



# Student Handbook 2016-2017

*Uploaded to University website  
August 18, 2016*

# College of Pharmacy Student Handbook 2016-2017 Table of Contents

General Overview of Western New England University and the College of Pharmacy.....	1
College of Pharmacy Mission Statement.....	1
Definitions .....	2
Special Requirements, Obligations and Expectations of Pharmacy Learners .....	2
Knowledge of Accreditation Standards.....	2
Learner Responsibilities .....	3
Learner Transportation Policy .....	3
Learner Technology Policy .....	3
E-mail Policy .....	3
Technical Standards for Pharmacy Learners .....	4
ADA/504 - Americans with Disabilities Compliance Policy .....	4
Certifications Policy .....	4
Immunization Policy.....	4
Health Clearance Policy .....	6
Health Insurance Policy.....	6
Criminal Background Check Policy .....	7
Drug Testing Policy.....	7
Professional Liability Insurance Policy .....	8
Confidentiality of Learner Records .....	8
Massachusetts Internship Licensure .....	9
Learner Standards, Requirements, & Expectations.....	9
Standards of Academic, Personal, Professional, and Social Conduct .....	9
Code of Conduct.....	9
Obligations and Expectations of Pharmacy Learners .....	10
Sexual Harassment and Sexual Misconduct / Title IX Policy .....	11
Attire Policy.....	12
Code of Conduct Infractions.....	12
Civility Clause .....	13
Learner Conduct Policy .....	13
Inappropriate Use of Electronic Devices Policy.....	13
Academic Integrity Policy .....	14
Judicial Affairs.....	15
Disciplinary Actions .....	15
Procedure for Filing Actions .....	15
Disciplinary Procedures.....	17
Sanctions.....	21
Appeal Process .....	23
Academic Policies, Requirements, & Expectations.....	23
General Academic and Curricular Requirements .....	23
Introductory (IPPE) and Advanced (APPE) Pharmacy Practice Experiences.....	25
Transfer Credit and Course Waiver Policy.....	26
Professional Curriculum Elective Requirements.....	26
Progression Policy .....	27
Professional Development Requirements.....	27
Learner Remediation .....	28

Academic Probation .....	30
Academic Suspension.....	31
Academic Dismissal .....	31
Academic Progression/Dismissal Appeals Process.....	31
Graduation Policy.....	31
Grading Policy.....	32
Examination Re-Grading Policy.....	33
In-Progress Grades .....	33
Academic Course Grade Appeal and Grade Change Policy.....	33
Retention of Records .....	34
Dean’s List.....	35
Honors .....	35
Class Attendance and Absence Policy.....	35
Absences as a Result of Religious Holidays Policy .....	36
Missed Examination and Assignment Policy .....	36
Learner Concerns.....	37
Academic Support Services .....	38
Learner Advising.....	38
Learner Counseling Resources .....	39
Tutoring Resources.....	39
Co-Curricular Standards, Requirements & Expectations.....	39
Student Governance.....	39
Professional Organizations .....	40
Alcohol Policy .....	41
Learner Involvement in Program Assessment.....	42
Scholarships, Honor & Awards Recognition.....	42
Other College of Pharmacy Policies .....	43
Leave of Absence Policy .....	43
Short Term Leave Policy.....	44
Physical and Psychological Emergencies Policy.....	45
Withdrawal Policy .....	45
Readmission Policy following Withdrawal or Dismissal .....	46
APPENDICES .....	48
Appendix A: Technical Standards for Admission, Progression, and Graduation.....	48
Appendix B: Learner-Affiliated College of Pharmacy Standing Committees .....	50
Appendix C: Learner Ability-Based Outcomes (COP Core Competencies).....	54
Appendix D: Inclement weather policy .....	56
Appendix E: Course Descriptions for Doctor of Pharmacy Curriculum .....	57
Appendix F: Attire Policy.....	69
Appendix G: Pledge of Professionalism.....	72
Appendix H: Oath of a Pharmacist.....	73
Appendix I: Code of Ethics for Pharmacists .....	74
Appendix J: Massachusetts Internship and Licensure Requirements .....	76
Appendix K: Policy for Filing a Concern Regarding the Accreditation Standards and Guidelines.....	79
Appendix L: Massachusetts General Laws Chapter 269, Sections 17, 18, and 19.....	81
Appendix M: Chemical and Alcohol Dependency Policy.....	83
Appendix N: Plagiarism Policy .....	84
Appendix O: The Center for the Sciences and Pharmacy .....	86
Appendix P: Handbook Modifications since August 18, 2016 .....	87

## **General Overview of Western New England University and the College of Pharmacy**

The University's 25 major buildings, on a 215 acre campus, provide a dynamic learning environment for undergraduate, graduate, and law students from throughout the United States and abroad. More than 40 undergraduate and graduate programs are offered in the Colleges of Arts and Sciences, Business, and Engineering. The School of Law offers full- and part-time Juris Doctor programs as well as a part-time Master of Laws (LL.M.) program. The College of Pharmacy is the first new College added to Western New England University since 1968. Western New England University has more than 40,000 alumni living and working around the world.

### **College of Pharmacy Mission Statement**

The College of Pharmacy will prepare entry-level practitioners to provide pharmacy care to an increasingly diverse patient population in a variety of practice environments. The comprehensive learner-centered educational program will foster critical thinking skills, embrace professionalism, and instill a commitment to life-long learning, community service, and leadership. The College will enhance the knowledge base of the pharmacy profession through teaching, service, research, and scholarly activity.

In order to fulfill our mission, our top priority is the creation of an environment and opportunities that stimulate our faculty, practitioners, and learners to learn, maintain and expand upon the knowledge, skills and attitudes necessary to meet the health care needs of the patients they serve. Our competency-based curriculum will provide knowledge, teach models of care management, and allow learners to demonstrate prior knowledge and current understanding through a variety of assessments. Our integrated model of teaching disease-state management enables learners to learn in an applied manner — processes that will help learners understand how the complex elements of pharmacy fit together. Experiencing the profession of pharmacy and how the classroom relates to the practice is fundamental to understanding the profession. Therefore, during the first three years of the program, experiential (practice site) opportunities will be threaded throughout the curriculum. The fourth year will be spent almost entirely in practice settings, with learners returning to campus approximately once a month to participate in specialty track offerings. The profession of pharmacy is one in which the management and use of information is essential to patient care. Our program integrates technology and information utilization throughout the professional program in a technology-rich learning environment.

The core values of the profession of pharmacy are accountability, altruism, competence, duty, excellence, honor, integrity, justice, responsibility, respect, service, and stewardship. For years, pharmacy has been identified as a trusted profession. Pharmacy has received this distinction as a direct result of all members of the pharmacy profession understanding, respecting, and embodying these core values. The public has confidence in the embodiment of the professional core value system by pharmacists, and it is up to each member of the profession to maintain the public's trust. Confidence can be fleeting; however, it is requisite to the behavior of the individual pharmacist and the relationship with his/her patients. Pharmacy learners must abide by strict honesty as their personal way of life and ethos; their education should provide them with opportunities to reinforce and nurture this belief system. Learners are expected to conduct

themselves at all times in a professional manner and to exhibit characteristics of a “professional learner.”

The minimum expectations of a professional learner enrolled in the College of Pharmacy are to:

- Read, be knowledgeable and uphold the College of Pharmacy Code of Conduct
- Demonstrate appropriate performance, behavior, attitude, and demeanor that is reflective of a profession in both their personal and professional conduct
- Read, be knowledgeable, and adhere to the expectations and content of the Student Handbook

## Definitions

The Western New England University College of Pharmacy utilizes the following terms to define the status of applicants and learners.

**Applicant-** An individual who has applied for admission to the College of Pharmacy.

**Accepted Applicant-** An individual who has an active, non-expired offer of admission to the College of Pharmacy.

**Accepted and Deposited Applicant-** An individual who has indicated his or her intention to matriculate at the College of Pharmacy during the upcoming academic year by paying one or more seat deposit fees.

**Accepted and Deferred Applicant-** An individual who has indicated his or her intention to matriculate at the College of Pharmacy by paying one or more seat deposit fees, but has opted to defer matriculation for a maximum of one academic year.

**Withdrawn Applicant-** An individual who has withdrawn their application to the College of Pharmacy. Applicants may become a withdrawn applicant prior to interview, following interview, following deposit, or following registration.

**Learner-** An accepted and deposited applicant becomes a learner upon (a) the start of the College of Pharmacy’s New Learner Orientation, and/or (b) taking up residence within on-campus housing for the PY-1 fall semester.

## Special Requirements, Obligations and Expectations of Pharmacy Learners

### Knowledge of Accreditation Standards

The Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org/>) accredits Doctor of Pharmacy programs offered by Colleges and Colleges of Pharmacy in the United States and Puerto Rico. All College of Pharmacy learners receive a general overview of the *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree* during the Orientation for first year pharmacy learners.

Additionally, learners will be periodically encouraged to visit ACPE's website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The newly revised accreditation standards and guidelines include standards in the following areas: mission, planning and evaluation, organization and administration, curriculum, students, faculty and staff, and facilities and resources. The most up-to-date information regarding the accreditation status of the Western New England University College of Pharmacy is available on the College of Pharmacy website.

The mechanism for officially expressing concerns associated with the College's compliance with the Accreditation Standards and Guidelines are available on the College's Website and are described in Appendix K.

### Learner Responsibilities

Acceptance and successful matriculation in the professional program in pharmacy requires a significant commitment of time, energy, and cognitive resources by the learner towards the curricular, co-curricular, and extra-curricular expectations of the pharmacy program. Learners enrolled within the College of Pharmacy should expect to be actively engaged with on-campus curricular requirements from 8am - 6pm as a result of classroom, laboratory coursework and team/group based assignments. Additional times outside of curricular requirement times may be required to complete the experiential portion of the program (introductory and advanced practice experiences) and for out of class assessment times. Finally, learners need to provide the appropriate time necessary outside of scheduled academic meeting times to prepare for on-campus and off-campus curricular responsibilities.

### Learner Transportation Policy

Learners enrolled in the College of Pharmacy will have a variety of curricular and extra-curricular obligations off-campus, including service learning activities, introductory and advanced experiential educational assignments, community outreach, advocacy, and/or activism activities. For this reason, learners are responsible for securing access to personal transportation.

### Learner Technology Policy

Learners enrolled in the College of Pharmacy will be required to lease the learning technology (laptop, PDA, etc.) provided by the College of Pharmacy and to sign a lease agreement. Learners could be held financially responsible for any damage as a result of misuse or abuse. Due to support and standardization issues regarding the technology, no exceptions or exemptions will be allowed. Only College of Pharmacy authorized learning technology may be used for completing online tests, exams, or quizzes (excluding unannounced quizzes).

Learners are also required to create and maintain an audience response device ("clicker") account and to utilize it as directed within individual course syllabi.

### E-mail Policy

All College of Pharmacy learners are required to open, utilize, and maintain (i.e keep storage with limits set by the Office of Information Technology) a personal Western New England e-mail account (@wne.edu). All official College and University communications and notices are

sent via WNE e-mail accounts. Learners are responsible for checking their personal WNE e-mail account on a regular basis. The College of Pharmacy does not forward WNE e-mail to personal accounts.

## Technical Standards for Pharmacy Learners

As a pharmacist, an individual will encounter a variety of physical, mental, and emotional challenges. Potential learners to the College of Pharmacy must review the following technical standards for admission, progression, and graduation to determine their ability and compatibility with the requirements for a pharmacy learner. The complete technical standards are located in Appendix A.

## ADA/504 - Americans with Disabilities Compliance Policy

The College of Pharmacy is strongly committed to complying with both the letter and the spirit of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The learner should contact the Western New England Office of Student Disability Services (SDS) as soon as possible if he/she has any recognized disabilities that may interfere with his/her ability to complete the requirements of the pharmacy curriculum. Students with physical, psychological, and/or learning disabilities (who can show current documentation less than four years old) can register at SDS and request academic accommodations. If SDS personnel confirm that a disability exists, appropriate accommodations are determined based upon the submitted documentation, and a letter is prepared for each of the learner's professors to inform him/her that the learner is registered with SDS and the recommended accommodations. The learner is responsible for distributing these letters to each of his/her professors. Student participation in SDS is strictly voluntary. Eligibility requirements, documentation guidelines, forms, and accommodation procedures can be found on the Student Disability Services website.

## Certifications Policy

Upon acceptance to the College of Pharmacy, learners are expected to participate in and maintain current certification in First Aid, cardiopulmonary resuscitation (CPR), blood borne pathogens, and The Health Insurance Portability and Accountability Act (HIPAA). Certification workshops for these skills will be provided by the College of Pharmacy during Orientation. Learners are required to maintain certification for all of these skills while enrolled in the College of Pharmacy; each certification must be renewed prior to its expiration date, and a copy of the certification must be provided to the Office of Student Affairs. If recertification is not provided by the College of Pharmacy, it is the learner's responsibility to schedule it and cover any required costs.

Experiential sites may require additional recertification in one or more of these skills prior to or at the beginning of an experiential rotation. It is the learner's responsibility to cover any required costs for these recertifications.

## Immunization Policy

Learners admitted to the College of Pharmacy are required to have updated immunization records. Learners will not be permitted to begin the professional program without providing documentation of completion of the immunization guidelines and submitting them to Student Health Services by August 1<sup>st</sup> of the year of enrollment. Learners are required to show proof of

immunity (titers) or vaccination records and incur all costs for the following vaccinations and tests:

- Tuberculosis screening (Mantoux test)
- MMR (measles/mumps/rubella)
- Diphtheria/pertussis/tetanus
- Hepatitis B
- Varicella (chickenpox)
- Meningococcal

#### Recommended Vaccination Schedule

- **Tuberculosis screen** (Mantoux test) - 1 dose, if the test is positive, a chest x-ray is required. Please note that this shot must be read by an appropriately qualified individual 48 – 72 hours after placement.
- **Measles, Mumps, Rubella** - 2 doses. This immunization is typically included in most childhood immunization schedules; an official report indicating the date of immunization can be submitted.
- **Diphtheria/Tetanus/Pertussis** (TdAP)- 1 dose. This immunization is typically included in most childhood immunization schedules; an official report indicating the date of immunization can be submitted. Evidence of a booster immunization for TdAP or tetanus-diphtheria (Td) within the past 10 years is required.
- **Hepatitis B** – 0,1,6 months shot schedule is recommended
  - Learners are strongly encouraged to complete the three shot series in advance of starting the professional program; however completion of 2 of the 3 shots is acceptable if completed by August 1 of the year of enrollment with the 3<sup>rd</sup> shot completed by the conclusion of the fall semester of the first professional year. If the learner has been previously immunized for Hepatitis B and proof of immunization is not available, an official report of an acceptable titer level must be submitted.
- **Varicella** (chickenpox)- 2 doses. These immunizations are typically included in most childhood immunization schedules, an official report indicating the dates of immunizations can be submitted. If the learner has a previous personal history of chickenpox or has been previously immunized for varicella and proof of immunization is not available, an official report of an acceptable titer level must be submitted.
- **Meningococcal** – A bacterial meningitis vaccination is required. Acceptable vaccinations include (a) meningococcal polysaccharide vaccination (Menomune<sup>®</sup>) or (b) meningococcal conjugate vaccination (Menactra<sup>®</sup>, Menveo<sup>®</sup>) within the past 5 years.

Learners should keep a copy of their immunization records, health insurance, and health clearance in their possession while enrolled in the College of Pharmacy at Western New England University. Learners may be required to provide copies of these documents to preceptors (health care practitioners) when they are assigned to off-campus clinical training requirements.

#### Special notes regarding vaccinations and tests:

- All learners are required to complete a tuberculosis screen prior to the start of the final professional year (PY-4). Additional vaccinations or screening tests may be required by experiential sites.



- Learners are encouraged to consider obtaining all influenza vaccinations recommended by the Centers for Disease Control and Prevention for health care workers
- Learners with chronic diseases such as cardiovascular disease or diabetes mellitus are strongly encouraged to consider obtaining pneumococcal vaccinations.
- While not a required vaccination, Western New England University Health Services strongly recommends that all students less than 26 years of age receive three doses of Human Papillomavirus vaccine.
- Female learners are advised that **pregnancy** is a **contraindication** to administration of certain vaccinations and should consult their health care provider for specific and additional information regarding vaccine administration.

### Health Clearance Policy

In addition to the immunization requirements, a general health clearance for entering pharmacy learners is required. The health clearance consists of a learner self-report and official documentation of completion of a physical examination by a qualified health care practitioner. Upon receipt of the Pre-Requisite Coursework and Admissions Requirements Status form, the learner will receive a learner self-report form, related to his/her general health status, that he/she will need to complete and return to Student Health Services by August 1 of the year of enrollment. Official documentation from a physician's office denoting completion of a physical exam (dated January of year of enrollment or later) must be provided by August 1 of the year of enrollment. Future updates and additional health clearances may be required on an annual basis. Information regarding future updates and/or requirements and their deadlines will be disseminated to learners in a timely fashion.

### Health Insurance Policy

Under Massachusetts state law, a student is required to participate in a "qualifying student health insurance program" or in a health insurance program with comparable coverage meeting the minimum standards established by the state. Information regarding Massachusetts Universal Health Care standards, health insurance waiver forms, and health insurance enrollment forms are available on the Western New England University Health Services website.

Learners enrolled in the College of Pharmacy are required to have and demonstrate proof of health insurance. Documentation of proof of health insurance must be submitted to Student Health Services by August 1 of each year of enrollment (PY-1 to PY-3). A copy of the learner's health insurance card (or an official letter on company letterhead) that provides the learner's name, identifying information, the company's name and contact information (insurer) must be supplied to the Office of Student Affairs. The Office of Student Affairs should be notified of any changes to health insurance coverage in a timely manner.

In the final professional year (PY-4), the deadline for providing documentation of proof of health insurance will be set by the Office of Experiential Affairs, and may be earlier than August 1. Experiential sites may require proof of health insurance at the beginning of an experiential rotation, and may refuse the entry of learners who cannot provide proof of health insurance.

## Criminal Background Check Policy

The Association of American Medical Colleges (AAMC) Criminal Background Check Advisory Committee identified four reasons for completing criminal background checks on applicants accepted to medical school. With minimal modification, the rationale could also be applied to pharmacy:

- To bolster the public's continuing trust in the pharmacy profession
- To enhance the safety and well-being of patients
- To ascertain the ability of accepted applicants and enrolled pharmacy students to eventually become licensed as pharmacists, and
- To minimize the liability of pharmacy schools and their affiliated clinical facilities.

The College of Pharmacy requires a minimum of three criminal background checks on its learners. The first follows admission to the College of Pharmacy (as a condition of matriculation), and the second occurs during the November following matriculation. The third background check takes place during the spring semester of PY-3, as a condition of participating in any advanced experiential learning experiences. Admission to the College of Pharmacy is conditional pending the results of the background check, and failure to complete this prior to July 1 of the enrolling year may delay entry into the program. Criminal and other activities that call into question the character and judgment of the learner, that may restrict the learner's ability to access experiential sites, or may potentially affect the learner's eligibility for achieving or maintaining licensure as a pharmacy intern or pharmacist (by reason of state statutes or regulations) may result in (a) the withdrawal of the offer of admission into the College of Pharmacy, or (b) the inability to progress through the College of Pharmacy curriculum. Following matriculation, failure to comply with required background checks will delay progression or render a learner unable to complete the professional degree program. Criminal and other activities appearing on a learner's criminal background check following matriculation into the College of Pharmacy may result in disciplinary action by the Student-Faculty Ethics Committee. The results of criminal background checks may be shared with experiential sites; refusal by a selected site to admit a learner may delay graduation. All learners are responsible for the costs of the background check and are required to follow the established procedures for requesting a background check.

The complete Criminal Background Check Policy of Western New England University College of Pharmacy is available on the College of Pharmacy website.

## Drug Testing Policy

Some experiential sites may require learners to submit to a drug screen prior to placement at the site. Learners are required to comply with the drug testing policies of experiential sites; a learner cannot refuse to go to a particular experiential site because they do not wish to submit to a drug test required by the site. The College of Pharmacy may also conduct random drug screenings on its learners.

## Professional Liability Insurance Policy

Learners enrolled in the College of Pharmacy have professional liability coverage provided by the University for those activities that are a direct result of learner-related activities, such as participating in experiential learning. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of College of Pharmacy course work. **Unless purchased by the learner, learners do not have professional liability coverage for work related (non-College coordinated) activities.** The College of Pharmacy strongly encourages learners to purchase professional liability insurance. Learners may obtain their own professional liability insurance at a nominal cost from providers such as Pharmacists Mutual Insurance ([www.phmic.com](http://www.phmic.com)) or Healthcare Providers Service Organization (<http://www.hpsso.com/>). For additional information, contact the American Pharmacists Association (APhA) at [www.pharmacist.com](http://www.pharmacist.com) or the American Society of Health-System Pharmacists (ASHP) at [www.ashp.org](http://www.ashp.org).

## Confidentiality of Learner Records

Western New England University College of Pharmacy's policy relating to the confidentiality of learner records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA) and the guidelines as set forth under the heading "Student Records and Confidentiality" in the Academic Regulations and Policies section of the Western New England University Student Handbook. With respect to learner matriculation in the College of Pharmacy the Location, Custody, and Types of Educational Records are provided below.

### Faculty Offices

- Cumulative files containing academic information

### Office of Student Affairs

- Application for admission and supporting documents
- Attendance data
- Directory information and other personal data
- Health insurance records
- Certifications (CPR, First Aid, HIPAA, blood borne pathogens)
- Career placement records
- On-Campus housing information (in conjunction with the Office of Residential Life)
- Results of criminal background checks and drug tests
- Disciplinary records
- Minutes and proceedings of the Student-Faculty Ethics Committee

### Office of Academic Affairs

- Academic transcripts and progress reports
- Minutes and proceedings of the Academic Standards Committee

### College Dean's Office

- May include reports, records in original or copy form comparable with those held by the Office of Student Affairs
- Academic progress reports

- Evaluations and related actions
- Correspondences, etc.

## Massachusetts Internship Licensure

### 247 CMR 8.01: Pharmacy Interns

To be eligible for personal registration as a pharmacist in Massachusetts, a candidate shall have completed a pharmacy internship. A pharmacy intern shall have:

1. completed two years of education or achieved standing as a student beyond the second year, in an approved college/school of pharmacy in which the candidate is currently enrolled; and
2. completed 1500 hours of Board-approved pharmacy internship experience, of which:
  - a. at least 1000 hours has been acquired in a pharmacy or pharmacy-related setting approved by the Board; and
  - b. no more than 500 hours has been acquired in any one, or any combination of Board approved internships(s) in the following areas:
    - i. clinical pharmacy;
    - ii. demonstration project;
    - iii. manufacturing; or
    - iv. analytical and/or industrial pharmacy.

The Board of Pharmacy holds final authority over the internship rules and regulations and learners are advised to check the Massachusetts Board of Pharmacy website ([www.mass.gov/dph/boards/pharmacy](http://www.mass.gov/dph/boards/pharmacy)) for updates or changes to any requirements. Board of Pharmacy requirements vary from state-to-state; it is the learner's responsibility to verify the requirements of the state in which he/she intends to become licensed. Information regarding the various states can be found via the National Association of Boards of Pharmacy website (<http://www.nabp.net/>). The complete requirements for the Massachusetts Board of Pharmacy can be found in Appendix J: Internship and licensure requirements.

## **Learner Standards, Requirements, & Expectations**

### Standards of Academic, Personal, Professional, and Social Conduct

As mentioned previously, pharmacy is a trusted profession as a result of the confidence in the honor and integrity of the pharmacist. Professionalism is a term that encompasses interpersonal, behavioral, and academic/scholastic expectations. Learners are expected to conduct themselves in a professional manner at all times. Pharmacy learners are expected to conduct all aspects of their lives with great intention, honor, respect, and integrity, and are appraised by their actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the University community), and the profession of pharmacy.

### Code of Conduct

The College of Pharmacy at Western New England University is committed to supporting the intrinsic value of each human being and maintaining the professional value system of pharmacy. This requires the participation, engagement, and commitment of every member of the College of Pharmacy community. The College of Pharmacy is dedicated to the promotion of activities,

behaviors, and actions consistent with the embodiment of personal and professional responsibility and accountability. Choosing to join this community either as a learner, faculty member, staff member, or administrator obligates one to act in a manner that is consistent with these values and commitments. Joining and being recognized as a member of the College of Pharmacy community requires demonstration of the acceptance of these commitments and agreement to strive for their achievement. As a result, a commitment to attain these principles requires each learner to adhere to Western New England University's Student Code of Conduct as well as the College of Pharmacy Code of Conduct in all interactions both on- and off-campus. Each learner is responsible for his/her own integrity, and is likewise responsible for reporting possible violations of the Code of Conduct by others. Faculty and staff members must take all reasonable steps to prevent violations of the Code of Conduct, and each faculty/staff member is responsible for reporting possible violations (e.g. cheating, plagiarism, dress code violation, classroom disruption, etc).

The College of Pharmacy Code of Conduct embodies the following:

1. Respect and promotion of the dignity of all persons
2. Integrity in professional and personal actions
3. Respect for the policies of the College of Pharmacy and Western New England University
4. Support of the personal, professional, and academic growth and development of the members of the College of Pharmacy community

### Obligations and Expectations of Pharmacy Learners

The Code of Conduct and the expectations of members of the College of Pharmacy community are designed to provide ALL learners with an environment that embraces the professional value system and is conducive to the professional and personal growth and development of a learner. Enrollment in the professional program at the Western New England University College of Pharmacy obligates the learner to performance, behavior, attitude, and demeanor that are reflective of a professional, both on- and off-campus. Each learner is expected to be knowledgeable with all published policies, rules, and regulations of the College of Pharmacy; the College will hold each learner responsible for compliance with these policies, rules, and regulations. This is in addition to the obligations and requirements imposed on all citizens by civil and criminal laws at the local, state, and federal levels. Learners are expected to be good professional and societal citizens. As such, learners are expected to obey all federal, state, and local laws; learners must familiarize themselves with the requirements of these laws. Any learner found guilty of violating these laws is subject to disciplinary action (which may include expulsion) regardless of any action taken by federal and/or civil authorities.

**Personal Conduct:** Within the College of Pharmacy and on University property, at assigned experiential assignments, at College or University sponsored events/activities, and at curricular and co-curricular activities, learners are expected to maintain the professional expectations, attitude, behavior, performance, and demeanor of a health care professional. The College of Pharmacy may subject disciplinary oversight and jurisdiction at the above locations when personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the College of Pharmacy and the expectations of a future pharmacist. Any action that is a potential infraction of civil and/or criminal law will be

forwarded to the appropriate non-university entity for review. In these instances, the College of Pharmacy has the authority and obligation to independently review the merit of the charges (irrespective of the actions and/or outcome of the non-university entity) and administer disciplinary actions as necessary.

**Social Media Conduct:** The personal conduct provisions extend to social media. This includes, but is not limited to: Facebook, YouTube, Twitter, Flickr, Blogs, Wikis, MySpace, reddit, Tumblr, Vine, Instagram, and LinkedIn. Examples of social media best practices include thinking twice before posting, being respectful and positive in all postings, and being mindful that many different audiences may view your posts (including faculty, parents, preceptors, and College/University administration). This policy is imperative to understand and follow, especially in regards to the patient privacy protections within the Health Insurance Portability and Accountability Act (HIPAA). Learners are required to adhere to the Western New England University Social Media Policy (available in the University Student Handbook).

**Professional Conduct:** The College of Pharmacy at Western New England University subscribes to the professional value system as described in the governing documents of the profession of pharmacy (Appendices G, H, and I). These documents are the foundation of the professional value system of pharmacy and serve as a guide for faculty, staff, and learners with respect to the expectations of the profession.

### Sexual Harassment and Sexual Misconduct / Title IX Policy

The Western New England University Sexual Harassment and Sexual Misconduct / Title IX Policy can be found in the University Student Handbook; supporting documentation is available on the University website (<http://www1.wne.edu/assets/45/vhandout.pdf>). It is the policy of the University to maintain a working and educational environment free from all forms of sexual harassment, sexual violence, or intimidation. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature are serious violations of University policy and will not be condoned or tolerated.

Any student who is subjected to sexual harassment, sexual misconduct, or intimidation should immediately contact the University's Title IX Coordinator (Joanne Ollson, ext. 1343 or [joanne.ollson@wne.edu](mailto:joanne.ollson@wne.edu)). All complaints of sexual harassment or sexual misconduct will be investigated promptly.

A complainant may also report directly to law enforcement. If a report is initially made with law enforcement, law enforcement may refer cases to the University but only with the victim's consent. A complainant may pursue both the University process and the criminal process simultaneously. In addition, students may file a Title IX complaint with the Office of Civil Rights of the U.S. Department of Education.

Any student who violates this policy will be subject to appropriate disciplinary action, up to and including dismissal from the University.

For a thorough explanation of the University processes, please refer to the University website or contact the University Title IX Coordinator.

## Attire Policy

One aspect of professional development is the embodiment of the appropriate demeanor, attitude, and behavior in both personal and professional interactions. As a member of the College of Pharmacy, a student's personal appearance is an extension of the College and will reflect on how patients and colleagues view the student, the program, and the profession of pharmacy. Therefore, an attire policy will be enforced. The attire policy is described in Appendix F. During classes, laboratory sessions, experiential rotations, and co-curricular activities/events as a representative of the College of Pharmacy, the attire policy is in effect unless otherwise indicated.

## Code of Conduct Infractions

The Western New England University College of Pharmacy assumes learners are responsible for their behavior at all times. Because learners participate in the development and adoption of programs, policies, and regulations, the College deems it undesirable to retain those learners who are unwilling to support policies which have been adopted after consultation and deliberation among learners, faculty, and administration. Therefore, the College may require the withdrawal of learners whose influence and behavior are deemed detrimental to the best interests of the College of Pharmacy. Learners within the College of Pharmacy are also bound by the Code of Conduct requirements for the University, which can be found in the Student Code of Conduct section of the most recently published Western New England University Student Handbook. Examples of broad activities considered Code of Conduct violations include, but are not limited to, the following:

- offenses against another person
- offenses of possession
- offenses that threaten campus order
- offenses of a criminal nature
- offenses against property

Specific examples of each can be found within the Western New England University Student Handbook.

Within social media, Code of Conduct violations would include, but are not limited to, the following:

- Reporting on or about patient care activities and/or patient personal health information (even if this information is believed to be de-identified)
- Requiring patients to participate in "social networking" activities to influence or maintain the provider/patient relationship
- Participating in, discussing, or posting evidence of activities that may compromise the provider/patient, faculty/student, preceptor/student, student/student, College of Pharmacy/student, University/student, or College of Pharmacy/experiential site relationship
- Providing unsanctioned and/or unsupervised medical advice

## Civility Clause

A distinguishing characteristic of Western New England University is a commitment to civility in all interactions between and among the individuals and groups making up our academic community, as well as in dealings with visitors to the Campus and the larger community in which we reside. Any behavior or communication that contains elements of incivility will not be tolerated. When disagreements occur between individuals and/or groups, as they do in all communities, it is expected that the merits of opposing positions will be discussed without resort to insult, personal attack, or bias. Every member of the Western New England University community has the right to her/his beliefs so long as they are expressed in a manner that is respectful of the rights of others. The ideas of others and their right to hold and express those ideas in a civilized manner must likewise be met by civil response from those who may hold opposing positions. The cultural expectations of Western New England University require that each member of our community has the right to be treated with respect and dignity at all times. Persons witnessing an act of bias should provide all possible support to the victim of such activity but should refrain from any act that might lead to an escalation of the situation.

## Learner Conduct Policy

Any pharmacy learner who engages in any act of unacceptable behavior (including but not limited to the above and/or following) is subject to disciplinary action.

1. Any infraction to the College of Pharmacy or Western New England University Code of Conduct
2. Conduct on- or off-campus which reflects poorly on the College of Pharmacy or Western New England University
3. Intentionally and recklessly causing physical harm
4. The use or possession of a weapon
5. The use of illegal drugs, misuse of controlled substances (as defined by law), underage use of alcohol, and alcohol abuse
6. Causing a disruption during class or laboratory sessions (talking, making noise, or otherwise disturbing the learning environment)
7. Failure to adhere to required safety standards in classrooms or laboratories that endanger the safety of instructors and fellow learners

**Instructors have the authority to dismiss learners who are in violation of this policy from classrooms.** The instructor shall report individual actions or continued actions of learner misconduct to the Office of Student Affairs, who will forward the information to the Student-Faculty Ethics Committee for review. The Student-Faculty Ethics Committee is further defined in Appendix B.

## Inappropriate Use of Electronic Devices Policy

The unauthorized and/or distracting use of electronic devices will not be tolerated in any learning environment (including classrooms, service learning sites, and experiential sites). Electronic devices include (but are not limited to) computers, cell phones, pagers, and personal digital assistants. Examples of unauthorized use include (but are not limited to) instant messaging, text messaging/Twittering, inappropriate internet browsing/surfing, playing games, talking or listening to voice mails on cell phones, and e-mailing. Cellular telephones are prohibited during periods of classroom or laboratory instruction; this includes handling, use, or placement of a



cellular telephone on the classroom/laboratory benches. Learners are expected to turn off audio notification for cell phones and pagers, and store them in their pocket or backpack during periods of classroom or laboratory instruction. Learners are not permitted to use cell phones, digital cameras or other recording devices to copy materials (examinations, assessments, review materials, etc.). A learner who engages in distracting or unauthorized use of electronic equipment in class is considered to be in violation of the Code of Conduct and may be asked to immediately leave the classroom. Violations of the Electronic Devices Policy will be reported to the Office of Student Affairs.

Learners are prohibited from posting or distributing lectures or lecture materials in any form (electronic or written) outside of the Western New England University College of Pharmacy without express written permission of the instructors.

### Academic Integrity Policy

Learners enrolled in the College of Pharmacy at Western New England University are expected to be academically honest in their dealings with College of Pharmacy faculty members and their peers, and extends to all assignments, presentations, written and oral examinations, and all other assessments. Knowledge or information that is presented to classmates or the instructor should contain original information and thought as well as accurately evaluate, interpret, and summarize previously researched and identified information. Any information that was not conceived by the learner must be appropriately referenced. **Failure to do so constitutes a breach of the Western New England University Code of Conduct and the College of Pharmacy Student Handbook, and is absolutely unbecoming and unacceptable of a learner desirous of becoming a licensed and practicing pharmacist.** Individual assignments that are found to have been completed in a group-like fashion (i.e. PLAGIARISM - copying classmates work or work from other documented sources [such as Internet, leaflets, textbooks, etc.] and submitting them as if the learner completed the assignment/activity completely on his/her own) are in **direct conflict with the basis of academic honesty.**

Any breach of academic honesty **will not** be tolerated. Learner(s) who engage in acts of academic or academic-related misconduct are subject to disciplinary procedures, sanctions, and actions by the College of Pharmacy. Academic or academic-related misconduct includes (but is not limited to):

1. Unapproved or unauthorized sharing/collaboration or use of external information during graded assessments (test, quizzes, etc).
2. Plagiarism or representing another's ideas as one's own without giving credit and/or providing the source of the information (see plagiarism policy in Appendix N).
3. Obtaining, possessing, or gaining access to items which provides an unfair advantage in a graded experience and/or requirement.
4. Assisting a fellow learner in committing an act of cheating or dishonesty.
5. Inappropriately obtaining, distributing, receiving, or utilizing previously graded academic materials (eg. test, cases, laboratory results).
6. Misusing, defacing, or tampering with academic resources or materials.
7. Falsifying or altering academic records.
8. Falsifying or altering clinical reports and/or other patient related notations.

A learner who witnesses a possible violation of the Academic Integrity Policy is obligated to immediately report that violation to the class instructor (and/or course coordinator) who is supervising the activity in question; failure to do so may result in disciplinary action.

Instances of academic dishonesty on a graded activity/assignment (test, quiz, case study, etc) will result in a grade of zero for the activity/assignment. Additionally, the infraction will be reported to the Office of Student Affairs.

## **Judicial Affairs**

Infractions that come to the attention of the College of Pharmacy will be addressed by the Office of Student Affairs through the Student-Faculty Ethics Committee. All interactions are to be fair and educational, holding learners accountable for their conduct in an appropriate manner. The Student-Faculty Ethics Committee reviews infractions of the Code of Conduct and other laws, policies, and expectations that govern learner behavior. The Student-Faculty Ethics Committee shall review cases, seek input from the reporting individual and accused learner, and take appropriate action. The appropriate action may include disciplinary sanctions ranging from a disciplinary reprimand to permanent dismissal from the College of Pharmacy. The learner shall be informed of the Student-Faculty Ethics Committee action and be allowed to present an appeal to the Dean. Infractions that come to the attention of the College of Pharmacy may also be addressed by the Western New England University Dean of Students. Infractions regarding on-campus housing may be dealt with via the University's judicial process.

## **Disciplinary Actions**

The standards and procedures set forth in this document are those the College of Pharmacy normally applies to disciplinary matters. The College reserves the right to take necessary additional and appropriate action to protect the safety and well-being of the College of Pharmacy faculty, learners, staff, administration, the larger campus and community, and the profession of pharmacy. This includes the right to censor, suspend, expel, or request the withdrawal of a learner at any time. The authority for adjudication of learner disciplinary matters is delegated to the Student-Faculty Ethics Committee

If a determination is made that the misconduct (whether nonacademic or academic) could in any way adversely affect fellow learners, faculty, or patient interests, the learner's status may be altered to preclude any contact with the affected entity.

Withdrawal of a learner from the College of Pharmacy does not postpone, terminate, or otherwise affect the prerogative of the College to start, resume, or continue any disciplinary action or proceedings against a learner for actions which occurred prior to the learner's withdrawal.

## **Procedure for Filing Actions**

### Academic Actions

The procedure for filing an academic action against a learner with the Student-Faculty Ethics Committee shall be:

1. Any academic action against the learner must be provided to the learner within 3 business days (defined as a day when University offices are open) following the time when the alleged violation was or should have been discovered.
2. The reporting faculty member shall file such action against a learner by completing the appropriate Notification Form and submitting it to the accused learner [via either (a) in-person meeting, or (b) learner's University e-mail address with return receipt].
  - a. The learner signed or e-mail receipted notification form must be submitted to the office of Student Affairs within one business day of the notification of the accused learner.
3. The reporting staff or learner shall file such action against a learner by completing the appropriate Notification Form and submitting it to the Office of Student Affairs within 2 business days.
  - a. Upon receipt, the Assistant/Associate Dean for Student Affairs shall provide a copy of the Notification Form to the accused learner [via either (a) in-person meeting, or (b) learner's University e-mail address with return receipt] within 1 business day.
  - b. Reporting staff or learners shall have the ability to request anonymity on the Notification Form. If the reporting staff or learner has requested anonymity, the name of the reporting individual shall be redacted from the copy of the Notification Form provided to the accused learner.
4. Receipt by the Office of Student Affairs of a Notification Form from faculty, staff or a learner shall commence said action against the learner in alleged violation of an academic standard.
5. The reporting faculty, staff, or learner may elect to consult with one individual of his/her choosing during the filing process and throughout any mediation, pre-hearing meetings, and hearing meeting; the name of this individual must be provided to the Assistant/Associate Dean for Student Affairs.

#### Non-academic Actions

The procedure for filing a non-academic action against a learner with the Committee shall be:

1. Any non-academic action against a learner must be provided to the learner within 3 business days following the time when the alleged violation was or should have been discovered, or the last day of any civil or criminal statute of limitations applicable to the same violation.
2. The reporting faculty member shall file such action against a learner by completing the appropriate Notification Form (paper forms available from the Office of Student Affairs; electronic forms available on Kodiak) and submitting it to the accused learner [via either (a) in-person meeting, or (b) learner's University e-mail address with return receipt].
  - a. The learner signed or e-mail receipted notification form must be submitted to the office of Student Affairs within one business day of the notification of the accused learner.
3. The reporting staff or learner shall file such action against a learner by completing the appropriate Notification Form and submitting it to the Office of Student Affairs within 2 business days.
  - a. Upon receipt, the Assistant/Associate Dean for Student Affairs – or in the Assistant/Associate Dean for Student Affairs absence, the Dean of the College – shall provide a copy of the Notification Form to the accused learner [via either (a) in-

- person meeting, or (b) learner's University e-mail address with return receipt] within 1 business day.
- b. Reporting staff or learners shall have the ability to request anonymity on the Notification Form. If the reporting staff or learner has requested anonymity, the name of the reporting individual shall be redacted from the copy of the Notification Form provided to the accused learner.
  4. Receipt by the Office of Student Affairs of a Notification Form from faculty, staff or a learner shall commence said action against the learner in alleged violation of a non-academic standard.
  5. Upon notification of an alleged non-academic violation by campus authorities or law enforcement authorities, the Assistant/Associate Dean for Student Affairs may independently initiate a non-academic action against a learner.
  6. The reporting faculty, staff, or learner may elect to consult with one individual of his/her choosing during the filing process and throughout any mediation, pre-hearing meetings, and hearing meeting; the name of this individual must be provided to the Assistant/Associate Dean for Student Affairs.

## Disciplinary Procedures

### **Preliminary Disposition**

1. Upon proper receipt of a Notification Form, commencing an action against a learner, the Office of Student Affairs shall: notify the Assistant/Associate Dean of Student Affairs, or in the Assistant/Associate Dean of Student Affairs absence – the Dean of the College or their respective representatives, within one business day of the action by providing a copy of the Notification Form. The Assistant/Associate Dean of Student Affairs, or in the Assistant/Associate Dean of Student Affairs absence - the Dean of the College, shall immediately assess whether the alleged violation or its continuance could place any individual's physical or psychological safety in jeopardy, and if so, shall immediately take whatever actions are necessary to assure everyone's safety. In addition, if the reporting staff or learner feels threatened and/or unsafe in providing the information, anonymity may be granted by the Assistant/Associate Dean of Student Affairs during the period prior to the hearing. The granting of anonymity is not a right or a given, but may be allowed in certain instances, particularly where there is reasonable cause to believe that the welfare (physical or emotional) of the reporting party is in jeopardy.
2. Within 5 business days of receipt of the Notification Form, the Assistant/Associate Dean of Student Affairs shall schedule and host a mediation meeting between the reporting individual(s) and the learner(s) in dispute. The purpose of this meeting is to determine if a possible resolution of the matter that satisfies both the reporting individual(s) and the learner(s) in dispute can be accomplished outside of the formal Hearing process.
  - a. In the instance of an alleged academic violation, an Instructor of Record for the course in which the alleged violation occurred shall be present at the mediation hearing, as learners, staff, and non-instructors of record do not possess the authority to resolve alleged academic violations outside of the formal hearing process. In these instances, the reporting learner, staff, or non-instructor of record need not be present at the mediation hearing.

- b. In the instance of an alleged non-academic violation reported by a learner or staff member, the reporting individual and the accused learner may be seated in separate rooms during the mediation meeting under the following circumstances:
      - i. When the reporting learner or staff member has been granted anonymity by the Assistant/Associate Dean of Student Affairs, OR
      - ii. At the discretion of the Assistant/Associate Dean of Student Affairs.
    - c. In the instance of an alleged non-academic violation reported by campus authorities or law enforcement authorities, a resolution of the matter may be agreed to by the learner in dispute and the Assistant/Associate Dean of Student Affairs. In this instance, the reporting campus authority or law enforcement authority need not be present at the mediation hearing.
  3. If a resolution of the matter is agreed to by both the learner(s) in dispute and the reporting individual [or an individual with the authority to resolve the matter (as outlined above)], and the agreement is deemed to be within the best interests of the College of Pharmacy by the Assistant/Associate Dean of Student Affairs, then the matter is deemed to be resolved. Within three business days of the agreement, the Assistant/Associate Dean of Student Affairs shall record the resolution in writing, providing a copy to the learner(s) in dispute, the reporting individual, the Committee Chair, and the Dean, and placing one copy in the learner(s) in dispute's student file. In addition, all work product of the Assistant/Associate Dean of Student Affairs and the written resolution shall be maintained in the Office of Student Affairs for a minimum period of five years.
  4. If a resolution of an alleged academic violation cannot be agreed to by both the learner(s) in dispute and the reporting individual [or an individual with the authority to resolve the matter (as outlined above)], or the agreement is deemed by the Assistant/Associate Dean of Student Affairs not to be within the best interests of the College of Pharmacy, the parties would immediately proceed to a pre-hearing meeting. The reporting individual and the potential counselor for the accused learner would join the Assistant/Associate Dean of Student Affairs and the accused learner for the pre-hearing meeting.
  5. If a resolution of an alleged non-academic violation cannot be agreed to by both the learner(s) in dispute and the reporting individual [or an individual with the authority to resolve the matter (as outlined above)], or the agreement is deemed by the Assistant/Associate Dean of Student Affairs not to be within the best interests of the College of Pharmacy, the matter would be referred to the Dean of the College for disposition in a manner he/she determines.

### **Student-Faculty Ethics Committee Pre-Hearing Procedures**

1. At the pre-hearing meeting, the Assistant/Associate Dean of Student Affairs shall meet with the reporting individual and the accused learner.
  - a. If the accused learner wishes to have a counselor present for the pre-hearing or the hearing, the Assistant/Associate Dean of Student Affairs will review the individual for approval as the learner's counselor. A counselor can be a fellow learner or a faculty member (other than the Dean of the College).
  - b. Any faculty member wishing to serve as a counselor who may be involved in the academic appeal process (grade appeal or Academic Standards Committee) regarding the same set of facts must agree to recuse him/herself from the aforementioned future academic appeal process in order to be approved as a counselor.

2. During the pre-hearing meeting, the Assistant/Associate Dean of Student Affairs will determine if there are any conflicts of interest with the case that require the recusal of any Committee member, including the Assistant/Associate Dean of Student Affairs, from the hearing and/or deliberations.
  - a. A hearing where a Committee member (including the Assistant/Associate Dean of Student Affairs) could reasonably be expected to provide testimony or evidence at the hearing would serve as grounds for recusal as a Committee member from the hearing.
  - b. Other conflicts may occur in which a Committee member may decide independently or be asked to voluntarily recuse him/herself.
  - c. In the event of a recusal, the Assistant/Associate Dean of Student Affairs will select a suitable replacement (i.e., a learner replaces a learner, a representative faculty member from the same Department replaces a faculty member) from the roster of secondary committee members. In the absence of any viable secondary committee members to serve at the hearing, a suitable replacement would be selected by the Dean of the College
  - d. Should the Assistant/Associate Dean of Student Affairs be recused, an alternate Assistant/Associate Dean would be appointed by the Dean to replace the Assistant/Associate Dean of Student Affairs for the concerned hearing.
  - e. Other requests may be made of the Assistant/Associate Dean of Student Affairs by either of the parties, with the Assistant/Associate Dean of Student Affairs being the final arbiter of all decisions.
3. The purpose of the pre-hearing meeting is to establish the order of events at the hearing and what the parties intend to present.
4. In addition to statements presented by the reporting individual and the accused learner, any party to the proceedings may request the privilege of presenting written statements from witnesses. The Assistant/Associate Dean of Student Affairs will review the request for presentation of witness statements and determine the appropriateness and necessity of the witness statement relative to the merits of the case presented by the reporting individual or the accused learner. If approved by the Assistant/Associate Dean of Student Affairs, it is the responsibility of the reporting individual and/or the accused learner to contact their witnesses and obtain their written statements prior to the hearing.
  - a. In the instance of multiple reporting individuals, the Assistant/Associate Dean of Student Affairs will select one reporting individual to be present at the hearing.
5. Upon a request for anonymity by any witness, the Assistant/Associate Dean of Student Affairs will examine the circumstances of the request and make a determination regarding the granting of anonymity.
  - a. Reporting faculty are not eligible for anonymity at the Hearing.
6. At the discretion of the Assistant/Associate Dean of Student Affairs, the hearing may be postponed to allow for the disposition of any non-academic actions involved in the same case.

### **Anonymity Procedures**

The College of Pharmacy is committed to a fair and thorough investigation for all allegations. In instances where information may be provided by an individual who feels threatened and/or unsafe in providing the information based upon a hostile environment, anonymity may be granted. The granting of anonymity is not a right or a given, but may be allowed in certain

instances. The following are examples and or instances (are not all inclusive) in which the granting of anonymity is considered:

1. When there is reasonable cause to believe that the welfare (physical or emotional) of the reporting individual or a witness is in jeopardy
2. The reporting individual or witness would be subject to intense harassment by the accused or associates of the accused

Upon a request for anonymity by a reporting individual or witness, the Assistant/Associate Dean for Student Affairs will examine the circumstances of the request and make a determination regarding the granting of anonymity.

### **Student-Faculty Ethics Committee Hearing Procedures**

1. All hearings will be scheduled by the Assistant/Associate Dean for Student Affairs, either by written or electronic communication, to occur within ten business days of the date of the pre-hearing.
2. The accused learner shall receive advance written notice, by paper or electronic communication, of the charges, time, date, and place of the hearing.
3. Beside the Assistant/Associate Dean for Student Affairs, the reporting individual, the accused learner, and the counselor for the accused learner (if any), only the hearing panel (four primary committee members of the Student-Faculty Ethics Committee, or appropriate substitutes from the roster of secondary committee members) are allowed to be present throughout the hearing.
4. The hearing will be presided over by the Assistant/Associate Dean for Student Affairs. The hearing will proceed in the order outlined below:
  - a. The reporting individual will read a prepared statement, presenting his/her version of the events, including any supporting evidence (materials, documents, names of witnesses, etc.).
  - b. Any written witness statements in support of the reporting individual (approved by the Assistant/Associate Dean for Student Affairs at the pre-hearing meeting) will be distributed to the hearing panel; a suitable amount of time will be granted to the hearing panel to read these statements.
  - c. The accused learner will read a prepared statement, presenting his/her version of the events, including any supporting evidence (materials, documents, names of witnesses, etc.).
  - d. Any written witness statements in support of the accused learner (approved by the Assistant/Associate Dean for Student Affairs at the pre-hearing meeting) will be distributed to the hearing panel; a suitable amount of time will be granted to the hearing panel to read these statements.
5. All individuals testifying before the Committee are subject to questioning by the hearing panel. The Assistant/Associate Dean for Student Affairs, the reporting individual, the accused learner, and the accused learner's counselor (if any) shall not be permitted to ask questions of individuals testifying before the Committee.
6. Upon completion of the presentation of all of the evidence, all parties and witnesses shall be excused while the four members of the hearing panel deliberate. If there is insufficient time or the deliberation requires additional time, the Assistant/Associate Dean for Student Affairs shall reconvene the hearing panel for further deliberation at a later designated time. The

hearing panel will continue to meet in private for deliberation until a decision is reached. In order to find a learner guilty on a charge, a majority of the hearing panel (three or four members) must determine the learner to be guilty of the charge. The hearing panel shall utilize the “clear and convincing evidence” burden of proof standard.

7. The hearing panel’s decision shall consist of one or two parts:
  - a. First, whether the accused is guilty or not guilty of that of which they have been accused
  - b. Second, if the accused is found guilty, then the sanctions to be applied to the accused must also be determined.
    - i. Available sanctions, individually or in combination, are outlined below.
    - ii. Prior to hearing panel deliberations, the Assistant/Associate Dean for Student Affairs will prepare a written statement indicating whether or not the accused learner has a history of past violations of the College of Pharmacy Code of Conduct germane to the matter at hand (if alleged to have committed an academic violation, only past academic violations would be disclosed; if alleged to have committed a non-academic violation, only past non-academic violations would be disclosed).
      1. In the instance of past violations germane to the matter at hand, the written statement would note the date of the violation, the nature of the violation, and the sanctions imposed.
      2. In the absence of past violations germane to the matter at hand, the written statement would indicate as such.
    - iii. The statement would be presented to a faculty member of the hearing panel in a sealed envelope, and the faculty member would be instructed to open the envelope only in the instance of a finding of guilty.
      1. If the accused learner is found to be not guilty, the unopened sealed envelope shall be returned to the Assistant/Associate Dean for Student Affairs.

## Sanctions

In determining sanctions for violations, the sanctioning person/body will consider the accused’s present attitude, demeanor, and behavior; their past record (positive and negative); the severity of the damage, injury, harm, or disruption done (or the potential for such); the individual’s honesty, cooperation, willingness to make amends, and acceptance of responsibility; and other factors deemed materially relevant. Sanctions, depending on the type, may preclude learners from receiving honors, awards, scholarships, and/or recognition actions by the College of Pharmacy. Based on the offense, in certain situations there may be referral for prosecution to the appropriate agency and/or entity. Sanctions are imposed for a specified duration of time and may consist of one or more of the following:

### Reduction and/or Removal of Certain Privileges of a Learner

The learner may not receive usual and customary privileges and benefits normally bestowed to a pharmacy learner in good standing.

### Denial of Access



The learner may be denied access or allowed only restricted access to certain parts of the College of Pharmacy, campus, practice environment, or off-campus locations for a stated period of time.

#### Service/Work Project

The learner may be assigned to complete a specified community service or work project as outlined in a community service/work agreement. This sanction is only to be used when the completion of a service/work project is appropriate in the consideration of the type and extent of the offense/infraction.

#### Fines and/or Restitution

The learner may be required to pay a specified monetary fine within a specified period of time to the College of Pharmacy, other persons, groups or organization for damages that resulted from violations of the Code of Conduct. This sanction is only to be used when a fair monetary amount can be obtained to replace the actions of the infraction.

#### Disciplinary Reprimand

The learner may be verbally warned that their conduct is in violation of the Code of Conduct and College of Pharmacy rules and regulations, and that further misconduct may be treated more severely. The verbal reprimand will be delivered by the Assistant/Associate Dean for Student Affairs for nonacademic matters and the Assistant/Associate Dean for Academic Affairs for academic matters.

#### Disciplinary Probation

The learner may receive written notice that their behavior violates the Code of Conduct and College of Pharmacy rules and regulations. They may be barred from participation in select or all designated curricular or co-curricular activities, and may be subject to other sanctions. They will also be notified that any further violations of College of Pharmacy rules and regulations could, in all likelihood, result in suspension or dismissal.

#### Suspension

Suspension involves the separation of the learner from the College of Pharmacy and all of its affiliated activities for a set period of time. The learner may not participate in any University sponsored activity. Reinstatement requires the approval of the Dean of the College of Pharmacy.

#### Dismissal

Dismissal for non-academic reasons involves the permanent separation of the Learner from the College of Pharmacy and all of its affiliated activities.

#### Revocation of Degree

The revocation of degree may occur for discovered misconduct of prior learners. Allegations of misconduct which may result in a revocation of a degree will be considered by the appropriate academic process.

**Other sanctions which are intended to elicit a positive learning experience by the learner related to their inappropriate behavior may be imposed. These sanctions may include**

**participation in personal assessment or counseling, attending appropriate workshops or programs, etc.**

For all violations resulting in sanctions, a disciplinary letter describing the violation and the sanction imposed will be created and maintained by the Office of Student Affairs. All sanctions will be imposed under the discretion and direction of the Dean of the College through the appropriate administrative offices.

### **Appeal Process**

An appeal process is available to any learner who disagrees with the decision of the Student-Faculty Ethics Committee:

1. The learner must file an “Intent to Appeal Decision” form, available from the Office of Student Affairs, with the Dean of the College within two business days after receiving the Committee decision. After filing the “Intent to Appeal Decision,” the learner will have five business days to prepare and submit his/her written appeal statements to the Dean of the College (either hand delivered directly to the Dean or his/her designee, or via electronic communication).
2. The grounds for any appeal may only include: failure to adhere to procedural due process, absence of sufficient evidence to support the decision, submission of new evidence favoring the learner, or severity of the sanction. The terms and/or outcome of the sanctions imposed shall not be grounds for any appeal.
3. The appeal process shall be in writing only; the accused will not meet with nor be orally heard by the Dean of the College during the appeal process, unless the Dean of the College deems such a meeting or testimony is necessary for his/her decision. The appeal must be composed in writing by the accused (with, as necessary or warranted, input from the learner’s counselor), and must be thorough and complete. The appeal must be strong enough to provide the information necessary without the aid of a personal appearance by the accused.
4. Pending the response to the appeal, the learner’s status as a learner will remain unaltered, except in cases where there are reasons related to the emotional or physical welfare of others involving their safety.

## **Academic Policies, Requirements, & Expectations**

### **General Academic and Curricular Requirements**

The professional pharmacy curriculum at Western New England University will entail a competency-based framework, using integrated content and teaching, problem-based approaches when appropriate, and experiential exposure threaded throughout. The curriculum will be designed to provide knowledge, teach models of care management, allow learners to demonstrate their understanding, and allow plentiful experiential opportunities for practice. The goal of the academic program is to transition learners from dependent to independent learners as they progress through the curriculum.

1. All aspects of the Doctor of Pharmacy program are subject to assessment; rank or administrative level do not exempt individuals from the assessment process.

2. All curricular goals must be assessed several times during the program both formatively and summatively<sup>1</sup>. This is most easily achieved when each course instructor(s) constructs an evaluation plan that matches each course objective with multiple assessments.
3. In-class assessment will be the responsibility of each course team and should focus on the evaluation of the learner as it relates to:
  - reaction to context, instruction, content, resources, processes
  - learning of the knowledge, skills, values, habits of a particular course, sequence of courses or discipline
4. Assessments should have a constructive purpose, beneficial to the individual being assessed as well as the individual(s) calling for the assessment.
5. The individual being assessed has the right to be informed of:
  - what performance is expected
  - linkages between performance and instruction
  - the purposes of the evaluation
  - what aspects of performance will be evaluated
  - by whom the evaluations will be performed
  - the criteria used
  - to whom the assessment will be reported
  - the results of the assessment in a timely manner
6. Formative teaching assessment is integral to learners' achievement of learning outcomes and should ensure:
  - an appropriate scope and degree of difficulty of the curriculum
  - attainability of objectives
  - appropriate learning materials and resources (i.e., content, level of difficulty, organization, effectiveness, and accuracy)
  - appropriate faculty expertise regarding the content or subject matter being taught
  - consistency between curricular goals, course content, objectives, instructional methodology, and assessment
  - the relevancy of material relative to pharmacy education
  - accessibility, sensitivity, helpfulness, interest, and responsiveness of the instructor
7. All assessments, be they examinations, quizzes, or assignments, must provide the following information to the learner in a timely fashion:
  - a list or description of mistakes that were made (this may simply consist of the returned paper with a list of correct responses)
  - the score or average level of competency for the class

---

<sup>1</sup> Formative assessment (i.e. assessment for learning that results in feedback about strengths and areas for improvement) should be an integral part of the teaching and learning process, and summative assessments (i.e. assessments that are used for grades, credentialing, etc.) should be similar in scope and format to the style of the formative assessments.

- the score or level of competency expected
- the score or level of competency obtained

In addition it is recommended that the following information be provided on a regular basis:

- strengths that were demonstrated
- areas for improvement that were indicated

8. Course grades will be assigned by the instructor(s) responsible for each course.
9. Learners' grades will not be posted publicly.
10. The distribution of grades in any course or examination will not be predetermined.
11. Inadequate academic performance, as defined later in this document, may lead to either dismissal or remediation. In the case of learner remediation, instructors should assume responsibility for defining the goals of remediation. Remediation should be regarded as a privilege, which must be earned by a learner through active participation in the educational program as demonstrated by regular class attendance, individual initiative, and utilization of available academic resources. Learners should recognize that the need to remediate coursework may delay the timetable for their graduation from the Pharmacy program.
12. In order to complete the program, learners must satisfactorily achieve all program milestones (i.e. course grades and professional development requirements). Specifically, course grades of "F" or incompleteness of professional development requirements must be academically resolved in order for learners to progress and learners must meet the minimum degree requirements for graduation identified later in this document.
13. Ultimately, the responsibility for learning must be the learner's. The individual learner is accountable for adherence to academic policies and fulfilling graduation requirements.

### Introductory (IPPE) and Advanced (APPE) Pharmacy Practice Experiences

Learners will begin participating in their introductory professional practice experiences (IPPE) as early as their second semester of pharmacy school. To meet the IPPE requirements, learners will be required to visit pre-scheduled experiential sites both during and outside of regularly scheduled class times.

Learners will begin attending their APPEs following the end of PY-3. Not all APPEs will be located in the Springfield, MA area. In the event rotations are scheduled outside the geographic area, learners are expected to secure their own housing unless otherwise notified. The specific schedule for the 4<sup>th</sup> year APPEs, rotation locations, and assignments will be set by the Office of Experiential Affairs no later than March 31<sup>st</sup> of the PY-3 year. The College of Pharmacy reserves the right to modify assignments and rotations schedules based upon preceptor availability.

## Transfer Credit and Course Waiver Policy

### I. Prior to Matriculation

**Credit Transfer:** Prior to a learner's matriculation at the Western New England University College of Pharmacy, a learner may request a transfer of credits for professional courses taken at another ACPE-accredited College of pharmacy. In order to determine the suitability of a course for credit transfer, the course description and/or syllabus will be examined for alignment with the objectives for a course within the College of Pharmacy Doctor of Pharmacy curriculum. The learner will submit all required documents (course descriptions/syllabi and official transcripts) along with the request to the Office of Student Affairs. The Assistant/Associate Dean of Academic Affairs, after consulting with appropriate course faculty, will determine the suitability of a course for credit transfer. If necessary, the Assistant/Associate Dean of Academic Affairs will consult with the instructor of record at the school of pharmacy where the course was taken. To be eligible for credit transfer, a minimum grade of C is required (grades of C minus and lower are ineligible) as documented on an official transcript. No credit will be awarded for coursework that is more than five years old.

**Course Waiver Policy:** A learner wishing to waive a course (in instances where the learner has a prior degree and recent work experience in the field [e.g. biochemistry, pharmaceuticals]) must submit a letter requesting a waiver and provide relevant documentation for cause to the Office of Student Affairs, prior to matriculation into the program. The Office of Academic Affairs will forward the request and documentation to the appropriate course faculty who would then make a recommendation to the Academic Affairs Committee, which makes a final determination. Waivers will be determined on a case-by-case basis.

### II. Post Matriculation

Once a learner has matriculated into the College of Pharmacy, courses taken outside of the College of Pharmacy, other than elective offerings, will not be accepted for transfer credit. Exceptions to this policy may be granted by the Office of Academic Affairs in instances involving extreme hardship or delay of graduation. In these instances, the course must be pre-approved by the Office of Academic Affairs following consultation with relevant course instructors. If approved, the learner must earn a minimum grade of C for transfer (grades of C minus and lower are ineligible) and request that an official transcript be sent to the Office of Academic Affairs.

### Professional Curriculum Elective Requirements

Pharmacy learners are required to complete nine elective credits within the professional curriculum, excluding experiential elective offerings. Six of the nine elective credits must be courses offered by a College of Pharmacy. Elective credits from courses offered outside of the College of Pharmacy must be pre-approved by the Office of Academic Affairs. If the learner is enrolled in another degree granting program at Western New England University, the College of Pharmacy will accept six credits from the dual degree program in order to fulfill College of Pharmacy elective requirements.

## Progression Policy

Learner progression will be determined by the Academic Standards Committee of the College, taking into consideration course grades, grade point average, and completion of professional development requirements. To progress from one semester to the next, a learner must earn a minimum grade of "C" or "Pass" in each course and maintain a minimum 2.30 cumulative grade point average (GPA) each semester. A learner who fails to meet these requirements may progress to the next semester if he/she has been granted a continuance by the Academic Standards Committee or submitted a successful appeal to the Dean of the College of Pharmacy. In addition, in order to progress from one professional year to the next, a learner must complete all required coursework (including electives, experiential courses, and professional development requirements) and complete any required remedial courses as defined in the Remediation Policy and as prescribed by the Academic Standards Committee.

The Assistant/Associate Dean for Academic Affairs shall review each learner for satisfactory progress through the curriculum, considering grades and completion of professional development requirements. Learners who fail to maintain satisfactory academic progress in the professional program are automatically placed on academic probation. The Assistant/Associate Dean for Academic Affairs will report to the Academic Standards Committee all learners placed on academic probation, along with their academic information. The Academic Standards Committee will determine learner progression and report to the faculty body the disposition of each learner on a semester basis, either for continuance, suspension, or dismissal.

All professional coursework in the program must be completed within a period of six years, unless the learner petitions the Office of Academic Affairs for an extenuating circumstance. The Office of Academic Affairs verifies the completion of degree requirements by checking each learner record against a checklist and submits names of learners for graduation to the faculty. Once the faculty approve, the list of eligible learners for graduation will be submitted to Student Administrative Services.

## Professional Development Requirements

In addition to coursework and practice experiences, learners are expected to complete professional development requirements. The Office of Academic Affairs will verify and assure satisfaction of professional development requirements. Learners who do not satisfy the requirements at the end of each spring semester will be placed on academic probation and reported to the Academic Standards Committee.

### **Professional Portfolio**

Self-assessment and reflection are important characteristics of a self-directed and thoughtful learner. Documentation and highlighting a person's strengths and progress are important for professional and personal growth. Learners are required to create and maintain a Professional Portfolio, beginning in the first professional year and continued through the program. Learners will be required to place reflections, examples of assignments, activities, and documentation of community service and professional meeting attendance in a professional portfolio each semester. They will complete the Pharmacy Professionalism Instrument as part of the portfolio. This assessment instrument will be used formatively by learners and the Office of Academic Affairs. The learners' academic advisors will review and assess learners' portfolios using a

rubric, at the end of each semester during PY-1 through PY-4. The fall semester evaluation will be formative while the spring semester evaluation will be summative with a pass/fail designation.

Required documentation to be placed in the Professional Portfolio includes:

a. Community Service

Community service and citizenship are important components of the WNE culture. Learners are required to volunteer their time a minimum of 20 hours of community service per year during each professional year (PY-1 through PY-4). Community service provided between the spring and fall semesters will be applied to the following academic year. Documentation of service (faculty or organization authorized signature) is required by the last week of the spring semester.

b. Professional Meetings

Advocacy and leadership are important elements in the profession of pharmacy; without them, the profession will fail to advance in positive directions. Learners are expected to become informed and involved through attendance at professional pharmacy or pharmacy-related meetings (Western MA Pharmacists Association, Western MA Hospital Pharmacists Association, etc.). Learners are required to attend two meetings each academic year (PY-1 through PY-4). Meeting attendance between the spring and fall semesters will be applied to the following academic year. Documentation of attendance (faculty or organization authorized signature) is required by the last week of the spring semester.

## Learner Remediation

Within the College of Pharmacy, remediation is defined as the resolution of academic standard deficiencies that occur within a course or courses or unsatisfied professional development requirements. The availability of remediation is at the discretion of the Academic Standards Committee. Learners should consider remediation an earned privilege and not a right.

### Conditions

Learners requesting consideration of remediation must acknowledge and agree in writing to the following conditions:

- that the right to remediation is granted by the Academic Standards Committee
- agreement to keep all appointments with faculty and meet all deadlines (failure to do so could result in failure of the course)
- that failure of a remedial course offering will count with respect to the learner's official transcript, calculation of the cumulative grade point average, and academic standing
- failure to satisfy remediation requirements will delay academic progression and may delay on-time graduation or result in dismissal
- that the learner will receive the replacement grade earned within the course
- agreement to pay the appropriate tuition and fees
- their acceptance that delivery of the course may be in a self-directed learning manner with access to faculty and that the evaluation processes are likely to be different from that of the original course
- that remediation, albeit within the College of Pharmacy or externally, can only be done during the summer between the spring and fall semesters

- in cases of academic dishonesty, course grades may prohibit a learner from completing a course with the minimal passing grade of C; in these instances, learners would not be allowed course remediation and academic progression would be delayed
- their acceptance that satisfaction of professional development requirements is a self-directed process and it is the learners responsibility for satisfying the requirements
- remediation of any requirement from the third professional year may delay the start of fourth year rotations and may delay on-time graduation
- learners granted the opportunity to remediate may choose to do so at another appropriately accredited University or school of pharmacy with the permission of the Office of Academic Affairs following consultation with appropriate faculty instructors. The process of course transference is governed by the *Transfer of Credit* section in this Handbook

## **I. Non-experiential courses and laboratories taught within the College of Pharmacy**

A maximum of two courses may be remediated per academic year. Laboratory courses are ineligible for remediation. The instructor of record of the course requiring remediation may not necessarily be the instructor for the remedial course.

Learners allowed to remediate a course failed in the fall semester are required to make adequate academic progress in the spring semester to remain eligible for remediation. If the learner does not make adequate progress in the spring semester, the opportunity to remediate fall courses may be revoked.

Should the need for remediation arise, the faculty member will develop a “Remediation” plan. The faculty member will develop the plan and provide the plan to the learner so the learner knows what is expected, how it will be assessed, etc. in a similar, but abbreviated, manner to a course syllabus. The plan should include at a minimum:

- Identification of alternative teaching, learning and assessment processes which may utilize technology for course delivery, communication, and assessment
- The minimum number of assessments for a course will be one (1) assessment per credit hour which may include examinations, quizzes, projects, papers, etc.
- Identify the number of communications to occur between the faculty member and the learner, with at least one communication per week being live via telephone or face-to-face. All other communications could be face-to-face, telephone, email, web-chat, threaded discussions, etc and are at the discretion of the instructor of record and participating faculty. In the event the instructor of record is not available, the communication can take place with the instructor of record designee.

The plan will be implemented with the learner(s) over a 3-6 week period of time to begin no later than three (3) weeks after the end of the spring semester, and must be completed by the third Thursday in July. Final grades should be submitted within one (1) week of the end of the course.

## **II. Introductory and Advanced Practice Experiences**



Remediation for experiential education will be determined by the Assistant/Associate Dean for Experiential Affairs and outlined in the College of Pharmacy Learner Experiential Handbooks. Remediation of introductory and/or advanced practice experiences can involve a learner's re-taking an entire rotation.

### **III. Professional Development Requirements**

Remediation for professional development requirements will be determined by the Assistant/Associate Dean for Academic Affairs. The learner must meet with the Assistant/Associate Dean for Academic Affairs within five (5) calendar days of the notice of remediation approval to discuss the "Remediation" plan. Remediation of professional development requirements will occur between the spring and fall semesters and may involve alternative or additional assignments. Remediation must be completed by the third Thursday in July.

#### **Academic Probation**

Academic Probation is the initial official action for learners failing to make satisfactory academic progress. Learners who fail to maintain satisfactory academic progress in the professional program (failure to earn a "C" or "Pass" or better in any course, failure to maintain a cumulative grade point average of 2.30, or failure to satisfy professional development requirements) are automatically placed on academic probation. The Office of Academic Affairs will notify learners of probationary status. Learners on academic probation may be required to meet with the Academic Standards Committee of the College of Pharmacy within five calendar days of probationary notification. Learners on academic probation may be required, via an academic plan, to participate in academic counseling, adhere to stipulations, and/or enroll in a remedial program of study outlined by the Academic Standards Committee, or they may be academically suspended or dismissed from the program according to the policies described in subsequent sections. Actions taken in these matters are not to be viewed as punitive, but as an attempt to design a plan of study that meets the individual needs of the learner and in recognition that it is unrealistic for a learner to continue in a course of study where there is little probability of success.

Depending on the nature of the academic deficiencies and the learner's overall academic record, a learner placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. The Academic Standards Committee will share the academic plan of a learner placed on probation with academic advisers. Following resolution of any appeals, the academic plan will be shared with all Instructors of Record while the learner is on probation. In addition, any stipulations related to student organization leadership will be shared with lead faculty advisers of student organizations.

The learner will be removed from academic probation if he/she has demonstrated satisfactory progress (course grade of "C" or "Pass" or higher, and cumulative GPA  $\geq 2.30$ ) in the next full-time semester following the course failure and successfully remediated coursework. If a learner fails to make satisfactory progress during the period of academic probation, and/or fails to correct academic deficiencies within the prescribed time, that learner may be subject to continued probation, academic suspension, or academic dismissal from the College of Pharmacy.

## Academic Suspension

Academic Suspension from the College of Pharmacy is decided upon by the Academic Standards Committee. Probationary learners may be placed on academic suspension to remain in the program, albeit with a delayed year of graduation, in order to repeat coursework or experiential components that are deficient. Learners on suspension from full-time enrollment may take courses as a part-time learner to remedy any deficiencies.

## Academic Dismissal

Academic Dismissal from the College of Pharmacy is decided upon by the Academic Standards Committee and may occur if a learner:

- Fails to make satisfactory progress during a period of academic probation
- Earns multiple failing grades within one semester that preclude continuation in the prescribed program of study, and/or may not reasonably be expected to complete the requirements for the degree
- Is placed on academic probation two or more times while in the pharmacy program
- Earns less than a 2.30 semester GPA during a period of academic probation

Learners dismissed from the College of Pharmacy may seek re-entry by applying for re-admission through the Readmission Policy or the Academic Progression / Dismissal Appeal Process.

## Academic Progression/Dismissal Appeals Process

Any learner in the College has the opportunity to appeal any decision made by the Academic Standards Committee. Written confirmation of a learner's intent to appeal must be received by the Dean of the College of Pharmacy within two business days of the learner's receipt of notification of the Committee decision. The learner then has up to three business days to submit the letter of appeal to the Dean. The letter of appeal must provide a detailed account of why academic difficulty was experienced and an explanation of why the actions of the Academic Standards Committee should be reviewed. Upon review of the appeal, the Dean will determine if a meeting with the learner is warranted and will determine a final disposition regarding the appeal within five business days. The learner may appeal the actions of the Dean to the Provost of Western New England University within three business days of the learner's receipt of notification of the Dean's decision. Appeal to the Provost occurs only in the event of a claim that due process was violated or in the event that new supportive evidence becomes available.

## Graduation Policy

Learners who have satisfactorily completed all academic requirements and who have been recommended by the College of Pharmacy faculty (as indicated by the successful completion of the College of Pharmacy curriculum) may be awarded the Doctor of Pharmacy degree, provided that they are of good moral character and have met the following standards. They must have:

1. Earned a passing grade in all coursework.
2. Successfully remediated all course scores below C.

3. Maintained a minimum 2.30 cumulative grade point average.
4. Satisfied all professional development requirements.
5. Completed all professional coursework in the program within a period of six years, unless the learner petitions the Office of Academic Affairs for an extenuating circumstance.
6. Satisfactorily completed four academic years of residence in a school of pharmacy that is ACPE accredited, the final two academic years of which must be completed at Western New England University College of Pharmacy.

## Grading Policy

For non-experiential courses and labs offered within the College of Pharmacy the grading policy is: A = 90 – 100; B = 80 – 89; C = 70 – 79; F = Below 70

In calculation of Grade Point Average (GPA), the following grade and point system is used: A=4.0, B=3.0, C=2.0; F=0.0

The Pass/Fail option is used for experiential coursework and either Pass (P) or Fail (F) will be recorded on the official transcript. The grade of P is not counted in computing grade point averages; the grade of F is included.

Cumulative GPAs are calculated by dividing the total grade points earned by the total number of semester credit hours completed. To determine academic standing, grade point averages are rounded to the second decimal place (or nearest 0.01 point).

For learners granted the opportunity for remediation by the Academic Standards Committee, the GPA will be calculated by replacing the grade of “F” with the earned grade from the remedial course. The grade of “F” will still be maintained on the learner record but will no longer be used in the calculation of the cumulative GPA.

Learners who withdraw or take a Leave of Absence (described in the *Leave of Absence Policy* section of this Handbook) from the College of Pharmacy before the completion of a semester will be assigned a grade of “W” if the withdrawal occurs prior to the last withdrawal date published in the final academic calendar for that semester.

A grade of incomplete (“I”) will be granted only when work is not completed due to circumstances beyond the learner’s control (such as severe illness). The learner has six weeks from the last day of final examinations to satisfy course requirements. Extension may be granted only for continued circumstances beyond the learner’s control and must be approved by the Assistant/Associate Dean of Academic Affairs. The “I” becomes an “F” for work not completed after six weeks or by the conclusion of an approved extension period.

A grade of incomplete on an experiential offering will be resolved by the Office of Experiential Affairs. A grade of incomplete on an experiential offering may delay a learner's anticipated date of graduation.

### Examination Re-Grading Policy

Difficulties with assessment items on examinations should be communicated in writing to the Instructor(s) of Record after the examination has been graded. Learners may request to have an examination re-graded within one week of the posting of the exam grade or within the time frame specified in the course syllabus. Requests for re-grading of a question must be supported by appropriate justification (classroom text book, course materials, primary literature, etc.) and not based upon opinion or supposition. Re-grading requests submitted inappropriately will not be reviewed; re-grading may result in the lowering, increasing, or no change of the score.

### In-Progress Grades

Learners will be issued in-progress grades at approximately the mid-point of each semester. In-progress grades are not part of the learner's permanent record and should be viewed as a constructive, not punitive, tool. Learners are encouraged to closely monitor their progress and consult with classroom instructors or faculty advisors as needed. The College of Pharmacy also takes part in an early advisory system. The early advisory system can be used to commend a learner's exemplary performance or as a warning for problematic performance. Faculty can use this system as an alert and detection mechanism for learners who are experiencing the consequences of missed classes, unprofessional behaviors, incomplete assignments, and passive participation. The advisory system will be used to notify the Office of Academic Affairs and as a triggering mechanism for learners to meet with instructors and/or advisors for improvement plan development.

Early notification of academic progress (i.e. midpoint evaluations) for experiential coursework will be coordinated through the Office of Experiential Education.

### Academic Course Grade Appeal and Grade Change Policy

The Course Grade Appeal Policy is intended to provide the learner protection against receiving an unfair final course grade, while preserving the academic rights and responsibility of the instructor. Every learner has the right to receive a final course grade free from prejudice, discrimination, and arbitrariness. Likewise, every instructor has the right and responsibility to assign a grade based on thoughtful evaluation of learners' work in an acceptable professional manner that is employed equally. Learners and instructors should make every attempt to resolve questions on final grades prior to pursuing a formal grade appeal.

The Course Grade Appeal Policy is a defined process for a learner to appeal a final course grade that was based on prejudice, discrimination, arbitrary action, a miscalculation, or reasons unrelated to academic performance; or a final course grade that was a substantial departure from the previously announced grading standards. Only the final course grade may be appealed. In the absence of compelling reasons, such as clerical error, discrimination, arbitrariness, or departure from written grading standards, the grade assigned by Instructor of Record is considered final. There is the presumption that the Instructor of Record has conducted the course in a professional manner with competent evaluation of learners' work. Thus, the learner shall have the burden of

proof with regards to the complaint and his/her request for review. If the learner does not adhere to the allotted time frames, the disposition of the case made in the previous step is deemed final.

### Course Grade Appeal Procedure

Step 1: A learner who wishes to dispute a final course grade must notify the Instructor(s) of Record in writing indicate their desire to appeal. The Instructor of Record for all experiential courses is the Assistant/Associate Dean for Experiential Affairs. The written appeal shall indicate the basis for the course grade appeal, and include supportive documentation.

- This appeal must be initiated no later than 5 business days after official final course grades have been posted. The Instructor(s) of Record are required to rule on the appeal in writing no later than 2 business days of receipt of the appeal letter.
- For experiential courses, this discussion must be initiated no later than 5 calendar days after the last day of the experiential course. The Instructor of Record is required to rule on the appeal in writing no later than 5 business days of receipt of the appeal letter.

Step 2: If the matter has not been resolved to the satisfaction of the learner in step 1, the learner may submit a written appeal to the appropriate Department Chair. In the case of a course whose Instructors of Record reside in different departments, both Department Chairs shall be included in the appeal. Written appeals for experiential courses shall be submitted to the Chair of the Department of Pharmacy Practice. The Department Chair(s) has/have 5 business days from receipt of the appeal to achieve resolution and notify the learner of the outcome in writing. If the Department Chair is the Instructor of Record, the appeal must be submitted to the Dean of the College.

Step 3: If the matter has not been resolved to the satisfaction of the learner in step 2, the learner may request in writing that the appeal be forwarded to the Dean of the College. This request must be made to the Department Chair within 2 business days. The Department Chair must forward all relevant materials to the Dean within 2 business days of this request. The Dean then has 5 business days from receipt of materials to render a written decision; the decision of the Dean is final.

If an Instructor of Record determines that they submitted an inappropriate course grade, they can request a grade change in writing through the University's Student Administrative Services at any time prior to a learner's graduation or departure from the College.

### Retention of Records

As part of the Course Grade Appeal policy, faculty are required to keep and secure all grade-related materials for a minimum of one additional academic semester. Any materials which apply to a disputed or appealed grade should be retained and secured for a minimum of 6 months following completion of the appeal process. Grade-related materials may include but are not limited to: examinations, attendance records, grade records, written assignments, projects, and any other written material used for learner assessment. If materials are returned to learners, the learner who appeals a course grade must present these materials as evidence to form the basis for their appeal.

## Dean's List

The College of Pharmacy has a Dean's List published each academic semester. The Dean's List is recorded on the academic transcript of pharmacy learners who are pursuing the PharmD degree and have achieved a semester GPA of 3.30 in 12 or more semester credit hours for each semester of the academic year and completed professional development requirements to date. Learners will be acknowledged for the Dean's List via a letter from the Dean and a certificate, as well as posted accordingly.

Learners who have violated the Student Code of Conduct during the academic year are ineligible for the Dean's List for that semester.

## Honors

Honors are awarded at graduation for superior scholastic attainment. Students are recommended for honors if, in addition to satisfying all other requirements for the degree, they have completed a minimum of 60 credit hours at the College of Pharmacy and have earned the required cumulative College of Pharmacy grade point average:

- *Cum Laude* requires the cumulative grade point average of at least 3.30.
- *Magna Cum Laude* requires the cumulative grade point average of at least 3.60.
- *Summa Cum Laude* requires the cumulative grade point average of at least 3.80.

## Class Attendance and Absence Policy

It is the policy of Western New England University that learners are expected to attend all class sessions in which they are enrolled. Attendance at all regularly scheduled classes, laboratories (including clinics) and examinations is a learner's obligation to the attainment of professional excellence. Learners must comply with the faculty member's method of monitoring attendance (class roll, pre-class assessments, etc). While each individual instructor is free to evaluate the importance of attendance in determination of course grades, unexcused absences from class activities may result in academic penalties.

A learner who will not be attending class must inform the course instructor (and copy the Assistant/Associate Dean for Student Affairs) by telephone, e-mail, or letter in advance of the class meeting time. In extraordinary circumstances, the course instructor (and Assistant/Associate Dean for Student Affairs) may be notified after the absence occurs. Lack of communication by the learner relative to the absences will be deemed an unexcused absence. In general, excused absences are defined as absences resulting from medical emergencies, sickness, or death in the immediate family. In these instances, the learner must provide documentation that attests to the validity of the reason for the absence to the instructor of record within 24 hours of return to campus. Without documentation, the absence is considered an unexcused absence. Accumulation of absences exceeding ten percent of total class time (eg. 3 classroom hours of a 2-credit traditional lecture-based class) in an attendance-required class may be deemed a College of Pharmacy Code of Conduct violation and constitute the initiation of a disciplinary preliminary hearing. Learners are expected to give a reason for their absence to individual instructors and to make up all work missed due to the absence (if allowed by the course instructor as indicated in

the course syllabus). If a learner is excessively absent, the instructor should report the learner to the Assistant/Associate Dean for Student Affairs.

The attendance and absence policies for IPPE and APPE classes are outlined in the College of Pharmacy Learner Experiential Handbooks.

Promptness is one of several traits that health care professionals should display. Consequently, pharmacy learners are expected to be at all class meetings, events, and activities on time. Tardiness disturbs both the learner and the lecturer; repeated violations will be considered improper professional behavior and may result in disciplinary action.

### Absences as a Result of Religious Holidays Policy

The General Laws of Massachusetts Chapter 151C, Section 2B stipulate “Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his (or her) religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study or work requirement which he (or she) may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school.”

Absences as a result of a religious holiday will be excused when the learner presents the request in advance of the absence to the Office of Student Affairs at least 10 business days in advance of the absence. The intent and spirit of this policy is to allow learners to attend religious ceremonies on the day of the observance. Retreats, conferences, revivals, or other functions specific to a denomination or congregation are not eligible for an excused absence within this policy.

### Missed Examination and Assignment Policy

Missed examinations or assignments are defined as any missed assessments that constitute a portion of the final grade for a course or for the year. Specific guidelines regarding missed examinations or assignments are as follows:

- Valid reasons for missing assignments or examinations of any kind may include personal illness, illness or death of a close family member, or unavoidable mishaps such as an automobile accident on the way to the examination. **Work is not a valid excuse.**
- When learners miss an assignment or examination, it is the learner's responsibility to notify the instructor(s) of record. For excused absences, learners must notify instructor(s) of record by the deadline required in the College of Pharmacy Short Term Leave Policy. Learners should make every attempt to notify the instructor(s) of record of a known upcoming absence in advance of the assignment due date or the examination date.
- A letter from a physician or member of the clergy (or other appropriate professional familiar with the circumstances) will be required to substantiate the reason for missing the assignment or examination.

- In regards to attendance requirements and lower-stakes assessments (equal to or less than five percent of the overall course grade), if a learner is granted a Short Term Leave from the Office of Student Affairs, the absence shall be deemed excused; instructor(s) of record have the option of providing a make-up assessment or removing the assessment from the course grade calculation.
  - For courses where one or more lower-stakes assessments are dropped from the overall course grade calculation, a missed lower-stakes assessment (excused or unexcused) will be considered the “dropped” assessment; in these instances, a learner is not entitled to a make-up assessment.
- Letters for missed assignments should be delivered to the instructor(s) of record, who will determine if the circumstances allow for the extension of the assignment’s due date.
- Letters for missed examinations should be delivered to the Office of Student Affairs, who will determine if the circumstances allow for the examination to be rescheduled (“made up”) at a later date and time.
  - Decisions of the Office of Student Affairs on missed examinations may be appealed to the Dean of the College of Pharmacy.
- For absences causing the learner to miss a programmatic assessment, learners must notify the Office of Academic Affairs. Learners should make every attempt to notify the Office of Academic Affairs of a known upcoming absence on the date of a programmatic assessment.
  - Letters for missed programmatic assessments should be delivered to the Office of Academic Affairs, who will determine if the circumstances allow for the programmatic assessment to be rescheduled.
    - Decisions on missed programmatic assessments may be appealed to the Dean of the College of Pharmacy.
- Where a reason for the absence is not presented or is considered invalid, the learner will be given a grade of zero for the missed assignment, examination, or programmatic assessment.

The missed assignment policies for IPPE and APPE classes are outlined in the College of Pharmacy Learner Experiential Handbooks.

### Learner Concerns

A learner who has academic or non-academic concerns involving a faculty member or course that are not of general interest to the class should speak directly to the course instructor or preceptor. If the matter is unable to be resolved at this level, the concern should be taken by the learner to the instructor of record (or in the case of experiential learning, to the Assistant/Associate Dean of Experiential Affairs). If the matter cannot be resolved at this level, or the learner feels that it was handled in an unsatisfactory manner, the appropriate Department Chair should be contacted concerning the matter. If the matter cannot be resolved at this level, or if the learner feels that it was not handled satisfactorily, the learner should take the matter to the Assistant/Associate Dean for Academic Affairs. The matter will be reviewed and a recommendation will be made to the Dean for consideration and final determination.



If the academic or non-academic concern(s) involving a faculty member or course might involve more than one individual in the course/class or is of general interest to the class, the learner should write down the concern and present it to the appropriate class representative (see *Student Governance*) so that he/she might sample class opinion to determine whether the concern(s) are valid to the majority of the class. The class representative will perform the class sampling prior to the start of or following the conclusion of a regularly scheduled class, in the absence of any College of Pharmacy administrators, faculty, or staff. If the class representative determines that the concern is valid for the majority of the class, the class representative shall take responsibility for bringing forth the matter to the instructor as outlined above, and follow the same process outlined above.

All non-academic concerns not involving a faculty member or course should be brought to the attention of the Pharmacy Student Governance Association (PSGA; see *Student Governance*). These concerns will be addressed by the Assistant/Associate Dean for Student Affairs. If the matter cannot be resolved at this level, or if the Pharmacy Student Governance Association feels that it was not handled satisfactorily, the matter should be taken to the Dean for consideration and final determination.

Learner/learners who believe the appropriate class representatives (for faculty or course concerns) or the PSGA (for non-academic concerns not involving faculty) did not uphold their responsibilities in this process may seek an advisory opinion from their faculty class adviser or the Assistant/Associate Dean for Student Affairs. The Assistant/Associate Dean for Student Affairs may convene a mediation meeting between the learners and the appropriate class representatives or the PSGA Executive Committee.

## **Academic Support Services**

### **Learner Advising**

The purpose of the learner advising program is to:

- Assist learners admitted into the professional program in effectively progressing through the professional curriculum
- Provide the learner with a resource to reinforce the requirements, expectations, and standards of the professional program
- Guide the learner in meeting the professional development requirements necessary for learner progression and graduation
- Provide the learner with a resource regarding the profession of pharmacy

Learner advising is not the same as learner mentoring, in that mentoring is based upon trust and that these relationships can take time to develop. The learner advising program is designed to help the learner successfully navigate the professional program and so the learner knows he or she has someone to turn to when issues or questions arise. It is possible the relationships formed during learner advising may evolve into mentoring relationships, but that would be an additional benefit of the program that is not an intended or guaranteed outcome.

### Expectations of the Learner

- Be proactive in communicating with his/her advisor. Maximizing the value of an advisor as a resource occurs when the learner is proactive in seeking guidance or assistance with various issues.
- Schedule a meeting with his/her advisor:
  - During the first two weeks of the a semester to discuss any issues or concerns
  - During last two weeks of the semester to discuss how the semester has gone (if necessary)
  - As soon as possible if he/she is placed on academic probation
- Seek immediate assistance of his/her advisor if experiencing academic difficulties or any other issues
- Make and keep appointments to meet with his/her faculty advisor regarding his/her academic ability and progress (academic counseling)

### Expectations of the Faculty

- Be available to meet with advisee in the first two weeks of each semester, and meet more frequently if a learner is experiencing academic difficulties or is on academic probation
- Communicate necessary information and updates to his/her advisees on a periodic basis

### Learner Counseling Resources

Western New England University Counseling Services offers a variety of services to help learners achieve their educational and personal goals. Western New England University provides confidential, individual and group counseling; crisis intervention; and consultation for learners, staff, and faculty with personal, social, and educational concerns

Counseling services are provided at no charge to all full-time students. A learner can work with a counselor in a safe and supportive environment to explore concerns, gain a better understanding of himself/herself, and work toward resolution of his/her difficulties. Counseling is confidential; even the fact that the learner is coming to the counselor's office cannot be disclosed to anyone without the learner's written permission. Information regarding counseling services can be found on the University website or by contacting Student Counseling Services.

### Tutoring Resources

College of Pharmacy learners will have access to peer tutoring services in pharmacy specific coursework which will be coordinated through the Office of Academic Affairs. College of Pharmacy learners also have access to support services supplied through the University's Writing Resource Center and the Math Center. These University offices offer tutoring and support services for learners experiencing difficulties in math, reading, and writing.

## **Co-Curricular Standards, Requirements & Expectations**

### Student Governance

The College of Pharmacy maintains its own governance structure, the Pharmacy Student Governance Association (PSGA). The PSGA is the overarching governing body for learner

governing issues and concerns. All learners who are enrolled in the College of Pharmacy are members of the PSGA. The PSGA Executive Committee consists of the PSGA President, Vice President, Secretary, and Treasurer. Members of the PSGA Executive Committee are prohibited from serving within an executive position (President, Vice President, Secretary, Treasurer or equivalent) or committee chairperson within another PSGA-recognized College of Pharmacy student organization. Each class within the College of Pharmacy (PY-1, PY-2, PY-3, and PY-4) elects officers to represent its class on matters of interest before the PSGA. The voting members of the PSGA consist of the Executive Committee and one member of each PSGA-recognized College of Pharmacy student organization. A College of Pharmacy faculty member will be appointed by the Dean to serve as faculty advisor to the PSGA. Additionally, the Dean and/or the Assistant Dean for Student Affairs will periodically attend PSGA meetings to interact with learners, solicit their opinions, and provide updates on current College of Pharmacy initiatives. Learners will be referred to the PSGA constitution and other guiding documents for specific information concerning learner involvement and the responsibilities of PSGA-recognized organizations and clubs.

Learners are important participants in the governance of the College of Pharmacy. In addition to the PSGA, learners are elected or appointed to serve on many of the College's standing committees. The purpose of each College of Pharmacy standing committee is described to learners during Orientation; a brief description of each committee can be found in Appendix B. Learners are also participants in various ad-hoc committees, including those committees tasked with completing accreditation self-studies and evaluating the College's strategic plan for revisions. The PSGA will nominate learners to serve on these ad-hoc committees. These nominated learners will be appointed by the Dean.

## Professional Organizations

The College of Pharmacy has professional organizations for learners to participate. Learner organizations are recognized as essential vehicles to increase a learner's growth, professional maturity, and leadership development. Membership and active participation in professional pharmacy organizations is an expectation of the learners enrolled in the pharmacy program. The College of Pharmacy provides support for pharmacy learners to join one recognized professional pharmacy organization of their choice that is active and in good standing within the College of Pharmacy Student Governance Association. Professional organizations provide learners the opportunities to develop leadership skills, broaden social and professional perspectives, and contribute to the activities and initiatives of the College of Pharmacy. Anticipated outcomes of professional organizations are the sharing of ideas, values, activities, and cultures among faculty, staff and learners. Ultimately, active participation in professional organizations benefits the College of Pharmacy, the learner and the profession. The following organizations are currently recognized by the Pharmacy Student Governance Association: Association of Student Pharmacists, Student Society of Health-System Pharmacists, Student National Pharmaceutical Association, American Institute for the History of Pharmacy Student Association, American Society of Consultant Pharmacists, Alpha Zeta Omega Pharmaceutical Fraternity, Phi Delta Chi Pharmacy Fraternity, Lambda Kappa Sigma Pharmaceutical Fraternity, Phi Lambda Sigma Pharmacy Leadership Society, and all actively enrolled college classes ("Class of 20XX").

In an incremental fashion, as learner interest and faculty resources allow, additional organizations will be chartered annually. Additional student organizations that may have a student chapter and become part of the PSGA include (but is not limited to): Academy of Managed Care Pharmacy, American Association of Pharmaceutical Scientists, International Society for Pharmacoeconomics and Outcomes Research, National Community Pharmacists Association, and Rho Chi Society.

## Alcohol Policy

The College of Pharmacy requires PSGA-recognized professional organizations to adhere to the Western New England University alcohol guidelines. The University requires that requests to serve alcohol at College of Pharmacy sponsored social functions must be made one month in advance of the planned event date. It does not matter whether or not College of Pharmacy or student organization funds are being used for the purchase of alcohol; with few exceptions, if learners and alcohol are present at a College of Pharmacy sanctioned event, an Alcohol Request Form (available on the University web site) must be completed. The request will be reviewed by the Assistant Dean of Students within the University's Office of Student Activities and Leadership Development.

This policy covers all College of Pharmacy sanctioned events where alcohol is either served or sold.

Examples of these events include:

- College of Pharmacy faculty/student bowling events
- College of Pharmacy Annual Golf Tournament
- Semi-formal dinners and social events organized by the PSGA or a College of Pharmacy learner organization

Events that are exempt from this policy include:

- Fundraising evenings at local restaurants (Chili's, Texas Roadhouse, etc.)
- Bus trips to local casinos
- Informal, non-sanctioned events at establishments licensed to sell and serve alcohol

The following steps must be taken:

1. If an event where alcohol will be served or sold to learners is seeking sanctioning by the College of Pharmacy and/or the PSGA, the sponsoring individual/organization needs to indicate as such in the request for sanctioning. The College of Pharmacy and/or the PSGA can review and approve the event sanctioning request independent of the request for alcohol, but neither the College of Pharmacy nor the PSGA can approve the sale/serving of alcohol at the event.
2. A University alcohol request form needs to be completed and submitted to the Assistant Dean of Students/Student Activities & Leadership Development at least one month in advance of the event date.

3. The Assistant Dean of Students/Student Activities & Leadership Development shall review the request and notify the sponsor and venue of the approval, approval with modifications, or denial of the request for the sale/serving of alcohol at the event.

Professional organizations that fail to comply with the University alcohol guidelines face sanctions from the College of Pharmacy and/or the University, ranging from a reduction or loss of privileges to the loss of PSGA recognition and the suspension of all organization activities.

## Learner Involvement in Program Assessment

The Program Assessment Plan for the College of Pharmacy will incorporate learner input at many different levels. Learners will complete surveys evaluating their satisfaction and engagement in the program and will evaluate each course every semester. The Program Assessment Plan includes the following specific benchmarks which will be based on learner feedback:

- Each course and/or instructor will be evaluated by learners at least once annually. In each instance, results of the evaluation must indicate that the course and/or instructor is rated at a satisfactory level; in the event of an unsatisfactory rating, the faculty must document ongoing efforts to improve his/her teaching skills. The data will be used to enhance the quality of teaching and faculty development programming. Learner evaluation data is included in the faculty annual evaluation as well as in the application for promotion and/or tenure.
- The Offices of Academic Affairs and Student Affairs and the Assistant/Associate Dean for Assessment will develop and administer annual surveys to determine learner satisfaction with the College of Pharmacy curriculum, faculty, facilities, technology, services, practice experiences, educational resources, and opportunities for non-academic experiences (clubs, social events, etc.).
- The American Association of Colleges of Pharmacy Graduating Pharmacy Student Survey will be administered each year to all graduating learners. The results will be used to identify strengths and areas for improvement within the program, and to compare the responses of our learners to the aggregate results of other pharmacy schools across the country.

Exit interviews of all graduating learners will be conducted by the Office of Student Affairs during spring semester of the fourth professional year (PY-4). The data will be used to measure learners' satisfaction with their experience at the College of Pharmacy and to assure and enhance the learners' quality experience while attending Western New England University.

## Scholarships, Honor & Awards Recognition

Please visit the College of Pharmacy website for updates and more information which will be provided as it becomes available.

## Other College of Pharmacy Policies

### Leave of Absence Policy

Learners enrolled in the College of Pharmacy, who are in good academic standing, are eligible to request a Leave of Absence. A Leave of Absence allows an appropriately approved learner a release from no less than one academic semester and no more than two academic semesters of curricular and co-curricular responsibility. A Leave of Absence does not negatively impact the learner's academic status with the College of Pharmacy, but will delay their anticipated date of graduation. Situations in which a Leave of Absence is appropriate include physical or psychological medical emergencies, the death of an immediate family member, pregnancy/childbirth, adoptions, and other situations (considered on a case-by-case basis) that preclude the learner from meeting the minimum curricular and co-curricular requirements of the program within the semester and/or academic year in which they are enrolled. A Leave of Absence does not release learners from their educational and/or financial obligations to the curricular and co-curricular responsibilities for the professional program in accord with the granting of the Doctor of Pharmacy Degree. A Leave of Absence has a maximum duration of one academic year (two semesters) from the date of the granting of a Leave of Absence, and must be submitted using the appropriate forms found on the College of Pharmacy website.

Pharmacy learners who are requesting a Leave of Absence must adhere to the following steps:

1. The learner must make an appointment with the Assistant/Associate Dean for Student Affairs immediately upon the recognition of the need for a leave of absence to discuss his/her individual situation and the determination of eligibility for leave.
2. The learner must also consult his/her academic advisor to make the advisor aware of his/her situation and the desire to request a Leave of Absence.
3. The learner must complete an official Leave of Absence request and submit the paperwork to the Office of Student Affairs.
4. Upon receipt of the official Leave of Absence request, the Assistant/Associate Dean for Student Affairs, working in conjunction with the Assistant/Associate Dean for Academic Affairs, will review and consider the curricular and co-curricular impact of the granting of a Leave of Absence.
5. The learner will receive a communication from the Office of Student Affairs regarding the status of his/her petition within 5 business days of receipt of the petition. Once the Leave of Absence has been approved, the learner is responsible for communicating with the Office of Student Affairs and the Student Administrative Services Office to determine how the leave of absence affects financial aid eligibility. If applicable, the learner should also meet with any other College of Pharmacy and/or College representatives necessary to facilitate the Leave of Absence.
6. During the approved duration of the leave of absence, the learner is responsible for periodically checking his/her University issued e-mail account and communicating with the Office of Student Affairs to keep the College of Pharmacy informed of any changes to contact information and/or any situations that may impact the learner's ability and/or readiness to continue with the program at the expiration of the approved Leave of Absence.
7. An approved Leave of Absence has a maximum duration or expiration of one academic year (two semesters). Any requests for an extension beyond the original expiration date must be

made in writing, submitted to the Office of Student Affairs, and received at least 15 business days prior to the Leave of Absence expiration date.

8. Learners who have been approved for a Leave of Absence must request a meeting with the Academic Standards Committee 20 business days prior to being reinstated in the College of Pharmacy.
9. On the return date from the approved Leave of Absence and prior to returning to any curricular and co-curricular requirements, the learner must arrange to meet with the Assistant/Associate Dean for Student Affairs to provide any paperwork and/or documentation required to support the learner's ability to return to normal curricular/co-curricular responsibilities.

### Short Term Leave Policy

Learners enrolled in the College of Pharmacy are eligible to petition for Short Term Leave. Short Term Leave allows an appropriately approved learner the ability to receive up to 5 days of leave from curricular activity per semester. Situations in which Short Term Leave is appropriate include physical or psychological medical emergencies, death of an immediate family member, pregnancy / childbirth, adoptions, or other situations (considered on a case-by-case basis). Short Term Leave does not release learners from their obligations to the curricular and co-curricular responsibilities for the professional program. Short Term Leave is designed to allow the pharmacy learner time for recovery from associated medical interventions, coordinate and/or attend funeral arrangements, etc. prior to returning to curricular and co-curricular requirements. For instances in which greater than 5 days of Short Term Leave are required within a single semester, the College of Pharmacy Leave of Absence Policy is available.

Pharmacy learners who are petitioning for Short Term Leave must adhere to the following steps:

1. Correspond with the Assistant/Associate Dean for Student Affairs (with a courtesy notification to the Instructor(s) of Record for classes for which the learner expects to be absent) immediately upon the recognition of the need for leave. The preferred medium for this correspondence is through an in-person meeting, though it may be done by other means (e.g. e-mail or telephone) in an emergency.
  - a. Requests for Short Term Leave will not be considered unless the request has been made prior to the return from leave.
  - b. Faculty are not obligated to excuse any missed assessments, assignments, or programmatic requirements that occurred prior to the notification of the Assistant/Associate Dean for Student Affairs.
2. The learner must complete an official Short Term Leave request form and submit the paperwork to the Office of Student Affairs. (This requirement may be amended in an emergency, whereby the Assistant/Associate Dean will collect the necessary information from the learner to complete the Short Term Leave request form.)
3. The learner will receive a communication from the Office of Student Affairs regarding the status of his/her petition within one business day of receipt of the petition. If the petition for Short Term Leave is approved, the Assistant/Associate Dean for Student Affairs will notify all instructor(s) of record of courses which the learner is expected to be absent, and include the date and time of day the Short Term Leave commenced.
  - a. The learner is responsible for communicating with the Office of Student Affairs during the Short Term Leave period to share his/her status/progress.

4. On the return date from the approved Short Term Leave and prior to returning to any curricular and co-curricular requirements, the learner must arrange to meet with the Office of Student Affairs and provide appropriate paperwork and/or documentation required to support the learner's ability to return to normal curricular/co-curricular functioning. The learner is required to contact each instructor(s) of record (via telephone, e-mail, or in person meeting) on the return date to determine how missed course work or programmatic requirements will be made up.
  - a. Faculty are not obligated to excuse any missed assessments, assignments, or programmatic requirements if the learner fails to adhere to the above notification requirements.
5. All missed course work, evaluations, and course assignments must be completed by the date provided by the instructor of record. Learners are expected to self-learn material missed in didactic coursework.

PLEASE NOTE: Learners who require time away from curricular and co-curricular responsibilities beyond the period provided by the Short Term Leave will be referred to the Office of Student Affairs for review for a Leave of Absence from the College of Pharmacy.

### Physical and Psychological Emergencies Policy

A pharmacy learner who is reasonably believed to be in an immediate life-threatening danger to himself/herself or an immediate life-threatening danger to others due to physical or psychological difficulties may be required to obtain professional evaluation and treatment. Failure to comply with this requirement can result in contact with his/her emergency contact (spouse, parent, etc), disciplinary action, or mandatory withdrawal from the University. If the disturbing and/or dangerous behavior is not corrected in a timely and sufficient manner, Short Term Leave or a Leave of Absence may be imposed.

### Withdrawal Policy

Attendance and participation in the program towards the Doctor of Pharmacy Degree is based upon meeting specified levels of performance and the maintenance of minimum established standards of personal, professional, and scholarly conduct.

All learners are expected to take all required courses in the year and semester to which these courses have been assigned. Learners are not allowed to withdraw from any single (or multiple) required courses while enrolled in the College of Pharmacy. A learner may only withdraw from an elective course at the discretion of the Assistant/Associate Dean of Academic Affairs. Learners are ineligible to withdraw from any elective pharmacy practice experiential offering.

A learner wishing to withdraw from further study at the College of Pharmacy must adhere to the following steps when requesting to withdraw from the College of Pharmacy.

1. The learner must consult with his/her academic advisor and complete the appropriate paperwork requesting to withdraw from the professional program.
2. The learner should complete an official request to withdraw from the professional program and provide it to the Office of Student Affairs.



3. The Assistant/Associate Dean for Student Affairs will review the paperwork and make an appointment to meet with the learner to review his/her request.

Learners withdrawing from the College of Pharmacy before the completion of any semester will be assigned grades in accordance with the College of Pharmacy Grading Policy.

Learners who withdraw from the College of Pharmacy will no longer be eligible to utilize College or University services (facilities, library services, technology, etc.).

The College of Pharmacy reserves the right to require withdrawal of a learner at any time when deemed necessary to safeguard the standards of orderly operation, scholarship, and conduct.

### Readmission Policy following Withdrawal or Dismissal

Personal and academic circumstances may require a learner to cease enrollment in the College of Pharmacy. A learner seeking readmission to the College of Pharmacy must complete and submit all required paperwork a minimum of eight weeks prior to the beginning of the semester for which he/she is seeking readmission. The learner's readmission is subject to the following guidelines:

**For learners in good standing** (defined for purposes of this policy as learners who have not been dismissed, are not on probation in the College of Pharmacy for scholastic or disciplinary reasons, and have not been convicted of a felony or misdemeanor):

If the period of withdrawal is less than two calendar years (24 months), the learner must submit a signed letter to the Office of Student Affairs. The letter should include the circumstances of the prolonged absence as well as the specific term and year for which he/she wishes to be readmitted. The learner will also be required to complete a criminal background check.

Upon receipt of the request, the Admissions Committee will meet to discuss the request. Based upon the circumstances of the case, the Admissions Committee will determine whether approval will be given for the learner to be readmitted to the College of Pharmacy. If approval is granted, the Admissions Committee will set the conditions for readmission, including the best course of action for course load and scheduling. If the Admissions Committee denies readmission, the learner may appeal the decision to the Dean.

**For learners who are not in good standing** (defined for purposes of this policy as learners who have been dismissed or are on probation in the College of Pharmacy for scholastic or disciplinary reasons, or whose absence has resulted from felony or misdemeanor conviction):

1. If the period of absence is less than two calendar years (24 months), the learner desiring readmission must:
  - a. Request readmission to the College of Pharmacy
  - b. Submit a signed letter to the Office of Student Affairs for presentation to the Admissions Committee for permission to be readmitted. The letter should state the reason(s) for the learner's absence from the program, the steps that the learner

has taken to resolve the issue(s) that led to withdrawal or dismissal, and the desired date to return.

- c. Complete a criminal background check

Upon receiving the request for readmission, the Office of Student Affairs will request a meeting of the Academic Standards Committee to discuss the request for readmission and provide an advisory opinion to the Admissions Committee. The Admissions Committee will determine whether approval will be given, based on the circumstances of the case. If approval is granted, the Admissions Committee will set the conditions for readmission, including the best course of action for course load and scheduling. If the Admissions Committee denies readmission, the learner may appeal the decision to the Dean.

2. Any learner who has been dismissed twice from the College of Pharmacy will not be considered for readmission.

**All learners who have been absent (due to a leave of absence, a withdrawal, or a dismissal) from the College of Pharmacy for two years (24 months) or more** and wish to be readmitted will be treated as a new applicant. The learner must apply to the College of Pharmacy as a first-year Pharm.D. learner and must fulfill all admission requirements. If the learner is accepted for readmission, he/she must start the pharmacy curriculum in the first professional year and take all required classes, including all previously completed classes.

## **APPENDICES**

### **Appendix A: Technical Standards for Admission, Progression, and Graduation**

The Doctor of Pharmacy (Pharm.D.) degree identifies persons who have completed the curriculum necessary to perform the functions of a pharmacist in a broad variety of clinical situations and to render a wide spectrum of patient care. These technical standards, in conjunction with established academic standards, are followed by the Admissions Committee to select learners who possess the intelligence, integrity, and physical, personal, and emotional characteristics necessary to become an effective pharmacist. These standards are required for admission, progression, and completion of the professional program, and are necessary to ensure the competencies of the College of Pharmacy's graduates.

Learners who graduate from the program are eligible to become pharmacists without restrictions on their practice; therefore, the curriculum requires learners to successfully complete all core components of the program. Depending on the circumstances, some reasonable accommodation may be possible and made available to learners with disabilities, but a learner must perform in a reasonably independent manner. While the College of Pharmacy will attempt to develop creative ways of opening the curriculum to competitive, qualified disabled individuals, the College of Pharmacy must maintain the integrity of its curriculum and preserve those elements deemed essential to educating a pharmacist. As such, the College of Pharmacy reserves the right not to admit or progress any applicant or learner who is unable to meet the technical standards with reasonable accommodations. Applicants should evaluate himself/herself for compliance with these technical standards; submission of the application will serve as testimony of the ability to comply with these standards. Applicants and learners who have concerns about meeting the technical standards should contact the Office of Student Affairs.

### **TECHNICAL STANDARDS**

Candidates for the Pharm.D. degree must perform specific essential functions that the faculty deem necessary for the practice of pharmacy. These functions fall into several categories, including: observation; communication; sensory and motor; intellectual, conceptual, integrative and qualitative; and behavioral and social. Candidates must also possess the physical and emotional stamina to function in a competent manner in a setting that may involve heavy workloads, multi-tasking, and stressful situations.

1. **Observation:** Learners must observe experiments and demonstrations in the basic and pharmaceutical sciences, including but not limited to pharmacological and physiological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. Learners must observe a patient accurately at a distance and at close proximity.
2. **Communication:** Communication includes not only speech but also reading, writing, and computer literacy. Learners will be expected to observe patients in order to elicit information and perceive nonverbal communication in order to make sound clinical decisions. They must

communicate with patients, caregivers, preceptors, faculty, and all members of the health care team effectively, clearly, efficiently, and with appropriate empathy and sensitivity in oral and written English.

3. **Sensory and Motor:** Learners must accurately compound and prepare prescription products for dispensing to patients. Such actions traditionally require coordination of both gross and fine muscular movement, equilibrium, and functional use of the senses of touch, smell, and vision. They must elicit information from patients using basic patient assessment skills such as palpation, auscultation, percussion, and other diagnostic maneuvers. Learners must provide general care (eg. performing basic laboratory tests, administering immunizations) and emergency treatments (eg. first aid, CPR).

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Learners will be expected to learn through many modalities, including (but not limited to) classroom instruction, small group activities, individual study, computer technology use, and report preparation and presentation. Learners will be expected to possess the mental capacity to assimilate and learn large volumes of complex information. Learners will memorize, analyze, calculate, and distill data and make decisions in a timely manner within settings in which there may be a reasonable amount of visual and auditory distraction and other stressors. A learner must be fully alert and attentive at all times in clinical settings.

5. **Behavioral and Social Attributes:** Learners must understand the legal and ethical aspects of pharmacy practice, and conduct themselves within the guidelines established by the law and the profession's ethical standards. Learners must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the timely completion of all responsibilities, and the development of mature, sensitive and effective relationships with patients and other health care professionals. Learners will be expected to tolerate physically, mentally, and emotionally taxing workloads and function effectively under stress. Learners must adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the clinical problems of many patients. Honesty, compassion, integrity, empathy, interpersonal skills, and interest and motivation are all personal qualities that will be assessed during the admission and educational processes.

## Appendix B: Learner-Affiliated College of Pharmacy Standing Committees

### **Curriculum Committee**

The membership of the Curriculum Committee (“CC” or Committee) shall be composed of:

1. The Assistant/Associate Dean for Academic Affairs (*ex officio* without a vote except in case of a tie)
2. The Assistant/Associate Dean for Experiential Affairs of the College (*ex officio* without a vote).
3. Assistant/Associate Dean for Assessment and Accreditation (*ex officio* with a vote)
4. Two members of the faculty from each academic department who are appointed to this committee by the Dean. The representation between departments shall be equal.
5. Two professional pharmacy learners nominated by the Pharmacy Student Governance Association (PSGA) annually and appointed by the Dean.
6. One practicing pharmacist appointed annually by the Dean who is not a full and/or part-time faculty member of the College of Pharmacy, serving a one year term.
7. The chair of this committee will be elected by committee members and serve a one year term. Neither the practicing pharmacist nor the professional pharmacy learners may serve as Chair of this committee

Nonvoting guests may be invited with the approval of the Chair.

This Committee shall be responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study, and for the development of recommendations of curricular revision, additions and other alterations to assure optimal student learning and outcomes.

To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Develop and maintain a dynamic curriculum, meeting the needs of professional and graduate outcomes.
2. Develop and maintain a description of expected learning outcomes for the total curriculum.
3. Develop and maintain a description of expected learning outcomes of each discrete required course, and maintain a description of each elective course within the curriculum.
4. Review the content of individual and collective courses as to the completeness and contemporary nature of the content as well as their contribution to the breadth, depth, and value to the curriculum.
5. Develop policy and make recommendations to the faculty as required in all matters relating to learner progress in achieving the educational outcomes.

To accomplish the work in the several areas of responsibilities, this committee may be divided into subcommittees under the direction of subcommittee chairs.

### **Assessment Committee**

The membership of the Assessment Committee (“AC” or Committee) consists of:

1. Assistant/Associate Dean for Assessment and Accreditation (*ex officio* with a vote only in the case of a tie)
2. Assistant/Associate Dean for Academic Affairs (*ex officio* with a vote)
3. One member of the faculty from the Department of Pharmaceutical and Administrative Sciences\*
4. One member of the faculty from the Department of Pharmacy Practice\*
5. One at large member of the faculty\*\*
6. Two professional pharmacy learners (one each from PY2 & PY3 classes) nominated by the Pharmacy Student Governance Association (PSGA) annually and appointed by the Dean.
7. College Instructional Designer (*ex officio* without a vote)

Nonvoting guests may be invited with the approval of the Chair.

\*Staggered two-year memberships

\*\*One year appointments, alternating Departments

The Committee shall be responsible for facilitating the continual and ongoing assessment of the program and its progress toward attaining its mission and goals, and the effectiveness of its curriculum on student learning. To accomplish these essential functions and responsibilities, the Committee will develop and maintain the programmatic Assessment Plan, including the collection, compilation, and dissemination of all data contained therein.

To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Collaborate with all stakeholders on the management of evaluation instruments for assessing progress toward attaining the mission and goals of the program and the effectiveness of its curriculum on student learning.
2. Collaborate with all stakeholders on the management of evaluation instruments for assessing progress within all components of the Strategic Plan.
3. Collaborate with all stakeholders on data collection related to maintaining compliance with ACPE standards for accreditation.

### **Student Affairs Committee**

The Student Affairs Committee shall be composed of the following membership:

1. The Assistant/Associate Dean for Student Affairs (*ex officio* without a vote, except in the case of a tie).
2. An Assistant/Associate Dean representing Academic Affairs, Experiential Affairs, or Assessment and Accreditation (*ex officio* with a vote)
3. The Assistant Director/Director of Pharmacy Admissions (*ex-officio* without a vote).
4. Two members of the faculty in each of the academic departments appointed by the Dean.
5. One professional pharmacy learner from each class nominated by the respective class (i.e., Class of 2015, Class of 2016, etc.), serving a one year term, and appointed by the Dean.
6. One practicing pharmacist appointed by the Dean who is not a full and/or part-time faculty member of the College of Pharmacy, serving a one year term.

7. The chair of this committee will be elected by committee members and serve a one year term. Neither the practicing pharmacist nor the professional pharmacy learners may serve as Chair of this committee.

The Student Affairs Committee shall serve as the standing faculty committee to:

1. Develop policy and make recommendations regarding standards for professional pharmacy learner recruitment and admission to the academic program.
2. Recommending to the Dean candidates for admission to the College of Pharmacy
3. Develop and provide programming designed to instill and promote professionalism and develop leadership skills amongst learners.
4. Establish and recommend standards for the awarding of professional pharmacy learner scholarships, awards, and prizes, and supervise the giving of such.

To accomplish the work in the several areas of student affairs, this Committee may be divided into subcommittees under the direction of subcommittee chairs to consider the natural division of learner admissions, professionalism/leadership development, and the awarding of scholarships and other awards. Faculty from each department shall be equally represented on each subcommittee created.

### **Academic Standards Committee**

The membership of the Academic Standards Committee shall be composed of:

1. The Assistant/Associate Dean for Academic Affairs (ex officio with a vote), who shall serve as chair of the committee.
2. The Assistant/Associate Dean for Student Affairs (ex officio without a vote)
3. Two voting members of the faculty (neither of whom are the Director of Assessment or the Director of Integrated Curriculum), one from each academic department, appointed by the Dean.
4. Two alternate members of the faculty, one from each academic department, appointed by the Dean.

The Academic Standards Committee shall serve as the standing faculty committee on all matters relating to assessing learner progress in achieving the educational outcomes as identified by the faculty of the College of Pharmacy. Such activities shall include:

1. At the end of the spring semester each year, assess each learner's progress towards accomplishing the outcomes defined and delineated for each year
2. At the end of each semester, meet with learners experiencing academic difficulty to determine learner progression and determine learner retention, remediation, or dismissal.
3. By May 15 of each year, deliver a summary report on the fourth professional year learners' outcomes to the faculty.

Actions pertaining to learner progression, remediation, or dismissal taken by the Academic Standards Committee are final pending appeal to the Dean of the College of Pharmacy. Appeal of the decisions made by the Academic Standards Committee can be found within the Academic Progression Appeals Process section of the College of Pharmacy Student Handbook.

### **Student-Faculty Ethics Committee**

The Student-Faculty Ethics Committee shall be composed of the following membership:

1. The Assistant/Associate Dean for Student Affairs (“ADSA”), who shall serve as a Committee member (for business meetings only), as the mediator at mediation meetings, and the presiding agent at Committee pre-hearing and hearings.
2. Two faculty members from each department, appointed by the Dean, to serve as Committee members. The appointments for the faculty members from each Department shall be staggered, such that one member will be in his/her first year (the secondary committee member), and one member will be in his/her second year (the primary committee member) of appointment to the committee. Both secondary and primary members will be full members at all business meetings. For Committee hearings, the primary committee members shall serve on the hearing panel, unless unable to do so, then the appropriate secondary committee member will serve in that primary committee member’s stead.
3. Four learner members, nominated by the PSGA and appointed by the Dean, to serve as committee members. Learner members shall be appointed for two year terms, commencing after their PY-1 term. The learner members’ terms shall be staggered; therefore, at the end of each academic year, two new members shall be appointed from the PY-1 class to serve during his/her PY-2 and PY-3 years. Both PY-2 and PY-3 learner members shall serve as full members at all business meetings. For Committee hearings, the PY-3 learners shall serve on the hearing panel, unless unable to do so, then the ADSA shall appoint one of the PY-2 learners to serve in that PY-3’s stead.
4. Should the ADSA be unable to assemble four Committee members, two faculty and two learners, the composition required to form a hearing panel; the Dean of the College shall appoint appropriate non-Committee faculty or learners to complete the panel.
5. The Chair of this committee shall be mutually agreed upon by the committee members. Members of the Committee with an academic appointment to the College, with the exception of the Assistant/Associate Dean for Student Affairs, are eligible to serve as Chair or Secretary. Upon election, the Chair will appoint a willing voting member as Secretary.

The Student-Faculty Ethics Committee is charged with hearing cases in dispute of learner conduct on complaint of faculty or others. The hearing shall be scheduled by the Assistant/Associate Dean for Student Affairs, unless the case has been satisfactorily resolved during preliminary review by the Assistant/Associate Dean for Student Affairs. The Student-Faculty Ethics Committee will hear testimony from the reporting individual and the accused learner, evaluate the facts of the case, render a decision, and impose disciplinary sanctions if the learner is found to be in violation of the standards of academic, personal, professional, and social conduct. The ADSA shall sit in on all hearings, answering all questions regarding committee policies and procedures or evidentiary matters.

Actions taken by the Student-Faculty Ethics Committee are final, pending appeal to the Dean of the College of Pharmacy; the process for appeal can be found within the *Non-Academic Appeals Process* section of the College of Pharmacy Student Handbook.



## Appendix C: Learner Ability-Based Outcomes (COP Core Competencies)

In order to accomplish the responsibilities required of the profession, the pharmacist must possess certain attitudes and abilities. To that end, the College of Pharmacy has ten general and professional ability-based outcomes which are required of its graduates. These are referred to as the COP Core Comps. These competency statements include five general ability-based outcomes which mirror the core values of Western New England University and the pharmacy profession, as well as five professional ability-based outcomes essential to the practice of pharmacy. The COP Core Comps are not mutually exclusive; each ability sustains another.

The COP Core Comps are:

- Thinking and Learning
- Social and Cultural Awareness
- Active Citizenship and Leadership
- Personal Judgment (Ethical and Legal Judgment)
- Communication
- Knowledge Base
- Patient-Centered Care
- Population-Based Care
- Systems Management
- Public Health and Wellness

Learners will be evaluated on these competencies within courses of the curriculum, as part of professional development requirements, and through other periodic assessment mechanisms. The linking of the COP Core Comps to each course within the curriculum allows for dynamic curricular mapping, which makes it possible to see how the curriculum is meeting the needs for developing a College of Pharmacy learner into a potential pharmacist. Finally, the COP Core Comps provide an extension into the pharmacy program of the University's liberal learning outcomes (citizenship, communication, creativity, critical thinking, ethical practice, science).

### **COP Core Comps Defined**

#### **General Abilities**

##### Thinking and Learning

The competent graduate can obtain, understand, analyze, evaluate, and synthesize information in order to problem-solve and make informed, rational, and responsible decisions. The graduate takes responsibility for the acquisition of new knowledge through the process of self-assessment and reflection and a sense of accountability.

##### Social and Cultural Awareness

The competent graduate will have an awareness and understanding of the differences present in a pluralistic society in order to work effectively and collaboratively to produce better outcomes.

### Active Citizenship and Leadership

The competent graduate understands his/her role as a member of the civic and professional community, taking steps to actively contribute and lead to produce betterments.

### Personal Judgment (Legal and Ethical)

The competent graduate recognizes the ethical and legal dimensions of pharmacy practice and health policy and makes decisions and actions based on integrity, responsibility, compassion, empathy, and respect.

### Communication

The competent graduate listens attentively and communicates clearly, utilizing situation-appropriate verbal, nonverbal and written methods, with patients, caregivers, families, and health care team members.

## **Professional Abilities**

### Knowledge Base

The competent graduate has a solid foundation of scientific knowledge and is able to apply basic science in the practice of pharmacy, especially with regard to safe medication usage.

### Patient-Centered Care

The competent graduate provides patient-centered care in collaboration with interprofessional health care providers as well as the patient and their caregivers in order to produce optimal medication therapy outcomes. The competent graduate provides pharmacy care based on sound therapeutic principles and evidence-based data.

### Population-Based Care

The competent graduate provides therapeutic guidance in the provision of population-based care as part of an interprofessional collaboration. The competent graduate develops and implements population-specific programs and protocols based on sound therapeutic principles and evidence-based data.

### Systems Management

The competent graduate uses and manages health care resources in cooperation with patients, health care providers, and administrative and support personnel in the professional environment in order to evaluate, implement, and provide patient care services, including pharmaceutical dispensing, with the goal of improving patient outcomes. The health care resources a graduate may use and manage include: human, physical, medical, informational, and technological resources as well as medical use systems.

### Public Health and Wellness

The competent graduate will proactively promote good health and disease prevention in cooperation with patients, communities, at-risk populations, and other health care professionals for the public welfare.

## Appendix D: Inclement weather policy

Please be advised of the various ways that Western New England University makes important announcements concerning weather or emergency cancellations and delays:

1. The learner may call the University's main telephone number at 413-782-3111 for a recorded message of the announcement.
2. The University's website homepage, at [www.wne.edu](http://www.wne.edu), will post a banner regarding any closings or delays.
3. The learner may listen to or watch the following radio or television stations:

**Springfield stations**--WWLP-TV22, WGGB-TV40, WMAS Radio 1450AM or 95FM, WHYN Radio 560 AM or 93.1FM

**Northampton stations**--WHMP Radio 1400AM or 99.3FM

**Pittsfield stations**--WBRK Radio 1340AM or 101.7FM

**Greenfield Stations**--WRSI Radio 1520AM or 95.3FM

**Chicopee station**--WACE Radio 730AM

**East Longmeadow stations**--WAQY Radio 1600AM or 102FM

**Hartford, CT stations**--WTIC Radio 1080AM or 96.5FM

**Worcester station**--WORC Radio 1310AM

**Bloomfield, CT stations**--WDRC Radio 1360AM or 103FM

**Brattleboro, VT stations**--WRSA 1450AM or 96.7FM

Every effort will be made to finalize decisions about cancelling Day Classes by 6:00 a.m., and, if necessary, the decision to cancel Evening Classes will be made by 2:00 p.m.

Please pay close attention to the details of closings, cancellations, or delays listed in media announcements, as they may not include some areas of the institution.

**CLASSES ARE CANCELLED.** This means that classes are cancelled, but offices and other University facilities are open.

**CAMPUS CLOSED.** This means that there are no classes and offices are closed. Only essential functions are open (Campus Dining, Libraries, and Alumni Healthful Living Center).

**ACTIVITY CANCELLED OR POSTPONED.** This means a particular event has been cancelled or postponed.

Each individual must make his or her own decision as to whether or not to travel to the campus if classes are not cancelled. Learners should be advised that, if classes/exams are not cancelled and a learner is unable to get to campus, it is the learner's responsibility to contact the faculty member(s) to make appropriate arrangements.

## Appendix E: Course Descriptions for Doctor of Pharmacy Curriculum

### **PHAR 510 Introduction to Pharmacy (1 credit)**

**Description:** The entering pharmacy learners will be introduced and oriented to the profession of pharmacy in this introductory course. They will examine the historical evolution of the pharmacist's role from one focused on drug compounding and distribution to a patient-centered practice model and interprofessional collaboration. Learners will become acquainted with pharmacy career opportunities and pathways, and learn the importance of leadership, professionalism, and involvement in pharmacy organizations. Learners will gain insight into self and professional goals through reflection and development of professional portfolios.

### **PHAR 511 Informatics and Evidence-Based Practice I (3 credits)**

**Description:** Learners will develop skills in providing evidence-based recommendations to both patients and other health care professionals. Learners will build upon basic drug knowledge to understand medication safety as it relates to both clinical and distributive services, as well as the implementation of quality control and assurance programs in a practice based environment. Emphasis will be placed on pharmacy informatics principles and their application to safety and efficiency improvement of the medication use process. This overall skill set will provide the foundation of drug information, medication safety, and pharmacy informatics for application to a longitudinal two semester learning experience preparing the learner to practice evidence-based pharmacy.

### **PHAR 512 Immunology (3 credits)**

**Description:** Learners will be introduced to the basic elements of the immune system and host defense. They will gain knowledge of the mechanisms of immunity which act in a wide range of clinical conditions, including: protection against infectious agents; rejection of tumors; transplantation of tissues and organs; autoimmune and other immunopathologic conditions; and allergy.

### **PHAR 513 Biochemistry (3 credits)**

**Description:** Learners will explore the fundamental biochemical principles underlying cellular physiological and biological processes. They will gain knowledge of biomacromolecules mainly from a structural point of view. Learners will gain insight into molecular metabolic and biosynthetic pathways in order to provide a foundation for understanding disease states, mechanism of drug action and drug metabolism.

### **PHAR 514 Pharmaceutics I (2 credits)**

**Description:** Learners will be exposed to basic mathematical, physical, chemical, and biological principles related to the formulation, preparation, and effectiveness of pharmaceutical dosage forms. Learners will relate pharmaceutical nomenclature, numerical expressions, measurement equivalents, calculation formulas, problem analysis, and reasoning to the design and preparation of liquid and parenteral dosage forms. Learners will gain understanding of the physical chemical principle behind the development of pharmaceutical solutions and apply mathematical functions and concepts in the design and preparation of liquid and parenteral dosage forms.

**PHAR 515 Pharmaceutics I Lab (1 credit)**

**Description:** Learners will examine the legal, practical, and scientific elements of preparation of drug products and pharmaceutical delivery systems. They will apply their knowledge of physicochemical principles to the preparation of various dosage forms. Learners will focus on the design, preparation techniques, evaluation, and use of liquid dosage forms. Calculations, metrology, and laboratory exercises will be emphasized.

**PHAR 516 Health Care Ethics and Law (3 credits)**

**Description:** Learners will be introduced to major ethical theories, principles of bioethics and basic pharmacy practice law. They will also be introduced to the legal concepts that encompass the rights and responsibilities of the pharmacist and their practical application. Learners will begin to appreciate the relationship of ethics and ethical decision making, within legal constructs, of a health care provider in a culturally diverse population.

**PHAR 517 Health Care Policy and Delivery (2 credits)**

**Description:** Learners will become familiar with aspects of public health, health services, and policy, including health services administration, environmental health, and health promotion. They will be exposed to and gain understanding of the roles of public and private insurers, managed care, pharmaceutical industry, and indigent care programs in health care delivery at a local, national and international level. Learners will be introduced to the incidence and problems associated with misuse and abuse in the health care system.

**PHAR 520 Healthcare Communications (3 credits)**

**Description:** Learners will be introduced to a variety of concepts and skills in the area of health care communications. Learners will explore effective communication methods for creating positive, therapeutic relationships. Learners will gain insight into inter-professional collaborations between pharmacists and other health care providers. They will learn to apply written and verbal communication skills to facilitate a climate of empathy, shared decision making, mutual support and trust with families and other caretakers. Learners will develop the ability to effectively interact with low literacy and non-English speaking patients. Cultural competence will be introduced to aid interactions and communications with patients possessing diverse values, beliefs, and behaviors. Skills in interviewing, active listening and empathy, assertiveness, and problem-solving will be emphasized.

**PHAR 521 Informatics and Evidence-Based Practice II (3 credits)**

**Description:** Learners will gain skills in research methodology and applied statistical analysis so they may critically evaluate limitations to the body of knowledge, as well as assess its validity. The learner will build upon first semesters' drug information, medication safety, and pharmacy informatics knowledge base and skills to improve practice abilities within the application of evidence-based practice. Emphasis will be placed upon primary literature in small group journal clubs where learners will practice evaluating literature to determine its application to practice.

**PHAR 522 Pathophysiology (3 credits)**

**Description:** Learners will gain insight into the basic principles and mechanisms involved in the progression of normal health to disease. The etiology, pathogenesis, and manifestation of select

disorders will be explored. Learners will also focus on the rationale behind therapeutic intervention of select disease states.

### **PHAR 523 Principles of Genetics and Genomics (2 credits)**

**Description:** Learners will comprehend the basic principles and processes involved in DNA replication and gene expression. They will explore how DNA variations are important in understanding the genetic basis of disease and individual responses to environmental factors. In addition, they will explore normal variations in biological processes between individuals and examine the effects of genetic variation on development and drug responses. They will also focus on the psychosocial response to the disease process and physiologic markers of that process.

### **PHAR 524 Pharmaceutics II (3 credits)**

**Description:** Learners will continue the study of physicochemical principles, pharmaceutical dosage forms, and drug delivery systems in this second course of the two-course sequence. Learners will apply physical chemical theories and concepts in the design and development of pharmaceutical formulations with emphasis on dispersion systems, semisolid dosage systems, and solid dosage systems. Learners will be introduced to the design and evaluation of dosing regimens and dosage forms that overcome barriers, optimize drug action, and minimize adverse effects. Learners will become familiar with the biochemical principles involved in the development of biotechnological pharmaceuticals. Chemical kinetics with respect to the stability of drug products will be discussed. Learners will have the opportunity to learn the impact of the various physicochemical properties of drugs, and the physiological and pathological conditions that influence drug absorption processes.

### **PHAR 525 Pharmaceutics II Laboratory (1 credit)**

**Description:** Learners will examine the legal, practical, and scientific elements of preparation of drug products and pharmaceutical delivery systems. They will apply their knowledge of physicochemical principles to the preparation of various dosage forms. Learners will focus on the design, preparation techniques, evaluation, and use of solid/semi-solid dosage forms. Calculations, metrology, and laboratory exercises will be emphasized.

### **PHAR 526 Pharmacy Outcomes (2 credits)**

**Description:** Learners will gain an understanding of how pharmacoeconomic, clinical, and humanistic outcomes relate to the provision of pharmacy care in various health care areas. They will review trends in innovative service provision, examine systems for patient care improvement, describe key concepts in outcomes management, and discuss successful cases from the professional literature.

### **PHAR 541 Introductory Pharmacy Practice Experience (Community 1) (2 credits)**

**Description:** In this early exposure, learners will acquire a knowledge base of community pharmacy practice. Learners will begin to gain insight and develop a sense of community involvement in pharmacy practice by applying basic pharmacy care. Through observation and participation, learners will explore the various facets of community pharmacy practice by integrating communication skills and relating didactic instruction to civic involvement, humanistic care of patients, and social awareness of unmet medical needs. This may include, but

is not limited to: patient care; medication-related services; screening for medical problems; dispensing pharmaceuticals; medication counseling; purchasing; inventory control; and varying management styles. Learners will gain insight into self and professional goals through reflection and continued development of professional portfolios. Learners will give presentations at the end of the semester.

### **PHAR 580 Professional Development I (non-credit program requirement)**

In addition to curricular requirements, learners are required to satisfy professional development requirements. These program requirements have been selected by the College of Pharmacy to foster personal and professional growth and development. Learners will be required to develop and utilize electronic portfolios to document professional experiences (e.g., meetings, activities, assignments), track community service, and reflect upon and assess learning activities and experiences. The learners' academic advisors will review and assess the portfolios and provide the learner feedback. The portfolio requirements for each academic year must be satisfied in order for learners to progress into the next academic year. As directed by the Associate/Assistant Dean for Academic Affairs, learners will meet on campus for portfolio development, assessment activities, and Dean's Seminar. Dean's Seminar provides learners with insight into current pharmacy and health care-related issues through guest presentations.

### **PHAR 610 Principles of Pharmacokinetics (3 credits)**

**Description:** Learners will study the theoretical, mathematical, and functionally dependent physiologic relationships that comprise the quantitative basis for determining population and patient-specific drug dosage regimens. Learners will focus on the rate, time course, and extent of drug absorption, distribution, and elimination. They will utilize data of drug plasma concentrations in order to calculate and monitor safe and effective drug dosing regimens. Learners will practice fundamental pharmacokinetics concepts by calculating population and patient-specific dosage regimen of selected drugs used in various disease states.

### **PHAR 611 Principles of Pharmacology (3 credits)**

**Description:** Learners will explore the basic physiological, pathophysiological and biochemical foundations for the interaction of drugs with biological systems. Topics will include pharmacological principles such as mechanism of action, pharmacodynamics, drug-drug interactions, adverse reactions, and factors that can alter expected pharmacologic results. Autonomic drugs are used to illustrate pharmacological principles associated with pharmacotherapy that will be required for learners to build upon in future courses.

### **PHAR 612 Principles of Medicinal Chemistry (3 credits)**

**Description:** Learners will be introduced to the general principles of drug action at the molecular level. They will focus on the physical, chemical, and biochemical properties of drug substances; relationships between chemical structure and pharmacological activity; molecular basis for drug-receptor interactions; and physical chemical basis for Absorption, Distribution, Metabolism, Excretion and Toxicity (ADMET).

### **PHAR 614 Patient Assessment Skills Lab (1 credit)**

**Description:** Learners will be introduced to patient assessment skills, including patient interview, physical assessment, and laboratory parameter evaluation. Learners will receive

hands-on training with health assessment devices as well as an explanation of the practical operation and function of self-care diagnostic products. They will refine and apply verbal and written communication skills in a standardized patient care encounter setting and its associated documentation in the SOAP format.

**PHAR 615 Professional Pharmacy Practice Lab (1 credit)**

**Description:** Learners will acquire the necessary skills for dispensing medications in community, hospital, home health care and long-term care settings as part of this competency-based course. Learners will gain knowledge and understanding of the dispensing process, medication errors, safety controls, controlled substances, third party reimbursement, pharmacy ethics, and supervisory skills. They will become familiar with the technology and automation commonly found in practice settings in order to accurately and efficiently dispense medications. Learners will understand the role of the pharmacist as educator and immunizer, demonstrating both subcutaneous and intramuscular injection skills.

**PHAR 616 Practice Management I (3 credits)**

**Description:** Learners will be introduced to the basic principles of management applicable to professional pharmacy practice in this first course of a two-course sequence. Learners will acquire foundational skills in management, leadership, finance and marketing that are crucial to practicing and leading effectively in an increasingly cost conscious health care marketplace.

**PHAR 620 Self Care Therapeutics (3 credits)**

**Description:** Learners will review the selection of nonprescription products for the self-treatment of common disorders. Learners will become prepared to differentiate patients who can safely and effectively be treated with nonprescription treatments to those who need referral for further evaluation. Learners will familiarize themselves with nonprescription medications, herbals, vitamins, homeopathic products, and medical devices used by patients for self-treatment of common disorders.

**PHAR 621 IPC&PM (Renal) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common disorders of the renal system. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common renal disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 622 IPC&PM (Respiratory) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common disorders of the respiratory system. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common respiratory disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 623 IPC&PM (CVS 1) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common disorders of the cardiovascular system. They will integrate their knowledge of the



biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common cardiovascular disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 624 IPC&PM (CVS 2) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common and complicated disorders of the cardiovascular system. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common and complicated cardiovascular disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 625 APC I (1 credit)**

**Description:** Learners will transition from dependence to independence in the learning process through this three course sequence which is built on the premise of “see one, do one, teach one.” In this first course of the sequence, faculty will present and discuss health care problems (cases) and facilitate group activities in the process of problem resolution. Learners will apply the processes of problem solving, critical thinking, abstract thinking, and differential diagnosis to optimize and manage pharmacy care of patients with common disease states. They will apply information learned in the didactic integrated course sequences to patient care scenarios using problem-based learning methods.

**PHAR 626 Practice Management II (2 credit)**

**Description:** Learners will continue the two-course management sequence by examining the applied functions of management (planning, organizing, leading, and controlling) with emphasis on the human interactions involved in operating a community pharmacy practice. Learners will acquire an understanding of organizational decision-making processes, methods of navigating change, and the leader’s role in change.

**PHAR 627 Sterile Products Lab (1 credit)**

**Description:** Learners will gain skills in aseptic technique, administration, and quality assurance procedures for sterile drug products. They will gain knowledge and experience compounding sterile preparations, utilizing infusion devices and catheters, and applying clean room and USP 797 requirements.

**PHAR 642 Introductory Pharmacy Practice Experience (Community 2) (2 credits)**

**Description:** Learners will develop a deeper sense of community involvement in pharmacy practice through extended exposure to and application of community pharmacy practice. Learners will continue to expand their understanding of various practice modalities covered in PHAR 541. Learners will continue their exploration of the various facets of community pharmacy practice by integrating communication skills and relating didactic instruction to civic involvement, humanistic care of patients, and social awareness of unmet medical needs. This may include, but is not limited to: patient care; medication-related services; screening for medical problems; dispensing pharmaceuticals; medication counseling; purchasing; inventory control; and varying management styles. Learners will continue to gain insight into self and professional goals through reflection and continued development of professional portfolios. Learners will give presentations at the end of the semester.

**PHAR 643 Introductory Pharmacy Practice Experience (Health System 1) (2 credits)**

**Description:** In this early exposure, learners will begin to build a knowledge base of institutional pharmacy practice. Learners will gain insight and develop a sense of involvement in institutional pharmacy practice by applying basic pharmacy care within various aspects of the health system. Through observation and participation, learners will explore the various facets of health system pharmacy practice by integrating communication skills and relating didactic instruction to clinical involvement, humanistic care of patients, and social awareness of unmet medical needs. This may include, but is not limited to: patient care; medication-related services; screening for medical problems using a collaborative approach; and working within organizational structures with varying management styles. Learners will also develop an appreciation of various practice modalities, inclusive of, but not limited to: prescriber order entry systems, electronic medical records, prescription automation and informatics, purchasing, formulary control, medical teams, research, and committees. Learners will continue to gain insight into self and professional goals through reflection and on-going development of professional portfolios. Learners will give presentations at the end of the semester.

**PHAR 680 Professional Development II (non-credit program requirement)**

In addition to curricular requirements, learners are required to satisfy professional development requirements. These program requirements have been selected by the College of Pharmacy to foster personal and professional growth and development. Learners will be required to develop and utilize electronic portfolios to document professional experiences (e.g., meetings, activities, assignments), track community service, and reflect upon and assess learning activities and experiences. The learners' academic advisors will review and assess the portfolios and provide the learner feedback. The portfolio requirements for each academic year must be satisfied in order for learners to progress into the next academic year. As directed by the Associate/Assistant Dean for Academic Affairs, learners will meet on campus for portfolio development, assessment activities, and Dean's Seminar. Dean's Seminar provides learners with insight into current pharmacy and health care-related issues through guest presentations.

**PHAR 710 IPC&PM (GI/Nutrition/Hepatic/Pancreatic) (3 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common gastrointestinal, nutritional and hepatic disorders. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common gastrointestinal, nutritional and hepatic disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 711 IPC&PM (Endocrine/Repro/GU) (3 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common disorders of the endocrine, reproductive and genitourinary system. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common endocrine, reproductive, and genitourinary disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 712 IPC&PM (Infectious Diseases 1) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common infectious diseases. They will integrate their knowledge of the biomedical,

pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common infectious diseases in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 713 IPC&PM (Infectious Diseases 2) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of complicated infectious diseases. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat complicated infectious diseases in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 715 APC II (1 credit)**

**Description:** Learners will transition from dependence to independence in the learning process through this three course sequence which is built on the premise of “see one, do one, teach one.” In this second course of the sequence, learners will present and discuss health care problems (cases) within faculty facilitated groups to help in the process of patient problem resolution. Learners will continue to apply the processes of problem solving, critical thinking, abstract thinking, and differential diagnosis in order to optimize and manage pharmacy care of patients with common disease states. They will apply information learned in the didactic integrated course sequences to patient care scenarios using problem-based learning methods.

**PHAR 720 IPC&PM (Musculoskel/Derm) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common disorders of the musculoskeletal and dermatological systems. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common disorders of the musculoskeletal and dermatological systems in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 721 IPC&PM (Neuro/CNS) (2 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common disorders of the neurological system and sensory organs. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common neurological and sensory organ disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 722 IPC&PM (Psych) (3 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common behavioral and cognitive disorders. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common behavioral and cognitive disorders in order to provide and recommend optimal pharmacotherapeutic management.

**PHAR 723 IPC&PM (Heme/Onc) (3 credits)**

**Description:** Learners will gain knowledge of the pathophysiological and clinical presentation of common cancers, disorders of the blood and lymphatic systems, and the related symptomatology

of these disorders and their treatments. They will integrate their knowledge of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences of therapeutic agents used to treat common cancers; blood and lymphatic disorders; and related complications in order to provide and recommend optimal pharmacotherapeutic management.

#### **PHAR 724 IPC&PM (Special Populations) ( 2 credits)**

**Description:** Learners will review the physiologic/pathophysiologic alterations in the aged and pediatric populations. They will examine pharmacy care through consideration of the biomedical, pharmaceutical, social/behavioral/administrative, and clinical science principles specific to these populations. Common disorders and conditions in special populations and special environments will also be explored.

#### **PHAR 725 APC III (1 credit)**

**Description:** Learners will transition from dependence to independence in the learning process through this three course sequence which is built on the premise of “see one, do one, teach one.” In this third course of the sequence, learners will lead discussions and teach one another to resolve health care problems using patient cases, within faculty facilitated groups. Learners will apply, in an advanced independent manner, the processes of problem-solving, critical thinking, abstract thinking and differential diagnosis to optimize and manage pharmacy care of patients with common disease states. They will apply information learned in the didactic integrated course sequences to patient care scenarios using problem-based learning methods.

#### **PHAR 726 Pharmacy Law (3 credits)**

**Description:** Learners will become familiar with federal and state regulation that impacts on the development and manufacture of pharmaceuticals, and the practice of pharmacy. The course will emphasize introductory legal concepts that encompass the rights and responsibilities of the pharmacist and their practical application.

#### **PHAR 727 Patient Care Management (3 credits)**

**Description:** Learners will explore the design and implementation of medication therapy management services; their relation to improvement in patient care and medication safety; and interpretation of relative current healthcare legislation. In this capstone course, they will utilize skills learned in previous coursework (e.g. leadership, communication, patient assessment, integrated pharmacy care, informatics, root cause analysis) to apply in interactive lectures, active learning, critical thinking exercises.

#### **PHAR 744 Introductory Pharmacy Practice Experience (Health System 2) (2 credits)**

**Description:** Learners will develop a deeper sense of involvement in institutional pharmacy practice. Learners will be exposed to and apply pharmacy care within various aspects of the health system. Learners will continue to expand their understanding of various practice modalities covered in PHAR 643. They will explore the various facets of health system pharmacy practice by integrating communication skills and relating didactic instruction to clinical involvement, humanistic care of patients, and social awareness of unmet medical needs. This may include, but is not limited to: patient care; medication therapy-related services; medication reconciliation; clinic management; provider interactions; screening for medical problems using a collaborative practice approach; committee meetings; and working within

organizational structures with varying management styles. Learners will increase their insight into self and professional goals through reflection and on-going development of professional portfolios. Learners will give presentations at the end of the semester.

### **PHAR 780 Professional Development III (non-credit program requirement)**

In addition to curricular requirements, learners are required to satisfy professional development requirements. These program requirements have been selected by the College of Pharmacy to foster personal and professional growth and development. Learners will be required to develop and utilize electronic portfolios to document professional experiences (e.g., meetings, activities, assignments), track community service, and reflect upon and assess learning activities and experiences. The learners' academic advisors will review and assess the portfolios and provide the learner feedback. The portfolio requirements for each academic year must be satisfied in order for learners to progress into the next academic year. As directed by the Associate/Assistant Dean for Academic Affairs, learners will meet on campus for portfolio development, assessment activities, and Dean's Seminar. Dean's Seminar provides learners with insight into current pharmacy and health care-related issues through guest presentations.

### **PHAR 800-805 Advanced Pharmacy Practice Experiences**

**Sequence Description:** For these six advanced experiential rotations, learners will engage in advanced pharmacy practice activities in various structured and supervised environments. Learner involvement within the rotations will require active involvement, participation, and the demonstration of strong, clinical decision-making and semi-independent practice under the guidance of a preceptor for the course content topics identified. Of the six rotations needed for completion, four are required and two are elective rotations. Each rotation will be six weeks in duration and require learners' participation 40 hours per week. In addition to the required advanced rotations, an applied Research Project will be conducted with a faculty advisor culminating in a poster or podium presentation. Learners will continue to gain insight into self and professional goals through reflection and continued development of professional portfolios. Prerequisites: Learners must have achieved fourth year professional status and successfully completed all academic and programmatic requirements of the first three professional years.

### **PHAR 800 Advanced Pharmacy Practice Experience: Ambulatory Care Practice (6 credits)**

**Description:** Learners are assigned to ambulatory care pharmacy settings where they may participate in clinical pharmacy services and patient care activities such as: taking medication histories; monitoring drug therapy; recommending changes in medications; reconciling medication; writing progress notes; performing physical assessments; providing patient education; conducting research; reviewing drug utilization; reporting adverse drug reaction; attending committee meetings; and interacting with other members of the health care team. Learners are expected to apply prior knowledge and apply new knowledge to demonstrate the ability to render guided patient care along with sound clinical judgment under the supervision of a preceptor.

### **PHAR 801 Advanced Pharmacy Practice Experience: Acute Care Practice (6 credits)**

**Description:** Learners are assigned to acute care settings where they may participate in clinical pharmacy services and patient care activities, such as: attending clinical rounds; managing medication safety; taking medication histories; monitoring drug therapy; monitoring laboratory data; providing patient education; and researching patient-specific drug information questions. Learners will interact with

a number of different health care providers and participate in a variety of patient care activities with the pharmacy preceptor and medical team. Learners are expected to apply prior knowledge and apply new knowledge to demonstrate the ability to render guided patient care and sound clinical judgment under the supervision of a preceptor.

**PHAR 802 Advanced Pharmacy Practice Experience: Community Care Practice (6 credits)**

**Description:** Learners are assigned to community pharmacy settings where they may participate in community pharmacy services and patient care activities such as: prescription processing, pharmacy administration, OTCs, and pharmacy law. Emphasis may be placed on integrating principles of pharmaceutical care and pharmaceutical sciences within practice situations. Learners are expected to apply prior knowledge and apply new knowledge to demonstrate the ability to render guided patient care under the supervision of a preceptor.

**PHAR 803 Advanced Pharmacy Practice Experience: Institutional Practice (6 credits)**

**Description:** Learners are assigned to institutional pharmacies where they may participate in practice activities such as: prescriber order entry systems, electronic medical records, prescription automation and informatics, purchasing, formulary and inventory control, interacting with interprofessional teams, attending committee meetings, pharmacy administration, distributing medications, preparing IV admixtures, conducting research, and completing chart reviews. Learners are expected to apply prior knowledge and apply new knowledge to demonstrate the ability to render guided patient care and sound clinical judgment under the supervision of a registered pharmacist.

**PHAR 804/805 Advanced Pharmacy Practice Experience: Patient Care Elective I and II (6 credits each) PHAR 804 is required.**

**Description:** Learners are assigned to a variety of advanced pharmacy practice settings in patient care areas such as: specialized pharmacy practice, home health care, and long term care. Each rotation will have specific objectives, in addition to the general ones below, which will be determined in writing by the preceptor with input by the learner at the beginning of the rotation. This rotation will optimize the learners' opportunities for professional growth and skills. Learners are expected to apply prior knowledge and apply new knowledge to demonstrate the ability to render guided patient care and sound clinical judgment under the supervision of a preceptor.

**PHAR 807 Advanced Pharmacy Practice Experience: Non-Patient Care Elective (6 credits each)**

**Description:** Learners are assigned to a variety of advanced pharmacy practice settings in management, academia, informatics, and research. Each rotation will have specific objectives, in addition to the general ones below, which will be determined in writing by the preceptor with input by the learner at the beginning of the rotation. This rotation will optimize the learners' opportunities for professional growth and skills. Learners are expected to apply prior knowledge and apply new knowledge to demonstrate the ability to render guided patient care and sound clinical judgment under the supervision of a preceptor.

**PHAR 880 Professional Development IV (non-credit program requirement)**

In addition to curricular requirements, learners are required to satisfy professional development requirements. These program requirements have been selected by the College of Pharmacy to foster personal and professional growth and development. Learners will be required to develop and utilize electronic portfolios to document professional experiences (e.g., meetings, activities, assignments), track community service, and reflect upon and assess learning activities and experiences. The learners' academic advisors will review and assess the portfolios and provide

the learner feedback. The portfolio requirements for each academic year must be satisfied in order for learners to progress into the next academic year. As directed by the Associate/Assistant Dean for Academic Affairs, learners will meet on campus for portfolio development, assessment activities, and Dean's Seminar. Dean's Seminar provides learners with insight into current pharmacy and health care-related issues through guest presentations.

## Appendix F: Attire Policy

The public expects professionals to maintain high standards of language, communication skills, hygiene and appearance; a learner's appearance is a reflection and extension of the College of Pharmacy, Western New England University, and the profession of pharmacy. The attire policy is intended to contribute to the overall professional development of the pharmacy learner, and the following serves as a guide for pharmacy learners. This attire policy extends to experiences coordinated by the College that are outside of the Western New England University campus (ex. service learning, early experiential, advocacy, activism and community outreach initiatives, advanced experiential experiences, etc).

### **Classroom Attire:**

While more casual attire is permissible for learners during their didactic courses, there are minimal expectations that are outlined below.

**Shirts.** Revealing clothing (e.g., spaghetti strap tops, halter tops, work-out tops, muscle shirts, or any attire that exposes the chest or midriff area) is not permitted. Shoulders should remain covered at all times. Proper undergarments must be worn and should not be visible. Shirts that include obscene, offensive, or derogatory phrases or images or that promote or depict violence, illegal drug use, or other criminal behaviors are prohibited.

**Skirts/Shorts/Dresses/Pants/Slacks.** Skirt and shorts length shall be of an appropriate length and may not be tight fitting. Mini skirts, short-shorts, and hot pants are not permitted. Pajamas (tops and bottoms) are not permitted. Pants must be properly fitting and worn at the hips; undergarments should not be exposed in any way.

**Scrubs.** Scrubs may be acceptable in certain lab settings, but are not appropriate for everyday use.

**Footwear.** Footwear must be clean and in good condition. Closed footwear must be worn in laboratories; sandals, flip flops, and open-toed shoes are not acceptable in laboratory settings. Bare feet are not permitted.

**Hair.** Hair (including facial hair) should be clean and well groomed. Hair may not be dyed in any extreme, unnatural hair colors. Hair in length beyond the shoulder may need to be pulled back for safety purposes. Hair styles and ornamentation should be moderate and in good taste.

**Nails.** Nails should be clean and of a length that allows for optimal performance in training activities of a pharmacist (ex. wearing gloves, manipulating medication packaging, etc).

**Head Gear.** Hats, caps, and other head gear are not permitted in the classroom. Only headgear worn for religious purposes is permissible. Sunglasses and Bluetooth headsets for phones should not be worn in the classroom setting.



Specific courses (eg. laboratories, seminars) may have additional expectations for attire as outlined in the respective course syllabi. Learners who are enrolled in PHAR 627 (Sterile Products Laboratory) are required to remove all earrings and visible piercings prior to entering the simulated sterile product room.

A faculty member who sees a student in violation of the attire policy may report that student to the Assistant/Associate Dean of Student Affairs. Students with two reported classroom attire policy violations will be referred to the Student-Faculty Ethics Committee for disciplinary action.

### **Professional Attire:**

Professional attire is expected for all experiential education courses and in all professional settings. Professional settings may include: professional meetings, special functions of the University or the College of Pharmacy, community screening events, student interviews, College of Pharmacy committee meetings, and mentoring roundtable sessions. Additional requirements for individual experiential practice sites will supersede this policy.

**Males:** Appropriate attire is a dress shirt and tie, slacks (ex. dress slacks or khakis), socks, and shoes. Suits or sportcoats are not required, but are recommended for formal events. Accessories, e.g., ties, pocket squares, jewelry and footwear must be tasteful and must project a professional image.

**Females:** Appropriate attire is a skirt and blouse, dress slacks (or khakis) and blouse, or a basic dress or suit, and shoes. Hosiery is not required, however for formal events hosiery is strongly recommended. All skirts and dresses shall be worn at an acceptable length. Accessories, e.g., jewelry, belts, earrings, etc. and footwear must be tasteful and project a professional image.

#### **At no time are the following items of clothing allowed in professional settings:**

- Hats
- Flip flops/sandals/sneakers
- Sweat Suits
- Shorts
- Tank tops or athletic t-shirts
- Holes/cuts in clothing
- Denim clothing
- Spandex, leggings, tight fitting stretch pants
- Any revealing clothing that exposes the chest or midriff areas

Piercings (other than earrings) and tattoos should not be visible.

When participating in assigned experiential educational experiences, learners are required to comply with the official Experiential Educational Attire. The Experiential Educational attire should be worn over the College of Pharmacy's professional attire and consists of:

- **Learner nametag (worn on top left pocket on the front of the lab coat)**
- **White lab coat with the official College of Pharmacy insignia on the left arm**  
*(The lab coat should be bright white, clean and freshly pressed/ironed)*

Learners who attend experiential educational experiences in clothing that does not meet the requirements of the attire policy may be considered absent by the preceptor and sent home to fulfill attire policy requirements prior to returning to the practice site. Learners assigned to experiential experiences should refer to the course syllabus for specific requirements concerning professional attire.

## Appendix G: Pledge of Professionalism

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

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

- A. DEVELOP a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting responsibility and accountability for membership in the profession.
- B. FOSTER professional competency through lifelong learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- C. SUPPORT my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.
- D. DEDICATE my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
- E. MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of ethical principles. 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 will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism, 1993. Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994.

## Appendix H: 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."

## Appendix I: Code of Ethics for Pharmacists

### **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 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 interests 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.

## Appendix J: Massachusetts Internship and Licensure Requirements

### **Internship requirements [247 CMR 8.01]:**

- (1) To be eligible for personal registration as a pharmacist [in Massachusetts], a candidate shall have completed a pharmacy internship. A pharmacy intern shall have:
- (a) completed two years of education or achieved standing as a learner beyond the second year, in an approved college/school of pharmacy in which the candidate is currently enrolled; and
  - (b) completed 1500 hours of Board-approved pharmacy internship experience, of which:
    - 1. at least 1000 hours has been acquired in a pharmacy or pharmacy-related setting approved by the Board; and
    - 2. no more than 500 hours has been acquired in any one, or any combination of Board approved internships(s) in the following areas:
      - a. clinical pharmacy;
      - b. demonstration project;
      - c. manufacturing; or
      - d. analytical and/or industrial pharmacy.
- (2) The pharmacy internship shall be performed under the direct supervision of a registered pharmacist preceptor. *[Note: 'Preceptor' means a registered pharmacist in good standing who has completed at least one year of the actual practice of pharmacy and who the Board of Pharmacy has approved to supervise and direct the training of pharmacy interns and to assist in the training of other pharmacy interns.]*
- (3) A pharmacy intern may receive credit for up to 12 hours of pharmacy internship credit per day.
- (4) Pharmacy internship hours may be acquired throughout a calendar year.
- (5) (a) Before the commencement of a pharmacy internship in Massachusetts, persons who are enrolled, either full or part-time, in an approved college/school of pharmacy shall record, on a form provided by the Board, certain information regarding the internship as the Board shall require. This form shall be fully completed and returned to the Board before commencement of any internship. This information shall include:
- 1. the applicant's name;
  - 2. the applicant's address;
  - 3. the applicant's date of birth;
  - 4. have attached thereto a recent passport-size photo revealing the applicant's likeness;
  - 5. a certified statement by the approved college/school of pharmacy which indicates that the applicant has completed two years of education or has achieved standing as a learner beyond the second year.
- (b) Graduates of Non-approved Colleges/Schools of Pharmacy. Before the commencement of a pharmacy internship in Massachusetts, a graduate of a non-approved

college/school of pharmacy must have authorization from NABP to sit for the FPGEE (issued within the preceding year) and must provide a copy of the NABP FPGEE authorization to the Board and any other documentation required by the Board.

(6) During the course of the pharmacy internship, preceptors and pharmacy interns shall, in a timely manner submit, on a form provided by the Board, such information as the Board may require regarding the internship.

(7) A pharmacy intern who has graduated from an approved college/school of pharmacy may continue to act in the capacity of pharmacy intern until he or she becomes registered as a pharmacist.

(8) The Board may grant credit for out-of-state pharmacy internship experience where an affidavit or certificate of approval issued by the jurisdiction wherein the experience was acquired, is presented to the Board indicating that such internship experience has been duly approved in the jurisdiction.

(9) Massachusetts approved colleges/schools of pharmacy shall submit to the Board a written description of each demonstration project or clinical pharmacy program for which pharmacy internship credit is desired. The Board shall review this information and determine whether or not learner participation in such project(s) or program(s) may be credited to the internship requirement.

(10) The Board shall issue a Summary of Objectives and Procedures for Pharmacy Internship and guidelines for registered pharmacist preceptors and pharmacy interns.

(11) A pharmacy intern shall wear a name tag which indicates the intern's name and the words "pharmacy intern."

(12) A pharmacy intern acting under the direct supervision of an approved registered pharmacy preceptor may supervise pharmacy technicians.

(13) A registered pharmacist preceptor shall not directly supervise more than two pharmacy interns at one time.

(14) A pharmacy intern found to have engaged in conduct in violation of federal and/or state laws and/or regulations may be prohibited from taking the examination for personal registration, in addition to other sanctions imposed by the Board.

**Licensure requirements [247 CMR 3.01]:**

(1) Graduates of ACPE-accredited and Board-approved colleges/schools of pharmacy:

(a) An applicant shall be eligible for examination for personal registration as a pharmacist provided the applicant:

1. is 18 years old by the scheduled date of the examination applied for;



2. has earned a qualifying degree in pharmacy from a college/school of pharmacy accredited by the ACPE or approved by the Board;
3. has acquired no less than 1500 hours of practical experience as a pharmacy intern under the supervision of a Board-approved pharmacist preceptor, of which at least 1000 hours must be completed in a pharmacy or pharmacy related setting, as set forth in 247 CMR 8.01; and
4. is of good moral character.

(b) An applicant shall properly apply to take NAPLEX and MPJE. A completed application for examination shall:

1. be fully and correctly completed by the applicant;
2. include a recent passport-size photograph of the applicant showing the applicant's likeness;
3. include a certified birth certificate or other sufficient proof of place and date of birth;
4. in the case of a name change, include a written notification to the Board or the Board's designee of such name change; and
5. be accompanied by a check or money order in the proper amount made payable as directed on the examination application form;

(c) An applicant for personal registration as a pharmacist must pass both NAPLEX and MPJE.

(d) To qualify for personal registration, the applicant must achieve a NAPLEX score of not less than 75% and an MPJE score of not less than 75%.

(e) An applicant who fails to achieve a passing score on either or both NAPLEX or MPJE may be re-examined on either or both examinations provided that the applicant submits a new application for examination to the Board or Board-approved testing service, accompanied by a check or money order made payable, in the proper amount, to the Board's designee as appears on the examination application form.

(f) An applicant who fails either NAPLEX or MPJE must reapply and sit for the examination which the applicant failed within one year of the administration date of the original examination in order for both examination scores to be considered together. If the applicant does not pass both NAPLEX and MPJE within this one-year period, the applicant must apply to retake both NAPLEX and MPJE.

## Appendix K: Policy for Filing a Concern Regarding the Accreditation Standards and Guidelines

### **POLICY ON FILING A CONCERN REGARDING THE ACCREDITATION STANDARDS AND GUIDELINES**

It has been mandated that all schools of pharmacy create a mechanism whereby a learner can file complaints against one or more of the standards and guidelines that the Accreditation Council for Pharmacy Education (ACPE; <http://www.acpe-accredit.org>) uses to accredit schools, and that those complaints be kept in a file at the College and made available to ACPE during an on-site evaluation or upon request. All College of Pharmacy learners receive a general overview of the *Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree* during the Orientation for first year pharmacy learners. Additionally, learners will be periodically encouraged to visit the ACPE website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program. The newly revised accreditation standards and guidelines include standards in the following areas: mission, planning and evaluation, organization and administration, curriculum, students, faculty and staff, and facilities and resources. The most up-to-date information regarding the accreditation status of the Western New England University, College of Pharmacy is available on the College of Pharmacy website.

If a learner wishes to officially express his/her concern with the College's adherence with an ACPE standard or how a standard is being maintained, he/she must complete and submit a "Accreditation Standards and Guidelines Compliance Concern Form," available in the Office of Student Affairs. This form will remind learners that complaints may be filed directly with ACPE ([www.acpe-accredit.org/students/complaints.asp](http://www.acpe-accredit.org/students/complaints.asp)), according to its complaint policy.

Under the direction of the Assistant/Associate Dean for Student Affairs, the Office of Student Affairs will review the submitted form and meet with the learner to discuss his/her concern. The Office of Student Affairs will examine the factors which are in place to meet the standard identified by the learner, and will make every effort to ensure that the standard is being met should a problem or deficiency be identified. The Office of Student Affairs may wish to consult with or refer the concerned individual to the appropriate office or person who has immediate responsibility for meeting a particular standard. If the concerned individual is referred to another person or office, this meeting/conversation should be brokered by the Assistant/Associate Dean for Student Affairs and take place within ten working days following the submission of a "Concern with the Accreditation Standards and Guidelines Compliance Form." This time frame enables the learner an opportunity to present the matter to the appropriate party in a succinct, concise manner to ensure complete understanding of the issues/concerns involved.

After hearing the concern, the individual/office responsible for meeting the standard will determine if any operational or policy changes are necessary to address the concern, working with the appropriate College of Pharmacy standing committee as necessary. If a recommendation for change is agreed upon by the standing committee and receives faculty approval (when necessary), the appropriate change will be implemented within a reasonable timeline established

by the Dean. If no changes or improvements are required, the concern/complaint will be considered closed.

Upon resolution of the investigation, the Office of Student Affairs will notify the learner filing the concern that the concern has been investigated and outline what steps were taken to address the concern. If the learner is not satisfied with the outcome he/she can contact ACPE directly.

All conversations, meetings, and actions regarding a learner's concern about the ACPE standards will be documented and placed in the ACPE complaint folder held within the Office of Student Affairs. This file will be available for review by ACPE personnel during their on-campus visit or upon request. The Assistant/Associate Dean for Student Affairs will inform ACPE, during an on-site evaluation, if any of the learner complaints related to the accreditation standards have led to legal proceedings and, if so, the outcomes of such proceedings.

The Office of Student Affairs will review the ACPE complaint policy on an annual basis.

## Appendix L: Massachusetts General Laws Chapter 269, Sections 17, 18, and 19

Commonwealth of Massachusetts  
The 187<sup>th</sup> General Court  
General Laws Chapter 269: Crimes Against Public Peace

### **Section 17: Hazing; organizing or participating; hazing defined**

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation.

Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

### **Section 18: Failure to report hazing**

Section 18. Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

### **Section 19: Copy of Secs. 17 to 19; issuance to students and student groups, teams, and organizations; report**

Section 19. Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated

student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of higher education and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Information accurate as of October 15, 2012

Information obtained at  
<http://www.malegislature.gov/Laws/GeneralLaws/PartIV/TitleI/Chapter269/>

## Appendix M: Chemical and Alcohol Dependency Policy

The Western New England University College of Pharmacy recognizes that alcoholism and drug dependency affects all members of society. The College of Pharmacy endeavors to protect learners by providing information about the hazards of drugs and alcohol, and desires to assist chemically impaired learners as well as those whose lives have been adversely affected by individuals with chemical dependencies. Learner concerns about oneself or a classmate regarding alcohol or chemical dependence should be reported to the Office of Student Affairs in order to ensure the protection of the learner as well as those who could be affected by impaired judgment (e.g. patients, classmates).

### **The Western New England University College of Pharmacy expressly prohibits:**

- The use, possession, solicitation, or sale of narcotics or other illegal drugs or prescription medication without a prescription on University premises and/or while performing for or representing the College of Pharmacy in an official capacity.
- Being impaired or under the influence of legal or illegal drugs or alcohol while on University premises and/or while representing the College of Pharmacy in an official capacity (particularly if such impairment or influence of drugs or alcohol affects the academic or work performance, safety of University members, safety of patients, or puts at risk the College's reputation).
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the University premises, if such activity or involvement adversely affects the academic or work performance, safety of University members, safety of patients, or puts at risk the College's reputation.

Issues regarding alcohol and drug usage on campus are referred to the policies and discipline proceedings in the Western New England University Student Handbook. The College of Pharmacy has the authority and obligation to independently review the merit of any charges (irrespective of the actions and/or outcome of the investigation by the University or non-University entity), and may refer the issue to the College of Pharmacy Student-Faculty Ethics Committee for review and disciplinary actions as necessary.

As a condition of enrollment, every learner must abide by the terms of this policy and notify the Office of Student Affairs of any drug or alcohol related conviction. If a drug or alcohol related arrest or conviction should occur while enrolled in the College of Pharmacy, the learner must notify the Office of Student Affairs no later than five business days after such event; this includes (but is not limited to) driving while intoxicated arrests and/or convictions. Failure to notify the Office of Student Affairs of a drug or alcohol related arrest or conviction within five business days will automatically trigger a Student-Faculty Ethics Committee review of the case.

The College of Pharmacy reserves the right to remove learners who violate the chemical and alcohol dependency policy from any curricular or non-curricular situation (inside and outside of the classroom) or experiential site on a temporary or permanent basis if that action is deemed necessary to maintain the safety and welfare of patients, healthcare practitioners, classmates, or the general public. Additional information is available from the Office of Student Affairs.

## Appendix N: Plagiarism Policy

Learners within the Western New England University College of Pharmacy are bound by the **Standards of Academic, Personal, Professional and Social Conduct** as put forth in this Handbook. The Handbook addresses the manner in which professional learners of the College of Pharmacy should conduct themselves during their time as a learner at the College, as well as the consequences for violating the policy. Under the Western New England University and College of Pharmacy policy, plagiarism is recognized as a violation of the policy.

### Plagiarism

Plagiarism consists of copying, in whole or in part, someone else's work or presenting the work of others as the learner's own. The source of work used in research reports, term papers, presentations, projects, including written, electronic, and oral work, must always be attributed to the original author(s). This includes the use of published and/or unpublished works and the use of work authored by a paid or volunteer person. It also includes, but is not limited to, the use of words, data, graphics, photographs, video, or audio without proper citation of the original source. Learners participating in experiential courses must adhere to all rules and regulations of the specific hospital, long-term care facility, industry site, etc., as well as to the policies of the Western New England University and the College of Pharmacy. This includes the preparation of care plans, patient education materials, and assignments during rotations. Plagiarism is considered a violation of the Western New England University and College of Pharmacy Academic Honesty Policy.

Following are some specific examples of plagiarism.

- **Word-for-word plagiarism** is the exact or nearly exact copying of someone else's work. Minor changes in wording or word order while using the same words and sentence structure still constitutes plagiarism.
- **Lifting** is copying what one thinks is the perfect phrase or expression from someone else's work and pasting it into one's own paper. Most lifting involves descriptive phrases, which are often very recognizable to people familiar with the original author's work. The way particular ideas are expressed is as much the property of the original author as the idea itself. Lifting could also be applied to the copying of any images, pictures, graphs, charts, etc. for use within one's work without acknowledgment.
- **Patchwork**, sometimes called **Quilting**, is akin to lifting. Perfect words or phrases are lifted from works of several authors and pasted together to construct a sentence, paragraph, or whole paper.
- **Common Knowledge**, also called **common wording**, is information that is either repeated in many sources or would be known by an ordinary educated person who had not researched the subject. For example, the date (December 7, 1941) of the Japanese attack on Pearl Harbor is common knowledge; no source would be given for this information. However, a specific historian's opinion that the U.S. military should have been better prepared for the attack would not be considered common knowledge, and a source should be given for this view. In general, the learner is expected to show the

source of all information (including facts, statistics, opinions, theories, lines of argument, examples, research results, etc.) except common knowledge. The definition of "common knowledge" may vary according to the expertise of the writer and reader; however, it is better to err on the side of caution and reference a secondary source, if possible.

Proper acknowledgement of referenced work should follow the citation format adopted by the College of Pharmacy (i.e. the International Committee of Medical Journal Editors Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Sample References) available at: [http://www.nlm.nih.gov/bsd/uniform\\_requirements.html](http://www.nlm.nih.gov/bsd/uniform_requirements.html)



## Appendix O: The Center for the Sciences and Pharmacy

The College of Pharmacy is housed within the Center for the Sciences and Pharmacy (CSP), a 127,000 square foot facility opened in January 2011. In addition to pharmacy, the CSP is home to undergraduate programs in biology, chemistry, physics, forensic biology, forensic chemistry, and psychology, graduate programs (M.S., Ph.D.) in behavior analysis, and University Health Services.

While classes are in session during the fall and spring semesters, pharmacy learners are granted access to the CSP through key-card access according to the following schedule:

- Sunday: 9am through 2am
- Monday through Thursday: 6am to 2am
- Friday: 6am to 8pm
- Saturday: 9am to midnight

Pharmacy learners also have key-card access to the pharmacy library, located in CSP 414. A Keurig coffee brewer and microwave are located within the pharmacy library for your convenience. Vending machines are located on the second floor near the atrium.

While classes are in session, rooms have been set aside for College of Pharmacy learners to utilize for study halls. During these study halls, conversations should be kept to a minimum, and earbuds/headphones should be utilized for the playing of any audio. The stationary computer and projector systems should not be utilized at this time. Study halls have been reserved from 5pm to midnight for Saturday through Thursday and 5pm to 8pm on Friday according to the following schedule:

- PY-3: CSP 200 plus adjoining break out rooms
- PY-2: CSP 300 plus adjoining break out rooms
- PY-1: CSP 119

At certain times, study hall sessions may have to be rescheduled to accommodate University events (such as undergraduate open houses). Learners will be notified in advance of any changes to the study hall schedule by the Assistant/Associate Dean for Student Affairs.

The College of Pharmacy is fortunate to have multiple 8-12 seat break-out rooms adjoining each of the 80-seat lecture halls [CSP 200, 300, and 400]. If there is a scheduled class or special event going on in the 80-seat lecture halls, then the breakout rooms are reserved in tandem with the lecture hall itself; learners are not allowed to use the breakout room unless (a) they are enrolled in the course being taught, and (b) they are observing the class through the observation window. In the event that a 80-seat lecture hall is booked for a class, and the class ends early, then the breakout rooms remain reserved for the exclusive use of the students in that class through the end of the regularly scheduled course time. If an 80-seat lecture hall is not booked for a class or a special event, then the breakout rooms are open to everyone [including non-COP students] on a first come, first serve basis until 5pm; after 5pm, the breakout rooms revert to the class for which the study hall has been designated as above.

## Appendix P: Handbook Modifications since August 18, 2016

None