



MARSHALL B. KETCHUM UNIVERSITY

COLLEGE OF PHARMACY

Student Handbook

2018-2019

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College of Pharmacy

Vision Statement

The College of Pharmacy at Marshall B. Ketchum University will be a recognized innovator and provider of distinctive, highest quality, evidence-based pharmaceutical education, research, and collaborative practice.

Mission Statement

To educate individuals to become ethical, competent, and compassionate pharmacists who can deliver quality patient-centric services in diverse environments and systems of healthcare, with a commitment to innovative scholarship.

Core Values

The College of Pharmacy at Marshall B. Ketchum University is guided by the values of:

Excellence

The College of Pharmacy is committed to high quality and the pursuit of excellence in all that we do. This ongoing commitment requires us to reach within, adding the very best of our own capabilities to those of others; together, helping the University achieve excellence in its mission. The legacy of tradition and leadership of the university demands nothing less than excellence.

Integrity

At the College of Pharmacy, we stand up for what we believe and we are honest with ourselves and others. The University community demonstrates its commitment to integrity by being just, respectful, and consistent in words and actions.

Innovation

By embracing innovation, the College of Pharmacy is constantly striving for and expecting the better idea. Innovation demands that we have the courage to experiment without fear and dream about creative and unique ways of advancing our University endeavor.

Compassion

Our obligation and commitment to compassion is through our active service to the community, and the cultivation of these priorities and values in the members of the College of Pharmacy. We are committed to a life of service and compassion as health care providers, responding to the needs of others and providing a caring and safe environment to all who require care.

Respect

Respect requires that we embrace diverse cultures, communities, and points of view. We value each individual's unique talents, respect their dignity, and strive to foster a commitment to excellence. The strength of Marshall B. Ketchum University College of Pharmacy builds on the respect for the unity and diversity of our people, on the open exchange of ideas, life-long learning, and working harmoniously.

Notice of Non-discrimination

Marshall B. Ketchum University does not unlawfully discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Vice President for Student Affairs
2575 Yorba Linda Boulevard
Fullerton, California 92831
(714) 449-7423
titleIX@ketchum.edu

For further information on notice of non-discrimination, visit <http://wdcrocolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Scope of the Handbook

The College of Pharmacy Student Handbook is prepared for use by students enrolled in the Doctor of Pharmacy program at Marshall B. Ketchum University. It is a resource for information relating to organization of the College of Pharmacy and specifics related to the program. While this handbook is not itself a contract, and is subject to change, the pharmacy student is expected to review and follow all University policies and procedures as described in detail in the MBKU Student Handbook.

Accreditation Status

Institutional Accreditation

Marshall B. Ketchum University is accredited by WASC Senior College and University Commission, a regional accreditation body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). WASC is located at 985 Atlantic Avenue, Suite #100, Alameda, CA 94501, 510-748-9001, www.wascsenior.org.

Programmatic Accreditation

Marshall B. Ketchum University College of Pharmacy's Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575; FAX 866/228-2631, web site www.acpe-accredit.org.

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

College of Pharmacy Pharm.D Curriculum

First Professional Year Curriculum

The first year curriculum provides the foundation for professional practice with instruction on pharmaceutical and biomedical sciences, body systems and disease, public health, pharmaceutical self-care, pharmacy law and roles of the pharmacist. The curriculum also teaches US and global health care systems, interpersonal and interprofessional communications, pre-clinical laboratory skills, pharmacy practice skills, and provides certifications in immunization and life support.

Second Professional Year Curriculum

The second year curriculum continues to build on the foundation courses from year one with instruction on applied biomedical sciences, pharmacology, clinical medicine and pharmacotherapeutics. The curriculum also teaches behavioral aspects of health, drug information, evidence-based practice, research methodology, biostatistics, pharmacokinetics and basics of laboratory medicine. Students will begin Introductory Pharmacy Practice Experiences (IPPE) courses.

FIRST YEAR

Fall Quarter

Dept.	No.	Course Title	Units
PHM	501	Foundations of Human Body & Disease I	3
PHM	504	Patient Assessment Lab I	0.5
PHM	510	Integrated Microbiology & Virology	3
PHM	520	Pharmaceutical Sciences I: Physical Pharmacy & Dosage Forms	3
PHM	530	Pharmaceutical Biochemistry	3
PHM	540	Professional Practice & Healthcare Systems	2
PHM	550	Pharmacy Skills Lab I - Community	1
PHM	401	Medical Ethics	1.5
			17

Winter Quarter

Dept.	No.	Course Title	Units
PHM	502	Foundations of Human Body & Disease II	3
PHM	505	Patient Assessment Lab II	0.5
PHM	511	Integrated Immunology	3
PHM	523	Basic Pharmacokinetics	3.5
PHM	560	Pharmacy Law	2
PHM	541	Pharmacy Communications, Management & Leadership	2
PHM	551	Pharmacy Skills Lab II - Community	1
PHM	403	Population & Public Health (IPE 403)	2
			17

Spring Quarter

Dept.	No.	Course Title	Unit
PHM	503	Foundations of Human Body & Disease III	3
PHM	506	Patient Assessment Lab III	1
PHM	521	Pharmaceutical Sciences II:	3.5
PHM	522	Pharmaceutical Sciences III: Dosage Forms & Compounding	4
PHM	552	Pharmacy Skills Lab III - Hospital	1
PHM	580	Pharmaceutical Self Care & Patient Advocacy I	2
PHM	581	Medical Spanish	1
			15.5

SECOND YEAR

Summer Quarter

Dept.	No.	Course Title	Units
PHM	650	Pharmaceutical Self Care & Patient Advocacy II	2
PHM	670	IPPE I (4weeks)	4
			6

Fall Quarter

Dept.	No.	Course Title	Units
PHM	601	Integrated Pharmacotherapeutics I	5
PHM	602	Integrated Pharmacotherapeutics II	5
PHM	621	Behavioral & Social Science	2
PHM	651	Pharmaceutical Self Care & Patient Advocacy III	2
PHM	640	Pharmacy Skills Lab IV - Patient Care	1
			15

Winter Quarter

Dept.	No.	Course Title	Units
PHM	603	Integrated Pharmacotherapeutics III	9
PHM	604	Integrated Pharmacotherapeutics IV	6
PHM	680	Capstone Project I	0.5
PHM	641	Pharmacy Skills Lab V - Cardiovascular	1
PHM	402	Evidence-Based Practice	2
			18.5

Spring Quarter

Dept.	No.	Course Title	Unit
PHM	605	Integrated Pharmacotherapeutics V	6
PHM	606	Integrated Pharmacotherapeutics VI	5
PHM	610	Drug Information, Informatics & Literature Evaluation	2
			13

Third Professional Year Curriculum

The third year curriculum continues with focused instruction on the principles of clinical medicine and pharmacotherapeutics. The curriculum also incorporates biotechnology, pharmacogenomics, pharmacoeconomics, and special populations and contains skills lab for clinical / evidence-based reasoning and certification in medication therapy management. The curriculum also includes a doctoral level capstone project and provides students an opportunity to take three didactic electives of their choice. Students continue with IPPE courses.

Fourth Professional Year Curriculum

The fourth year, also known as the experiential year curriculum lists all the Advanced Pharmacy Practice Experience (APPE) courses. Students will also take APPE electives of their choice. The Case Conferences will consist of reflection sessions that discuss pertinent clinical areas through case studies and will also provide a NAPLEX preparatory course to assess NAPLEX readiness.

THIRD YEAR

Summer Quarter

Dept.	No.	Course Title	Units
PHM	770	IPPE II (4 weeks)	4
PHM	701	Pharmacoeconomics	2
PHM	780	Mental Health First Aid*	1
			7

Fall Quarter

Dept.	No.	Course Title	Units
PHM	710	Integrated Pharmacotherapeutics VII	5
PHM	711	Integrated Pharmacotherapeutics	5
PHM	781	Substances of Abuse & Addiction*	2
PHM	782	Research*	2
PHM	785	Conversational Spanish*	1
PHM	780	Mental Health First Aid	1
PHM	750	Capstone Project II	0.5
PHM	730	Pharmacy Skills Lab VI - Clinical	1
			16.5

Winter Quarter

Dept.	No.	Course Title	Units
PHM	740	Biotechnology, Pharmacogenomics & Precision Med	3
PHM	712	Integrated Pharmacotherapeutics IX	6
PHM	713	Integrated Pharmacotherapeutics X	5
PHM	784	Transitions of Care*	2
PHM	788	Introduction to Drug Development &	2
PHM	731	Pharmacy Skills Lab VII - Clinical	1
			19

Spring Quarter

Dept.	No.	Course Title	Units
PHM	760	Special Populations - Pediatrics/Geriatrics	2
PHM	714	Integrated Pharmacotherapeutics XI	6
PHM	715	Integrated Pharmacotherapeutics XII	3
PHM	786	Advanced Topics in Infectious Diseases*	2
PHM	787	Pharmacy Management - Outpatient*	2
PHM	789	Advanced Topics in Statistical Analysis & Research	2
PHM	404	IPE Case Conference	0.75
PHM	751	Capstone Project III	1
PHM	765	Emerging Issues & Practice Readiness	4
			22.75

* = elective course

FOURTH YEAR

Fall Quarter

Dept.	No.	Course Title	Units
PHM	801	APPE: Community Pharmacy	6
PHM	802	APPE: Health System Pharmacy	6
			12.0

Winter Quarter

Dept.	No.	Course Title	Units
PHM	803	APPE: Inpatient/Acute Care General	6
PHM	804	APPE: Ambulatory Care Pharmacy	6
			12.0

Spring Quarter

Dept.	No.	Course Title	Units
PHM	805	APPE: Elective Rotation	6
PHM	806	APPE: Elective Rotation	6
			12.0

4-Year Professional Program

First Year: 49.5 units

Second Year: 48.5 units

Third Year: 55.25 units

Fourth Year: 36 units

Total: 189.25 units

For information on the Introductory and Advanced Pharmacy Practice Experiences (IPPEs and APPEs), refer to the Office of Experiential Education Manual.

Co-Curricular Policies

The Co-Curricular Program is designed to promote students' development of their professional knowledge, skills, abilities, behaviors and attitudes. This program supplements the PharmD curriculum and facilitates practice-readiness as students explore the field of pharmacy and advance their professional development through self-directed activities.

The Co-Curricular Program is comprised of several components, including class orientation programs, co-curricular activities and events, and an individual Co-Curricular Activity Log through E-Value.

Co-Curricular Activities and Events

Students engage in a multitude of co-curricular activities that are either offered by the College of Pharmacy or provided through student organizations or other professional groups. Most students also engage in individual experiences outside the College. If a student has questions about what qualifies as a co-curricular activity, they are encouraged to contact the Assistant Dean of Student Services.

The College may also provide modest financial support to students through the Student Leadership fund in the form of scholarships. These scholarships can cover registration costs for conferences, seminars, and other professional events.

Reasons for Co-curricular Activities and ACPE Update

The ACPE Standards 2016 require Schools of Pharmacy to implement a co-curriculum Program that goes beyond logging activities. ACPE has requested that assessment of activities occur in a manner that verifies the meeting of CAPE standards across the student lifecycle. Furthermore, the current job market values the qualities developed through the co-curriculum; hence, this program will ensure the competitiveness of our graduates in the job market now and into the future.

Co-Curricular Activity Log and Reflections in E*Value

The Co-Curricular Activity Log is designed to be a personal record of each student's co-curricular activities completed while at the College of Pharmacy. Activities are to be recorded with prompted responses. Students select a Center for the Advancement of Pharmacy Education (CAPE) Standard from a drop down menu that best reflects the activity and learning outcome.

The co-curricular activities are reviewed by faculty advisors with comments. If a student is not appropriately reflecting on a designated standard, then faculty advisors are to reassign the reflection to the student. The co-curricular activity will not count towards the student's minimum of two per quarter if the faculty advisor does not score the reflection.

Expectations

Students are made aware of the co-curricular requirements and deadlines for completion during Orientation (for incoming students) and in the first week of courses for returning students. Opportunities will vary each quarter as well as from year to year. Additionally, while a type of activity may be listed under several co-curricular activities, one activity cannot be used to meet multiple requirements. **It will be up to each student to plan ahead, complete the required activities, provide a written response through E*Value, and have the activity assessed by their faculty advisor by the deadline.** Students will be self-directed to choose opportunities that will enhance their development as a pharmacist and encourage their growth in a particular area.

Requirements

Students will be required to complete 2 co-curricular activities per academic quarter and provide an adequate response for each via E*Value. Co-curricular responses are due by midnight PST of the last final exam date. Please note, students responses will need to include four distinct CAPE Standard outcomes per academic year.

Yearly Progress Chart

	P1	P2	P3
3.1 Problem Solving			
3.2 Educator			
3.3 Patient Advocacy			
3.4 Interprofessional Collaboration			
3.5 Cultural Sensitivity			
3.6 Communication			
4.1 Self-Awareness			
4.2 Leadership			
4.3 Innovation/Entrepreneurship			
4.4 Professionalism			

P1- Complete 2 per Academic Quarter (6 for academic year).

P2- Complete 2 per Academic Quarter (8 for academic year).

P3- Complete 2 per Academic Quarter (8 for academic year).

***Responses must correspond to 4 distinct categories per year.**

Plan Outline for Co-Curricular Compliance

- The Office of Student Services in the College of Pharmacy will email out reminders to students at the beginning of each quarter.
- Faculty Advisors will follow up each quarter before final exams to review submissions and for any activities that need revisions for not meeting standards. This is to help ensure completion of the requirements by the last final exam date as scheduled for the academic quarter.
- Faculty Advisors will communicate those found to be in non-compliance to the Assistant Dean of Student Services.
- Failure to complete assigned requirements by the end of the quarter will result in a supplemental written assignment distributed and assessed by the Assistant Dean of Student Services. The written assignment will not replace the required activity and written response.
- Students who fail to complete the required amount of co-curricular activities and supplemental assignments, by the end of the academic year, will be required to meet with the Academic Progression and Professionalism Committee (APPC).
- APPC can recommend remediation, extension or dismissal.

Student Reflections

Guidelines

The reflections are an integral part of the students' learning process that will evolve and develop over their 4 years in pharmacy school. This valuable document is essential to the curriculum and will help ensure students continue to apply what they learn in the didactic curriculum and apply it in various settings such as health fairs, outreach programs, community service, group projects, projects in professional and academic organizations. Students need to complete at least 2 reflections. Reflections will not be graded but will be evaluated for the student's professional development by their faculty advisors. The reflections must be completed using the E*Value system in the coursework function and submitted to their faculty advisor. The reflections will be monitored by the Office of Assessment and the Office of Experiential Education. If the student receives a score of 1, they will need to resubmit the reflection to the faculty advisor by the deadline determined by the faculty advisor.

Reflections

Reflections are a way for students to express and think more deeply and critically upon their experiences. Reflection is necessary to make connections between experience and learning. It reinforces the learning process and is a vital component of learning, professional growth and better prepares you for the next encounter. By reflecting on experiences, students enter into a cycle of continuous learning. As a pharmacy professional, continuous learning should be a cornerstone to practice. The reflective process is an opportunity to think more deeply about a specific event/activity and the handling of a situation demonstrates the level of competence of a specific objective. The reflection documents are designed to capture a summary of the event/activity and thought process that occurred during the experience. The questions will guide students to think more completely about the experience.

For reflections, students are encouraged to write about **BOTH** good experiences and experiences that you felt could have been better. We all learn from our mistakes, so students should not be afraid to reflect on how they may approach a situation or experience differently.

Please limit your reflection to 1 page. In your reflection you should focus on answering the following questions:

1. What did you learn from the experience?
2. Could you correlate the experience to something you learned in the curriculum?
3. What would you have done differently in your practice experience?
4. Did you interact with other healthcare professionals? Could you reflect on that experience and what you learned working in that setting?
5. If you interacted with patients, reflect on the demographics, age, and reflect on the cultural interactions with patients.
6. How did the experience or activity shape their perception of being a future pharmacist?
7. Please include how this reflection correlates with any of the PLEO outcomes* listed below:

Student Services

College of Pharmacy students have access and are encouraged to utilize all MBKU and COP resources as needed.

To complement MBKU student support services, the COP offers specific pharmacy student support as described below. For a detailed description on MBKU student support services, please refer to the MBKU Student Handbook.

Career Services

The COP Office of Student Services provides the following career services for current student pharmacists:

- Career Fair - Employers discuss career opportunities in person
- Residency and Internship Information Sessions
- Job posting notifications
- Related community and local career event notifications

Disability Services

Marshall B. Ketchum University and the College of Pharmacy are committed to providing reasonable accommodations to students with documented disabilities. Disclosure of disabilities is not required; however, students who fail to comply with the standards and do not seek accommodation are in jeopardy of academic failure and possible dismissal. Students who need special accommodations are responsible for reporting their request to the University Student Affairs Office and providing appropriate clinical documentation. The Assistant Dean of Student Services in the College of Pharmacy will serve as a liaison with the University Student Affairs and College of Pharmacy faculty to provide reasonable accommodations.

Criminal Background Check & Drug Screening

The practice of performing a criminal history check helps protect the safety, health, and professional comfort of the University community and patients, and it allows schools to ensure that students are able to complete their studies. Criminal background checks and drug screening are standard practices for many health care facilities. It is therefore the policy Marshall B. Ketchum University, College of Pharmacy to conduct a criminal history check for every applicant who is admitted to the program.

Enrolled Program Students

- All students in the Program will be required to undergo a criminal history check each year.
- Some pharmacy practice sites may also require additional or alternate background screening in order to meet a specific timeline and/or satisfy state or federal laws. As a result of this, affected students may be required to complete further checks as part of their rotation compliance.
- Fees for the background checks must be remitted by the student directly to the agency performing the screening. This fee is nonrefundable.
- Students are required to provide practice experience sites with a copy of their criminal history check results upon request by the practice site.
- If at any point during enrollment a student is charged with or convicted of any criminal act that may or not have been on a previous criminal background check, that student should contact the Assistant Dean of Student Services immediately to self-disclose. Failure to self-disclose could lead to further academic sanctions including dismissal.
- If a student's criminal history check reveals serious offenses, the Academic Progression and Professionalism Committee may refer the student to further sanctions including dismissal.
- Pharmacy practice experience sites have the discretion to deny a request for a student to be placed at that site based on the results of a criminal history check. The student shall provide the background check and his or her explanatory statement to the facility upon request.

Faculty Advisors

Academic advising in the College of Pharmacy at MBKU is guided by the university and college mission statements that call for excellence in leadership, integrity, innovation, compassion, and respect. The values speak to developmental theory, community engagement, and global awareness. Expectations and responsibilities are further discussed in the MBKU College of Pharmacy Faculty Advising Handbook. Faculty Advisors remain constant for all 4 years. Faculty Advisors should communicate a foreseen extended absence to students and the Assistant Dean of Student Services to ensure continuous advising. Students are directed to consult with the Assistant Dean of Student Services in case of an extended absence of a faculty advisor and will be referred as appropriate.

- **Mission of Faculty Advising for the College of Pharmacy**

At the MBKU College of Pharmacy, advising focuses on developing and supporting the pursuit of patient-centric pharmaceutical care. Our mission begins with faculty committed to life-long learning and a passion to provide mentorship for aspiring professionals. The fundamental goal is to help pharmacy students flourish academically and professionally.

Faculty advisors will demonstrate effective leadership, provide motivation, identify strategies to overcome obstacles, and recognize the need for additional resources. Faculty advisors recognize and support collaborative efforts to assist pharmacy students in achieving success. The sharing of invaluable professional knowledge is critical to achieving the mission of MBKU College of Pharmacy advising.

- **MBKU College of Pharmacy Collaborative Commitment to Advising**

The faculty, staff, and administration of the MBKU College of Pharmacy share a responsibility in providing information that is accurate, consistent, and relevant to pharmacy students. The MBKU College of Pharmacy ensures that advising is supported with updated information, tools, resources, and training necessary to carryout successful student centered advisement. This includes timely responses to referral requests and concerns.

University Academic Support Resources

Marshall B. Ketchum University offers students from all programs academic support services to meet their educational needs and promote student success. The following are resources with detailed descriptions in the Marshall B. Ketchum University Handbook:

- Achievement Center Resource Room
- Quarterly Workshops on personal enrichment
- Guest Lectures
- Academic Enhancement Programming
- Stress Recess for relaxation
- Psychological Services
- Mentor Support
- Personalized Action Plan for Academic Success
- Tutoring
- Time management Planning

Please refer to the MBKU Student Handbook for a more detailed list of support resources offered by the University.

Student Involvement

Student Association Board

The responsibilities of the Student Association Board Officers is to gather and express student opinion, assist in the placement of student members of University-wide committees, act as a liaison to the student body, promote the profession of pharmacy, review funding requests for student organization activities, and support organization/club and class activities. All officers must be in good academic standing for the duration of the term of office.

Student Organizations

Approval and recognition will be given to organizations dedicated to the advancement of the pharmacy profession. The students seeking group recognition must complete a petition for recognition that includes the organization's goals, proposed charter, by-laws, and a list of charter members. The petition must be co-signed by the Dean of College of Pharmacy and Vice President of University Student Affairs.

Student Participation on University and College of Pharmacy Committees

University and College committees afford students an opportunity to impact the direction of the University and their own educational experience within the College of Pharmacy. There are several faculty and administrative committees comprised of faculty and student representatives that make recommendations to the Administration on University and College matters. Students are encouraged to participate in committees. If you are interested in participating on one of the University committees, contact the Vice President of Student Affairs. If interested in serving on a College of Pharmacy committee, contact the Assistant Dean of Student Services for opportunity details. All students participating on any College of Pharmacy committee must have never had an F on their academic transcript.

Academic Standards

Grading and Credit Hours

At the end of each course, laboratory, or rotation, a grade for each student will be submitted to the Registrar by the faculty responsible for the instruction. The MBKU College of Pharmacy uses a letter grading system. Student work is evaluated in terms of letter grades as follows:

Grade Points Per Quarter Hour of Credit		
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
F	Failure	0.0

Course Grade Scale (%):

A	92-100	B-	79-81
A-	89-91	C+	76-78
B+	86-88	C	70-75
B	82-85	F	<69.45

Remediation: Students who remediate a course cannot earn higher than a “C” in that remediated course. The transcript would reflect the remediated course as an “FC” if the student successfully remediates the course.

All IPPE and APPE will be based on a PASS/FAIL criteria.

Incomplete grade

The notation “E” (incomplete) in a course is given only for circumstances beyond a student’s control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for other than an emergency situation, or a low grade to be raised with extra work.

An “E” notation must be changed to an earned letter grade before the end of the following term (excluding summer sessions). Failure to complete course requirements will cause the incomplete work to be counted as a zero and factored in with the existing grade to calculate the final grade for the course.

Grade changes

A grade may not be changed except when an error has been made in computing or recording. Please reference the MBKU Student Handbook for deadline on grade changes.

Grade Appeals

Grade Appeal Policy and Procedure (Didactic Courses)

Protocol for Appealing a Grade

At some time in their academic career a student may question how they were graded on an exam, in an academic course or in a clinical service or course. All instructors-of-record are expected to publish their grading criteria at the beginning of their course and to notify students if there are changes during the course. If students are unsure of how their grade was determined, they should follow this protocol for reconsideration of the disputed grade:

- In the case of an EXAM or COURSE GRADE the student needs to do all of the following:
 - Within 2 business days of grade posting, first speak with the course coordinator and ask to review the examination / course grade.
 - If the student feels their answer(s) were correct but not accepted by the course coordinator or course grade is incorrect after this review, the student may file a written appeal with the

course coordinator, within 2 business days, documenting why their answer(s) were correct or course grade is incorrect.

- If the student still is not satisfied with the response from the Course Coordinator, the student should appeal in writing to the Associate Dean for Academic Affairs within 2 business days. The Associate Dean will only review appeals for potential policy violations.
- For course grades only, if the student is not satisfied with the response from the Associate Dean, he/she may appeal to the Dean within 2 business days. The Dean will make the final decision on the appeal.

All appeals of disputed grades must include documentation supporting the appeal. This could include, but not be limited to, class notes/power point presentations, literary citations on the topic in question, published grading criteria for the course in question, and witnesses supporting the student's appeal. If the grading criteria included attendance and/or the taking of examinations on time, and the student wishes to appeal a grade due to an absence, the student must document that they followed college policy on reporting the absence prior to the examination, in order for the appeal to be considered.

If a student alleges that the grade was issued in an arbitrary, capricious, or malicious manner, the "Policy for Due Process in Student Grievances and Appeals" (please see MBKU Student Handbook) provides another avenue for due process.

Grade Appeal Policy and Procedure (Experiential Education)

1. Appeals must be raised within two business days after the posting of the grade
 - Contact Assistant Dean of Clinical Affairs in writing detailing the aspects of the evaluation under dispute
 - The site preceptor will be contacted by the Office of Experiential Education regarding the grade appeal
2. Meeting will be scheduled with the Office of Experiential Education within two business days
 - If not satisfied with the decision of the Office of Experiential Education, a meeting with the Associate Dean for Academic Affairs, who will hear the appeal, will be scheduled, within two business days.
 - Associate Dean for Academic Affairs will render his/her decision within two business days.
 - If self and midterm evaluation is not completed with the preceptor, the student will not be able to appeal their grade.

A student will have a final recourse (within two business days) to appeal to the Dean of the College following the decision rendered by the Associate Dean for Academic Affairs. The decision of the Dean is FINAL.

Graduation Requirements

A student will be recommended for the degree of Doctor of Pharmacy provided the candidate:

1. Is not on academic probation status, has completed all prescribed academic requirements with a cumulative grade point average of 2.0 or higher, has no outstanding grade which is incomplete, and has a passing grade for all clinical rotations; and
2. Has performed and behaved in a manner which is ethical, professional, and consistent with the practice of pharmacy; and
3. Has satisfactorily passed prescribed exams; and
4. Has completed all degree requirements within six (6) years following initiation of the matriculation process.
5. Is recommended to the Dean by the Academic Progression & Professionalism Committee.

Promotion

Promotion is defined as progression from one academic year to the next.

- A student will be recommended for promotion by the Academic Progression & Professionalism Committee.
- A student will not be recommended for progression from one academic year to the next with any grades of "E" on his/her academic record.
- A student will not be recommended for progression from one academic year to the next with any unresolved grades of "F" on his/her academic record.
 - If a student is appealing a decision from the Academic Progression and Professionalism Committee, the grade is still unresolved.
- Professional, ethical, and personal conduct will also be evaluated when considering a student for promotion.

Please refer to the section on Progression Appeal Process.

Academic Probation Status

Academic Probation Status is defined as a period of time during which the student's progress will be closely monitored by the Academic Progression & Professionalism Committee and by the Associate Dean for Academic Affairs. A student will be placed on Academic Probation Status for any of the following reasons.

- A quarter and/or cumulative grade point average of less than 2.0.
- When directed to repeat a year for academic reasons.
- One or more "F" grades in a quarter.

When a student is placed on Academic Probation Status, it is noted in the student's academic file. Subsequently, notation is also made in the student's academic file when the student is returned to "Good Standing" (i.e., is no longer on any form of Academic Probation Status, social, or legal probation).

When a student is placed on Academic Probation Status, she/he will be notified in writing by Associate Dean for Academic Affairs of this change in academic status and the reasons for this action. A copy of this letter will be placed in the student's file. The Associate Dean for Academic

Affairs will ascertain when the terms of the Academic Probation Status have been satisfied, and inform the Academic Progression & Professionalism Committee that Academic Probation Status is rescinded.

A student on Academic Probation Status may not serve as an officer of any official College or University clubs or organizations, and shall not engage in time-consuming extracurricular activities. Oversight will be provided by the Assistant Dean of Student Services and the Associate Dean for Academic Affairs.

A first-, second-, or third-year student on Academic Probation Status should meet with her/his faculty advisor at least once a month. A fourth-year student on Academic Probation Status should contact the Assistant Dean of Clinical Affairs.

The student will remain on Academic Probation Status until the following minimal acceptable standards are again met:

- A first-, second-, or third-year student will be removed from Academic Probation Status after her/his cumulative grade point average is above 2.0 and all failed courses have been successfully reconciled.
- Fourth-year students on Academic Probation Status for a clinical rotation grade of "Fail" will be removed from Academic Probation Status after successfully completing remediation of the "Fail".

Remediation Policy

Every effort will be made to give each student ample opportunity to demonstrate competency in each area of the academic program. Remediation is defined as the correction of an academic fault at the completion of a course.

This policy defines steps to follow when a student demonstrates course failure in a **non-experiential course**. Course failure is defined as unsatisfactory overall performance (e.g., earns an overall course grade of less than a C, or a NP, or a Fail). For IPPEs and APPEs, remediation opportunities will be based on availability of rotation sites.

Remediation is to be regarded as a privilege which must be earned by a student through active participation in the educational program, as demonstrated by regular attendance, individual initiative, and utilization of resources available to her/him. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case. The decision will be made by the Academic Progression & Professionalism Committee. The Committee will base its recommendation on the student's academic records and considerations after consultation with the student's faculty advisor, course coordinator, or the Associate Dean for Academic Affairs and the student.

Note: This policy recognizes that remediation may not be equally appropriate for all students and may not be recommended by the Academic Progression and Professionalism Committee for all students. For example, remediation may not be available in situations where the course coordinator, in consultation with the Academic Progression and Professionalism Committee, determines that remediation is not in the student's best interest.

1. Remediation must be completed no later than before the beginning of the subsequent Fall Quarter.
2. Within (no more than) two weeks (preferably sooner) after remediation has been granted by the Academic Progression and Professionalism Committee, the course coordinator and student will develop a written remediation plan.
3. The written remediation plan should contain in detail the following elements:
 - a. The number of times or hours the student is required to meet with a specified faculty member(s).
 - b. Assignments and activities the student must complete (e.g. examinations, presentations, and reports).
 - c. Assessments the student must complete. The assessment(s) can vary and may include an examination targeted to specific content areas and learning objectives, a cumulative evaluation, a project, report, or presentation, and/or a performance assessment.
 - d. Deadlines for completion of assignments and assessments.
 - e. Performance criteria on assignments/activities/assessments necessary to change the unsatisfactory performance grade to a satisfactory performance grade.
 - f. How the student and instructor of record, course coordinator, or faculty members will be notified of remediation work progress and performance.
4. Students must sign that they accept or reject the remediation plan in writing. The written and signed remediation plan is then filed with the Office of Academic Affairs.
5. If the student fails to meet the performance criteria for successful remediation or rejects the remediation plan, the course grade originally earned will remain.

Individualized Plan for Academic Success System (IPASS)

The intention of IPASS is to assist the students to succeed in their academic endeavors.

Process:

At any point during a course, at the discretion of the Course Coordinators or Instructors, students may be contacted to develop and implement a plan for academic success. Prior to meeting with the Course Coordinators or Instructors, students are encouraged to prepare an individualized plan for academic success using the Marshall B. Ketchum University College of Pharmacy's IPASS Form (please see course syllabi for more information on the IPASS Form).

When approximately 50% of the cumulative course grade has been generated or at the course midpoint, the Course Coordinator will identify the students achieving $\leq 75\%$ in the course and notify the student, the Assistant Dean for Student Services, and the Associate Dean for Academic Affairs. At this stage, the students must complete the individualized plan for academic success form and communicate with the Course Coordinators or instructors within 3 business days. If a student fails to comply with this policy, the student will be required to meet with the Associate Dean for Academic Affairs. Failure to meet with the Associate Dean for Academic Affairs may result in referring the student to the Academic Progression and Professionalism Committee for further actions.

Extension with Delayed Academic Progression Policy

Extension with delayed academic progression may only occur during the P1 or P2 year. Once the student is placed on extension with delayed academic progression status, the Associate Dean for Academic Affairs will develop a new curricular plan for the student. The student must successfully complete all courses in which the student earned a grade of F in addition to any other courses not completed. During this period, the official Registrar's status of the student will be "Withdraw with Intent to Return". The student's graduation date will be delayed for one year. Students are encouraged to audit courses during this period. Students may undergo an extended year of study only once.

The P3 year extension will result in the student retaking classes in which they earned a grade of F. The student will not be eligible for a reduced credit load.

When a student re-takes a course, the new grade obtained will be recorded as the awarded grade for that course under the quarter in which the course was repeated. The original "F" grade will remain on transcript for the corresponding quarter in which the course was failed. This is different from remediating a course to a maximum grade of a C.

Dismissal from the College for Academic Reasons

The College of Pharmacy administration and faculty deem dismissal as a last resort. All other options will be considered first. Dismissal is based on:

1. Three (3) or more unsatisfactory (F) grades in a quarter, and/or
2. Failure to remove an F through the remediation process, and/or
3. Failure to meet requirements for promotion to the next year more than once in succession.
4. Conduct violations, which include cheating, plagiarism, and fabrication, as defined in the MBKU Student Handbook.

GUIDELINES FOR ACADEMIC PROGRESSION OF STUDENTS¹ DIDACTIC COURSES

1. Course failures in a given quarter

# Courses Failed	
One Failure	Remediation to be completed prior to the first day of the Fall quarter in the following academic year
Two Failures	Extension with delayed academic progression
Three Failures	Dismissal

2. Course failures [excluding IPPE(s)] during academic life time (P1-P3) Note: Any failing grade that has been remediated counts towards total.

# Courses Failed	
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One Failure	Remediation to be completed prior to the first day of the Fall quarter in the following academic year
Two Failures	Remediation to be completed prior to the first day of the Fall quarter in the following academic year
Three Failures*	Extension with delayed academic progression
Four Failures	Dismissal

GUIDELINES FOR ACADEMIC PROGRESSION OF STUDENTS¹ EXPERIENTIAL COURSES

1. IPPE(s) failures during academic life time

# Courses Failed	
One Failure (e.g., fails one IPPE block)	Remediation to be completed in the time slot arranged by OEE
Two Failures (e.g., fails two IPPE blocks)	Extension with delayed academic progression

2. APPE(s) failures in P4 Year

# Courses Failed	
One Failure (e.g., fails one APPE block)	Remediation to be completed in the time slot arranged by OEE
Two Failures (e.g., fails two APPE blocks)	Extension with delayed academic progression; have to repeat the failed blocks
More than two Failures (e.g., fails more than two APPE blocks)	Dismissal

Abbreviations & Explanations:

OEE = Office of Experiential Education

* = Dismissal if all three F letter grades occur in a single quarter. Fs include courses that are remediated

Please note that students can remediate a course only once. If a student fails the course remediation, the case is referred back to Academic Progression & Professionalism Committee. The Committee will then determine either of the following options:

1. Extension with delayed academic progression
2. Dismissal from the program

The Committee's decision will be guided by evaluation and deliberation of individual cases, considering all relevant circumstances, that might had led to unsatisfactory academic outcome for the student in the remedial assignment or examination.

¹ = adapted from: http://pharmacy.uhh.hawaii.edu/academics/pharmd/documents/Student_Handbook_2012-13.pdf; pages 36-39, accessed on January 26, 2016

Progression Appeal Process

Following notification of a decision from the Academic Progression and Professionalism Committee, a student may wish to appeal the decision. She/he has seven (7) working days within which to submit a formal written appeal of the decision to the Dean of the College of Pharmacy. The appeal request must be submitted type-written and delivered to the Office of the Dean within this seven day period. The request should be accompanied by a type-written narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the prior decision by the Academic Progression & Professionalism Committee. The Dean will notify the student in writing of the appeal decision. The decision of the Dean shall be final.

The Dean may grant an appeal only on showing one of the following:

1. Bias of one or more of the members of the Academic Progression & Professionalism Committee.
2. New material documenting information that was not available to the Committee at the time of its initial decision.
3. Procedural error.

While the appeal is pending, the status of the student will not be altered and students are expected to continue attending classes.

Attendance

Attendance in all courses is mandatory.

Assessment of attendance at each session is at the discretion of the course coordinator.

Faculty may require an Excused Absence form as part of attendance procedures.

This policy is subject to further clarification and instructions outlined in the course syllabus.

Grievances and Complaints Procedure

The COP at MBKU encourages open communication in a respectful, professional manner. If an academic complaint or concern arises, we encourage students to follow the policies and procedures as outlined in the COP Student Handbook. The Office of Student Services is a resource to discuss options for resolution.

Complaints regarding the School of Pharmacy's compliance with accreditation standards may be directed to the Accreditation Council for Pharmacy Education (ACPE). Any student who wishes to file a complaint with ACPE for unresolved issues related to ACPE Standards may visit the ACPE website <http://www.acpe-accredit.org/> and follow the student link to access the procedures for filing a complaint.

Professionalism

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 Pharmacist Association:

"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 accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of 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 fulfill my obligation to educate and train 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."

Code of Conduct

Students are expected to learn and apply scientific methods and achieve self-discipline that is essential to fulfill the obligations of an educated health professional. It should therefore be the ideal, the resolve and the duty of all students who are desirous of becoming health professionals to conduct themselves as exemplary students and citizens with dignity, propriety and with the proper decorum that will at all times characterize them and our student body as suited to be health care professionals.

All members of the MBKU academic community are expected to conduct themselves with the highest of integrity and to display ethical and professional behaviors at all times. The academic environment should foster conditions that are conducive to the full pursuit of knowledge and learning. The patient care environment should offer conditions favorable to the optimal delivery of health care services.

In the event attempts to give the student pharmacist feedback about issues of concern have been unsuccessful, or if the behavior is of a significant or serious nature, a report will be taken by the Assistant Dean of Student Services and presented to the Dean. The Dean may issue a warning, call for a review before the College of Pharmacy Progression and Professionalism Committee, or recommend the matter be sent directly to the University Student Affairs Committee for review. In the review of cases at any level, the judicial process of the University will be followed as described in the University Student Handbook.

Standards of Dress

MBKU College of Pharmacy Dress Code

Patients trust that pharmacists will act responsibly and that they will assume responsibility for what they say, what they do, and how they dress. Professional etiquette embodies how you present yourself: through your actions, your words, and how you dress. Students are required to maintain a neat and clean appearance, and dress in attire that is accepted as professional. Most of the time the dress code will be business casual, however students shall adhere to a dress code consistent with institutional or site specific standards as requested. At all times students are expected to be in attire that is clean, free of patches, holes, and in overall satisfactory condition. University identification badges are provided and must be worn at all times while on any MBKU campus.

Casual dress such as tank tops, halters, track/jogging suits sweats and hats are not to be worn in the classrooms. Garments with words or illustrations which are obscene, offensive, or unprofessional are not allowed. Footwear is required at all times and appropriate for the learning and health care environment. Flip-flops and sandals are not appropriate. Cut-offs, revealing attire, ripped fashions are not allowed.

Students should avoid extremes in hairstyles, cosmetics and jewelry. All hair including beards and mustaches must be clean and neatly trimmed at all times. Any styles that pose a distraction or hazard to the learning environment or deter from patient care are prohibited. Students are expected to model health care practices of good hygiene and comply with regular personal hygiene practices.

PROFESSIONAL DRESS

Some courses, events, locations, and or activities will require professional dress. Students will be notified of these expectations. Appropriate attire for women would be a dress or a blouse with skirt/slacks. Suggested wear for men is a shirt, tie, and slacks. A coat or suit is not required for men or women unless specifically requested.

White coats must be worn at special events and in all clinical settings.

Name badges must be worn at all times on rotations. Students must dress professionally throughout the duration of every clinical rotation/assignment unless the preceptor of that rotation/assignment directs otherwise.

COMPLIANCE

As a MBKU Pharmacy student you represent the profession and the university. A student's failure to follow any professional standards; including dress code, reflect negatively on them as a future Pharmacist, the Profession, and MBKU.

Faculty are encouraged to speak with students about dress code infractions in a respectful manner and to seek assistance from the Assistant Dean of Student Services for any sensitive discussions that would be better suited for a private meeting. Those requesting exceptions to the dress code should be brought to the attention of the Assistant Dean of Student Services and an exception may be requested from the Dean.

Electronic Devices

It is the expectation that students will silence all cell phones and any other electronic device capable of making noise during class time. If the course activity requires using a computer, laptop, or other necessary learning devices please place the sound on mute or silent. If the device disrupts class, the owner will be asked to leave the classroom.

Email Policy

The MBKU College of Pharmacy will communicate with you using your official university email address. To ensure you receive all College communication, we strongly encourage you to claim and use your Ketchum address as your official email address. Please check your email address for important messages daily.

The College of Pharmacy provides an email template as approved by the University. All student pharmacists are expected to use email communications in a professional manner with proper formatting.

The signature line in student emails is to be created with the following approved and consistent format:

First Name Last Name

Student Pharmacist

Class of 20##

Marshall B. Ketchum University

College of Pharmacy

2575 Yorba Linda Blvd., Fullerton, CA 92831

P 555.555.5555 | www.ketchum.edu

Active Learning Devices

It is the expectation that students will participate in active learning throughout the course. Class active participation may include, but not be limited to the use of electronic devices for the use of engaging in educational activities. Examples of activities NOT associated with educational

instruction includes: (Facebook, Twitter, YouTube, surfing the internet, shopping, playing games, etc.)

Code of Ethics

AMERICAN PHARMACISTS ASSOCIATION (APHA) CODE OF ETHICS*

Preamble: Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

- I. A pharmacist respects the covenantal relationship between the patient and pharmacist. Considering the patient-pharmacist relationship as a covenant means that a pharmacist has the moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.
- II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner. A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.
- III. A pharmacist respects the autonomy and dignity of each patient. A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.
- IV. A pharmacist acts with honesty and integrity in professional relationships. A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior, or work conditions that impair professional judgment, and actions that compromise dedication to the best interest of patients.
- V. A pharmacist maintains professional competence. A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.
- VI. A pharmacist respects the values and abilities of colleagues and other health professionals. When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.
- VII. A pharmacist serves individual, community, and societal needs. The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at

times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

- VIII. A pharmacist seeks justice in the distribution of health resources. When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

*adopted by the membership of the American Pharmacists Association, October 27, 1994.

Pledge of Professionalism

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

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

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

Student Signature

By my signature below, I acknowledge that I have read, understand and agree to abide by the principles described in the Marshall B. Ketchum University, College of Pharmacy Student Handbook.

Furthermore, my signature acknowledges the understanding of Marshall B. Ketchum University College of Pharmacy accreditation progress as stated:

Marshall B. Ketchum University College of Pharmacy's Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575; FAX 866/228-2631, web site www.acpe-accredit.org.

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

This signed page must be returned to the Assistant Dean of Student Services and retained in the student file.

Printed Student Name: _____

Signature: _____

Date: _____