designed specifically for upper level students.</td>
</tr>
<tr>
<td><strong>Student Health and Counseling</strong></td>
</tr>
<tr>
<td>215-596-8980(health) or 215-596-8536(counseling)</td>
</tr>
<tr>
<td>SHAC strives to improve the health, academic, and emotional experiences of the student body. Students may utilize their services in an attempt to resolve personal, social, and academic concerns. All SHAC services are confidential.</td>
</tr>
</tbody>
</table>

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F. PERC Interview Confidentiality Agreement

Professional Education Readiness Competency (PERC) Interview

STUDENT AGREEMENT OF CONFIDENTIALITY

Please read the expectations for confidentiality within the PERC interview process outlined below, and acknowledge your understanding and willingness to abide by these terms in order to participate in the interview process. You should read this document prior to your scheduled interview, and then bring a signed copy to the interview, or sign a printed copy at the interview.

I understand that one requirement for progression into the professional years of the Doctor of Pharmacy program is successful completion of a standardized, structured interview, a “conversation with a purpose”, with two PCP faculty/staff, and that this requirement is separate and distinct from other progression requirements, as outlined in the University catalog.

Strict confidentiality is attached to this interview because of its standardized nature and to maintain fairness and equality throughout the process. I understand that this means that neither I, nor the interviewers, are to discuss the specific questions, my responses, or my performance in the interview process. Failure to maintain confidence may constitute a student conduct violation.

The materials from the interview will be held in confidence in the PCP Dean’s office. I understand that the scoring sheet, but not the questions or the rubric, are considered part of my educational record and may be reviewed upon written request to the Dean’s office, according to Dean’s office procedure.

Signature: _________________________________________

Printed name and ID Number: _________________________

Date: __________________
G. Professional Expectations and Academic Standards

Acknowledgement (Catalogue Years 2014-2015)

Professional Education: Expectations & Academic Standards
STUDENT ACKNOWLEDGEMENT OF UNDERSTANDING

Introduction:

The mission of the Philadelphia College of Pharmacy is to educate and develop students to become leaders and innovators in patient care and research who are differentiated by their professional and ethical values. The PharmD professional curriculum is innovative, based upon a foundation of strong basic sciences, has extensive clinical and experiential content, and emphasizes the development of critical thinking, problem solving, and collaborative skills. Doctor of Pharmacy candidates, as students receiving a professional education, must acquire responsibility and accountability for their own learning, the ability to integrate information from different disciplines and sources, and to apply it effectively to optimize patient care, protect public health, and to further advance the profession. They do so with guidance from the faculty, preceptors, administrators and their peers. All students in the professional component of the Doctor of Pharmacy program (aka STUDENT PHARMACISTS) will be required to read the PCP Handbook, especially Chapter V (Program Requirements and Academic Standards), as well as the summary below, and acknowledge their understanding by signing this document below. The signed document will be kept as a permanent part of the student’s record.

Professionalism and Ethical Values:

As student pharmacists, there is an expectation that they will exhibit the behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (ACPE Standard #4 – ACPE Standards 2016. www.acpe-accredit.org).

Student pharmacists will maintain a high standard of professional behavior as exemplified by:
1) Adherence to the university academic integrity policies.
2) Following all absence and tardiness policies as outlined in the individual course syllabi
3) Complying with professional attire policies if specified in the individual course syllabi.
4) Being responsible for personal demeanor and maintaining professional verbal and written communications with faculty members, staff, and peers. All official university communications with students are done through the student’s university email address.
5) Engaging in appropriate use of electronic devices (laptop, phone, tablet, iWatch, etc.) during class and/or laboratory time.
6) Appropriate use of class/laboratory time (e.g., not surfing the internet, engaging in social media, reviewing class notes for a different class, or engaging in disruptive behavior)

Violations of the professional policies in courses may include deductions from final course grades as determined by the course instructor for individual courses and the course coordinator/team for multi-instructor courses.

Student Comments and Complaints
ACPE requires that colleges of pharmacy respond to any written complaints by pharmacy students relating to the adherence to these standards, policies, and procedures of ACPE. Students should submit
written comments or complaints to the Office to the Dean of Pharmacy (GH-2016), which will evaluate and respond to the commentary/complaint in writing. In addition, anonymous comments and complaints submitted to the online suggestion box or to the locked suggestion box located opposite GH-2016 are addressed and posted online in the PCP Central Repository (on Blackboard Learning Management System). Students are also encouraged to visit the ACPE web site at www.acpe-accredit.org.

Summary of Professional Expectations and Academic Standards:

What distinguishes professional education from undergraduate education is the level of integration, both broad and deep, critical analysis, responsibility and accountability needed to successfully apply higher orders of thinking to real world scenarios and problems. Professional education goes beyond checking off a series of steps or courses to meet an objective. It places the onus on the student to utilize ALL the information and experience at hand, not just what is contained within a given course, to advocate for an optimal solution to a given problem. It requires that the successful student be flexible enough to adjust to different personalities or approaches to problems, yet be able to persevere for the long run.

The professional curriculum is structured to do this by providing courses that developmental and incremental in rigor and depth, and which emphasize peer interactions, problem solving, and communication. Because of the specialized expertise involved in professional education, course sequencing relies on mastery development and retention, as students move from one course to another (e.g. prerequisite to subsequent course), and cross-course integration (e.g., co-requisite courses). As a result, frequently courses are only offered once per academic year. Course credits are assigned based on the number of contact hours needed to get material across, not the number of out of class hours needed to master the material, nor the relative importance of a given course to the curriculum or to the profession. Progression is the means by which individual and student cohort advancement in the program (program year to program year) is monitored, and requires successful completion of ALL coursework ascribed to a given program year. Delays in progression, most commonly resulting in delays in graduation, arise because of a lack of successful completion of one or more required courses in the requisite sequence.

The expectations for student performance in the Doctor of Pharmacy are more stringent than what is seen in undergraduate curricula, consistent with the difference between a baccalaureate degree and a doctorate. The “C- rule” for Doctor of Pharmacy students dictates that successful (satisfactory) completion of required non-elective PCP courses (with prefixes PA, PC, PH, or PP) is achieved by a minimum grade of “C-“. PharmD students who achieve less than a “C-“ in a given course are given a second and final chance to demonstrate competency by retaking the course at its next offering. Since most professional courses are offered only once during an academic year, most likely progression will be delayed, and the student’s graduation date will change. Students who are unsuccessful (i.e., achieve less than a C-) the second time around will be withdrawn (dropped) from the program. Students who are successful the second time around will proceed with subsequent coursework and completion of the program.

It should be noted that no exceptions or exemptions are granted by PCP because of external (life) factors, numbers of credits, personal issues, extracurricular involvement, or any other criteria. Students are not dismissed from the program because their progression is delayed. PCP faculty, advisors and the PCP Dean’s office are committed to working with students on an individual basis to elaborate a plan and provide support which will allow them to achieve success in the program, either via a delay in
progression and extension of the anticipated graduation date, with added support through tutoring, auditing, or other support mechanisms, or by offering professional coursework out of schedule should demand (which meets University criteria) and resources be available to do so. However, it should be noted that multiple delays in progression can potentially lead to exceeding the maximum amount of time in professional program (six years), and thereby being withdrawn (dropped) from the program.

**Student Acknowledgement:**
I have read the PCP Handbook, and the above summary of professional expectations and academic standards, and understand the rules governing successful completion of the Doctor of Pharmacy program, including the possible ramifications of not meeting academic standards. I understand that if I need further clarifications, I am able to contact the PCP Dean’s office, by phone (215) 596-8870 or by email pcp@usciences.edu.

_________________________________________  ______________________________________
Student Name (printed)  Student ID

_________________________________________  __________________________
Student Signature  Date
H. Professional Expectations and Academic Standards
Acknowledgement (Catalogue Years 2016 and beyond)

Professional Education: Expectations & Academic Standards
STUDENT ACKNOWLEDGEMENT OF UNDERSTANDING

Introduction:

The mission of the Philadelphia College of Pharmacy is to educate and develop students to become leaders and innovators in patient care and research who are differentiated by their professional and ethical values. The PharmD professional curriculum is innovative, based upon a foundation of strong basic sciences, has extensive clinical and experiential content, and emphasizes the development of critical thinking, problem solving, and collaborative skills. Doctor of Pharmacy candidates, as students receiving a professional education, must take responsibility and accountability for their own learning, acquire the ability to integrate information from different disciplines and sources, and to apply it effectively to optimize patient care, protect public health, and to further advance the profession. They do so with guidance from the faculty, preceptors, administrators and their peers. All students in the professional component of the Doctor of Pharmacy program (aka STUDENT PHARMACISTS) will be required to read the PCP Handbook at the start of each academic year, with a careful eye on Chapter V (Program Requirements and Academic Standards), as well as the summary below, and acknowledge their understanding by signing this document below. The signed document will be kept as a permanent part of the student’s record.

Professionalism and Ethical Values:

Student pharmacists are expected to exhibit the behaviors and values consistent with the trust given to the profession by patients, other healthcare providers, and society. (ACPE Standard #4 – ACPE Standards 2016. www.acpe-accredit.org). The pharmacy profession has a long tradition of respect and trust by the general public. As health professionals, it is important that student pharmacists maintain the highest standards of honesty, integrity and ethical behavior. Student pharmacists are expected to acquire not only the knowledge and skills required to become experts in medication therapy management but also the professional attitudes, ethics, and behaviors necessary to adhere to the principles included in the Code of Ethics for Pharmacists as adopted by the American Pharmacists Association.

Student pharmacists will maintain a high standard of professional behavior as exemplified by:

1) Respecting the covenantal relationship between the patient and pharmacist.
2) Promoting the good of every patient in a caring, compassionate, and confidential manner.
3) Respecting the autonomy and dignity of each patient.
4) Adherence to the university academic integrity policies.
5) Following all absence and tardiness policies as outlined in the individual course syllabi and PCP policies.

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6) Complying with professional attire policies if specified in the individual course syllabi (please refer to the Professional Dress Code Policy at the end of the PCP Student Handbook).
7) Being responsible for personal demeanor and maintaining professional verbal and written communication with faculty members, staff, and peers. The e-mail account (mail@usciences.edu) is recognized as the official means of communicating with students for all USciences correspondence, including but not limited to: announcements, list-servers, course instructor evaluations, online grading, emergency response and other systems as developed.
8) Engaging in appropriate use of electronic devices (laptop, phone, tablet, iWatch, etc.) during class and/or laboratory time.
9) Appropriate use of class/laboratory time (e.g., not surfing the internet, engaging in social media, reviewing class notes for a different class, or engaging in disruptive behavior).
10) Professional use of social media, considering that student pharmacists are entering the practice of healthcare and all of the trust and commitment that comes with this level of service of patient care. (See Social Media Policy and the end of the PCP Student Handbook as well as the University Social Media Policy in the USciences Student Handbook)
11) Complying with classroom rules regarding consumption of food and beverages.
12) Failure to bring required course-related equipment and/or supplies to class (eg, computer, calculator, stethoscope, white lab coat, etc)
13) Unauthorized entry/utilization of classroom and/or laboratory equipment

Violations of the professional policies in courses may include deductions from final course grades as determined by the course instructor for individual courses and the course coordinator/team for multi-instructor courses.

**Student Comments and Complaints**

ACPE requires that colleges of pharmacy respond to any written complaints by pharmacy students relating to the adherence to these standards, policies, and procedures of ACPE. Students should submit written comments or complaints to the Office to the Dean of Pharmacy (GH-2016), which will evaluate and respond to the commentary/complaint in writing. In addition, anonymous comments and complaints submitted to the online suggestion box or to the locked suggestion box located opposite GH-2016 are addressed and posted online in the PCP Central Repository (on Blackboard Learning Management System). Students are also encouraged to visit the ACPE website at [www.acpe-accredit.org](http://www.acpe-accredit.org).

**Professional Expectations and Academic Standards:**

What distinguishes professional education from undergraduate education is the level of integration, both broad and deep, critical analysis, responsibility and accountability needed to successfully apply higher orders of thinking to real world scenarios and problems. Professional education goes beyond checking off a series of steps or courses to meet an objective. It places the onus on the student to utilize ALL the information and experience at hand, not just what is contained within a given course, to advocate for an optimal solution to a given problem. It requires that the successful student be flexible enough to adjust to different personalities or approaches to problems, yet be able to persevere for the long run.
The professional curriculum is structured to do this by providing courses that are developmental and incremental in rigor and depth, and which emphasize peer interactions, problem solving, and communication. Because of the specialized expertise involved in professional education, course sequencing relies on mastery development and retention, as students move from one course to another (e.g., prerequisite to subsequent course), and cross-course integration (e.g., co-requisite courses). As a result, frequently courses are only offered once per academic year. Course credits are assigned based on the number of contact hours needed to deliver course content, not the number of out of class hours needed to master the material, nor the relative importance of a given course to the curriculum or to the profession. Progression is the means by which individual and student cohort advancement in the program (program year to program year) is monitored, and requires successful completion of ALL coursework and programmatic assessments ascribed to a given program year. Delays in progression, most commonly resulting in delays in graduation, arise because of a lack of successful completion of one or more required courses or programmatic assessments in the prescribed sequence.

The expectations for student performance in the Doctor of Pharmacy are more stringent than what is seen in undergraduate curricula, consistent with the difference between a baccalaureate degree and a doctorate. The following Academic Standards are in place to ensure successful completion of the Doctor of Pharmacy Program:

- The “C- rule” for Doctor of Pharmacy students dictates that successful (satisfactory) completion of required non-elective PCP courses (with prefix RX and PP190 Pharmacy Orientation) is achieved by a minimum grade of “C-“. Pharm D students who achieve less than a “C-“ in a given course are given a second and final chance to demonstrate competency by retaking the course at its next offering.

- Since most professional courses are offered only once during an academic year, most likely progression will be delayed, and the student’s graduation date will change. Students who are unsuccessful (i.e., achieve less than a C-) the second time around will be withdrawn (dropped) from the program. Students who are successful the second time around will proceed with subsequent coursework and completion of the program, hopefully without further delays.

- In the professional years of the PharmD program (i.e., P1-P4), students who achieve less than a semester GPA of 2.30 will receive a program probation. Students who exceed two program probations or do not complete program requirements within the maximum allowable residency time (see above under residency) will be withdrawn from the program.

- **Attendance is required** for all required modules (RX prefix) in the Doctor of Pharmacy curriculum.

- Reassessments within a required module are not permitted for participation, quizzes, or exams*. (For purposes of these academic standards, “exam” refers to a traditional written or electronic multiple choice, open-ended question, etc. exam and does not include practical exams). Up to a maximum of **two (2) reassessments** are permitted for each assessment within a module^.

  (^Faculty members communicate the specifics about the allowable attempts for assessments in their module within their syllabus).

- A loss of 15% of the total module points triggers mandatory learning support for the students enrolled in the module.

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● Students may be unsuccessful in a maximum of 2 modules per semester. Students must complete an intersession in order to progress to the next semester. Reassessment occurs at the end of an intersession and MUST be successfully passed.

● Students must successfully complete all Extrinsic Summative Assessments and Reassessments (ESAR) in the Doctor of Pharmacy curriculum. There is a maximum of three (3) total attempts for a single ESAR. Failure to participate in an ESAR results in failure to satisfy a program requirement.

● All modules must be successfully completed before the start of the next academic year in order to progress from year to year.

● All ESARs must be successfully completed before the start of the next academic year in order to progress to the next year.

It should be noted that no exceptions or exemptions are granted by PCP because of external (life) factors, numbers of credits, personal issues, extracurricular involvement, or any other criteria. Students are not dismissed from the program because their progression is delayed. PCP faculty, advisors and the PCP Dean’s office are committed to working with students on an individual basis co-construct a plan and provide support which will allow them to achieve success in the program, either via a delay in progression and extension of the anticipated graduation date, with added support through tutoring, auditing, or other support mechanisms, or by offering professional coursework out of schedule should demand (which meets University criteria) and resources be available to do so. However, it should be noted that multiple delays in progression can potentially lead to exceeding the maximum amount of time in professional program (six years), and thereby being withdrawn (dropped) from the program.

**Student Acknowledgement:**
I have read the PCP Handbook, and the above summary of professional expectations and academic standards, and understand the rules governing successful completion of the Doctor of Pharmacy program, including the possible ramifications of not meeting academic standards. I understand that if I need further clarifications, I am able to contact the PCP Dean’s office, by phone (215) 596-8870 or by email pcp@usciences.edu.

___________________________  ____________________
Student Name (printed)        Student ID

___________________________  ____________________
Student Signature             Date
I. IPPE Professionalism Agreement

As a student of Philadelphia College of Pharmacy at University of the Sciences in Philadelphia, I agree to participate in the active learning process during the Introductory Pharmacy Practice Experiences (IPPEs) as part of the professional curriculum of the Doctor of Pharmacy Program.

Listed below are the terms and conditions I agree to as a participant in patient care and in my collaboration and interactions between myself and my preceptors, patients, other students, and health professionals and staff during each rotation.

During these professional experiences, I agree to the following terms and conditions (additional requirements may be associated with each rotation site):

- I will maintain a high standard of professional behavior including: attire, personal demeanor, verbal and written communications, and in the use of resources/facilities of each site.
- I will maintain patient confidentiality and the security of pharmacy services and access to patient records.
- I will take responsibility for my own learning and a willingness to engage patients, pharmacy personnel, health providers and others in provision of patient-focused services and care.
- I will apply my knowledge, experience and skills to the best of my ability to assure optimal drug therapy outcomes for patients encountered in my training experiences.
- I will take responsibility for and assure patient care needs or concerns are addressed in a timely and complete manner.
- I will comply with the course responsibilities of the student as described in the orientation process and syllabus and as otherwise mandated by a particular rotation site.

I understand that I may be removed from a rotation for any inappropriate actions or behaviors on my part certain of which are listed below. Any such removal may result in a variety of sanctions including a failing grade (F) for the rotation (course). I understand that no sanction or failing grade will be assigned until after an investigation during which an incomplete (I) is assigned. Failing grades due to inappropriate actions or behavioral problems in any 2 rotations will result in administrative withdrawal from the Doctor of Pharmacy Program. The following are examples of behaviors or actions, but not limited to these, that may result in removal from a practice site and a failing grade:

- Behavior deemed inappropriate/offensive by the particular rotation site and/or violations of prohibited conduct as defined in the University’s student handbook.
- Inappropriate behavior or actions considered disruptive to provision of patient care.
- Incident determined to be a violation of site policy including (but not limited to) patient privacy, security, property damage or destruction, theft, intoxication, falsification of records, etc.
- Violations of site or University policies after warning, if appropriate, including attendance, lateness, unauthorized departures, inappropriate attire or appearance, violation of patient privacy, etc.
- Failure to follow policies or procedures as instructed or irresponsible behavior that compromises patient safety or well being.
- Use of the internet, cell phone or text messaging for personal purposes other than as approved by the preceptor by site policy.
- Inability to accurately and effectively articulate patient care information to patients, caregivers, staff, or other health professionals that may compromise patient safety and/or well being.

* any reference to site includes the personnel or preceptors at the site.

Expectations of me, related to this agreement, have been reviewed by Mr. Thomson and I agree to the above:

Student ( Print Name )  Student Signature  Date
J. APPE Professional Agreement

University of the Sciences Philadelphia College of Pharmacy
Pharmacy Practice Professionalism Agreement
For Advanced Pharmacy Practice Experiential Rotations

As a student of Philadelphia College of Pharmacy at University of the Sciences, I agree to participate in the active learning process during the Advanced Pharmacy Practice Experiences (APPEs) in my 6th (P4) year of the Doctor of Pharmacy Program.

Listed below are the terms and conditions I agree to as a participant in patient care and in my collaboration and interactions between myself and my preceptors, patients, other students, and health professionals and staff during each APPE rotation.

During these professional experiences, I agree to the following terms and conditions (additional requirements may be associated with each rotation site):

- I will maintain a high standard of professional behavior including: attire, personal demeanor, verbal and written communications, and in the use of resources/facilities of each site.
- I will maintain patient confidentiality and the security of pharmacy services and access to patient records.
- I will take responsibility for my own learning and a willingness to engage patients, pharmacy personnel, health providers and others in provision of patient-focused services and care.
- I will apply my knowledge, experience and skills to the best of my ability to assure optimal drug therapy outcomes for patients encountered in my training experiences.
- I will take responsibility for and assure patient care needs or concerns are addressed in a timely and complete manner.
- I will comply with the responsibilities of the student as described in the Advanced Pharmacy Practice Policy Document provided to me during the APPE orientation and as otherwise mandated by a particular rotation site.

I understand that I may be removed from a rotation for any inappropriate actions or behaviors on my part certain of which are listed below. Any such removal may result in a variety of sanctions including a failing grade (F) for the rotation (course). I understand that no sanction or failing grade will be assigned until after an investigation during which an incomplete (I) is assigned. Failing grades due to inappropriate actions or behavioral problems in any 2 rotations will result in administrative withdrawal from the Doctor of Pharmacy Program. The following are examples of behaviors or actions, but not limited to these, that may result in removal from a practice site and a failing grade:

- Behavior deemed inappropriate/offensive by the particular rotation site and/or violations of prohibited conduct as defined in the University’s student handbook.
- Inappropriate behavior or actions considered disruptive to provision of patient care.
- Incident determined to be a violation of site policy including (but not limited to) patient privacy, security, property damage or destruction, theft, intoxication, falsification of records, etc.
- Violations of site or University policies after warning, if appropriate, including attendance, lateness, unauthorized departures, inappropriate attire or appearance, violation of patient privacy, etc.
- Failure to follow policies or procedures as instructed or irresponsible behavior that compromises patient safety or well being.
- Use of the internet, cell phone or text messaging for personal purposes other than as approved by the preceptor by site policy.
- Inability to accurately and effectively articulate patient care information to patients, caregivers, staff, or other health professionals that may compromise patient safety and/or well being.

* any reference to site includes the personnel or preceptors at the site.

I have read and understand the related policies for the Philadelphia College of Pharmacy Advanced Pharmacy Practice Experience (PP631-PP639) and agree to the above:

Student (Print Name) ____________________ Student Signature ____________________ Date __________

Witness (Print Name) ____________________ Witness Signature ____________________ Date __________
K. Appeals Process for Doctor of Pharmacy Admissions

POLICY AND PROCEDURE
Philadelphia College of Pharmacy

APPEALS PROCESS for Doctor of Pharmacy Admissions

POLICY

Requests from students enrolled in the Philadelphia College of Pharmacy (PCP) to appeal the faculty actions of “Dropped from the Rolls” or “Dropped from Program” are reviewed and approved or denied by faculty of PCP.

BACKGROUND

At the end of each semester, transcripts of all students enrolled in PCP are reviewed to ascertain if students have met the academic standards and requirements of their program. Faculty actions include “Dropped from the Rolls”, defined as removal from the University of the Sciences in Philadelphia (USciences) rolls, and “Dropped from Program”, defined as removal from the Doctor of Pharmacy program. In exceptional cases, a student may appeal the faculty action because of an extenuating circumstance. These students may request that the faculty reverse the action by the appeals process. It should be noted that students questioning grades in individual courses should not use the appeals process.

PROCESS

1. Student submits a letter to the Dean of Pharmacy requesting to appeal the decision of being “Dropped from the Rolls” or “Dropped from Program”. The letter should state the basis of the appeal. Students are strongly encouraged to meet with the Associate Dean of Philadelphia College of Pharmacy Student Affairs and Admissions to discuss the process.

   The letter should include a description of extenuating circumstances that may have temporarily limited the student’s ability to perform academically as compared to their previous level of achievement. Supporting documentation, such as letters of support or letters from physicians, may also be submitted. The student should also describe specific steps to be taken in the future to improve academic performance. These may include changes in study time and methods, attendance, extracurricular activities, work schedule or use of the academic success and tutoring centers, or need for evaluation of a learning disability or improvement of other skills.

2. The Admissions Committee of Pharmacy Council reviews the appeal request and makes a recommendation to approve or not approve.

3. The recommendation is submitted to Pharmacy Council Executive Committee for a decision to approve or not approve.
4. The decision is reported to the Dean of Pharmacy, chairs, the Vice Chair of Experiential Education, the Admissions Committee, and the registrar.

5. The student is notified of the decision via a letter from the Dean.

6. Students have the opportunity to appeal once. The decision to approve or not approve the appeal is final.

7. If an appeal for “Dropped from the Rolls” is denied, and the reason for “Dropped from the Rolls” is failure of the same course twice, the student may apply for readmission to any program at USciences immediately upon separation from the University, except for programs within the Philadelphia College of Pharmacy. If an appeal for “Dropped from the Rolls” is denied, and the reason for “Dropped from the Rolls” is exceeding academic probation, the student may apply for readmission to any program at USciences after sitting out one year from the date of separation from the University. If an appeal for “Dropped from Program” is denied, the student must change their major to another program to remain enrolled at the University.

8. The appeal should be submitted within 6 weeks of the end of the semester in which the academic action of “Dropped from the Rolls” or “Dropped from Program” occurred. A decision will be made by the Pharmacy Council Executive Committee and communicated to the student within 30 days of receipt of the appeal.

Approved by Admissions Committee of Pharmacy Council: October 25, 2018

Approved by Pharmacy Council Executive Committee: November 19, 2018

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L. Student Travel and Poster Presentation Policy

Travel Stipend Guidelines
Updated August 2020

The PCP Dean’s office is proud of our students and are committed to supporting their scholarship and professional development. Because of the generous contributions from alumni and other friends of PCP, we are able to defray the costs associated with traveling to a professional meeting. The following levels of support are available:

- Attend a regional/state meeting - $100
- Attend a regional/state meeting with a scholarly activity - $150
- Attend a national meeting* - $250
- Attend a national meeting with a scholarly activity* - $350
- National Competition (ASHP Clinical Skills, APhA Patient counseling, etc) - $2000 per team

* If a national meeting is being held in driving distance, the regional/state meeting reimbursement level applies.

Requests to support travel outside of these five categories will be evaluated on a case-by-case basis. With the exception of competition travel support, there is a yearly student maximum of $350. The yearly maximum reimbursement per poster session is $1400.

Student Expectations

Students who accept stipend support to travel to meeting have a professional responsibility to:

1) Attend meeting sessions. In particular, attendance at student program is required.
2) Behave in a manner that is a professional and positive reflection on one’s self, the Philadelphia College of Pharmacy, and the profession of pharmacy.

PROCEDURE:

Regional or national meeting (no presentation).

Students who wish to attend a meeting should submit a request to the respective student organization faculty advisor. The advisor will share these requests with the PCP Dean’s office for approval. After the meeting, the advisor will confirm with the PCP Dean’s office that approved students attended.

Regional or national meetings that support scholarly presentations:

- The presentation must be scholarly activity which includes poster and platform presentations. Posters related to professional organization activities are not eligible and should be submitted to the respective professional organization faculty advisor(s) for support.
- This policy applies to Scholarly work done with full time faculty members and PCP preceptors (usually applies to IPPE/APPE).
- The PRIMARY PRESENTER must submit the presentation form by the end of business no later than three weeks prior to the meeting start. This form can be found on the PCP Google Site. Complete the form, save it, and submit it to Dr. Mandos at l.mandos@usciences.edu
Poster presentation

- The USciences Poster Template should be used for all presentations and is available for download on the PCP Student Google Site.
- The PCP Dean’s office will pay for one printing per poster. Once the presentation submission form has been received, a poster printing form will be sent to the student with the Dean’s office account number on it. Simultaneously, the Campus Print Center will be alerted which posters have been approved. Please do not share the account number. Any additional printings will be the financial responsibility of the student(s) and/or project advisor(s).
- Please be advised that PCP may ask students to use posters as part of the recruitment events that take place during the spring semester.
- Students who are collaborating with a preceptor not a full time faculty/staff member can contact Dr. Mandos if assistance is needed.
- Submit the poster to the print shop one week prior to the start of the meeting. On the presentation form, under “account number” – please write – “See list from Dr. Mandos”.

Reimbursement Process

- EACH STUDENT must submit a travel reimbursement form, “The Student Reimbursement Request Form” within 4 weeks of travel. The form can be located on the PCP Student Google Site.
- Receipts must be attached to the reimbursement form. If reimbursement for meals is being requested, ITEMIZED original receipts are required. The meals cannot exceed the PER DIEM meal allowance as stipulated by Controller’s office – Breakfast $12, Lunch $18, Dinner $35 – inclusive of tip and non-alcoholic beverages. If a meal is included in the registration fee cost and the person elects to purchase a meal independent of the conference, such meals will be considered personal expense and will not be reimbursed.
- Submit the form and receipts to Ms. Estelle Sherrod (e.sherro@uscience.edu) in the PCP Dean’s office.
- All requests for the travel stipend must come through the PCP Dean’s office. Please do not send inquiries to any other offices within the University. If you are aware of opportunities for student funding, please direct them to Dr. Mandos and she will make the appropriate inquiries.

Integrity in the process is of utmost importance. Students who are identified as abusing the program will be referred to the University Conduct Process. Students who engage in unprofessional behavior at meetings will not be reimbursed.
M. Student Request to Move an Exam Policy

Purpose
In collaboration with the PCP Student Council, The Philadelphia College of Pharmacy PharmD Program Executive Committee (PPEC) created a policy that would allow students enrolled in the Doctor of Pharmacy program are given an opportunity to request that an examination in any pharmacy course be moved to a different date than the one stated in the course syllabus.

Policy
Students may request that an examination be moved to a different date than the date determined in the course syllabus. Students may make the request to the faculty course coordinator either through their designated PCP Student Council Class representatives or by directly contacting the course coordinator themselves. A student must be enrolled in that course in order to make the request.

Procedure
1. All faculty members will be reminded annually of the ability of students to request changes in examination dates. The PCP Dean’s office will keep the master exam schedule of those courses offered and will post that information on Blackboard. It is the hope that the transparent nature of the master schedule will decrease the need to move examinations and the PCP Dean’s Office will monitor the schedule.
2. The requests should be sent by email to the course coordinator and should include a rationale as to why the request is being made.
3. Once a request is received, the course instructor/coordinator must survey the class to determine if the examination is to be moved. **70% of the students enrolled in the course must agree to the alternate date being suggested in order to move the exam.**
4. In the event that it is educationally unsound to move the exam due to reasons such as the new date not allowing adequate study time for the subsequent exam, or the unavailability of adequate testing spaces for the suggested alternate date, the examination may not be moved. Appeals will be heard by the Dean’s office.
5. It is the students’ responsibility to review the course syllabi and exam dates at the beginning of the semester in order to determine possible conflicts.
Doctor of Pharmacy Dress Code Policy

Philadelphia College of Pharmacy Dress Code Policy

Purpose
The Philadelphia College of Pharmacy is committed to promoting in all students a sense of professionalism and a desire to adhere to the highest professional standards that pertain to pharmacy practice or the professions of pharmacology/toxicology, pharmaceutical sciences, and pharmaceutical business. Students are expected to exhibit the highest standards of professional conduct and clinical performance, avoiding impropriety or the appurtenance of impropriety. The College of Pharmacy recognizes that appropriate personal appearance creates a favorable impression on PCP and the pharmacy profession in general. The dress code is based on the theory that learning to use socially acceptable manners and selecting attire appropriate to specific occasions and activities are critical factors in the total educational process. Professional dress codes also play a role in instilling a sense of integrity and an appreciation for values and ethics in both conduct and appearance.

Policy

General Personal Care
- Maintain good personal hygiene, which includes regular bathing, use of deodorants and regular dental hygiene
- Hair should be neat and clean. Beards and mustaches must be clean and well groomed.

Professional Dress:
- Clean, pressed, short white lab coat and your name tag clearly attached
- Closed-toe shoes (no sneakers)
- Dress shirts and blouses with sleeves, non-denim or khaki dress pants/skirts/dresses of appropriate length (must be knee-length)
- Dress shirts with neckwear, sweaters, or turtlenecks if appropriate
- Heel height should not be so high that it impairs the ability to walk without impacting balance and gait
- No denim, leggings, or yoga pants
- No athletic wear

Business Casual
- Collared shirt; tie is optional.
- As long as not prohibited for safety or patient care reasons, women may wear open-toed shoes as long as they are dressy (not flip-flops); no sneakers
- Heel height should not be so high that it impairs the ability to walk without impacting balance and gait
- No denim, leggings, or yoga pants
- No athletic wear

Pharmaceutics lab
- Proper lab coat with your name tag clearly attached and on display
- Dress shirt with appropriate neckwear
- Casual closed toed shoes may be worn, no sneakers, sandals, or flip-flops

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Pharmacology lab

- White lab coat with your name tag clearly attached and on display
- Personal protective equipment (gloves, safety goggles)
- Face masks to minimize allergens
- Casual closed toed shoes may be worn, no sneakers, sandals, or flip-flops

Never:
- Clothing which exposes excessive skin in the belly, buttocks, or chest
- Pajamas
- Overpowering cologne/perfumes
O. Philadelphia College of Pharmacy Social Media Policy

Purpose
Student pharmacists are representatives of the Philadelphia College of Pharmacy, the University of the Sciences and the profession of pharmacy. Student pharmacists are not restricted from using any online social network media site and/or digital platform. Examples of social media include, but are not limited to, collaborative projects, blogs, and microblogs, content communities, social networking sites, virtual game worlds, and virtual social worlds. However, users must understand that any content they make public via online social networks or digital platforms is expected to follow appropriate professional behaviors and also to comply with all local, state, and federal laws as well as university policies. (Please be sure to review the USciences Social Media Policy)

Policy
Before participating in any online community, it is important to be mindful that certain types of behavior are not acceptable. Social media activities should be consistent with university policies, the Oath of a Pharmacist, and the Code of Ethics for Pharmacists.

Examples of Undesirable Behavior:
- Postings regarding patient information, including de-identified patient information, descriptions of patient encounters and information pertaining to activities that occurred at pharmacy practice sites.
- Malicious use of online social networking programs.
- Posting any online materials that could be interpreted as a violation of the Health Insurance Portability and Accountability Act (HIPAA) or Family Educational Rights and Privacy Act (FERPA)

**Adapted from the University of New England College of Pharmacy Social Media Guidelines**