Doctor of Pharmacy
Student Handbook

West Coast University

Welcome Message from the Assistant Dean of Student Affairs

Dear Student Pharmacists,

Whether you are a new or returning student, the Office of Student Affairs welcomes you to this academic year. For those new to West Coast University's School of Pharmacy, your decision to join the pharmacy profession and our Pharmacy Program will set you on a road to a host of pharmacy experiences and a journey to explore many career opportunities. Pharmacy professionals can function in different capacities in numerous areas of healthcare, and the options continue to grow. We believe WCU has developed a program where students can acquire the knowledge, skills, and attitudes to practice in current, future, and undiscovered pharmacy practice areas. Taking advantage of all the opportunities offered will allow you to develop into the best pharmacist you can be. Your future growth and success will benefit from developing your ability to communicate, think critically, and continue a path of lifelong learning. Our goal is to expose you to various career possibilities that will help you develop those abilities, inspire you to discover your passion, and provide you with the tools to navigate through the various stages of your career.

To gain a sense of the expectations for student professionalism, every student should read the sections of the Handbook which address what it means for a WCU student pharmacist to be a professional — including how to dress professionally — while other sections provide various ethical principles that guide the pharmacy profession. These sections are intended to guide students in developing a sense of social and personal responsibility that combines with their developing scientific and technological knowledge to create a professional committed to the public good and the process of lifelong learning. Collaboration with other healthcare professionals and students during your tenure in the WCU Program will help prepare you for your professional practice as an integral healthcare team member. Adopting a code of professionalism from the beginning of your matriculation, throughout your time in our Program, and in your career will maximize the trust and respect you will garner from your patients, their families, and colleagues.

Students are expected to read and acknowledge the Program policies and procedures in this PharmD Student Handbook ("Handbook"), including any annual updates introduced upon entry into the Program. This Handbook collects critical Program policies and procedures, student resources, and expected behaviors in a single location, including information on standards for attendance (including attendance at New Student Orientation, classes, exams, Immersive Week), excused absence policy, exam make-up policy, grading policies, progression, professionalism, dress code and academic integrity, among others. From time to time, Handbook revisions and strategic updates are necessary. Each student must take individual responsibility to become familiar with the Student Handbook, understanding its basic content, and maintaining a working familiarity with any changes that may occur from one year to the next.

The Office of Student Affairs looks forward to guiding you on your journey. Diane Marx, Student Advisor, and I are happy to serve in any way we can to facilitate your adjustment to the life of a student pharmacist. We are excited to welcome you to our WCU "*pharmily.*"

Sincerely,

Dr. Ettie Rosenberg, PharmD, JD
Assistant Dean of Student Affairs, West Coast University School of Pharmacy

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From the Office of Student Affairs: The policies and procedures in this Student Handbook are specific to the School of Pharmacy and are supplementary to University policies prepared in the 2026–2027 West Coast University Student Handbook. Students are required to adhere to all policies and procedures included in the University Catalog and Pharmacy Student Handbook. West Coast University has the right, at its discretion, to make reasonable changes in program content, class schedules, policies, procedures, materials, and equipment as it deems necessary in the interest of improving the students' educational experience. When size and curriculum permit, classes may be combined. When federal, state, accreditation, or professional changes affect students currently in attendance, the institution will make the appropriate changes and notify the students accordingly.

Introduction

West Coast University Mission

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. Our market-responsive programs are designed through a collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

School of Pharmacy Mission

The West Coast University School of Pharmacy (WCU-SOP) is a learning community that:

- Delivers a dynamic curriculum emphasizing evidence-based practice
- Prepares students to serve patients as a member of an interprofessional team
- Engages in scholarship
- Serves the community through outreach

School of Pharmacy Vision

At WCU-SOP, we invest in every individual and elevate pharmacy education through innovation, collaboration, and a shared purpose with our students. Our student-centered approach cultivates critical thinking, holistic problem-solving, professionalism, and lifelong growth that leads to meaningful impact in the communities we serve.

Doctor of Pharmacy Degree

The Doctor of Pharmacy degree is conferred by West Coast University as the minimal requirement for licensure eligibility and is recognized by all state Boards of Pharmacy. Students should be aware that the awarding of the Doctor of Pharmacy degree does not, in itself, permit the graduate to practice as a pharmacist. Licensing for pharmacy practice is governed by each state's Board of Pharmacy.
(*See Licensure Information*)

Pharmacy Practice

The practice of pharmacy has experienced profound changes during the past three decades. Its traditional role in drug distribution has expanded to include several provisions of immunizations, such as blood pressure monitoring, glucose monitoring, cholesterol monitoring, provision of flu shots, and dosing adjustments for anticoagulants and antibiotics. The pharmacist's role has expanded to incorporate the concept of a healthcare provider. In January 2014, California legally conferred "provider" status to its practicing pharmacists (SB 493). While several of the law's provisions required further implementation regulations from the state Board of Pharmacy, SB 493 immediately authorized licensed pharmacists to:

- Administer drugs and biologics when ordered by a prescriber. Previously, this was limited to oral and topical administration. The implementation of SB 493 allowed pharmacists to administer drugs via other methods, including injection, and provide consultation, training, and education about drug therapy, disease management, and disease prevention.

- Participate in multidisciplinary review of patient progress, including appropriate access to medical records.
- Furnish travel medications recommended by the CDC, not requiring a diagnosis.
- Independently initiate and administer immunizations to patients three years of age and older if certain training, certification, record-keeping, and reporting requirements are met. If a pharmacist wants to immunize children younger than three years, the pharmacist must have a physician protocol.
- Order and interpret tests for monitoring and managing the efficacy and toxicity of drug therapies in coordination with the patient's primary care provider, or diagnose and prescribe.

The designation of provider status to California pharmacists conferred legal authority for pharmacists to interact with patients and other healthcare providers to ensure that the drug therapies prescribed are appropriate and achieve the desired outcomes for patients. The impetus for SB 493 arose from the realization that such collaboration can result in the prevention of adverse drug experiences, drug-drug and drug-food interactions, prescribing errors, and lowered healthcare costs.

Programmatic Accreditation

West Coast University School of Pharmacy's Doctor of Pharmacy Program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603-4810, 312-644-3575; fax 866-228-2631, website www.acpe-accredit.org. The Doctor of Pharmacy Program at WCU received accredited status in 2018. The accreditation term granted for the Doctor of Pharmacy Program extends until June 30, 2033. The professional program of the School and its accreditation status is designated on ACPE's website, www.acpe-accredit.org. PLEASE NOTE THAT LICENSURE TO PRACTICE AS A PHARMACIST IS REQUIRED IN EVERY STATE. HOWEVER, THE EXAM AND LICENSURE REQUIREMENTS VARY BY STATE. IT IS YOUR RESPONSIBILITY TO RESEARCH THE REQUIREMENTS IN THE STATE IN WHICH YOU PLAN TO PRACTICE.

Student Grievance Policy and Procedures

Every student has the right to file a grievance. If a pharmacy student believes a faculty member, administrator, or other pharmacy student has acted in a manner inconsistent with WCU-SOP and University policies and/or procedures, the student may file a grievance.

WCU-SOP and University Grievance Policies and Procedures are designed to support and advance a fair, objective, and respectful process and to follow an ethical set of policies and procedures for the resolution of disputes. Any person(s) submitting a frivolous or malicious grievance will be referred to the University Conduct Committee for possible disciplinary action. The Assistant Dean of Student Affairs or the Campus Director of Student Affairs is the designated Grievance Officer for the School of Pharmacy.

Students with complaints/grievances relating to classroom or other matters are encouraged to do the following:

- Level 1: discuss the issue with the involved party. Every attempt should be made by both the student and involved party to resolve the matter at this level.
- If the matter is not resolved at Level 1 (above), students must submit a formal grievance with the WCU-SOP Assistant Dean of Student Affairs or Campus Director of Student Affairs. Please note that all grievances must be filed within 30 days of the alleged incident.
- The University Grievance form is available from either the WCU-SOP Assistant Dean of Student Affairs or Campus Director of Student Affairs.

- The Grievance Officer will determine if the submitted grievance warrants investigation or further action.
- The Grievance Officer will attempt to provide periodic status updates on the grievance review to students during and through the grievance review process.
- If a pharmacy student does not feel that the University has adequately addressed a grievance, the student may consider contacting The Accreditation Council on Pharmacy Education (ACPE).

Complaints About Accreditation Standards or School of Pharmacy Policies & Procedures

A student who has a concern regarding an ACPE accreditation standard may make a formal complaint. ACPE recommends that the student either submit the complaint to the Dean of the WCU-SOP for review or directly to ACPE. If the student perceives a serious problem with a standard, they may bypass the Dean and complete a complaint form on the ACPE website: acpe-accredit.org/complaints. Accreditation Council for Pharmacy Education 190 S. LaSalle Street, Suite 3000 Chicago, Illinois 60603-3446, 312-664-3575;
Fax: 866-228-2631.

Ethics Reporting Hotline

If a student witnesses violations of these or any other University policy, the student is requested to report the violation immediately. Students who feel uncomfortable talking to the Assistant Dean of Student Affairs or Campus Executive Director should follow the process outlined in the Student Grievance Policy. If the student prefers to make a confidential report, he or she may use the Ethics Reporting Hotline by calling 800-448-1681 or they may do so online at integrity-helpline.com/accwcu.jsp.

Organization and Administration of the Pharmacy Program

Location of the School

WCU-SOP is located within the Center for Graduate Studies (CGS) at 590 North Vermont Avenue in Los Angeles, California. CGS is 2.6 miles from downtown Los Angeles, the heart of the nation's second-largest city. This location places students in close proximity to the center of recreation, arts and entertainment, dining, shopping, and nightlife.

School of Pharmacy Faculty — Departments

The faculty of WCU-SOP is comprised of members in the Department of Pharmaceutical Sciences and the Department of Pharmacy Practice. A brief biography of each faculty member is available on the School website at WestCoastUniversity.edu/programs/pharmd. The Program is administered by the School Executive Committee, which consists of the Dean, Associate Dean of Academic Affairs, Associate Dean of Faculty Affairs, Assistant Dean of Student Affairs, Assistant Dean of Experiential Education, Assistant Dean of Assessment and Accreditation, and a Faculty Liaison.

Department of Pharmaceutical Sciences

The research and teaching interests of faculty members in the Department of Pharmaceutical Sciences are focused on basic sciences, including immunology, pharmacology, pharmaceutics, medicinal chemistry, biochemistry, and scholarship in teaching and learning. The Department is led by Dr. William Ofstad, Associate Dean of Faculty Affairs and Dr. Joe Su, Departmental Director.

Department of Pharmacy Practice

Faculty members in the Department of Pharmacy Practice have teaching, research, and practice interests related to public health and the clinical use of drugs in patients. Many Pharmacy Practice faculty members are affiliated with a practice site in a local hospital, ambulatory care center, or community practice pharmacy. The Department is led by Dr. William Ofstad, Associate Dean of Faculty Affairs and Dr. Parna Haghparast, Departmental Director.

School of Pharmacy Directory		
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School of Pharmacy Directory

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Academic Calendar 2026–2027

Fall 2026 ***Trimester Dates: Monday August 17 - Sunday December 20, 2026***	
New Class Orientation (Class of 2029)	Monday, August 10 to Friday August 14
Classes Begin	Monday, August 17
Last Day to Add/Drop	Tuesday, August 25
Holiday (Labor Day) *	Monday, September 7
Last Day to Withdraw	Thursday, October 15
Online Classes End	Friday, October 30
Immersive Week	Monday, November 2 – Friday, November 6
IPPE/Asynchronous **	Monday, November 9 – Friday, December 18
Thanksgiving Holidays*	Thursday, November 26 – Sunday, November 29
Trimester Ends	Sunday, December 20

Module Schedule Fall 2026

Module	Duration	Start Date	End Date
A	Weeks 1-6	Monday, August 17	Sunday, Sep 27
B	Weeks 7-12	Monday, September 28	Sunday November 8
D	Weeks 1-12	Monday, August 17	Sunday, November 8
Immersive Week	Week 12	Monday, November 2	Friday, November 6
C	Weeks 13-18	Monday, November 9	Sunday, December 20

Spring 2027 ***Trimester Dates: Monday January 4- Sunday April 25, 2027***	
Classes Begin	Monday, January 4
Last Day to Add/Drop	Tuesday, January 12
Holiday (Martin Luther King Jr) *	Monday, January 18
Holiday (President's Day) *	Monday, February 15
Last Day to Withdraw	Thursday, March 4
Online Classes End	Friday, March 19
Immersive Week	Monday, March 22 – Thursday, March 25
Spring Break*	Friday March 26 - Monday, March 29
IPPE/Asynchronous **	Tuesday, March 30 - Friday April 23
Trimester Ends	Sunday, April 25

Module Schedule Spring 2027

Module	Duration	Start Date	End Date
A	Weeks 1-6	Monday, January 4	Sunday, February 14
B	Weeks 7-12	Monday, February 15	Sunday March 28
D	Weeks 1-12	Monday January 4	Sunday March 28
Immersive Week	Week 12	Monday, March 22	Thursday, March 25
C	Weeks 13-16	Tuesday, March 30	Sunday, April 25

*Campus Holiday

**Students on IPPE must comply with practice site hours

Academic Calendar 2026–2027

Summer 2027 *Trimester Dates: Monday April 26-Sunday August 15, 2027*	
Classes Begin	Monday, April 26
Last Day to Add/Drop	Tuesday, May 4
Holiday (Memorial Day) *	Monday, May 31
Holiday (Juneteenth Day) *	Friday, June 18
Holiday (Independence Day) *	Monday, July 5
Last Day to Withdraw	Thursday, June 24
Online Classes End	Friday, July 9
Immersive Week	Monday July 12 -Friday July 16
IPPE/Asynchronous **	Monday, July 19 -Friday August 13
Trimester Ends	Sunday, August 15

Module Schedule Summer 2027			
Module	***Duration***	***Start Date***	***End Date***
A	Weeks 1-6	Monday April 26	Sunday, June 6
B	Weeks 7-12	Monday, June 7	Sunday, July 18
D	Weeks 1-12	Monday April 26	Sunday, July 18
Immersive Week	Week 12	Monday, July 12	Friday, July 16
C	Weeks 13-16	Monday, July 19	Sunday, August 15

*Campus Holiday
**Students on IPPE must comply with practice site hours

SUMMER 2027	
Trimester Dates: Monday, April 26 – Sunday, August 15, 2027	
Classes Begin	Monday, April 27
Last Day to Add/Drop	**Tuesday, May 4**
Holiday (Memorial Day)*	Monday, May 31
Holiday (Juneteenth Day)*	Friday, June 18
Holiday (Independence Day)*	Monday, July 5
Last Day to Withdraw	**Thursday, June 24**
Online Classes End	Friday, July 9
Immersive Week	**Monday, July 12 – Friday, July 16**
IPPE/Asynchronous**	Monday, July 20 – Thursday, August 14
Trimester Ends	Sunday, August 15

Module Schedule Summer 2027

Module	Duration	Start Date	End Date
A	Weeks 1-6	April 26, 2026	June 6, 2026
B	Weeks 7–12	June 7, 2026	July 18, 2026
D	Weeks 1–12	April 26, 2026	July 18, 2026
Immersive Week	Week 12	July 12, 2026	July 16, 2026
C	Weeks 13–16	July 19, 2026	August 15, 2026

*Campus Holiday
**Students on IPPE must comply with practice site hours

Hybrid Program Weekly Schedule

Term	Start	End	Week	Hybrid
Fall 2026 Trimester	Monday, August 17, 2026	Sunday, August 23, 2026	1	Instructions
	Monday, August 24, 2026	Sunday, August 30, 2026	2	Instructions
	Monday, August 31, 2026	Sunday, September 6, 2026	3	Instructions
	Monday, September 7, 2026	Sunday, September 13, 2026	4	Instructions
	Monday, September 14, 2026	Sunday, September 20, 2026	5	Instructions
	Monday, September 21, 2026	Sunday, September 27, 2026	6	**Exams**
	Monday, September 28, 2026	Sunday, October 4, 2026	7	Instructions
	Monday, October 5, 2026	Sunday, October 11, 2026	8	Instructions
	Monday, October 12, 2026	Sunday, October 18, 2026	9	Instructions
	Monday, October 19, 2026	Sunday, October 25, 2026	10	Instructions
	Monday, October 26, 2026	Sunday, November 1, 2026	11	Instructions
	Monday, November 2, 2026	Sunday, November 8, 2026	12	**Lab+ Exams**
	Monday, November 9, 2026	Sunday, November 15, 2026	13	IPPE/Asynch
	Monday, November 16, 2026	Sunday, November 22, 2026	14	IPPE/Asynch
	Monday, November 23, 2026	Sunday, November 29, 2026	15	IPPE/Asynch
	Monday, November 30, 2026	Sunday, December 6, 2026	16	IPPE/Asynch
	Monday, December 7, 2026	Sunday, December 13, 2026	17	IPPE/Asynch
	Monday, December 14, 2026	Sunday, December 20, 2026	18	IPPE/Asynch
	Monday, December 21, 2026	Sunday, December 27, 2026	Intersession	
	Monday, December 28, 2026	Sunday, January 3, 2027		
Spring 2027 Trimester	Monday, January 4, 2027	Sunday, January 10, 2027	1	Instructions
	Monday, January 11, 2027	Sunday, January 17, 2027	2	Instructions
	Monday, January 18, 2027	Sunday, January 24, 2027	3	Instructions
	Monday, January 25, 2027	Sunday, January 31, 2027	4	Instructions
	Monday, February 1, 2027	Sunday, February 7, 2027	5	Instructions
	Monday, February 8, 2027	Sunday, February 14, 2027	6	**Exams**
	Monday, February 15, 2027	Sunday, February 21, 2027	7	Instructions
	Monday, February 22, 2027	Sunday, February 28, 2027	8	Instructions
	Monday, March 1, 2027	Sunday, March 7, 2027	9	Instructions
	Monday, March 8, 2027	Sunday, March 14, 2027	10	Instructions
	Monday, March 15, 2027	Sunday, March 21, 2027	11	Instructions
	Monday, March 22, 2027	Sunday, March 28, 2027	12	**Lab+ Exams**
	Monday, March 29, 2027	Sunday, April 4, 2027	13	IPPE/Asynch
	Monday, April 5, 2027	Sunday, April 11, 2027	14	IPPE/Asynch
	Monday, April 12, 2027	Sunday, April 18, 2027	15	IPPE/Asynch
	Monday, April 19, 2027	Sunday, April 25, 2027	16	IPPE/Asynch

Hybrid Program Weekly Schedule				
Term	**Start**	**End**	**Week**	**Hybrid**
Summer 2027 Trimester	Monday, April 26, 2027	Sunday, May 2, 2027	1	Instructions
	Monday, May 3, 2027	Sunday, May 9, 2027	2	Instructions
	Monday, May 10, 2027	Sunday, May 16, 2027	3	Instructions
	Monday, May 17, 2027	Sunday, May 23, 2027	4	Instructions
	Monday, May 24, 2027	Sunday, May 30, 2027	5	Instructions
	Monday, May 31, 2027	Sunday, June 6, 2027	6	**Exams**
	Monday, June 7, 2027	Sunday, June 13, 2027	7	Instructions
	Monday, June 14, 2027	Sunday, June 20, 2027	8	Instructions
	Monday, June 21, 2027	Sunday, June 27, 2027	9	Instructions
	Monday, June 28, 2027	Sunday, July 4, 2027	10	Instructions
	Monday, July 5, 2027	Sunday, July 11, 2027	11	Instructions
	Monday, July 12, 2027	Sunday, July 18, 2027	12	**Lab+ Exams**
	Monday, July 19, 2027	Sunday, July 25, 2027	13	IPPE/Asynch
	Monday, July 26, 2027	Sunday, August 1, 2027	14	IPPE/Asynch
	Monday, August 2, 2027	Sunday, August 8, 2027	15	IPPE/Asynch
	Monday, August 9, 2027	Sunday, August 15, 2027	16	IPPE/Asynch

General Policies for the School of Pharmacy

Criminal Background Check Policy

Pharmacy students should refer to the University Catalog for information on background check policies.

NOTE: All students are required to have a criminal background check (CBC) report on file with WCU's Office of Experiential Education (OEE). All enrolled students in the Doctor of Pharmacy Program will also be required to complete additional annual criminal history checks prior to enrolling for their next academic year. Please note that the criminal background check is **MANDATORY**. Information from the CBC report must be on file with the OEE. Additional background checks may be required for external institutional partnerships (clinical site partners) prior to confirming eligibility to participate in experiential activities. Financial and other responsibilities for these CBCs are within the fees of the Program.

Technical Standards for a Student pharmacist

A student should be able to perform the following essential functions in a reasonable and independent manner. The term "independent" means that a candidate's judgment and activities cannot be assisted or performed by someone else's skills, professional knowledge, or integrative or interpretive abilities but does not preclude the use of reasonable technological, physical, or mechanical accommodations by the student.

Technical standards in pharmacy require that students have the ability to demonstrate the following:

Observation

- Observation involves the functional use of vision and other sensory modalities.
- Observe demonstrations, lectures, practice-based activities, experiments in the basic and clinical sciences, and other essential curricular exercises.
- In clinical settings, the student must be able to observe patient activity and behavior at a distance and close hand, noting non-verbal and verbal signals.

Communication

- Retain and recall information in an efficient, effective, and timely manner. Additionally, the student must be able to demonstrate professionalism and sensitivity with faculty, staff, other students, patients, the patient's family members, healthcare team members, and the public.
- Demonstrate proficiency in reading, writing, speaking, and comprehending English with sufficient mastery to accomplish didactic, clinical, and laboratory curricular requirements in a timely, high-quality, professional, and accurate manner.
- Understand, react, and respond appropriately to verbal, non-verbal, and written communication from faculty, staff, other students, patients, healthcare team members, colleagues, and families that is essential to completing all program requirements.

Sensory/Motor Coordination or Function

- Possess sufficient sensory and motor function to elicit patient information through palpation, auscultation, and other diagnostic maneuvers and perform emergency procedures such as CPR and First Aid.
- Properly utilize educational equipment and technology to fully participate in lectures, practice and other laboratory experiences. Transport to and arrive on time to clinical rotation sites.
- Integrate all information received along with the cognitive ability to learn, integrate, synergize, and analyze data.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

- Students will be required to measure, calculate, reason, analyze information, and demonstrate problem-solving. This critical skill is demanded of health practitioners, which requires all these intellectual abilities.
- Students must be able to perform these problem-solving skills in a timely fashion. Students must also be able to learn, integrate, analyze, and synthesize data from written and electronic sources, in addition to the classroom, the practice lab, and clinical sites.
- Students must possess the ability to accurately and independently evaluate their own performance and formulate strategies for addressing deficiencies and improving professional skills.

Ethical and Professionalism Attributes

- Students and the population they serve represent a community of different ages, religions, races, cultures, disabilities, and lifestyles. In order to be effective in this diverse population, students must have the ability to recognize and show respect for the differences in culture, values, and ethics among all individuals with whom they are in contact (patients, faculty, other students, clinical and administrative staff, colleagues, etc.). The ability to identify and appropriately demonstrate behaviors intended to protect the privacy, safety, and well-being of those with whom the student will come in contact is also required.
- Students must possess the emotional health required to fully and appropriately use intellectual abilities, exercise good judgment, and promptly complete all responsibilities within the academic setting and experiential rotations.
- Students should demonstrate the ability to handle situations appropriately and professionally, which may be emotionally and physically challenging, and must be able to adapt to a fluid academic and clinical environment utilizing appropriate responses and skills.

Adherence to all codes of conduct, ethical standards, technical standards, and professionalism including, but not limited to West Coast University, the School of Pharmacy, and all AACP standards pertaining to the code of pharmacist, is required.

For questions, concerns, or guidance about a specific student conduct issue, academic integrity, or other student misconduct, contact Dr. Ettie Rosenberg, Assistant Dean of Student Affairs at erosenberg@WestCoastUniversity.edu. Students may also email the OSA at SOPStudentAffairs@WestCoastUniversity.edu with any questions, request for forms such as Excused Absence, Final Course Grade Appeal, or Grievance, and/or to request guidance.

Criminal Background Check Requirements

PharmD students are required to have a criminal background check (CBC) report only with the School of Pharmacy's OEE. Students will be required to complete additional annual criminal history checks prior to enrolling for the next academic year.

- The criminal background check is **MANDATORY**.
- Information from the CBC must be on file with the WCU-SOP OEE before the student secures a seat in the class.
- Additional background checks may be required of external institutional partnerships prior to participation in experiential activities. Financial and other responsibilities for these CBCs are within the fees of the Program.

Attendance Policy

The West Coast University Attendance Policy is published in the University Catalog.

In addition to the University's policy on attendance, WCU-SOP has adopted the following as its programmatic policy on attendance:

- WCU-SOP emphasizes that class attendance, preparation, and participation are integral to a student's academic success. Students are required to log into the designated mobile app to verify their attendance in each class session.
- **Consistent with University policy, any student who incurs course absences that exceed 20% in any didactic course will be administered a grade of "WF" or "F."**
- **NOTE:** These grades, "WF" and "F," are triggered administratively when a student's attendance exceeds the 20% threshold. CGS Student Services closely follows student absences as these accrue over the course of an academic term (trimester or semester). CGS Student Services directly notifies individual students, course faculty, and the Offices of Academic and Student Affairs about rising absences. Students are expected to be accountable for their attendance and vigilant about avoiding excessive absences from a course because of the risk to their academic performance and the risk of violating the strict policy threshold for absence accrual.
- **No absences are permitted for clinical (experiential) coursework, and students are required to make up any missed clinical hours.**
- **NOTE:** Both unexcused and excused absences are recorded to calculate the maximum absences (20%) allowed for any didactic course. See the Excused Absence Policy.
- **NOTE:** Further, for purposes of attendance, School policy requires both a student's physical presence and their active engagement in classroom activities, whether conducted in person or virtually. **Accordingly, a student's attendance status may be impacted when the student is present but fails to meaningfully participate in the instructional activities being conducted.Travel Advisory vs Attendance Policy and Consequences.**

Travel Advisory vs Attendance Policy and Consequences

Students are **NOT** permitted to travel outside of the United States for the entirety of the 33 months in which they are enrolled in the West Coast University Hybrid PharmD program.

Due to federal regulations concerning Title IV funding, no student is permitted to be enrolled and taking courses (in the West Coast University Hybrid PharmD program) while either residing in a University-determined Red State, or internationally. International travel also comes with inherent risk due to travel restrictions that can be enforced at any time. Students are prohibited from traveling outside of the U.S. while in the Hybrid PharmD program, and failure to comply with this policy may result in delayed progression or dismissal from WCU-SOP.

Please contact the Office of Student Affairs (OSA)for a current list of approved states from which you are permitted to enroll/take classes.

NOTE: Further, for purposes of attendance, School policy requires both a student's physical presence and their active engagement in classroom activities, whether conducted in person or virtually. Accordingly, a student's attendance status may be impacted when the student is present but fails to meaningfully participate in the instructional activities being conducted.

Absence from Didactic Class

Students have a responsibility to communicate proactively and directly with course faculty and with the OSA when any condition arises that may interfere with their class attendance.

WCU-SOP is committed to working with students who are absent due to unavoidable circumstances, whether anticipated (ex, jury duty) or unanticipated (ex, sudden illness or emergent circumstance) and according to the limits imposed by the Excused Absence Policy. See the Excused Absence Policy below. However, every student is responsible for notifying **both** the affected course instructor(s) and the OSA **by email of any anticipated absence prior to absence from a class session**.

Excused Absence Policy

To make up a class, an assignment, or a missed assessment, a student must request (apply) for an Excused Absence by fully completing the standard Excused Absence form (available for download from the Canvas Student Resource Module) and submitting the required documentation to the OSA. For any questions on specific documentation required for unique circumstances, contact the OSA. In some instances, the Assistant Dean for Student Affairs may specify the documentation that the student must submit to the OSA.

Process for Excused Absence Request/Approval

Students **must carefully review each course syllabus** at the start of a trimester for a potential conflict, or any identified conflict known to them, which can compromise their ability to attend any class, complete any assignment, quiz, or exam as scheduled in each course syllabus. Students must provide notice as early as possible of any known/identified conflict to the **Course Coordinator/Faculty and the OSA** and submit an Excused Absence Request (form) to the OSA (as soon as possible). If the absence relates to an exam, in addition to the Course Coordinator/Faculty, **students must also notify Dr. Gauri Sabnis, Office of Assessment, to respectfully manage faculty expectations.**

ANTICIPATED ABSENCE: A student is responsible for notifying the **impacted course coordinator(s), faculty, and OSA** of any anticipated absence by email in advance of the scheduled or anticipated date of absence, **preferably as soon as the student is aware of the need for the anticipated absence.**

UNEXPECTED ABSENCE: In the event of an absence due to **an emergency or unexpected circumstance, absent additional verifiable extraordinary circumstances preventing prompt notice**, the student must notify **the impacted course coordinator(s) or faculty and the OSA by email** of the emergency or circumstance **within 48 hours of the absence.**

To request an opportunity to make up missed coursework or assessments, after notifying OSA of the emergent/unexpected circumstance triggering the unexpected absence, the student must provide the completed **Excused Absence form** along with the requisite documentation supporting the emergency/ circumstance to the OSA.

For any excused absence, the **Excused Absence form** should be completed as directed and submitted with the required documentation to the OSA or Assistant Dean of Student Affairs for approval. **Once the excused absence request is approved**, OSA will notify the student, the impacted course, and the course faculty listed by the student on page two of the **Excused Absence form**, as well as the Office of Academic Affairs (OAA). Upon notice of approval, arrangements for the make-up of the class, assignment(s), or assessment(s) can be coordinated directly between the student and the course faculty.

Pursuant to the Attendance and Excused Absence Policies, both unexcused and excused absences, for any reason, illness, jury duty, or other, are recorded to track a student's total absences and to determine if a student has exceeded the maximum absence threshold (20%) allowed per academic term, trimester or semester, in any didactic course. According to University policy, absences over 20% in a single course (per semester) may result in an automatic "W" or "WF" from that course.

Absence in select courses (block courses such as P1 or P2 IPC courses) where a student misses or anticipates missing ≥ 2 days of class sessions will require a student meeting with the OAA and possibly further considerations.

Where an absence is supported by valid excuse and approved by Student affairs, and a make-up (class, assignment, or assessment) is authorized under this policy, it is a student's responsibility to arrange with the course coordinator/faculty for the completion of any make-up work/assessment(s).

Excused Absences

For all absence(s), on page two of the Excused Absence form, the student must clearly list (1) courses missed or to be missed, (2) dates missed, and (3) names of impacted course coordinators/faculty.

- The OSA will not process a request for excused absence without the list of impacted courses, dates missed, and impacted course faculty.
- The OSA will inform all relevant course faculty, listed on the form, and the OAA once a student's request for excused absence has been approved.
- **NOTE:** As stated above, both unexcused and excused absences, even for illness, jury duty, and/or other circumstances, are recorded and are included in calculating the maximum absences (20%) allowed in any didactic course under the Attendance Policy.

- **NOTE:** Due to the higher risk posed to academic performance and student progression, absences **over two days** in select courses, such as IPC/block courses, **even if pursuant to acceptable absence for approval**, will require a meeting with the Office of Academic Affairs (OAA) and possibly further consideration. OSA may refer a student with greater than two days absence in IPC or a block course during an academic term (trimester or semester) to OAA for a meeting.
- Where a make-up class, assignment, or assessment is permitted ("approved") under this policy, it is the student's sole responsibility to arrange with the course coordinator/faculty for the completion of any make-up work or assessment(s). The format of any make-up work and/or assessments is left to the discretion of the course instructor.
- Absences for activities such as family vacations, family reunions, prior travel arrangements, weddings, or other similar events are **NOT** considered approved absences.
- **Students should not make any travel plans during or at the end of any academic term until they are notified/confirmed they have passing grades in their courses.**
- **NOTE:** A student must provide/explain the reason for requesting an excused absence. To be excused from a class, assignment, or assessment for medical reasons, a student must submit a doctor's note to the OSA/Assistant Dean of Student Affairs. The doctor's note must include (1) the student's name, (2) the dates for which the student is medically excused/unable to perform, and (3) the physician or provider's Signature.
- **A doctor or provider note that does not meet the above requirements will not be accepted.**
- To be excused for an absence due to jury duty, a student must submit a copy of the jury summons to the Assistant Dean of Student Affairs 3 days in advance of the scheduled jury duty appearance.
- **For anticipated absences that fall outside of illness or jury duty**, contact the OSA or Assistant Dean of Student Affairs **to inquire what type of documentation** is necessary to apply for an excused absence.

Absences for Religious Reasons

WCU-SOP respects the rights of students to observe major religious holidays and will provide accommodation, upon request, for such observances. Students who anticipate absence due to religious observances are required to **inform faculty at least thirty days before the anticipated date of absence or to notify the OSA as soon as possible, even prior to the start of an academic term, to facilitate notice to faculty if not yet identified. The format of any make-up work and/or assessments is left to the discretion of the course instructor.** Students who do not arrange for excused absences with reasonable effort to provide notice to faculty may not be entitled to such accommodation. **Please note, however, that both unexcused and excused absences, even for religious holidays, are recorded to calculate the maximum absences (20%) allowed in any didactic course.**

Excused Absence Process

1) NOTIFY the Office of Student Affairs of any emergent/unexpected circumstance triggering an absence from didactic course(s).

2) SUBMIT the completed Excused Absence form to OSA with the requisite documentation supporting the emergency/circumstance to request an opportunity to make-up missed coursework/assessments.

3) ONCE APPROVED, the Office of Student Affairs notifies student, impacted faculty, and Office of Academic Affairs of the approval. MAKE-UP arrangements for a class, assignment(s), or assessment(s), are discussed and scheduled directly between the STUDENT & the FACULTY.

To make up a class, an assignment, or a missed assessment, students must apply for an Excused Absence by completing the **Excused Absence form** and providing the required documentation to the OSA, as specified by the Assistant Dean, Student Affairs.

- **Anticipated Absence:** The student is responsible for notifying the impacted course coordinator(s)/faculty and OSA of any anticipated absence **by email in advance of the scheduled/anticipated date of absence**, preferably as soon as the student is aware of the need for the anticipated absence.
- **Unexpected Absence:** An absence due to an emergency or unexpected circumstance, absent additional verifiable extraordinary circumstances preventing prompt notice, the student must notify impacted course coordinator(s)/faculty and the OSA of the emergency/circumstance **within 48 hours of the absence.**

After notifying OSA of the emergent/unexpected circumstance triggering the absence, the student must provide the completed Excused Absence form to the OSA along with the requisite documentation supporting the emergency/circumstance to OSA, to request the opportunity to make up missed course work or assessments.

For any excused absence, the Excused Absence form should be completed as described above and submitted with the required documentation to the Assistant Dean of Student Affairs for approval. Once approved, OSA will notify the student and the impacted faculty listed by the student on page two. Arrangements for the make-up of the class, assignment(s), or assessment(s) are between the student & faculty.

NOTE: The maximum absence threshold in any course under the WCU policy is 20% of course hours. According to WCU policy, absences over 20% in a single course (per semester) may result in an automatic "W" or "WF" from that course.

Both unexcused and excused absences, for any reason, illness, jury duty, or other, are recorded to track a student's total absences and to determine if a student has exceeded the maximum absence threshold of 20% allowed per semester in any didactic course. Students exceeding the 20% absence threshold in any course may be administratively dropped from that course with W or WF as described in the preceding paragraph.

NOTE: Absences from select courses, such as P2 IPC course or P3 IPC course, over two days will require a meeting with the Office of Academic Affairs and possibly further consideration. Where a make-up (class, assignment, or assessment) is permitted under this policy, it is a student's responsibility to arrange with the course coordinator/faculty for the completion of any make-up work/assessment(s).

Absences for activities such as family vacations, family reunions, prior travel arrangements, weddings, or other events are not considered approved absences. To be excused for medical reasons, attach a doctor's note.

The doctor's note must include:

- The name of the student
- The dates the student is medically excused
- Signature of the physician

Any doctor's note that does not meet these requirements will not be accepted.

NOTE: Students should not make plans for travel/vacation during an academic term (semester or trimester), nor make travel plans for the end of an academic term (semester or trimester), until they are notified and assured of passing their courses (e.g., final course grades have been posted).

Student Accountability & Professionalism

Overview of Student Conduct and Professionalism

Pharmacy is a trusted profession and has received this distinction as a direct result of the honor and integrity that members of the profession embody. As a student pharmacist, adherence to high standards of personal and professional conduct must be a way of life and ethos, whether on or off campus. Accordingly, students are expected to always conduct themselves professionally and to exhibit the characteristics of a "professional student."

The WCU Academic Honor Code and Code of Student Conduct make explicit those activities and behaviors that are contrary to the general interests of the University community or that threaten to disrupt the teaching and learning environment in which community members are engaged. Students enrolled in the University are expected to conduct themselves in a manner compatible with the University's function as an educational institution. Students should represent themselves, the School, the University, and the pharmacy profession with the utmost personal integrity by demonstrating respect, compassion, honesty, trustworthiness, accountability, and professional attire.
See University Catalog

Professional Courtesy & Managing Expectations

Upon matriculation into the Program, students become student pharmacists and are expected to conduct themselves with classmates, group members, faculty, staff, and administrators as pharmacy professionals. As a student pharmacist, your identity has been transformed into that of a healthcare professional. As a pharmacy professional, all communications (verbal, written, phone, text, or email) should be consistently professional, whether to classmates, group members, faculty, staff, administrators, pharmacy, or other healthcare professionals. Communication also includes what is not said. So, for instance, if you expect to miss a class or have an unexpected or emergency situation that prevents you from attending a meeting, obligation, or appointment, professional courtesy requires you to notify any affected parties. The School requires reasonable notice (within 48 hours) of an illness or emergency that prevents a student from attending class, completing an assignment, or taking a quiz or exam. Without such notice, a student may not receive approval for an excuse for absence. See Excused Absence Policy

Professionalism Expectations & Accountability

Professional Conduct During Class Sessions and Speaker Events

Students are expected to demonstrate professional behavior, attentiveness, and respect during all instructional activities, including lectures, laboratories, workshops, guest speaker presentations, professional development events, and virtual learning sessions. Professional conduct reflects the standards expected of future healthcare professionals and contributes to a respectful and effective learning environment.

The following behaviors are not permitted unless specifically authorized by the instructor or presenter:

- Use of cell phones or personal electronic devices for non-course-related activities.
- Texting, browsing social media, viewing non-course-related content, or engaging in other activities that distract from participation in the learning environment.
- Sleeping or placing one's head on a desk, table, or other surface during instructional sessions.
- Conduct that creates the appearance of disengagement, disrespect, or inattentiveness to instructors, presenters, classmates, patients, or guests.

Students who require accommodation or who experience circumstances affecting their ability to participate fully in a session should communicate with the instructor and/or Student Affairs in advance and as appropriate.

Failure to adhere to these expectations may be addressed through the Program's professionalism policies and may result in progressive corrective action, including verbal counseling, written documentation, professionalism referrals, or other academic consequences as outlined in the Student Handbook and applicable course syllabi.

Concerns regarding professionalism within the classroom, at an event, or at an experiential site will be addressed using a progressive accountability approach whenever appropriate. See Student-Faculty Concern Process.

Nothing in this professionalism framework limits the Program's ability to impose more immediate or stringent intervention when conduct is deemed particularly disruptive, disrespectful, or inconsistent with professional standards.

E-Professionalism

Professionalism Expectations for Remote Class Sessions

Students should minimize distractions and dress and act professionally for all remote meetings. Students should not log into remote class sessions from a moving vehicle or an environment otherwise not conducive to learning.

For attire during remote classes, refer to and follow the section on Policy and Standards for Professional Attire. Additionally, students are expected to have their cameras "on" and operating throughout each video conferencing session unless otherwise approved by the course coordinator or instructor as soon as possible. Incidents of non-compliance will be addressed according to the **Progressive Accountability** process for **Professionalism Violations and Progressive Corrective Action** located under the section on Professionalism Expectations**.**

All students' laptop cameras must be "on" and always operating during Zoom classes. To ensure and promote student engagement and learning, random audits may be conducted by administrators or other instructors to verify that students are adhering to this requirement. If an extenuating circumstance prevents or prohibits the use of the camera for a class session, professionalism requires students to notify the instructor in advance of the session, or as soon as reasonably possible (promptly) via email. Regular breaks will be given to allow students to turn off their cameras, use the restroom, snack, stretch, etc.

Notice of Requirement to Check Student Email on a Daily Basis

School administration, faculty, staff, and preceptors rely on email and Canvas to communicate with students both collectively and individually. School administration, faculty, staff, and preceptors also share information about policies, procedures, appropriate deadlines, schedules, class materials, and activities with students via WCU email.

Students must check their student email accounts at least once daily to ensure they are aware of current notices and information.

If a student experiences a chronic problem accessing their email account (i.e., inability to access their WCU email account for longer than two business days), the student should be proactive and must contact the Campus IT Technician to resolve the situation. A student who has trouble accessing their email account or who does not read notices sent via email or in Canvas in a timely manner is not exempt from complying with appropriate University rules, regulations, and deadlines. Student professionalism and accountability also include routinely checking and responding to emails on their assigned WCU email address from the school administration, faculty, staff, and preceptors.

Writing Professional Emails

Professional correspondence is critical to successful interactions between a student and any internal stakeholder (e.g., faculty, classmate, student, program staff, campus or program administrator), and even between a student and an external stakeholder (pharmacist, current or prospective preceptor, current or prospective employer, collaborative event partner, vendor, or guest speaker, etc.) Pay attention to these critical topics when writing emails to ensure you deliver a professional message and image of yourself.

For tips on writing professional emails, students are encouraged to refer to the ***Writing Professional Emails*** handout posted in the **Canvas Resource Module** under the OSA.

Social Media Policy

Students should be aware that their email, blogs, web pages, Twitter®, SnapChat®, Facebook®, Instagram®, LinkedIn®, and other social media tools, as well as all other internet or world wide web-based communicative networks, are as much a part of developing and maintaining their professional image as the clothes they wear. Thus, all students in the Doctor of Pharmacy program are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, clinical sites, professional meetings, as well as in non-educational settings, including the internet. **Students are expected to demonstrate respect and exercise good judgment when participating in all social media platforms and to avoid unprofessional conduct when engaging on all social media.** Posts, text messages, etc., that could be viewed as malicious, obscene, threatening, intimidating, or harmful to someone and/or their reputation must be avoided. Such activity may result in a referral to the University Conduct Committee.

Immersive Weeks: Attendance & Participation

Student attendance in person for all exams, skills labs, assessments, activities, and events during School of Pharmacy's Immersive Weeks (IW) is MANDATORY.

WCU-SOP IW events and activities are NOT OPTIONAL. WCU-SOP IW activities and events are developed by a dedicated Task Group (comprised of faculty, staff, students, and administration) with **student professionalization** and **student development** in mind. IW activities and events aim to expose students to a variety of professional and career-focused experience.

WCU-SOP IW provides these experiences, consistent with our mission, and aims to professionalize students during their tenure in the Program. IW activities and events are learning opportunities which aim to ensure that all students have access to a network of pharmacy professionals, potential mentors, or future employers. Students experience a variety of community engagement and career opportunities, and develop a keen understanding from pharmacists as role models, about the vital importance and active definition of professionalism.

IW professionalization activities and events are **MANDATORY**. A student cannot "opt out" of IW activities and events. In case a student "missed" an activity or event, whether with a valid "excused absence" or a student "skips" an activity or event without excuse/notice, the student shall be required to "make-up" the missed activity or event (learning opportunity) with an IW reflection assignment (e.g. on a relevant professionalism topic which OSA assigns). **Accordingly, students must not plan or schedule vacations, personal events, or appointments during any Immersive Week.**

Remediation: Any student who misses an IW event, activity, skills lab, or simulation, with or without an excused absence, is required to remediate each individual missed event, activity, skills lab, or simulation. At minimum, Student Affairs will assign any student who misses an IW event, activity, skills lab, or simulation, with or without an excused absence, a remediation reading/reflection assignment related to the missed opportunity/lesson to demonstrate they have acquired the requisite skills addressed in the missed IW activity or event.

Any make-up for assessments during Immersive Week must be made up in person (on campus), no different than if the student took the original assessment.

Beginning with fall trimester 2025, the syllabi for Prof/IPE Longitudinal Course Series in years P1–P2 (PHRM 689, 690, 789, 790, 889, and 890) will contain an admonition that a report of a student's professionalism violation will result in a "NP" in the respective Course during which the unprofessional incident occurred. Violations of professionalism shall, at minimum, require the student to satisfactorily complete a relevant remediation assignment from the Offices of Experiential Education in collaboration with Student Affairs in order to cure the NP grade to a "Pass."

School Processes to Communicate Specific Concerns

(Cohort-Specific or Student Specific)

The Program has implemented a robust variety of mechanisms through which Student Government Council (SGC) officers (i.e., Class Representatives) can raise cohort-specific concerns and allow students to raise any individual student-specific concerns. The Program welcomes feedback and routinely encourages students to offer their thoughts, comments, and suggestions on various topics via mechanisms tailored for specific purposes and needs.

An overview of these processes is included in the following sections, and each section refers to the page number(s) and section(s) in this Student Handbook where more information can be located, as well as to other resources, including Canvas forms where relevant, and OSA for further questions.

A. Cohort-Specific Comments/Feedback/Concerns

1. **Faculty Course Evaluations (FCE)**:
   FCEs are a mechanism for all students to offer their thoughts, comments, and suggestions about a course or course faculty in the final weeks of each trimester. Surveys are announced in the latter part of each term. The Program encourages students to submit the FCEs for each of their courses and course faculty before the end of each trimester. **More information on FCE process can be obtained from OAA or OSA.**

   - **FCE Process Facts**
     - » FCE process works if all students submit faculty and course evaluations.
     - » Submissions are anonymous.
     - » Student opportunity to comment and provide feedback (course, subject, faculty) in every course and trimester.

» FCE is open during the last few weeks of the trimester; students are notified when it is open.
» Feedback from FCE is reviewed by the Dr. William Ofstad, Associate Dean of Faculty, after the term ends. Feedback is discussed with faculty.

2. **Focus Groups with Office of Academic Affairs (OAA), Office of Student Affairs (OSA)**
OAA and OSA focus groups invite and engage student government officers with OAA and OSA on behalf of an individual cohort. OAA and OSA also triage comments/feedback and return to the focus group of student leaders with an action plan or actions completed (2-week turnaround).
More information on Focus Groups can be obtained from OAA or OSA.

- **Focus Group Facts**
  » Cohort-specific issues raised by student leaders approximately each trimester.
  » Comments/feedback solicited and collected by Student Leaders (SGC Class Officers) in advance of scheduled meeting with OAA and OSA.
  » During the meeting, OAA and OSA listen to student leaders' comments/feedback (from cohort) and may ask questions to:
    - Confirm if comment/feedback is generally applicable to whole cohort, or not generally applicable to majority cohort (i.e., more than one individual perspective represented but not a majority).
    - Request additional context to understand comments/concerns and identify/understand what action(s) may be needed.
    - Gather other information.

3. **Student-Faculty Concern Process**
Student Leaders can present a cohort concern about course/faculty/exam, etc, to the course faculty or course coordinator following this 4-step (phase) process.

a. Academic concerns (course, exam, quiz) must be raised in a timely manner and within the trimester.

b. Follow the S-F Concern Process from Phases 1–4 in the Handbook (*See Table of Contents*). Refer to the visual flowchart and process under the Student-Faculty Concern Process in the Handbook.

c. Any cohort can raise a concern about a course/faculty/exam, etc., with the course faculty or course coordinator under this process, through which a cohort-focused resolution is achieved.

- **Student-Faculty Concern Facts** Ex: course/exam/quiz concern:
  » **Phase 1:** Ask for a meeting with the course faculty or the course coordinator.
  » Most issues are resolved between Phases 1 and 3.
  » S-F Concern Form is only needed if the issue raised is **not resolved at Phase 1**.
  Then use the S-F Concern Form to document the history of the issue and appeal to **Phase 2**.
  S-F Concern Form is available on **Canvas** in the Resource Module under Student Affairs.
  » Contact the OSA for guidance and questions on the process.

4. **Office of Student Affairs (OSA) Virtual Comment Box**
OSA creates a virtual comment box for each cohort (cohort-specific), which invites students to submit anonymous suggestions or feedback on any topic (ex, event, course, faculty, activities). OSA distributes the Microsoft Forms® link to each cohort-specific comment box to SGC class officers, who in turn distribute the links to the class.

- **Virtual Comment Box Facts**
  - » The Microsoft Forms link to each cohort-specific comment box remains open and available from each cohort's class officers.
  - » Students can submit suggestions, comments, or feedback anytime.
  - » OSA checks this inbox weekly (*ex, Mondays*).
  - » OSA triages issues to the correct office, department, or administrator as needed, and at times, elevates issues as indicated to the WCU-SOP Executive Committee's attention.

B. Individual Student Concerns

1. Student-Faculty Concern Process

A student can present an **individual concern** about the course/faculty/exam, conflict/concern with another student, group, etc., to the course faculty or course coordinator following this 4-step (phase) process.

a. Academic Concerns (course, exam, quiz) must be raised in a timely manner (*as soon as possible*) and within the trimester.

b. Follow the S-F Concern Process from Phases 1–4.

c. **Any student** can raise an **individual student concern** about the course/faculty/exam, etc, with the course faculty or the course coordinator during this process.

d. **Confidential process** (*though not anonymous*) through which an individual-student-focused resolution is achieved.

- **Student-Faculty Concern Facts** Ex: Course/Exam/Quiz concern:
  - » **Phase 1:** Ask for a meeting with the course faculty or the Course Coordinator.
  - » Most issues are resolved between Phases 1 and 3.
  - » S-F Concern Form is only needed if the issue raised is **not resolved at Phase 1**. Then use the S-F Concern Form to document the history of the issue and appeal to **S-F Concern Form** is available on **Canvas** in the Resource Module under Student Affairs.
  - » Contact the OSA for guidance and questions on the process.

2. Office of Student Affairs Virtual Comment Box - Individual Student

OSA creates a virtual comment box for each cohort (cohort-specific), which invites students to submit **anonymous** suggestions or feedback on any topic (ex, event, course, faculty, activities). OSA distributes the Microsoft Forms link to each cohort-specific comment box to SGC class officers, who in turn distribute the links to the class.

- **Virtual Comment Box Facts**
  - » The Microsoft Forms link to each cohort-specific comment box remains open and available from each cohort's class officers.
  - » Students can submit suggestions, comments, or feedback anytime.
  - » OSA checks this inbox weekly (ex, Mondays).
  - » OSA triages issues to the correct office, department, or administrator as needed, and at times, elevates issues as indicated to the WCU-SOP Executive Committee's attention.

3. Office of Student Affairs Meeting with Individual Student or Student

1. Individual Student

» If an individual student wishes to raise an individual concern, the student is strongly encouraged to reach out to schedule a **private and confidential** meeting with either (or both) of the following (in no specific order):

- **Individual Student's Faculty Advisor** (*student-specific*)
- **Office of Student Affairs**
  - Diane Marx, Student Advisor, dimarx@westcoastuniversity.edu
  - Ettie Rosenberg, ADSA Erosenberg@WestCoastUniversity.edu

» An individual student may, if they choose, also invite their Faculty Advisor to any meeting with the OSA.

2. Students (*group of 2 or more*)

- If a group of 2 or more students wishes to raise a concern, the group is strongly encouraged to reach out to schedule a **private and confidential** meeting in the OSA with either the Student Advisor or Assistant Dean, Student Affairs.

Conflict Resolution

Disagreements and disputes are part of human nature and may arise from time to time. However, the WCU-SOP expects professionalism, even under circumstances where a concern, disagreement, or dispute develops, student pharmacists should strive to resolve any issues at the lowest level possible through the Student-Faculty Concern Process before escalating concerns to ultimate channels (final course Grade Appeals, and/or the Grievance Process). Concerns may be academic or non-academic. WCU-SOP has implemented a "concern process" to accommodate academic and non-academic concerns. (Refer to Academic and Co-Curricular Policies section on Student-Faculty Concern Process). The Student-Faculty Concern form, which also covers the process steps, can be obtained from the Canvas Student Resource Module. For questions about the Student-Faculty Concern Process, students are encouraged to contact the OSA, set up a meeting to discuss any concerns, and receive guidance on the process and steps to address and/or resolve a concern.

Unprofessional Conduct

If a student's conduct or suspected conduct does not comply with the University codes and/or School policies and procedures, the WCU-SOP faculty and/or officials will follow a course of action deemed appropriate. This may include but is not limited to, at minimum, initiating the WCU-SOP's Student-Faculty Concern Process and/or, if elevated to a higher degree offense, a referral to the University Conduct Committee for possible sanction or dismissal. See the section on the Student-Faculty Concern Process. For questions, concerns, or guidance about a specific student conduct issue, academic integrity or other student misconduct, please contact Dr. Ettie Rosenberg, Assistant Dean of Student Affairs, at erosenberg@WestCoastUniversity.edu. Students may also email Diane Marx, Student Advisor, at dimarx@westcoastuniversity.edu or the OSA at SOPStudentAffairs@WestCoastUniversity.edu.

Title IX Nondiscrimination Policy and Notice of Nondiscrimination

The University's Title IX nondiscrimination statement is available on the University website at: WestCoastUniversity.edu/legal/title-ix in the University Catalog, in the University Student Handbook, and in the University Associate's Handbook.

The Title IX Policy and Grievance Procedures are provided on the University website at WestCoastUniversity.edu/legal/title-ix.

Dress Code

Upon acceptance and matriculation into WCU-SOP, students begin a process of developing the knowledge, skills, and attitudes that comprise the fundamental core of the Pharmacy profession. Although the development of competencies and transformation to Doctor of Pharmacy practitioners takes several years, the School recognizes that early initiation of professional behaviors facilitates the professionalization process and the development of professional attributes that the School seeks in its students and graduates.

Accordingly, just as all obligations and responsibilities of the pharmacy profession require some effort and sacrifice, assumption of a professional image requires an active individual commitment and resolution, which may necessitate modification of lifestyle practices upon entering the professional pharmacy program. Abiding by the dress code, WCU-SOP is a component of the educational process that internalizes esteem and emphasizes professionalization. By entering the WCU-SOP Program, students willingly accept obligations of the profession and are therefore expected to act accordingly.

The following Standards for Professional Attire, dress code, apply to all student pharmacists enrolled in the WCU-SOP Doctor of Pharmacy Program. These standards should be followed during regular business hours from 7:45 a.m. to 5 p.m., Monday through Friday.

Policy and Standards for Professional Attire

Professional Attire Policy

Establishing a professional look and attire is essential for the professionalization of student pharmacists. Dressing professionally confirms a student's sense of discipline and respect for the profession. In addition to interactions with the University and the WCU-SOP administration, faculty, and staff, the student experience during the Doctor of Pharmacy Program exposes students to interactions with the community, patients, experiential preceptors, other health professions students, and healthcare professionals. Maintaining a professional appearance in those interactions attests to an individual's commitment to professionalism. Wearing proper attire helps foster positive relationships worthy of trust and respect amongst peers, faculty, and others in healthcare, and will prepare students for the standards of the pharmacy profession.

WCU-SOP faculty and students collaborated on developing the dress code for students' professional attire on and off campus, whether in the classroom (in person or virtual), in the laboratory (skills labs, sterile or non-sterile compounding), clinical assessments (simulations or OSCEs), or in journal clubs. The following results from a months-long student-led effort to develop a code of professional attire that students can own.

Standards for Professional Attire

A. Clothing items unacceptable under any circumstances (*See sections B–E below*)**.**

1. Hoodies, pajamas, shorts, ripped/torn/baggy jeans or pants, crop tops, tank-top or tank dress, mini-skirt or mini-dress, T-shirts with large, imprinted images or words (including for commercial advertisement),

sportswear, sweat clothes or work-out clothes, house-slippers, pool shoes and flip-flops.

2. Clothing and items specifically not permitted under circumstances listed (*See sections B–E*) include:
   a. Any hats or caps. *Exception*: head coverings considered as part of a religious or cultural dress.
   b. Use of ear buds, headphones while in class, meetings, group activities, or during all presentations by any faculty, students, University representatives , WCU-SOP staff, campus staff, or guest speakers.
3. **NOTE:** Notwithstanding the above, the WCU-SOP Dean has the discretion to announce a modified dress code for Finals Week, or other similar situations. (*See section F*).

B. Class Sessions

1. In-Person (on-campus)

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks), proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, jackets/coats/blazers, WCU apparel/scrubs (includes WCU polo and WCU white coat with imprints).

b. **Unacceptable:** See sections A, 1-3 above; torn sneakers, house-slippers, pool shoes, and flip-flops.

2. Virtual (Zoom or other online forums)

a. **Acceptable:** Button-up shirts, polo shirt, or sweater with skirt or jean-skirt, or pants (khakis, chinos, slacks, or jeans), clean and not-torn sneakers, loafers, professional footwear, jackets/coats/blazers, WCU apparel/scrubs (includes WCU polo and white coat with imprints).

b. **Unacceptable:** See sections A, 1–3 above.

C. Labs

1. Skills Lab

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks), proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, jackets/coats/blazers, WCU apparel/scrubs (includes WCU polo and white coat with imprints).

b. **Unacceptable:** See sections A, 1–3 above; torn sneakers, house-slippers, pool shoes, and flip-flops.

2. Sterile/Non-Sterile Lab

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks), proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, WCU apparel/scrubs, includes WCU polo and white coat with imprints. *Required*: WCU white coat. Shoes must be close-toe and have a back for safety reasons.

b. **Unacceptable:** See sections A, 1–3 above; hoodies and hooded sweaters; jewelry and visible piercings of any kind, torn sneakers, house-slippers, pool shoes, and flip-flops.

3. Simulations

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks), proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, WCU apparel/scrubs (includes WCU polo and WCU white coat with imprints). Required: WCU white coat.

b. **Unacceptable:** See sections A, 1–3 above; jeans, T-shirts, torn sneakers, house-slippers, pool shoes, and flip-flops.

4. OSCE's

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks),

proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, WCU apparel/scrubs (includes WCU polo and white coat with imprint). Required: WCU white coat.

b. **Unacceptable:** See section F; jeans, T-shirts, hoodies, sneakers, jeans, T-shirts, , torn sneakers, house-slippers, pool shoes, and flip-flops.

D. Co-Curriculars, Journal Clubs, and Guest Speaker Events

1. On-Campus

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks), proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, sweaters, jackets/coats/blazers, WCU apparel/scrubs (includes WCU polo and WCU white coat with imprint).

b. **Unacceptable:** See sections A ,1–3 above; jeans, T-shirts, torn sneakers, house-slippers, pool shoes, and flip-flops.

2. Off-Campus Official Event (Virtual)

a. **Acceptable:** Button-up shirt, polo shirt or sweater with skirt or pants (khakis, chinos, slacks), proper business casual dress, clean and not-torn sneakers, loafers, professional footwear, sweaters, jackets/coats/blazers, WCU apparel/scrubs, includes WCU polo and WCU white coat with imprint.

b. **Unacceptable:** See sections A, 1–3 above; torn sneakers, house-slippers, pool shoes, and flip-flops.

E. Official WCU-SOP Events

1. White Coat, Pinning, Hooding Ceremonies

a. **Acceptable:** Polo shirt, pants, slacks, skirt, dress, loafers, professional footwear, button-up shirts, ties, blazers. Required: WCU white coat/WCU pin.

b. **Unacceptable:** See sections A, 1–3 above; jeans, T-shirts, sweaters, sneakers, house-slippers, pool shoes, flip-flops.

F. NOTE: Notwithstanding the above restrictions on attire, the WCU-SOP Dean has the discretion to announce a modified dress code for Finals Week, or other similar situations. See sections A, 1–3 above.

G. Experiential Education (IPPEs and APPEs)*

1. Hair, Nails and Jewelry

a. Hair, including facial hair, is to be neatly trimmed and styled. Length may be individualized but extreme looks are not allowed.

b. Unusual hair coloring or style should be avoided.

c. Fingernails are to be neat, clean, and well maintained.

d. All visible tattoos need to be covered.

e. All visible body piercing/adornments, other than in the ears, are not permitted to be worn during rotations, including nail, tongue, eyebrow, nose, lip or any other facial piercing/adornments. Visible ear piercings are limited to three per ear. All unapproved piercings/adornments must be removed while at the rotation site.

f. Jewelry and other accessories need to be of moderate style and not excessive.

g. Pins and insignia are permitted.

h. Make-up may be worn in moderation.

i. Any student who does not adhere to the above dress code may be asked to leave the practice site until they meet the appropriate codes listed above. Any time lost from being asked to leave a practice site must be made up during the student's own time with the approval of the preceptor.

H. Badges

1. An official WCU-SOP identification badge must always be worn on the student's person for on-campus or off-campus events.
2. A student's name must always be visible on their badge.
3. Identification badges must be worn around the chest pocket level or on a professional lanyard around the neck. Lanyards should not be adorned with pins, stickers, badges, patches, or other objects.
4. Identification badges should never be worn on backpacks, around the belt, or below the waist.

NOTE: Practice sites may have additional dress requirements that must be adhered to, e.g., no fake nails, no skirts or dresses above the knee, hospital identification tag to wear. Therefore, check with your preceptor before the first day of the IPPE/APPE to see if there are any special requirements. Dress code requirements at each experiential site override the above WCU-SOP Experiential Program dress code. Please also refer to the PharmD Experiential Education Manual.

Enforcement of Standards for Professional Attire

- As student pharmacists develop attributes of professionalism, these Standards of Professional Attire are designed and intended to be self-regulated.
- Students inappropriately dressed and/or groomed may be removed from classes, patient care settings, or practice experiences and requested to comply with the standards set forth in this document.
- Other policies may be implemented in future as warranted to ensure student adherence to these standards of professionalism.

Business Cards

Student business cards are available for purchase. To procure business cards, students must utilize the "PharmD Student Business Card Template." For the template and detailed instructions on how to order your business card contact Gerry Van Booven, Director of Student Services for the Center for Graduate Studies at gvanbooven@WestCoastUniversity.edu.

Student pharmacist Pledge of Professionalism

As a pharmacy student, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community.

Integrity must be an essential part of my everyday life, and I must practice pharmacy with honesty and commitment to service.

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

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

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

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

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

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

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

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

White Coat Ceremony

WCU-SOP follows the custom of a formal White Coat Ceremony to mark each student's entry into the profession. This ceremony serves promotes the dignity and decorum of the profession and establishes a sense of professionalism amongst the incoming class.

Code of Ethics for Pharmacists

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code of Ethics for Pharmacists, 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.

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.

1. *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.

2. *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.

3. *A pharmacist acts with honesty and integrity in professional relationships.* A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interest of patients.

4. *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.

5. *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.

6. *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.

7. *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.

Oath of a Pharmacist

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

- *I will consider the welfare of humanity and relief of suffering my primary concerns.*
- *I will promote inclusion, embrace diversity, and advocate for justice to advance health equity.*
- *I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.*
- *I will respect and protect all personal and health information entrusted to me.*
- *I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.*
- *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.

Academic and Non-Academic Concerns, Grade Appeal, Policies and Procedures

Final Course Grade Concerns

In the event a student has a concern about a final course grade, consult the Grade Appeals.

NOTE: The procedure for a Grade Appeal has a specific timeline for submission after the faculty has posted the final course grade. The submission deadline differs for an appeal of a **non-passing** course grade versus an appeal of a **non-failing course grade**. Students who wish to file a grade appeal of their final course grade when the assigned grade is a non-passing grade must do so within two (2) business days of notification of failure. Students appealing a non-failing grade have ten (10) business days to file an appeal. Make sure to submit Grade Appeals by the specified deadline. Please refer to the Grade Appeals policy for detailed information. Information about the Grade Appeal Process and the Grade Appeal Form are available from the OSA.

NOTE: All issues and concerns associated with a student, students, or faculty in Experiential Education (IPPE and APPE) are reviewed, mediated, and/or investigated by the Assistant/Associate Dean of Experiential Education. *Please refer to the Experiential Education Manual.*

For all other student or faculty-related concerns, identify the category of the concern/conflict and follow the appropriate process under section A or section B (below) by relying on the table for guidance as to which process applies.

Student or Faculty Concern/Conflict Resolution Procedures

WCU-SOP has optimized the process for addressing student or faculty concerns relating to either academic or non-academic issues (course-related, non-course-related, co-curricular, conduct, professionalism) that may arise from time to time. The resolution of student or faculty concerns involves a procedural approach to address any academic and non-academic concerns that can arise between students, between student(s) and a faculty, or between a faculty and student/student(s).

- **To address a concern involving a student or students and faculty,** follow the process for Student-Faculty or Faculty-Student Concern/Conflict Resolution in section A.
- **To address a concern between students,** follow the process for Student-Faculty or Faculty-Student Concern/Conflict Resolution in section B.

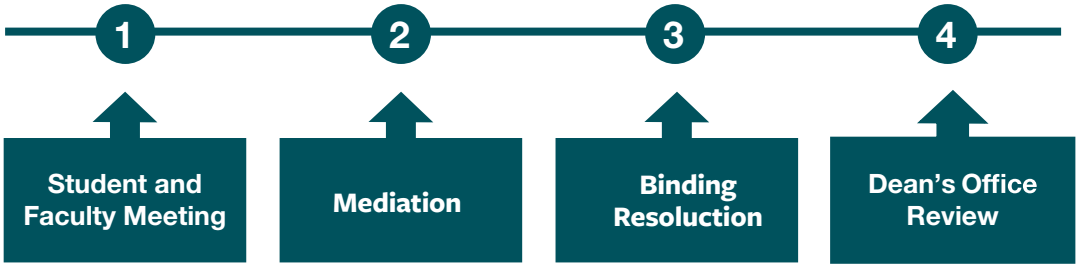
The Table identifies which process to follow for each category of concern for Examination Rules conflict:

Concern/Conflict Resolution Process	Process to Apply
Student-Faculty Academic Concern Student or cohort concern about course, faculty, assignment, group, grade, exam	Student-Faculty or Faculty-Student Concern/Conflict Resolution **(A)**
Faculty-Student Academic Concern Faculty/staff concern about student performance or academic conduct in course, in group, an unearned grade on assignment or exam, or e-professionalism issue	Student-Faculty or Faculty-Student Concern/Conflict Resolution **(A)**
Faculty-Student Non-Academic Concern Faculty/staff concern about student or group conduct or professionalism in co-curricular/other on-campus or off-campus activity	Student-Faculty or Faculty-Student Concern/Conflict Resolution **(A)**
Student-Student Academic Concern Student or group concern about group work, group, assignment, exam, or grade	Student-Student Concern/Conflict Resolution **(B1)**
Student-Student Non-Academic Concern Student/students' concern about student(s) or group conduct or professionalism in co-curricular or other on-campus/off-campus activity	Student-Student Concern/Conflict Resolution **(B2)**

A. Student-Faculty or Faculty-Student Concern/Conflict Resolution

OVERVIEW:

Either student(s) or faculty may initiate this process at any time during a trimester. Whether student(s) or faculty initiate the process, in either case, the respective student (s) or faculty should call a meeting to address concerns whenever needed and without delay (Phase 1). If the Phase 1 meeting does not achieve a resolution, the respective student(s) or faculty shall seek support and resolution from Program leadership according to Phases 2–4 and specifications in the process and illustration below. The figure below illustrates the Four Phases of the resolution process and describes the Phases to follow when initiating and attempting to address and resolve any student(s) or faculty concern/conflict.



Phase 1 Student(s), Faculty, and Faculty Advisor(s) Meeting: The involved student(s) and faculty should meet and seek a shared resolution. The involved student or students may choose to invite their respective Faculty Advisor(s) to this and future meetings as additional support. The faculty involved or the student may invite the respective student(s) Faculty Advisor(s) to this and other meetings.

NOTE: For a cohort concern/conflict, a Class Representative may raise and problem-solve common concerns with the respective faculty on behalf of the class using this same four-phase process.

Phase 2 Mediation: In Phase 2, the Course Coordinator will mediate if the involved student(s) and faculty cannot resolve any course-related concern. The Assistant/Associate Dean of Faculty Affairs (ADFA) will mediate non-course-related concerns or cases that involve the Course Coordinator. A written summary on the Student-Faculty Concern Form, and if needed, on additional attached pages and/or exhibits, should be filed via email to the OSA at sopstudentaffairs@WestCoastUniversity.edu whenever a case is not resolved by Phase 2. The Student-Faculty Concern Form is available on Canvas in the Program Resources Module. The completed form with narrative on the status of the case after Phase 2 (if not resolved) will be required in Phase 3. For guidance on the form and/or on the process of resolving student-faculty concerns, contact the OSA.

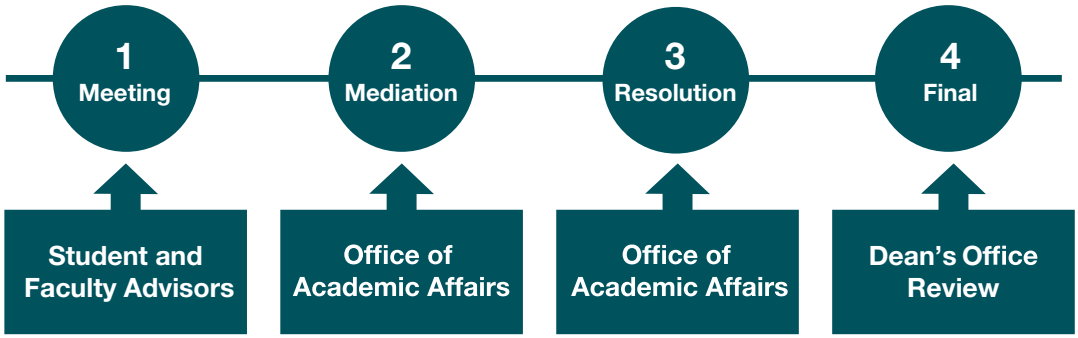
Phase 3 Binding Resolution by Assistant/Associate Dean, Faculty Affairs: The party appealing from Phase 2 should submit the written documentation from Phase 2 to the ADFA. The ADFA will review the written concern, may further investigate the issue, may meet with the parties, and submit a binding resolution to the involved student(s) and the faculty.

Phase 4 Dean's Office Review: Either of the parties to the process, whether student(s) or faculty, *may appeal the decision of the ADFA* in writing to the Dean using this form within five business days of the decision/binding resolution by the ADFA. The Dean will typically designate the ADFA and/or Assistant/Associate Dean for Student Affairs to oversee the Dean's Office Review. The decision of the Dean is final.

NOTE: Should the nature of the respective student(s) or faculty concern(s) appear to not fall clearly under the above process, the impacted student(s) or faculty should discuss their respective concern(s) with the School's Assistant/Associate Dean of Student Affairs (ADSA) who will guide and inform of the appropriate next steps/course of action.

B1 & B2: Student-Student Concern/Conflict Resolution Process

B1. Student-Student Academic Concern/Conflict



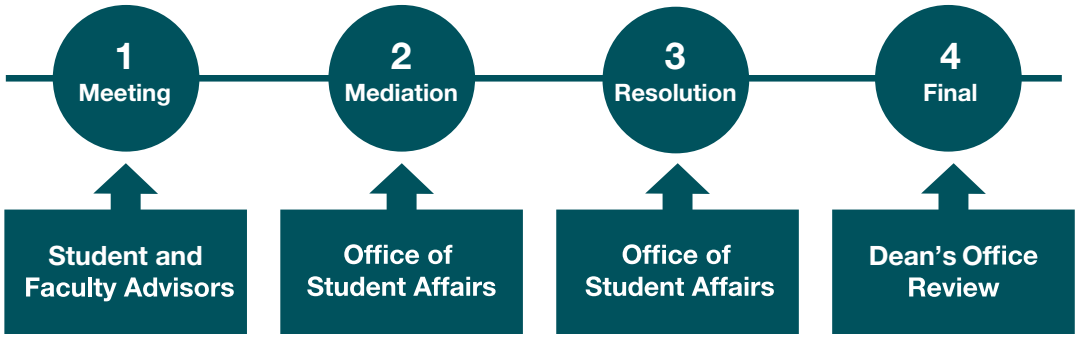
Phase 1 Student(s) and Faculty Advisors meeting: The involved student(s) and their respective faculty advisors should meet and seek a shared resolution.

Phase 2 Mediation: The Office of Academic Affairs will mediate any academic concerns in Phase 2 when the respective student(s) and their Faculty-Advisors cannot achieve a mutual resolution in Phase 1. Where a case is not resolved at Phase 2, a written summary on the Concern/Conflict Resolution Form (and if needed on additional attached pages and/or exhibits) should be filed with the OSA at sopstudentaffairs@WestCoastUniversity.edu. Assuming the concern/conflict has not been resolved, parties should then proceed to Phase 3.

Phase 3 Office of Academic Affairs Resolution: If a concern/conflict remains unresolved after Phase 2 Mediation, the appealing party should file the written documentation from Phase 2 with the OAA. The ADAA will review the written concern, may further investigate the issue, and submit a binding resolution to the parties involved.

Phase 4 Dean's Office Review: Either party may appeal the OAA decision in writing to the Dean using this same Concern/Conflict Resolution Form within five business days of the OAA resolution. The Dean will typically designate the ADAA and/or ADSA to oversee the Dean's Office Review. The decision of the Dean is final.

B2. Student-Student Non-Academic Concern/Conflict



Phase 1 Student(s) and Faculty Advisors meeting: The involved student(s) and their respective faculty advisors should meet and seek a shared resolution.

Phase 2 Mediation: If the respective student(s) and their faculty advisors cannot achieve a mutual resolution, the OSA will mediate any non-academic concerns that remain unresolved after Phase 1. Where a case is not resolved at Phase 2, a written summary on the Concern/Conflict Resolution Form (and if needed on additional attached pages and/or exhibits) should be filed with the OSA at sopstudentaffairs@WestCoastUniversity.edu. Assuming the concern/conflict has not been resolved, parties should then proceed to Phase 3.

Phase 3 Office of Student Affairs Resolution: For a concern/conflict that remains unresolved after Phase 2 Mediation, the party appealing should file the written documentation from Phase 2 with the OSA. The ADSA will review the written concern, may further investigate the issue, and submit a binding resolution to the students involved.

Phase 4 Dean's Office Review: Student(s) may appeal the OSA decision in writing to the Dean using this same Concern/Conflict Resolution Form within five business days of the OSA resolution. The Dean will typically designate the ADAA and/or ADSA to oversee the Dean's Office Review. The decision of the Dean is final.

Grade Appeal Policy

Students who wish to file a grade appeal of their final course grade when the assigned grade is a non-passing grade must do so within two (2) business days of notification of failure. Students appealing a non-failing grade have ten (10) business days to file an appeal. The Grade Appeals process and related forms are available from the OSA. The process and steps for a grade appeal are as follows:

Faculty Consultation: Consult with the faculty member who issued the grade for reconsideration of the grade or the record, utilizing the Grade Appeals form. Appeals of non-failing grades will be addressed within twenty-one (21) business days. Appeals of failing grades will be completed within ten (10) business days of receipt.

Appeal to Assistant/Associate Dean, Academic Affairs from Step #1 above: If, after consultation with the faculty member, the student wishes to further appeal the grade, or, if the faculty member is either unavailable, or does not respond within the time frame outlined in step #1 above (*10 business days*), the student should, within two business days submit a written request to the Assistant/Associate Dean for Academic Affairs (ADAA) for an investigation of the grade. The ADAA shall investigate the matter personally. The investigation will be conducted within 21 business days of the student's request. At the conclusion of the investigation, the ADAA shall submit their findings in a writing that, either concur with the faculty member regarding the grade or, in some instances, could require the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error. The findings of the ADAA shall be submitted to the Dean for the Dean's final review, consideration, and decision.

Written Summary of Appeal Outcome: A written summary of the outcome of the appeal shall be provided to the student using the Grade Appeals form. If the student believes the summary is inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

Procedure after Unfavorable Appeal: If, after receiving the written summary of the grade appeal outcome, a student believes that their grade appeal has not been satisfactorily handled or that the grade assigned was based on instructor bias or unfair treatment, the student may employ the Student Complaint/Grievance Procedure outlined in this PharmD Student Handbook.

The Table identifies and compares submission timelines for the Concern/Conflict Resolution Process and the Appeal of Final Course Grade:

Application of Process/Policy and Comparison of Timelines		
Process/Policy	**Applies to**	**Timeline for Submission**
Concern/Conflict Resolution Process	**Academic Concern** Relates to student(s), course, faculty, assignment, group, group work, grade, exam **Non-Academic Concern** Relates to student/students or group conduct or professionalism in co-curricular/other event or on-campus/off-campus activity	Initiate **during** semester
Grade Appeal	**Final Course Grade**	**End of Semester**
Appeal of FINAL Course Grade only*	**Non-Passing Grade**	To file an appeal of failing grade, student must submit form, statement, and evidence **within two (2) business days of notification of failure (after grade is posted)**
	Non-Failing Grade	To file an appeal of non-failing grade, student must submit form, statement, and evidence **within ten (10) business days of final course grade posting**.

*The Grade Appeal process applies **only** to a **final course grade** (i.e.final course grade has been posted). **Therefore, the Grade Appeal process and timelines in Grade Appeal policy apply to all courses delivered in block format** (Ex: IPC courses, when a final course grade has been posted).

Course Evaluations

At WCU, instructors are evaluated for promotion based on their performance in teaching, research, and service. Honest evaluations of teaching by students are very important to the individual instructor for his/her development. Faculty course evaluations (FCEs) are routinely offered to students in the last weeks of an academic term (end of trimester). When you have that opportunity to complete a faculty course evaluation (FCE), please take the time to carefully assess each characteristic fairly based on the instructor's performance. When you provide written feedback, please include specific and constructive suggestions for improvement, not personal criticisms. Constructive feedback is essential for improvements in course content and delivery.

Examsoft® Student Responsibilities

Students must maintain their laptops with the updated software programs (Examplify®).

NOTE: Before updating your computer operating system, please consult the Examsoft website https://Examsoft.com/support or contact Examsoft Tech Support Department, available 24/7 at 866-429-8889.

Minimum System Requirements: Examsoft or Exemplify

The PharmD Program uses the Examsoft application Examplify for most assessments in the curriculum. Each individual computer or personal laptop may have a different operating system or operating (memory) capacity. Smooth operation for the Examsoft and Examplify applications requires a minimum threshold of system requirements, which each individual student should become familiar with ahead of the fall term start. Understanding your computer or laptop capability and ensuring your device continues to operate at the capacity required is essential to both access and complete assessments without interruption and protect your exam experience.

Technical Computer Requirements for Student Laptops/Personal Computers

The PharmD Program uses the Examsoft application Examplify for most assessments in the curriculum. Each student is responsible for ensuring, in advance of the start of fall classes, that their personal laptop or computer meets the specifications for Examplify listed below (and at Examsoft links provided) for the 2026-2027 academic cycle.

Minimum System Requirements (MSR) for User Operating Systems

For accurate information on the most current Minimum System Requirements (MSR) for Examsoft and Examplify applications, please visit the Examsoft webpage at the link below to identify the requirement for the make/model of your specific computer/laptop/device.

support.examsoft.com/hc/en-us/articles/12326882791949-Bar-Exam-Minimum-System-Requirements.

Students should also check the Examsoft webpages from time to time during an academic cycle for updates to the MSR.

Critical Points When Taking Electronic Exams

A. **The antivirus program MUST be OFF during the e-assessment** for the Examplify program to function properly.

B. **EXAM DOWNLOAD & READINESS TO START**

1. Exams are available for download in advance, and the students must **download the e-assessment in advance of the assessment start day and time.**
2. **Download the e-assessment ONLY to the computer/device/laptop you intend to use for the e-assessment.**

3. For all e-assessments (**whether quiz/exam vs assignment**), students must ensure that any e-assessment (**quiz/exam or assignment**) is downloaded **before the designated time and uploaded prior to the designated deadline**.

4. **Students must ensure their laptop battery is charged, or their laptop is plugged into an electrical outlet, prior to the assessment.**

5. For in-person assessments, students must identify their assigned seats and quietly proceed.

6. Questions will not be addressed **during** an assessment. Students may write a note to the course instructor using the e-notes function or scratch paper **(for on-campus exams only)**.

7. **Strict adherence to academic integrity principles applies immediately before or during the examination.** Talking, passing notes, and any other behaviors before or during an exam may appear to risk, and/or risk breach of academic integrity.

8. All computers should be open on Examplify.

C. Technology issues: To the extent technology issues with a student's own laptop/computer are known in advance, the student should try to resolve these prior to the official start of any e-assessment (quiz/exam or assignment). Simply claiming an excuse of "computer issues" alone prevented a submission of the e-assessment may not be sufficient for a student to seek a request/approval to take an e-assessment late. See paragraphs D and E.

D. Electronic for Quiz/Exam: In the event a technical issue with Examsoft arises during/at the time of an Examsoft or Canvas quiz/exam, the student is should report this immediately via email to the course faculty, the Office of Assessment (OA) Dr. Gauri Sabnis, and to the Assistant/Associate Dean, Office of Student Affairs (OSA) Dr. Ettie Rosenberg, and copy SOPStudentAffairs@westcoastuniversity.edu. **OSA shall review situations on a case-by-case basis to understand the facts, circumstances, and responsibility for a specific incident and whether the student should submit an Excused Absence Form to ask for/obtain approval to take an e-assessment at alternate time.**

E. Electronic Assignments on Examsoft /Canvas: Individual "computer issues" or home "Wi-Fi" issues alone may not be an adequate excuse to allow for late e-submission of an assignment Documentation and requests for review of a late submission or missed submission deadline due to disruption or access to technology under this section are reviewed by Student Affairs and follow the steps in the Excused Absence Policy.

F. Software Functionalities

It is the student's responsibility to be aware of all functionalities of the Examsoft software, including but not limited to zooming, scrolling, being able to open attachments, and using the on-screen calculator.

G. Laptop malfunction

- In the event of a laptop malfunction, a student must notify the proctor immediately.
- Students may use a computer mouse (*attached or wireless*).

H. Exam-related items subject to inspection:

» **For in-person assessment**: laptops, power cords, mouse, and/or keyboards may be subject to inspection by the proctor.

- Students should only bring their laptops and any other input devices (*mouse/keyboard*) to the exam room.
- Do not store or keep laptop sleeves and/or other bags next to, or at the assigned examination seat.

» **For online assessments.** The student's surrounding environment must be visible to the proctor via camera and exam set-up before the testing period begins. Students must arrive and be seated early to allow time for the environmental scan to be completed before exam starting time.

I. Exam Completion & Upload

- Upon completion of the e-assessment, the student must "**SUBMIT**" the e-assessment; a GREEN screen indicates that the upload was successful.
- Students **MUST** show the **GREEN** screen to the proctor **before** leaving the exam room (whether online or in-person).

J. Dry-Erase Paper (Laminated) VS Scratch Paper

- **Dry-erase** (*laminated*) **paper has replaced traditional "scratch paper," previously approved for use in REMOTE** (*online*) **exams**. Use of anything other than the approved dry erase (laminated) paper which violates this policy, may breach academic integrity (based on evidence and circumstances).
- **For the in-person exam setting, use only WCU SCRATCH PAPER**. Students **MUST** sign and turn in the WCU scratch paper and pencil to the proctor **before** leaving the exam room. Leaving the classroom without turning in the signed scratch paper may breach academic integrity.

K. Upload all assessments by the listed scheduled exam end-time, which is **Examsoft server time and NOT** the student's computer/laptop clock.

L. Exam questions answered AFTER the scheduled exam end-time will not be scored, or will be nullified, regardless of the remaining time indicated on the student's Examsoft timer.

Specific Exam Considerations

EXAM FORMAT. The format of any assessment is at the discretion of the course faculty, including but not limited to the number of questions, the time allotted to answer questions, and/or the types of questions.

EXAM ACCOMMODATIONS. Notification of Course Coordinator. Students who have an approved accommodation letter from the CGS Office of Student Services (University) must notify the course coordinator at the beginning of the semester or as soon as the accommodations paperwork is finalized (approved and signed ADA accommodation letter is received). If a student chooses not to exercise/use their accommodation on any test; and chooses to take an exam under standard exam conditions, including forfeiting the use of their extra exam time, then standard examination rules apply,

FUNCTIONAL LAPTOP. Students must have a functioning laptop for all exams/assessments that will be taken on campus. No exceptions.

TROUBLESHOOTING EXAMSOFT ISSUES. Please contact **Examsoft Tech Support Department, available 24 hours; 7 days/week, at 866-429-8889** for guidance with troubleshooting any issues.

Examination Conditions and Rules

Students must adhere to the following examination conditions and rules and during the administration of regularly scheduled and make-up examinations specified below by testing context (*on-campus or remote*):

1. Rules/Conditions applicable to BOTH Remote(online) and On-Ground (in-person) Exams

A. General Conditions & Rules

i. Questions will not be answered during any assessment. Students may write a note to the course instructor using the e-notes function.

ii. A student may not interact with any individual in any way during an examination, which includes talking, passing notes, text-messaging, etc.

iii. Students must not wear hats or hoodies during an exam. Hats and hoodies prohibited clothing during examinations. Remove any hat before an exam starts. If a student is wearing clothing with a hood, they may not have the hood covering their head during a test. See section on Standards for Professional Attire.

iv. Use of headphones is prohibited. Remove headphones/earbuds or anything that covers your head/ears. If you need noise-canceling aid, you can use foam earplugs.

v. Personal belongings must be put away. **TURN OFF ALL communication devices**. Students may not wear **watches** whether electronic or analog.

vi. Students who miss an exam due to an unexcused absence will receive a zero for the exam.

vii. Students must also not retain or refer to any **written materials** during an examination without the express permission of the instructor.

viii. Eating and drinking are not permitted in any examination, except for liquids in clear, label-less water bottles. Food and/or water are not permitted in laboratory or patient counseling exams.

ix. **Medications and/or any medical devices** are subject to inspection by a proctor. Students should notify the proctor about that before or at the beginning of the assessment.

B. Exam Timing Rules

i. Students are responsible for the times and locations of exams in their courses and for arriving at their exams on time.

ii. Students who are consistently tardy will be referred to the OAA to address professionalism concerns.

iii. Latecomers will not be allowed to make up lost time and will be required to complete the exam with whatever time remains, regardless of the timer shown on Examplify . Any questions answered after the scheduled exam end time will not be graded and will be nullified.

C. Emergencies & Illness Procedures

In case of illness, accident, or other last-minute emergencies, students should contact both the course coordinator and the Assistant Dean of Student Affairs via email prior to the start of the assessment. Students **MUST** submit documentation to the Office of Student Affairs (Assistant/Associate Dean of Student Affairs or Student Advisor) within 48 hours of the absence for approval of excused absence. (See section on Excused Absence Policy)

D. Failure to Follow Examination Conduct Protocols

Students **who fail to adhere to examination instructions** will be subject to adverse grade consequences including a zero on the assessment and may be subject to disciplinary action by the University Conduct Committee for Academic Honor Code violations.

E. Exam Date Change Request

Requests to change the scheduled date and/or time of an examination will not be entertained.

2. Rules/Conditions applicable to On-Ground (in-person) Exams Only

a. Seating charts are used for on-ground assessments.

b. Students are required to take the exam on time. In the event a student arrives more than 15 minutes late for an examination, they will not be allowed to take the exam and will receive a zero (0) if the absence is not excused.

This policy applies to all students, including those with approved accommodation, unless otherwise specified through formal University accommodation processes.

c. Restroom breaks may be allowed during on-ground assessments at the discretion of the course faculty.

i. Those granted permission by the proctor should turn over all papers on the table and enable the "Hide Exam" function so it cannot be viewed by a classmate.

ii. During restroom breaks, students may not use computer terminals, telephones, or other communications devices.

d. Restroom Break: Unless the instructor schedules the break, examination time will continue to elapse if the student takes a restroom break.

e. If a student leaves the classroom after completing a test, they may not return to the classroom until all students in the class have completed the test.

3. Rules/Conditions applicable to Remote (online) Exams Only

a. Remote Examination Set-Up. Remote exam set-up must include access to a webcam and a microphone.

b. Timeliness Expectations for Remote Exams

i. For Weekly Collated Exams (WCEs) and Midterm Exams, students must be seated and ready atleast 15 minutes prior to the scheduled exam start time (e.g., 7:45 AM for an 8 AM exam). The exam download will be available 30 minutes prior to the start time (e.g., 7:30 AM).

ii. Students who are seated within 5 minutes prior to the exam start time (e.g., 7:55–8 AM) will incur a 5% deduction from their exam score. Students who are seated more than 5 minutes late but within 25 minutes after the exam start time (e.g., 8–8:25 AM) will incur a 10% deduction from their exam score.

iii. Students are required to begin examinations at the scheduled time. Any student who arrives more

than 25 minutes after the start of an examination, or any student attempting to begin the exam after another student has completed and exited the exam, will not be permitted to take the exam and will receive a score of zero (0), unless the absence is officially excused.

This policy applies to all students, including those with approved accommodation, unless otherwise specified through formal University accommodation processes.

4. **Unique Exam Assessment Conditions – OSCEs**

   Other restrictions/policies may apply in certain courses for certain assessments, for example OSCEs, as determined by the instructor. (See course syllabus for course-specific policy)

Make-Up Examinations

1. Students are expected to take examinations on the scheduled dates and times.
2. **Avoiding Conflicts with Scheduled Exams:**
   a. **Prior to Academic Term**: Students should avoid scheduling activities (employment start dates, interviews, travel, vacation, weddings, etc.) that conflict with an exam published in the course syllabus (includes official make-up days calendared to save a time slot).
   b. **At the Start of an Academic Term:** Faculty, on occasion, may discover a need or official request to modify an exam date early in the academic term. Students should refrain from outside commitments until the course faculty confirms the detailed exam schedule (specific days and times of each exam) provided in the course syllabus.
   c. **Final Exams:** The Office of Academic Affairs (OAA) is responsible for the Final Exam Schedule, which is based on input from course faculty. The Final Exam Schedule is announced/released midway through an academic term. For questions or concerns about the Final Exam Schedule, contact the OAA at SOPAcademicAffairs@WestCoastUniversity.edu.
3. **Eligibility Criteria for a Make-Up Exam** are based on the Attendance Policy and Excused Absence Policy. (See Excused Absence Policy).

   The OSA oversees all requests and approvals of documentation supporting an excused absence as it pertains to eligibility of a student for the make-up of a class, assignment, quiz, or exam for any reason, whether for anticipated (reasonably known expectation) circumstances or unanticipated (emergent) circumstances (medical, accident, natural disaster, or other absence, etc., and covers asserted computer/technology/internet issues during an exam)

   The student must initiate a request for make-up with the OSA Faculty may not provide a make-up assignment or assessment without notice from the OSA that the student's request for excused absence is **approved** and on file with the OSA.

   » **Anticipated Absence – Advance Notice:** The student is responsible for simultaneously notifying the impacted course faculty and the OSA of any anticipated absence by email **in advance** of any anticipated date of absence, and preferably as soon as the student is aware of the need for the anticipated absence. Students should be mindful of professional courtesy because the unique circumstance of an anticipated absence affords sufficient time or reasonable notice to faculty of expected and unavoidable absence (ex, religious holiday observance, jury summons) so faculty have time to plan for the make-up exam.

   » **Unexpected Absence – Notification Requirement:** In the event of an absence due to an emergency or

unforeseen circumstance, absent additional verifiable extraordinary circumstances preventing prompt notice, the student must notify the impacted course coordinator(s)/faculty and the OSA by email of the emergency/circumstance **within 48 hours of the absence.**

Please refer to the Attendance Policy and Excused Absence Policy for guidance. (Attendance Policy and Excused Absence Policy)

4. **Examination rules previously stated (above) apply to ALL MAKE-UP EXAMINATIONS.**
5. **FORMAT of MAKE-UP EXAM.** The format and timing of any make-up work is at the discretion of the course faculty. Additional/repeat absence (or failure to appear) for the make-up assessment at the scheduled "make-up" time can result in a "zero" score for that assessment. The student may not be eligible for another "make-up" attempt unless and until the OSA also approves the additional/repeat (or failure to appear) under the Excused Absence Policy.

Weekly Collated Exam (WCE) Make Up Policy

- A student may complete one make up for a Weekly Collated Exam (WCE) per course each trimester.
- To be eligible for a WCE make up exam, students must follow the Excused Absence Policy and obtain an approved excused absence.
- WCE make up exams occur only during Week 6 and Week 12 of the trimester.
  - The make-up exam for WCEs missed in **Weeks 1–5** will be in **Week 6.**
  - The make-up exam for WCEs missed in **Weeks 7–11** will be in **Week 12.**
- The Course Coordinator(s) determines the format and procedure for a make-up exam.

Exam Proctoring Policy and Academic Integrity

WCU-SOP establishes this Proctoring Policy to ensure consistent and professionally administered examinations across the program. Proctors play a critical role in maintaining the integrity of the assessment environment, and clear expectations are necessary to support both students and faculty.

This policy defines the scope of proctor responsibilities, the standards for observation and documentation, as well as procedures for escalation, thereby reducing ambiguity, standardizing student, and proctor expectations, while also promoting equitable exam conditions across students and proctors.

Student Exam Experience and Procedures

WCU-SOP is committed to providing consistent **exam experience** for every student. Proctors follow standardized procedures to support the testing environment, observe quietly, and document only what they objectively see. A **formal review process after the exam** is available to manage anything unusual that arises during an exam. These guidelines help ensure clarity and equal treatment across all exam rooms.

Proctoring procedures ensure that every assessment is conducted with integrity, clarity, and respect for the student experience. This policy outlines what students can expect from proctors during examinations, including standardized monitoring practices, objective documentation, and a defined process for addressing concerns.

Environmental Checks for Online Exams

Room Scan Expectations (RSE). A RSE handout illustrating testing expectations is accessible in the **Canvas Resources Module.** The RSE handout provides a visual inventory of the "room checks" a student should perform **to prepare their testing space in advance**, and before reporting for any exam. Proctors will use the same checklist to confirm student's exam space is "ready" **before and/or after** an exam.

Environmental Checks may be required before an Exam. Students taking online examinations **may be expected to complete a 360-degree environment check before an exam** to verify that the testing area is secure and free from unauthorized materials, devices, individuals, or resources.

Brief (20-30 seconds or less) environment checks **may be conducted at random during an examination**, however these checks during an exam are minimally intrusive (executed calmly with minimal disruption and limited to the student's immediate testing environment).

Environmental Checks After an Exam. In the event proctor observations or circumstances **during** the course of an exam **trigger a need to re-check** the student's environment, a student **may also be required** to complete a 360-degree **environment check after the exam** to verify that the testing area is secure and free from unauthorized materials, devices, individuals, or resources.

Alternative Exam Option. A student may decline an environmental check in advance of an exam, **provided that the student gives a minimum of 48 hours' notice to the course faculty and the Exam Administrator in advance of the exam date/time**, an in-person proctor can be arranged, and the student may report to the CGS campus at the designated exam time to take the exam on campus.

Secondary Monitoring Device (required). Students must position the required **secondary device** to provide a continuous, unobstructed side-angle view of the student's face, both hands, and the workspace, including the keyboard and monitor. **Place the secondary device far enough away to ensure that both the student and the testing area are visible to the proctor and must remain powered on and connected for the entire duration of the examination.** An arm's length from the student and their testing space is sufficient. An arm′s length distance is the physical space equal to a human arm, or 2.5 to 3 feet.

Remote Proctored Exams: Additional Rules

1. Ensure there is privacy for the entire exam – do not interact with other people or receive any outside assistance.
2. **Students should ensure that their face is visible to the camera in its entirety.** There should be light on the face. Students should **NOT** sit with their backs to a brightly lit window, which makes the face appear very dark and could lead to the program not recognizing the face. The webcam should remain **UNCOVERED** throughout the entire duration of the assessment. See Environmental Checks for Online Exams and Room Scan Expectations (RSE) sections.
3. **Remain focused on the exam**, avoid looking at any mobile phone, textbooks, or notes, and avoid reading the exam questions aloud. Remove all textbooks, notes, or other materials from the workspace.
4. Students should **NOT** use/handle a mobile phone, take pictures of the exam questions, etc., during an exam.
5. Turn off your cell phone, or put it in airplane mode, along with other electronic communication devices, and **keep devices away from your exam testing space**.
6. **Headphones are prohibited.** Students must emove headphones, earbuds or anything that covers their

head or ears. **Hoodies are prohibited.** If a student requires a noise-canceling aid, only foam earplugs are permissible.

7. **Students may not take bathroom breaks during a remotely proctored exam.** A student must **NOT** get up from their computer/testing station for any reason until the exam is complete.
8. Failure to adhere to any of the above exam-testing conditions can arouse suspicion about an exam integrity/breach; and in the event of escalation/review post-exam may result in a zero (0) for the e-assessment and/or the student may be subject to a conduct violation.

Satisfactory Academic Progression

Please refer to the University Catalog for programmatic requirements of satisfactory academic progress. The following table depicts the basis for determining progression in the WCU-SOP.

Satisfactory Academic Progression			
Grade	**Grade Points**	**WCU Grading Scale**	**Academic Standing Committee Description**
A	4	93-100	Outstanding scholarship
A-	3.7	90-92	Outstanding scholarship
B+	3.3	87-89	Superior work
B	3.0	83-86	Superior work
B-	2.7	80-82	Satisfactory work
C+	2.3	76-79	Satisfactory work
C	2.0	73-75	Satisfactory work
C-	1.7	70-72	Unsatisfactory work
D+	1.3	66-69	Unsatisfactory work
D	1.0	63-65	Unsatisfactory work
D-	0.7	60-62	Unsatisfactory work
F	0	59 or below	Failure
WF	N/A	-	Withdraw failure
P	N/A	Pass	Satisfactory work
NP	N/A	No Pass	Unsatisfactory work
TC	N/A	-	Transfer Credit
W	N/A	-	Withdrawal
I	N/A	-	Incomplete
CR	N/A	-	Credit

Eligibility for Student Government Council (SGC) or Student Organization Office

- Good academic standing (minimum GPA 2.75).
- Good professional standing with no conduct or other program policy violations, as determined by the Office of Student Affairs (OSA) in collaboration with the Office of Experiential Education (OEE).
- Process to Verify Student Eligibility for Office (SGC or Student Organization).

Consideration for Office

To be considered for inclusion on a ballot for either SGC or a Student Organization Office, the nominee must have their faculty advisor verify their status in writing with the OSA. The OSA will collaborate with the OEE to ensure that the nominee:

a. Has no history of sanctions for unprofessionalism, conduct, or other School policy violations.

b. Is in good academic standing in the School.

- The OSA may routinely confirm student eligibility for office (SGC or Student Organization) on a continuing basis, at least annually at the start of the academic cycle to ensure any student-officer:

a. Has no history of sanctions for unprofessionalism, conduct, or other School policy violations.

b. Is in good academic standing in the School.

If the OSA is informed or determines that a student officer may not satisfy either provision (a) or (b) above, at any time, the OSA may contact the student and their respective faculty advisor to discuss and confirm whether the student may or may not continue in their respective officer position. The OSA may consult the WCU-SOP Dean to assist with the final decision.

Eligibility for Internal or External Student Honors or Awards Consideration/ Nomination

WCU-SOP supports the recognition of currently enrolled and graduating students through the conferring of honors and awards. These special recognitions are earned for exemplary or extraordinary merit, public health service, or community service and may be sponsored or subsidized internally1 or through external2 pharmacy partners, professional pharmacy organizations, or public agencies.

To be eligible for any internal 1 or external 2 honors or awards consideration, a student **MUST**:

a. Meet or exceed the academic standing in the School explicitly outlined by the specific honor or award.

b. Be in good professional standing in the School with no conduct or other violations, as determined by the OSA in collaboration with the OEE.

The Chair of the WCU-SOP Honors and Awards Committee (HAC), which has oversight of all student honors and awards nominations, shall confirm in writing with the OSA all student's eligibility for any honor or award **prior to any nomination of a student, or prior to any student's name appearing on any ballot**. The HAC Chair shall provide the student's name in writing to the Office of Student Affairs no less than three days (72 hours) prior to any meeting in which a ballot is released for a vote to ensure eligibility of all nominees.

Co-Curricular Experiences

WCU-SOP is committed to establishing excellence beyond the classroom through Co-Curricular Experiences. Co-Curriculum relates to activities that complement academic learning experiences, especially activities that engage students with opportunities to learn and refine technical and cognitive skills necessary for pharmacy practice. The WCU-SOP requires all graduates to strive for professional development, leadership, self-awareness, and innovation. These attributes foster responsibility, critical thinking, advocacy, and ethical behaviors that contribute to students' personal development, citizenship, community engagement, future practice, pharmacy profession, and the WCU-SOP.

In both the *On-Ground* and *Accelerated Hybrid* programs, WCU-SOP delivered and tracked through courses within the Curriculum.

Co-Curricular Experiences in *On-Ground* PharmD Program

- P1: Co-Curricular Experience I (Course: PHAR 501)
- P2: Co-Curricular Experience II (Course: PHAR 502)
- P3: Co-Curricular Experience III (Course: PHAR 503)

Co-Curricular Experiences in *Accelerated Hybrid* PharmD Program

- T1: Professional and Interprofessional Development I (Course: PHRM 689)
- T2: Professional and Interprofessional Development II (Course: PHRM 690)
- T3: Professional and Interprofessional Development III (Course: PHRM 789)
- T4: Professional and Interprofessional Development IV (Course: PHRM 790)
- T5: Professional and Interprofessional Development V (Course: PHRM 889)
- T6: Professional and Interprofessional Development VI (Course: PHRM 890)

Each course in the Co-Curricular series listed above, has a course syllabus and includes content that specifically outlines the engagement milestones that each student must meet by the deadlines established in their academic program (*On-Ground* vs. *Accelerated Hybrid*). Please refer to the Co-Curriculum requirements for deadlines in your respective academic program (*On-Ground* vs. *Accelerated Hybrid*). Engagement milestones are aligned with the Co-Curricular Learning Outcomes described below. Failure to meet Co-Curricular Engagement milestones may compromise a student's progression within and/or graduation from the PharmD Program. (*Please refer to the* University Catalog *for programmatic* co-curricular *requirements*)

Co-Curricular Learning Outcomes

Pharmacists are educators and leaders who work with patients and collaborate with other healthcare professionals to deliver quality patient-centered care. WCU-SOP aims to prepare pharmacists to provide pharmaceutical care to an increasingly diverse patient population in various practice environments. WCU-SOP strives to reinforce these professional attributes in our students through the completion of Co-Curricular Learning outcomes.

The Co-Curricular Learning outcomes delineated below are designed to instill knowledge, skills, and attitudes that contribute to the student's development and behaviors outside the traditional classroom. WCU-SOP places a high value on professional development, leadership skills, self-awareness, and innovation. Co-curricular activities and programs may be developed and led by students, faculty, preceptors, interprofessional, or student organizations with goals and measurable outcomes.

The Co-Curricular Learning outcomes delineated below are designed to instill knowledge, skills, and attitudes that contribute to the student's development and behaviors outside of the traditional classroom. WCU-SOP places a high value on professional development, leadership skills, self-awareness, and innovation. Co-Curricular activities and programs may be developed and led by students, faculty, preceptors, interprofessional, or student organizations with goals and measurable outcomes.

The Co-Curricular Learning Outcomes (Co-CLOs) of the WCU-SOP include:

- Demonstrate self-awareness. (PLO 7)
- Engage in professional service learning. (PLO 1,2, 7)
- Develop leadership skills. (PLO 6,7)
- Engage in entrepreneurial activities. (PLO 7)

Co-Curricular Activities and Events

The student must engage in various activities related to self-awareness, professionalism, leadership, innovation, and entrepreneurship. A list of suggested activities and programs is provided within each course contained in the co-curricular series. The student may also identify additional activities that qualify as co-curricular experiences. However, in order to successfully engage in such activities for milestone completion, the student must complete and submit a Co-Curricular Event Request Form to the Co-Curriculum Committee and Chair for approval. Submission and approval of the activity must occur prior to student's participation in the activity. Furthermore, some activities may require approval from CGS Campus Student Services or University Administration. In these instances, an on-or off-campus activity request form must be completed and submitted to CGS Campus Student Services and/or WCU Administration for review and approval. A student's engagement in co-curricular activities for milestone completion may begin as early as the first day of New Student Orientation Week.

Attendance at Co-Curricular Activities

Participation in Co-Curricular Activities does not guarantee an automatic excused absence from a scheduled class. Any activity coinciding with scheduled class time requires prior authorization from the Course Coordinator(s) for an excused absence for an approved Co-Curricular activity. It is the student's responsibility to contact the Course Coordinator(s) at least four weeks in advance of the event to receive final approval and an excused absence for an approved Co-Curricular activity. The decision of the Course Coordinator(s) is final and cannot be appealed. It should be noted that it is the student's responsibility to obtain missed class materials, assignments, or make up any assessment resulting from being absent due to an approved co-curricular activity. To avoid potential conflicts, the student is strongly recommended to participate in activities outside of regularly scheduled class time.

Documentation of Co-Curricular Experiences

Each student is ultimately responsible for documenting their participation in co-curricular activities in the student's e-portfolio and Core Elms. Documentation includes but is not limited to name badges, registration forms, pictures, handouts, CE certificates, etc., and further details appear in each Co-Curricular Experience course syllabus.

Assessment of Co-Curricular Activities

Each student is ultimately responsible for completing and uploading any assessments related to their co-curricular activities as applicable for each Co-Curricular Experience course. Faculty Advisors serve as course faculty in each Co-Curricular Experienc course, review student's e-portfolio, evaluate student's co-curricular performance, and milestone progression with rubrics. Assessment of Co-Curricular activities is further detailed in each Co-Curricular Experience course syllabus.

Graduation Requirements

WCU-SOP will award a Doctor of Pharmacy degree to a student who successfully completes the prescribed Program requirements with a minimum GPA of 2.0. See the University Catalog for more information on the University Satisfactory Academic Progression (SAP) Policy.

Incomplete Grades

WCU-SOP follows the University policy on Incomplete Grades.

- Course faculty must initiate the request for an Incomplete Grade.
  The Incomplete Grade Request form is available from Office of Academic Affairs.
- An Incomplete Grade Request form must be signed by the affected student, named in the request, prior to submission.
- The Office of Academic Affairs will determine if an Incomplete Grade Request is granted.

Incomplete Grades in Experiential Courses (IPPEs or APPEs)

- For IPPE courses, a student must complete any "incomplete" IPPE coursework prior to advancing to the next professional year in the Program.
- For APPE courses, the OEE determines the timing for a student's completion of the "incomplete" APPE coursework. In addition, a student will be unable to take any courses for which the incomplete course grade of "I" is a prerequisite, unless and until the "incomplete" grade has been resolved. Cases with extenuating circumstances are determined on a case-by-case basis by the Office of Academic Affairs.

Add, Drop, Withdrawal from Class

The Add/Drop period is only applicable to elective courses. The Add/Drop period occurs within the first week (7 days) of the semester. Dropped courses occurring within this period will not appear on the student's transcript. The student will not be admitted after the Add/Drop period without approval from the Course Coordinator, Assistant Dean of Academic Affairs, and Dean. Tuition adjustments will not be made after the first two weeks of the semester.

Grade Appeal Policy

A student who wishes to file a grade appeal of their **final course grade** when the assigned grade is a non-passing grade must do so within two (2) business days of notification of failure. The student appealing a non-failing grade have ten (10) business days to file an appeal. The Grade Appeals process and related forms are available from the OSA. The process steps for a grade appeal are as follows:

1. Consult with the faculty member who issued the grade for reconsideration of the grade or the record, utilizing the Grade Appeals form. Note that appeals of non-failing grades will be addressed within 21 business days. Appeals of failing grades will be addressed within ten (10) business days of receipt.

2. If, after consultation with the faculty member, the student wishes to further appeal the grade, or, if the faculty member is either unavailable, or does not respond within the time frame outlined in step 1 above (10 business days), the student should, within two business days submit a written request to the Assistant/Associate Dean for Academic Affairs (ADAA) for an investigation of the grade. The Assistant/Associate Dean for Academic Affairs (ADAA) shall investigate the matter personally. The investigation will be conducted within 21 business days of the student's request. At the conclusion of the investigation, the Assistant/Associate Dean for Academic Affairs (ADAA) shall submit their findings in a writing that, either concur with the faculty member regarding the grade or, in some instances, could require the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error. The findings of the ADAA shall be submitted to the Dean for the Dean's final review, consideration, and decision.

3. If a student feels that their grade appeal has not been handled appropriately or that the grade assigned was based on instructor bias or unfair treatment, the student may employ the Student Complaint/Grievance Procedure.

4. The student shall be given a written summary of the outcome of the appeal (using the Grade Appeals form). If the student believes the summary to be inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

A successful grade appeal does not guarantee the ability to advance to the next course in sequence in the subsequent term.

School of Pharmacy Remediation Policy

Remediation is defined as the correction of an academic fault or deficiency either during a course or at the completion of a course. Limits to eligibility for remediation are detailed below.

NOTE: This policy does not apply to course failure due to academic dishonesty, student conduct violation, or violation of any other University or School codes, regulations, or policies.

A. Qualifications for Remediation

A student must pass every course with at least a grade of "C" (73%) and maintain a minimum grade point average (GPA) of 2.0. When the student does not pass a course the first time, they may be offered the opportunity to remediate according to the guidelines below.

B. Course Remediation

1. A student earning a grade of C-, D-, D, or D+, or NP in the course will be eligible to remediate the course according to the following guidelines:

a. The student has no violation of any WCU-SOP academic or conduct policies.

b. A student can remediate and/or repeat a maximum of four courses (experiential and didactic) over the duration of the Program. Thus, if a student requires remediation in a fifth course, they will be dismissed from the Program.

c. A repeated course counts towards the maximum of four remediated courses. A repeated course may not be remediated. Failure to achieve a passing grade in a repeated course will result in dismissal. Pursuant to the grading scale outlined in the Grading section of the University Catalog, a grading scale which also appears in each PharmD course syllabus, students must earn a minimum grade of "C" (73%) to pass a course.

d. A student can remediate only one (1) IPPE course and one (1) APPE course over the course of the Program. Additional course remediation for either IPPE or APPE will result in dismissal.

e. The student will remediate IPPE before progressing onto the next professional year.

f. The student will remediate APPE during the remediation block. This may result in re-assignment of other APPEs based on pre-requisite requirements or other factors impacting subsequent APPEs. This may delay progression or graduation.

2. **A student who earns an F in the course** (experiential or didactic) is not eligible for course remediation. The student must repeat the course next time it is offered.

a. No more than two courses over the lifetime of the Program can be repeated.

b. Failure of a repeated course will result in dismissal from the Program.

c. Failing an IPPE or APPE course (for academic or non-academic reasons) will result in repeating the course during the next academic year.

3. **Failure to satisfactorily complete the course remediation:** If the student achieves a final score less than 73% during course remediation, the original C-grade or lower (including NP) will remain on the transcript and be used in the calculation of the student's cumulative GPA. Additionally:

a. In the case of didactic courses:

- **Required didactic courses:** the student must repeat the entire course at its next regular offering. This will delay Program completion by one year.
- **Elective didactic courses:** the student must retake an elective course (either the same or a different course) towards fulfillment of the credit requirement for electives. This may result in a delay in the Program completion.

b. In the case of experiential courses:

- **IPPE and APPE courses:** the student must repeat the entire course at its next regular offering. This may delay Program completion by one year.

C. Course Remediation Procedures

1. **Didactic courses:** After course grades are posted, the Office of Academic Affairs will determine eligibility for remediation and communicate this eligibility information to the Academic Standing Committee. If the student is eligible for remediation, a temporary grade of Incomplete (I) is submitted by the Course Coordinator. The Course Coordinator in agreement with the Academic Standing Committee, will develop an Individual Action Plan (IAP). The Course Coordinator will communicate to the student the specific details of the IAP. The student will have until the deadline specified in the IAP to satisfactorily complete all the requirements of the IAP. Once remediation is completed, a permanent grade will replace the incomplete grade. If remediation is successful, the incomplete grade will be replaced with a grade of C. If the remediation is unsuccessful, the original earned grade will replace the incomplete grade.

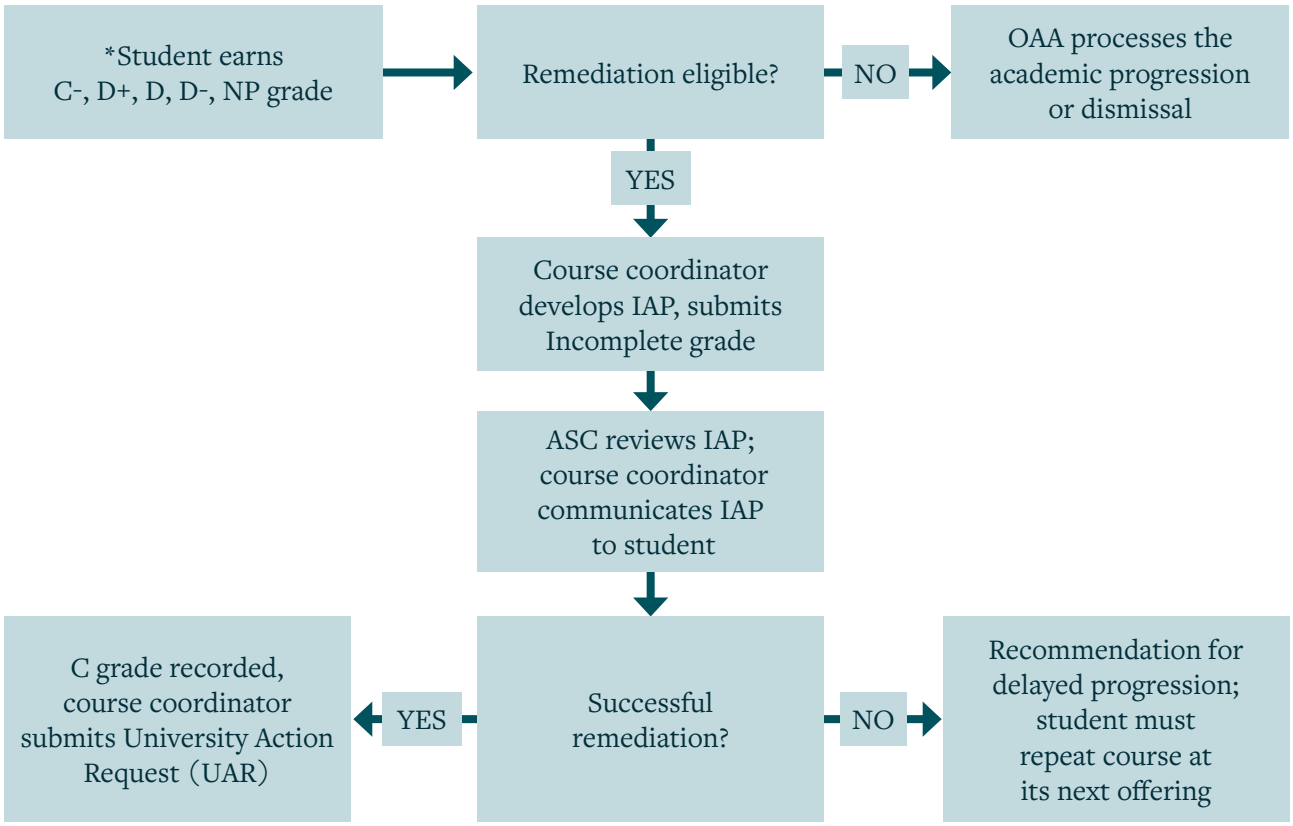
2. **Experiential courses:** After course grades are posted for Introductory Pharmacy Practice Experience (IPPE) or Advanced Pharmacy Practice Experience (APPE), the Office of Academic Affairs will determine eligibility for remediation. If the student is eligible for remediation, a temporary grade of Incomplete (I) is assigned by the Course Coordinator. The OEE will communicate the plan for the completion of the IPPE or APPE to the student. Once remediation is completed, a permanent grade will replace the incomplete grade.
3. Students are required to complete the Individual Action Plan-Student Reflection form as part of the remediation.

D. Individual Action Plan

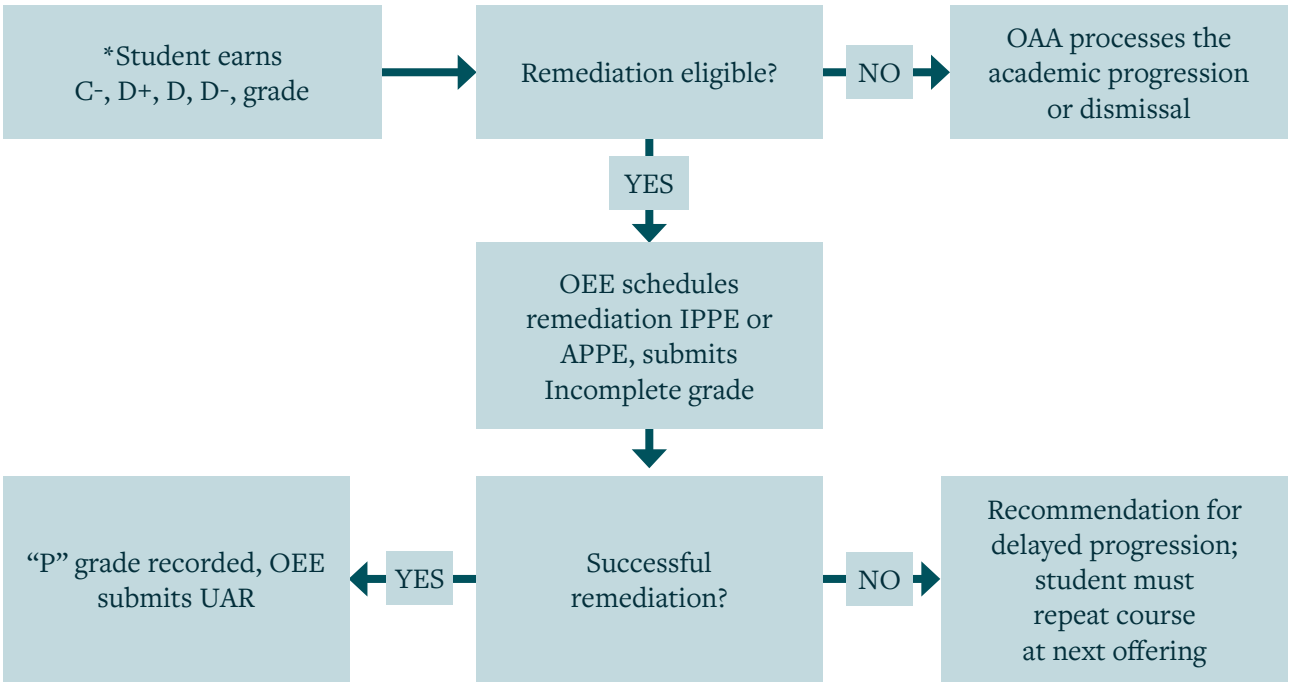
The Individual Action Plan (IAP) will be developed by the course coordinator and the Academic Standing Committee to address and incorporate documented student deficiencies.

1. Elements of the IAP may include, but are not limited to:
    a. The student must meet with the course coordinator/instructor to review the IAP. Other recommendations to enhance student success include reviews of past quizzes/exams with the student by course coordinator/instructor(s).
    b. Completion of all assignments and attendance at all meetings is required for the successful completion of the remediation.
    c. A comprehensive or focused remediation examination, the format and content will be at the discretion of the faculty.
    d. Remediation or repeat of an IPPE or APPE may occur at the same site or at an alternate site at the discretion of the OEE after consultation with the site preceptor.
    e. Signature assessment: This may include, but is not limited to, a reflection paper, project, oral presentation, simulation exercises, or Objective Structured Clinical Examinations (OSCEs).
2. **The student must achieve a final score of 73% or higher in the IAP in order to satisfactorily complete the course. A grade of "C" or "P" will be reported to the Registrar for the course for which the student satisfactorily completed the course remediation. The grade of "C" or "P" earned will replace the original course grade (C-, D+, D, D-, or NP) and will be used in the calculation of the student's cumulative GPA.**
3. **The maximum grade attainable from satisfactory completion of a course remediation is a grade of "C" or "P."**

Didactic Course Remediation



Experiential Course Remediation



Remediation Resources for Students

The following resources are available for a student to assist in their successful completion of remediation:

1. **Office of Student Services:** Campus Student Services personnel will provide support and resources to help students improve test-taking, note-taking, and time-management skills as well as coping with test-taking anxiety.
2. **Academic Support Coordinator:** The Coordinator will provide support and resources to help the student improve their oral and/or written communication skills and facilitate appointments for the student with the Peer-Assisted Learning (PALS) Tutoring program.
3. **Faculty mentoring session:** Consists of one-on-one or small group sessions with faculty to clarify points in the course material and reinforce knowledge and skills. The format of these sessions is at the discretion of faculty.
4. **Faculty advisors:** Advisors may provide additional support and guidance during the remediation process.

Letter of Concern

The student will be issued a letter of concern when their cumulative grade point average (cGPA) falls below 2.25 at the end of any semester. This letter will remain in the student's permanent academic file.

Intern Pharmacist License Revocation Following Dismissal

WCU-SOP has an obligation to inform the California State Board of Pharmacy if a student has been dismissed from the Program. In the event of such an occurrence, the student would be ineligible for an Intern Pharmacist License. The notification will result in the Board of Pharmacy canceling the student's Intern Pharmacist License, pursuant to the relevant California regulations. If dismissed, the student will be required to return the Intern Pharmacist License by registered mail within 30 days of receiving the Office of Academic Affairs notice/letter of dismissal from the PharmD Program. In the event that the student is successfully readmitted to the pharmacy program, under California law, the Board of Pharmacy may reissue an Intern Pharmacist License to the student under a decision of reinstatement adopted by, and at the discretion of the Board, once the student is re-enrolled in the Program.

Each student will have the opportunity to develop knowledge, skills and professional behaviors in order to:

1. **Provide optimal patient-centered care.**
   - Recognize and respect patient differences, values, preferences, and expressed needs.
   - Identify medication-related problems, formulate medication treatment plans, and monitor and evaluate patient response to pharmacotherapy.
   - Listen to and educate patients and/or caregivers to optimize health outcomes.
2. **Collaborate as a member of interprofessional healthcare teams.**
   - Demonstrate a climate of mutual respect and shared values within an interprofessional team.
   - Identify roles and responsibilities of interprofessional team members to optimize outcomes.
   - Communicate effectively in an interprofessional team.
   - Apply principles of team dynamics to perform effectively within interprofessional teams.

3. **Employ evidence-based practice.**
    - Integrate basic science knowledge into clinical practice.
    - Evaluate and assimilate scientific evidence to improve patient care.
4. **Utilize medication-use-systems, drug and health information, and other technologies.**
    - Utilize components of medication-use-systems (i.e., procuring, storing, furnishing, transcribing, compounding/preparing, dispensing, and administering) to provide safe, accurate, and timely medication distribution.
    - Apply relevant concepts in utilization of human, physical, fiscal, informational, and technological resources in the healthcare system in compliance with state and federal regulations.
5. **Engage in the promotion of public health through pharmacy services.**
    - Employ concepts of disease prevention, public health promotion, literacy, and/or wellness.
    - Evaluate population health issues by considering quality of care, access, and cost at the local, state, and federal levels.
6. **Demonstrate Effective Communication Skills.**
    - Discuss ideas and concepts in audience-appropriate language and relay information in a logical and concise manner.
    - Convey proposals and recommendations persuasively.
7. **Demonstrate Positive Personal and Professional Aptitude.**
    - Demonstrate the ability to examine and reflect on personal knowledge, skills, and attitudes.
    - Apply values and principles of team dynamics to perform effectively in various team roles to achieve shared goals.
    - Demonstrate creative decision making when confronted with novel problems or challenges.
    - Exhibit behaviors and values that are consistent with the trust given to the profession.

PharmD HYBRID Program Curriculum

Trimester and Year	Course number	Course title	Credits
Fall (T1)	PHRM 601L	Longitudinal Skills Lab I	1
	PHRM 603	Pharmaceutics I	3
	PHRM 605	Biosystems	4
	PHRM 607	Pharmacy Practice Foundations I	4
	PHRM 609	Calculations	2
	PHRM 611	Biostatistics and Drug Literature Evaluation	2
	PHRM 679	IPC Fundamentals	2
	PHRM 689	Professional and Interprofessional Development I	1
Spring (T2)	PHRM 602L	Longitudinal Skills Lab II	1
	PHRM 604	Pharmaceutics II	3
	PHRM 608	Pharmacy Practice Foundations II	4
	PHRM 610	PDA I	4
	PHRM 612	PDA II	4
	PHRM 690	Professional and Interprofessional Development II	1
	PHRM 699	IPPE-1 Community Practice	2
Fall (T3)	PHRM 701L	Longitudinal Skills Lab III	1
	PHRM 703	Pharmacokinetics	4
	PHRM 705	Institutional Pharmacy Practice	2
	PHRM 707	IPC-1	4
	PHRM 709	IPC-2	4
	PHRM 789	Professional and Interprofessional Development III	1
	PHRM 779	IPC Supplemental I	0/2
	PHRM 799	IPPE-2 Institutional Practice	0/2
	PHRM 899	IPPE-3 Institutional Practice	0/2
Fall (T4)	PHRM 702L	Longitudinal Skills Lab IV	1
	PHRM 704	US Healthcare and Public Health	3
	PHRM 706	Pharmacogenomics & Biotechnology	3
	PHRM 708	IPC-3	4
	PHRM 710	IPC-4	4
	PHRM 790	Professional and Interprofessional Development IV	1
	PHRM 779	IPC Supplemental I	0/2
	PHRM 799	IPPE-2 Institutional Practice	0/2
	PHRM 899	IPPE-3 Selective Elective	0/2

PharmD HYBRID Program Curriculum			
Trimester and Year	**Course number**	**Course title**	**Credits**
Spring (T5)	PHRM 801L	Longitudinal Skills Lab V	2
	PHRM 803	Pharmacy practice management	2
	PHRM 805	Pharmacoeconomics and Outcomes Science	2
	PHRM 900s	Professional Electives	2
	PHRM 807	IPC-5	4
	PHRM 809	IPC-6	4
	PHRM 889	Professional and Interprofessional Development V	***1***
	PHRM 779	IPC Supplemental I1	0/2
	PHRM 799	IPPE-2 Selective Elective	0/2
	PHRM 899	IPPE-3 Selective Elective	0/2
Summer (T6)	PHRM 802L	Capstone Skills Lab	2
	PHRM 804	Pharmacy Law & Ethics	2
	PHRM 900s	Professional Electives	2
	PHRM 804	IPC-7	4
	PHRM 806	IPC-8	4
	PHRM 879	IPC Supplemental II	2
	PHRM 890	Professional and Interprofessional Development VI	1
	PHRM 997	Board Preparation I	2
Trimester 1-6 Credits			**112**
Fall (T7) Spring (T8)	PHAR 991	APPE-Acute Care	5
	PHAR 992	APPE-Hospital Practice	5
	PHAR 993	APPE-Community Practice	5
	PHAR 994	APPE-Ambulatory Care Practice	5
	PHAR 995	APPE-Elective I	5
	PHAR 996	APPE-Elective II	5
	PHAR 998	Board Preparation II (Fall)	1
	PHAR 999	Board Preparation III (Spring)	1
Trimester 7-8 Credits			**32**
Total Credits			**144**

Experiential Education

Pharmacy Practice Experiences

Pharmacy Practice Experiences allow each student to apply his/her pharmacy education directly to patient-to-patient care in various pharmacy settings (community, ambulatory, and institutional locations). These experiences begin as Introductory Pharmacy Practice Experiences (IPPEs) in the first pharmacy year (PY1) and end with completing the Advanced Pharmacy Practice Experiences (APPEs) in the last year of the PharmD Program. Please refer to the Experiential Education (EE) Manual for additional details.

Background Check and Drug Screening Test

Many Experiential Practice sites require pharmacy interns to undergo a background check and drug screening test before participating in Experiential Learning Activities. Under WCU-SOP policies, all students are required to undergo a background check and drug screening test through an approved vendor upon acceptance of an offer from a site. In addition, it is WCU-SOP policy that all students will be required to undergo a background check and drug screen test **ANNUALLY** thereafter for the duration of their PharmD Program. While the background check and drug screening test required by WCU-SOP to meet the requirements of most clinical partners, some clinical partners will require a more recent or extensive background check/drug screening test. Students are financially responsible for the cost of the background check/drug screening test required by the school or clinical partners. Students are responsible for sending the reports directly to the practice site. Failure to provide a background check or drug screen testing result at the request of the experiential Practice site may prevent the student from participating in rotations and delay progression.

Physical Exam Requirement

A physical exam, prior to participation in Experiential Learning Activities as a pharmacy intern, is required upon acceptance of an offer from the WCU-SOP and annually thereafter for the duration of the PharmD Program.

Immunization Requirements

Each pharmacy student must meet the following immunization requirements upon admission to the WCU-SOP, and immunizations must remain current while enrolled as a student throughout the Program. While WCU-SOP immunization requirements meet the requirements of most clinical partners, some clinical partners may require additional immunizations. The student is financially responsible for the vaccination and drug titer costs required by the school or its clinical partners.

WCU-SOP requires all pharmacy students to verify immunization status to the OEE and assigned clinical sites upon request.

List of Required Vaccinations

Positive titers, proof of vaccination, and a negative test result for each disease listed are required to show immunity. All vaccinations and health records must be current to ensure no delays in scheduling your experiential rotations. These guidelines are set in place to ensure your safety and the safety of those you will encounter during your experiential education. For additional details, please refer to the EE Manual.

Immunization Requirements

Please provide clinical evidence of immunity with proof of vaccination **AND** positive titer, if applicable, for each of the items below as well as proof of no active TB infection (skin test, blood test, or chest X-ray):

Disease	Required Documentation
COVID-19 Vaccine	COVID Vaccination is not required by the University The Office of Experiential Education will inform students if a specific rotation site require this vaccination
Measles, Mumps, and Rubella (MMR)	Positive/reactive Measles, Mumps, and Rubella IgG Antibody Titers (Results for all three diseases must be present) **AND** proof of 2-dose vaccination (4 weeks apart)
Varicella (Chicken Pox)	Positive/reactive Varicella IgG Antibody Titer **AND** proof of 2-dose vaccination (4–8 weeks apart)
	Proof of vaccination for Tdap* Good for 10 years** (not Td or childhood Tdap)
TB Screening	Negative skin test or blood test results (within the year, to be repeated **ANNUALLY**) **OR** Negative chest X-ray (within 2 years, to be repeated every 2 years)
Hepatitis B	Positive Hep B Surface Antibody Titer and proof of vaccination *If you have never been vaccinated for Hep B, the three-dose series requires completion of two out of the three dose series **BEFORE** orientation week (August). Please keep in mind that there is a four-week waiting period between dose 1 and 2
Influenza	Proof of vaccination for annual flu vaccine (once it becomes available)
Hepatitis A (only if required by sites)	Positive/reactive Hep A Antibody Titer or proof of vaccination The Office of Experiential Education will inform students if a specific rotation site requires this vaccination

Except for the annual influenza and Hepatitis A vaccines, all titer results/vaccination proofs must be completed prior to Orientation Week for matriculating students. For currently enrolled students, the required TB test/chest X-ray is due **ANNUALLY** before the first day of the fall semester and flu vaccination is due annually by the end of October.

Health Insurance and Professional Liability Insurance

All students are required to provide documentation that they have health insurance by New Student Orientation Week and maintain active and current health insurance while enrolled for the duration of the Program. Students must comply with all WCU-SOP deadlines and processes established by the University to effectively and efficiently manage health insurance coverage requirements pertaining to their enrollment at WCU-SOP.

In collaboration with WCU-SOP, the OEE provides and maintains professional liability insurance for all students participating in their Experiential Education programs. The OEE provides the clinical partner with written confirmation that each student being provided with training at said clinical partner facility is covered by said professional liability insurance.

All students are expected to comply with specific requirements and legal responsibilities regarding health associated with their chosen academic:

- Students who participate in the Pharmacy Practice Experiences (IPPE/APPEs) are required to verify their understanding of the PharmD Program insurance requirements.
- Students are required to provide acceptable proof of adequate health insurance coverage when assigned to clinical practice sites (IPPE/APPE) that require a student to carry their health insurance as a prerequisite to participate.
- The pharmacy practice experiences begin in the fall semester of the first professional year and continue through the PharmD Program.

Basic Life Support (BLS) Training

Basic Life Support (BLS) certification is required before PharmD students can actively engage in direct patient care activities, such as providing immunizations or participating in various co-curricular events that bring them in contact with patients. WCU-SOP requires that all students be BLS-certified throughout their enrollment in the Program. PharmD students will receive BLS training and certification during Orientation from SureFire. Students requesting BLS certification from other vendors must obtain approval from the OEE.

In addition to BLS certification, students are required to complete annual compliance training in the areas below. Students will be required to create a Pharmacists Letter account upon matriculating into WCU-SOP to complete these mandatory trainings. Students must comply with regulations set forth by each regulating body in these training courses. Students are required to retain a copy of this documentation in the Core Elms and their portfolios.

- HIPAA & Privacy
- HIPAA & Security
- Bloodborne Pathogens
- Medicare Fraud, Waste, and Abuse
- Combating Methamphetamine Abuse
- HandHygiene (CoreREADINESS, annual training)
- Hospital Fire and Life Safety (SureFire, 4-year certification)

HIPAA, Blood Borne Pathogens, and Basic Life Support Training

Students in the Health Science disciplines are required to complete the Health Insurance Portability and Accountability Act (HIPAA) privacy and security training **ANNUALLY**. To meet this government-mandated requirement, all student pharmacists are required to complete the training through the online Pharmacist's Letter courses "*HIPAA & Privacy: A Survival Guide to the Law*" and "*HIPAA & Security: A Survival Guide to the Law.*" HIPAA Privacy and Security Certification are required for enrollment in any IPPE or APPE. Once completed, PDF copies of the completed HIPAA privacy and security certification training must be provided to the OEE.

Students are required to complete mandatory compliance training concerning Occupational Safety and Health Administration (OSHA) Bloodborne Pathogen Standards. All students must comply with the requirements outlined in the regulations issued by the OSHA governing exposure to bloodborne pathogens in the workplace and provided information and/or training in the following areas:

- Hazards associated with blood and other potentially infectious materials.
- Protective measures to be taken to minimize the risk of occupational exposure to bloodborne pathogens.
- Appropriate actions to take in an emergency involving exposure to blood and other potentially infectious materials, and the reasons for participation in Hepatitis B vaccination and post-exposure evaluation and follow-up.

Students are responsible for keeping up to date with these requirements and must always be able to produce documentation that they have completed this requirement within the prior twelve months. Without such documentation, students will not be allowed to participate in patient care activities at experiential practice sites and thus will be ineligible to continue normal progression through the curriculum.

Students are required to retain a copy of this documentation in Core Elms, in addition to a copy uploaded to the student's portfolio. It is also important for students to read and become familiar with the document titled Protocol for Standard Precautions against Student Exposure to Bloodborne Pathogens at Practice Sites provided by the OEE. All incidents that occur at experiential practice sites **MUST** be reported using the Experiential Practice Incident form available at the OEE.

Licensure as an Intern Pharmacist in California

Students must have a valid, current Intern Pharmacist License approved by the California State Board of Pharmacy. Incoming students are required to apply for an Intern Pharmacist License through the OEE prior to the start of the fall semester. Completed applications are submitted to the OEE. After processing, the OEE will submit the applications for the entire class to the Board of Pharmacy. Once the applications are received and processed, the Board of Pharmacy mails the Intern Pharmacist License to the student. A copy of the Intern Pharmacist License should be uploaded to Core Elms.

Students cannot participate in the IPPE or APPE program without a current California Pharmacy Intern License. In addition, students are not allowed to actively immunize unless they are registered as a Pharmacist intern in California. Students must always carry their "pocket" intern-pharmacist license at experiential practice sites. Visiting Board of Pharmacy Inspectors may ask to examine professional licenses when making site visits; this may also include the licenses of interns participating in Experiential Education at the site. Preceptors may also ask a student to provide a copy of their Intern Pharmacist License during a student's orientation at their respective clinical site.

Understanding School of Pharmacy/Board of Pharmacy Expectations for Student Disclosures

Requirements for Student Disclosures to School of Pharmacy

A student receiving a notice of action from the Board of Pharmacy against their intern license must take proactive steps to notify the Assistant/Associate Dean for Experiential Education of such notice. The student must disclose all information concerning any Board of Pharmacy actions (past or present) against their intern-pharmacist license to the Office of Experiential Education **within 15 days of receipt of any notice of action against their license from the Board of Pharmacy.**

The student must **immediately** disclose to the Office of Experiential Education and or all information concerning any civil or criminal motor vehicle violation issued by the Department of Motor Vehicles and/or any law enforcement agency, respectively, in this or any other state.

Required School of Pharmacy Disclosures to the California Board of Pharmacy

WCU-SOP has an obligation to inform the California State Board of Pharmacy **if a student is not actively enrolled in the PharmD Program**. This may include dismissal, leave of absence, or delayed progression status. In the event of such an occurrence, the student would be ineligible for an Intern Pharmacist License and is **required by law** to return their intern license to the California Board of Pharmacy **within 30 days of separation from the WCU-SOP**. Students may arrange to return their Intern Pharmacist License to OEE to be mailed back to the Board of Pharmacy within seven days. The OEE will notify the California Board of Pharmacy of the student's ineligible status for licensure cancellation. When a student has successfully returned to the Program/or has been readmitted into the Pharmacy Program, the OEE will assist each student with their Intern Pharmacist License application (re-application). Under California law, the Board of Pharmacy may reissue an Intern Pharmacist License to the student under a decision of reinstatement adopted by, and at the discretion of the Board, once the student is re-enrolled in the Program.

Licensure as an Intern-Pharmacist outside California

Licensure as an intern-pharmacist outside of California may require a state-specific Intern Pharmacist License, which must be applied for under the intern-pharmacist regulations specific to that state, and is granted at the discretion of that state's Board of Pharmacy.

Licensure as a Pharmacist in California

To become licensed to practice pharmacy in California, you must meet the Registered Pharmacist requirements of the California Board of Pharmacy. These requirements can be found on the CaliforniaBoard of Pharmacy website at pharmacy.ca.gov/index.

Requirements for a Pharmacist Licensure in California are listed in California Business and Professions Code Section 4200(a)(1-6)

Licensure as a Pharmacist outside California

To become licensed to practice pharmacy outside of California, the student must meet the Registered Pharmacist requirements of the specific state's Board of Pharmacy. Licensure as a Registered Pharmacist outside of California is at the discretion of that state's Board of Pharmacy, and state-specific licensure requirements can be found on the state's Board of Pharmacy website.

California State Board of Pharmacy (CABOP)

The CABOP is a consumer protection agency. One way the Board fulfills its consumer protection mandate is to ensure that those licensed to practice pharmacy possess minimum competency. To this end, California law requires candidates to take the North American Pharmacist Licensure Examination (NAPLEX®) and California Practice Standards and Jurisprudence Examination (CPJE). You can obtain a copy of this code and other California pharmacy laws from the Board's website. These examinations require candidates to demonstrate that they possess the minimum knowledge and abilities necessary to practice safely and effectively in the U.S. and California. For more information, go to pharmacy.ca.gov/index.

North American Pharmacist Licensure Examination (NAPLEX)

The NAPLEX is developed by the National Association of Boards of Pharmacy(NABP) for use by the state boards of pharmacy as part of their assessment of competence to practice pharmacy. This computer-adaptive test provides the most precise measurement of the student's knowledge and ability in pharmacy. By using the NAPLEX, the state boards provide a valid and objective examination that tests the competence in important aspects of the practice of pharmacy. The NAPLEX also assists the state boards of pharmacy in fulfilling one aspect of their responsibility to safeguard public health and welfare. For more information, go to nabp.pharmacy.

California Practice Standards and Jurisprudence Examination (CPJE)

The CABOP, through its Competency Committee, develops the CPJE. The Board's CPJE is comprised of 90 multiple-choice questions administered by computers at designated test centers throughout the country. California law (California Business and Professions Code section 4200.2) requires that the CPJE include items that demonstrate proficiency in patient communication skills, aspects of pharmacy practice, and the application of clinical knowledge that is not measured by NAPLEX and California law. For more information, go to pharmacy.ca.gov/applicants.

Multistate Pharmacy Jurisprudence Examination (MPJE)

The MPJE is designed to assess the student's application of laws and regulations for the specific states/jurisdictions and is taken by recent college of pharmacy graduates shortly after they receive their degree. The exam is also taken by licensed pharmacists who want to practice in other jurisdictions and pharmacists who are FPGEC certified. For more information, go to nabp.pharmacy/programs/examinations/mpje.

Student Financial Services & Resources

Office of Financial Aid

The Financial Aid Office for the WCU-SOP is located on-site at CGS. Students are encouraged to contact either Mr. Edward Bueno, Director of Financial Aid, or Ms. Anita Takhmazyan, Senior Financial Aid Officer; both are located on the second floor of the CGS building.

Estimated Tuition and Fees

Estimated tuition and fees for the 2026–2027 academic year can be found in the University Catalog.

Scholarships and Other Financial Resources

Scholarships

West Coast University Scholarships – WCU offers several merit-based and need-based scholarships for matriculating pharmacy students. All scholarships are subject to continued available funding. West Coast University grants and scholarships are intended for required tuition and fees only, and some awards may be reduced if tuition and fee costs are covered by other external grants or scholarships.
NOTE: The University-sponsored admissions scholarship and award programs include the Presidential Academic Excellence Award and the Dean's Scholarship. These scholarships and awards are earmarked for admissions candidates, and thus only available to students matriculating into the WCU-SOP. For more information, go to WestCoastUniversity.edu/admissions/financial-aid/scholarships.

School of Pharmacy Scholarships – SOP offers several scholarship opportunities to promote service, and leadership. These include the Service Excellence Award and Leadership Engaging and Advancing Pharmacy (LEAP) Award. For fourth-year students, scholarships such as the Academic Honors Award and Academic Merit Award are available. Please review the University Catalog for scholarship eligibility requirements. Additional scholarship opportunities may be communicated to students by the WCU-SOP Honors and Awards Committee.

West Coast University Alumni Association Scholarship and Award Programs[1] – A West Coast University Alumni Scholarship Fund was created to provide financial assistance to WCU alumni, current and potential students who are leaders in their field.
NOTE: The deadline to apply for the Alumni Association Scholarships and Awards (listed below) is annually on April 1st. For more details related to the application submission process and eligibility requirements for the programs listed below, go to WestCoastUniversity.edu/about/alumni.

WCU Alumni Association Sponsored Current/Enrolled Students Scholarships

WCU Proud Scholarship – This scholarship is open to all current WCU students.

WCU Legacy Scholarship – This scholarship is open to current WCU undergraduate and graduate students with a relative who is a WCU alumni.

[1] The Alumni Scholarship Fund is supported by donations made to the WCU Foundation. For purposes of the Legacy scholarship, a relative is defined as a parent, sibling, or child. Must be a full time, degree-seeking, undergraduate or graduate student of financial aid and scholarships available for those who qualify.

WCU Alumni Scholarships

WCU Professional Development Scholarship – This scholarship is open to WCU alumni who are continuing their education by completing CEUs, attending conferences, or pursuing any other professional development opportunities in the healthcare or leadership field.

WCU Alumni Association Scholarship – This scholarship is open to all alumni enrolled in a graduate-level program.

Additional External Scholarship and Funding Resources

Fastweb – The online resource that allows students to search for scholarships in a search engine format. For more information, go to fastweb.com

Explore Health Careers – Offers a site that includes some portable, non-school-specific funding. In addition, students may research the availability of financial aid opportunities offered by pharmacy schools. For more information, go to explorehealthcareers.org

RESPy Award – The Pharmacy Times and Walmart honor outstanding pharmacy students who display exemplary behavior and great potential via the RESPy (Respect, Excellence, and Service in Pharmacy) award. For more information, go to pharmacytimes.com

Tylenol Future Care Scholarship – This scholarship started in 1992 and helps students who are pursuing careers in the medical field manage the rising costs of education. For more information, go to tylenol.com/news/scholarship?id=tylenol/news/subptyschol.inc

Paul Ambrose Scholars Program – This program prepares clinical health professions students to address population health challenges at the national and community levels. The symposium provides leadership training and prevention education to students interested in public health, prevention, healthcare policy, and medical and health sciences education. For more information, go to aptrweb.org/?page=pasp

Walmart Scholars – The Walmart Scholars program provides scholarships to student-faculty pairs to attend the American Association of Colleges of Pharmacy (AACP) Annual Meeting. This program is geared to support students interested in pursuing a future career in academic pharmacy. Letters from both the student and the faculty member are required to demonstrate both parties have a strong interest in enhancing their preparation for a career in academic pharmacy, as well as an essay from the student on academic pharmacy. Applications for the program are due in February of each year, pending program sponsorship. Please email any questions to walmartscholars@aacp.org

American Foundation for Pharmaceutical Education – AFPE provides funding for research scholarships, graduate school scholarships, pre-doctoral fellowships in the pharmaceutical sciences, post-PharmD fellowships in the biomedical research sciences, and pharmacy faculty new investigator grants. For more information, go to afpenet.org

Indian Health Service Division of Health Professions Support – The Federal IHS provides and administers scholarships, externships, loan repayment, recruitment, grants, and other career support services to assist healthcare professionals in Indian health programs across the nation. For more information, go to www.ihs.gov/careeropps/studentopportunities/

HRSA's Scholarship for Disadvantaged Students (SDS) Program – This program increases diversity in the health professions and nursing workforce by providing awards to eligible health professions schools for use in awarding scholarships to students from disadvantaged backgrounds who have financial need, including students who are members of racial and ethnic minority groups. Accredited schools of medicine, osteopathic medicine, dentistry, nursing, pharmacy, pediatric medicine, optometry, veterinary medicine, public health, chiropractic, allied health, a school offering a graduate program in behavioral and mental health practice, or an entity providing programs for the training of physician assistants are eligible. For more information, go to https://www.hrsa.gov.

Student Services, Guidance, and Expectations

New Student Orientation Mandatory Attendance Policy

New Student Orientation (NSO) Week is the foundational step into the PharmD Program. The NSO is instrumental in transitioning the student into the pharmacy profession and all its expectations while the student enters their path toward a Doctor of Pharmacy degree.

The OSA, SOP faculty, and staff, have developed programming for the foundation of every student's pharmacy journey to ensure that each student is off to the best start when classes begin in August. All matriculating students are expected to review the cohort-specific *New Student Orientation Information Packet* and NSO Schedule before NSO Week.

NOTE: NSO is MANDATORY, and the WCU-SOP expects all students to attend and participate in person without exception. NSO Week is held on campus at the Center for Graduate Studies at 590 N. Vermont Avenue, Los Angeles, CA. 90004. Details for each day appear in the *New Student Orientation Schedule*.

At the WCU-SOP, our culture is an important feature of our Program. At WCU-SOP, we strive to cultivate an inclusive and close-knit school community and avoid remote-learning silos. Shortly after orientation, all students transition into team and/or group in various courses throughout the Program, reinforcing the development of interpersonal skills vital to success in the pharmacy profession and academic performance.

Faculty Advisor Program

Each student is assigned a faculty advisor during New Student Orientation. The Program views the faculty-advisor guidance for each student as an important factor in a student's success in the Program. The student meets with their respective faculty advisors to discuss progress in the Program in all areas, including: academic coursework, electives, co-curricular milestones, professional/career plans, and to review their electronic portfolio, among other topics. The Office of Student Affairs oversees the faculty-advisor program.

Under extraordinary circumstances, a student may request a change in their faculty advisor. To request a change in advisor, a student must submit a completed *Change of Advisor Request* form to the Office of Student Affairs. The Assistant Dean of Student Affairs will review the request to decide whether to permit or deny a change in faculty advisor, and any such determination is final.

The primary goal of the faculty advisor program is to assist each student in realizing the maximum educational benefits available through resources at WCU-SOP. Each member of the advising team, the student and faculty advisor, has responsibilities within the advising system.

Student Responsibilities

Each student is responsible for:

- Monitoring their individual progress toward completion of graduation requirements, including completion and documentation of co-curricular requirements.
- Making final decisions regarding program and course selection.
- Knowing and adhering to University and Program policies, academic rules, regulations, registration procedures, deadlines, general education, and graduation requirements.
- Maintaining an updated electronic portfolio and providing access of this portfolio to his/her faculty advisor prior to any advising session.
- Consulting their faculty advisor on a regular basis.
- Responding to their advisor's request for meeting with them.
- Obtaining correct information before making any decision or taking an action based on speculation or guessing.
- Effectively using the resources of WCU-SOP.

Faculty Advisor Responsibilities

Faculty, as advisors, are responsible for providing:

- Encouraged to reach out their respective advisee early in the term for follow-up, whenever needed, and without delay in the case of a poor grade or alternatively, an EDI notice from Academic Affairs.
- Appropriate opportunities for individual consultation with advisees.
- Assistance in exploration of educational alternatives (ex: electives: didactic or experiential).
- Correct information concerning academic rules, regulations, participation in student organizations, professionalization goals, (professional identity formation over the course of student's time in the Program) and graduation requirements.
- Guidance in and evaluation of work toward degree requirements (i.e., general education, major and unit requirements, review of co-curricular requirements).
- Informed referral to University services and programs available to assist students in their academic career and personal development.

NOTE: The OSA has developed a standard Advisement form that faculty-advisors and advisees are required to sign after each advisor-advisee meeting. The Advisement form describes a standard set of topics discussed at each advising meeting.

Student Electronic Portfolios

The ePortfolio (MyCred) provides a space for students to organize, assess, and reflect upon their work. Unlike its hard copy counterpart, the ePortfolio is a permanent yet organic system that grows with the student, preserving a record of the past, establishing links in the present, and providing a road map for the future. This evolving self-portrait, painted by the student and carried through the PharmD Program can be a lifelong learning tool.

Throughout the curriculum, students will be asked to upload co-curricular documentation, outstanding papers, oral presentations, pivotal experiences, reflections on important relationships and experiences, resumés and curricula vitae, symposia, conference presentations, and experiential education activities (service learning,

campus organizations, etc.). Students must review their ePortfolio with their faculty advisor at each advising session.

Academic Support Coordinator

WCU-SOP takes proactive approaches toward student success. The School Academic Support Coordinator helps administer the Peer Assisted Learning (PALs) program which, provides peer tutoring to students seeking additional support outside the classroom. The Academic Support Coordinator also works with students to develop their oral and written communication skills. Students are encouraged to contact Reanna Gibbs, Academic Support Coordinator.

Student Assistance Program

The Student Assistance Program (SAP) is available to all WCU-SOP students and offers a variety of informational resources on fitness, childcare, stress management, and financial and legal matters like those involving landlord/tenant issues. The SAP also provides students who may be struggling with mental health issues with 24-hour phone access to licensed counselors. To speak with a counselor, call 877-351-7889 and let them know you are a WCU-SOP student. These resources are free of charge to WCU students. For additional information, go to AetnaSAP.com. To log in, please enter your school ID as WCUSA and click on the link.

Classroom Seating

Classroom seats are not assigned and are available on a first-come, first-serve basis.

Disability Services

It is the responsibility of a student with a physical or mental disability who may require any type of accommodation to make the accommodation request in a timely manner. To allow sufficient time for the eligibility and accommodation process to occur, the student should contact Gerry Van Booven at CGS Campus Student Services to inquire about applying for disability accommodation. The Campus Student Services office facilitates and manages the submission of student requests for disability accommodation, along with any documentation provided by students to the University Disability Office. Additional WCU-SOP disability services are available in the University Catalog.

Parking

All WCU campuses provide free daily parking. The Center for Graduate Studies campus accommodates parking for approximately two hundred vehicles onsite. Parking in the University-provided lots is a privilege. Students are required to procure a parking hangtag that is available at the CGS reception/security desk. Students must adhere to parking policies posted in and around the lots to maintain parking privileges. This includes ensuring that your hangtag is attached to the rear-view mirror. An auxiliary parking lot, across the street and within walking distance, can accommodate an additional three hundred vehicles.

Library

The WCU library is the knowledge center serving students, faculty, and administration's curricular, research, and professional needs. The library has a collection of print materials and a physical library space. Students can also access a large digital collection and a dedicated virtual library staff. Virtual library staff hours are scheduled to meet the needs of the students, faculty, and staff and offer services that strengthen and enhance the University's various academic programs.

WCU library actively engages learning by effectively delivering quality materials in physical and virtual environments. Print collections include general and subject-specific reference materials, monographs, serials, manuals, scholarly works, and trade publications arranged according to the Library of Congress Classification System. Electronic resources, including select databases from LexisNexis®, EBSCO, ProQuest, Gale/Cengage, Credo Reference, Ovid, Lexicomp®, and Therapeutic Research Center, provide access to thousands of full-text articles and case studies. The eBook Academic Collection offers more than 114,000 virtual books and is available for student and faculty use on and off campus. Multimedia tools, web resources, and online tutorials are available at each campus location. Each library houses a Textbook & Course Reserve Materials Collection unique to its campus.

Students, faculty, and staff can access print, journal, database, ebook, website, and image collections using a single, user-friendly discovery tool known as OCLC WorldShare Management. The platform is compatible with all internet-enabled devices and includes 1 million items of unique content, including scientific repositories.

The WCU online catalog is available at guides.WestCoastUniversity.edu/library. Digital library resources can be accessed remotely using the same WCU single-sign-on login used to access Canvas.

Professional virtual librarians assist individuals with their library and research needs. Interlibrary loan service is encouraged through OCLC WorldShare ILL, an international cooperative of over 10,000 libraries with an average consortium request fill rate of 95%. Globally, 2,700 libraries provide free lending services to WCU students and faculty. Other library services include, but are not limited to, 24/7 reference assistance chat, WCU library staff virtual research assistance and subject guide advisory, in-depth research consultations by appointment, and digital literacy presentations.

WCU encourages students, faculty, and staff to become familiar with library resources and services. The library is a central component of student-centric learning that leads to professional success by instilling the information literacy skills necessary for today's changing environment.

Student Organizations

Student Organizations

WCU-SOP encourages student involvement and membership on committees that advise the administration on important issues, as well as student participation in local, state, and national pharmacy associations and organizations. Current student organizations already formed in the WCU-SOP include:

Student Government Council

The Student Government Council (SGC) is the WCU-SOP's student government. The Council is an assembly of class representatives elected by their peers. It will serve as a liaison and invaluable communication channel between the student body and the School administration. The SGC will be comprised of a President, Vice President, Treasurer, and Secretary for each cohort of students.

As a body of constituent representatives, the objectives of the Council are to:

- Serve as the liaison between the student body and administration, faculty, and staff of WCU-SOP
- Coordinate the School-specific student organizations and committees
- Facilitate all student activities related to the School
- Establish bylaws for the Student Government Council
- Organize fundraising events for the Student Government Council
- Promote harmony among students and encourage personal responsibility among students toward building their School community
- Promote the professional development of student pharmacists at WCU-SOP

Elections for the Student Government Council (SGC) are typically held at the beginning of the spring semester of each year.

California Pharmacists Association – Academy of Student pharmacists/American Pharmacists Association Joint Chapter (APhA/CPhA-ASP)

The School operates a joint chapter of the California Pharmacists Association with the American Pharmacist Association. The Academy of Student Pharmacists is the student chapter of the CPhA. Both components of this joint chapter encourage all student pharmacists to become more knowledgeable about the pharmacy profession, conduct outreach events, engage in social activities, participate in advocacy issues involving the profession, and develop leadership capabilities by holding elected offices or by appointment to one of its standing committees.

American College of Clinical Pharmacy (ACCP)

The American College of Clinical Pharmacy's purpose is to advance human health by extending the frontiers of clinical pharmacy. Through strategic initiatives, partnerships, collaborations, and alliances, ACCP:

- Provides leadership, professional development, advocacy, and resources that enable clinical pharmacists to achieve excellence in practice, research, and education.
- Advances clinical pharmacy and pharmacotherapy through support and promotion of research, training, and education.
- Promotes innovative science, develops successful models of practice, and disseminates new knowledge to advance pharmacotherapy and patient care.

American Society of Health System Pharmacists (ASHP)

The American Society of Health System Pharmacists represents the interests of more than 45,000 members who practice in hospitals, health maintenance organizations, long-term care facilities, home care, and other components of healthcare. The organization provides professional advocacy on health system pharmacy issues to government agencies including, the FDA, CDC, Institute of Medicine, and Joint Commission on Accreditation of Healthcare Organizations. The organization also provides students with information about career pathways in pharmacy and credentials needed for pharmacy practice in health systems. www.ashp.org

California Society of Health System Pharmacists (CSHP)

CSHP is the largest state association of health system pharmacists. The organization provides access to a large state-wide membership of health-system pharmacists, continuing education opportunities, pharmacy news and information, and opportunities to network and interact with other advocates in the industry. The School operates a joint chapter of the ASHP and CSHP. www.cshp.org

Student National Pharmaceutical Association (SNPhA)

SNPhA is an educational service association of pharmacy students who are concerned about the profession of pharmacy, healthcare issues, and the poor minority representation in these areas. The purpose of SNPhA is to plan, organize, coordinate, and execute programs geared toward the improvement of the health, educational, and social environment of minority communities. nationalpharmaceuticalassociation.org

The objectives of SNPhA are to:

- Offer student members the opportunity to develop leadership and professional skills.
- Educate students about, and promote active participation in national healthcare issues.
- Develop the role of the minority health professional as a vital member of the healthcare team.
- Develop within communities a positive image of minority health professionals.
- Educate communities on better health practices and to increase their awareness and understanding of diseases.

Student Ambassadors

WCU-SOP Student Ambassadors are ordinary pharmacy students with extraordinary pride. Ambassadors embody the spirit and values of the WCU-SOP and represent the Program to various audiences, including prospective and current students, alumni, and donors. Ambassadors work closely with the School's Office of Student Affairs, become knowledgeable about many aspects of the school, and may represent the WCU-SOP at official school events including White Coat Ceremony, Hooding Ceremony, and Open House. Student Ambassadors also represent the WCU-SOP at other public-facing events, including alumni, recruitment, and admissions (virtual, on-campus, or on-site) at various stakeholder levels (university, community college, high school, middle school, and elementary schools). These range from college or high school fairs or presentations to campus tours and community outreach events. Student Ambassadors become advocates for the School, its mission, and its programs. The Office of Student Affairs selects PharmD students annually to serve as Student Ambassadors for the upcoming academic year. For additional information, please contact the Office of Student Affairs.

Peer Assisted Learning Program (PAL)

The PAL program is a peer-to-peer academic tutoring program. PAL facilitators are PharmD students who have been academically successful and are eager to help other students achieve their academic goals. PAL facilitators help their peers learn how to:

- Manage their time and the demands of their courses.
- Apply efficient learning strategies.
- Develop effective study plans.
- Improve the results of their study efforts.

To become a PAL tutor or inquire about classes where peer tutoring is available, please contact the Office of Academic Affairs.

California Pharmacy Student Leadership (CAPSLEAD)

The CAPSLEAD conference endeavors to provide student leaders at California pharmacy schools with an opportunity to:

- Learning more about leadership, teamwork, negotiation, and conflict management.
- Build effective time and team management techniques, network with pharmacy faculty and students across California.
- Learn about critical issues facing pharmacy leaders.

Each year, a cadre of students is selected to represent WCU-SOP at the annual CAPSLEAD conference and to prepare a poster presentation on a current pharmacy issue. cpha.com

Phi Delta Chi

WCU-SOP chartered a Phi Delta Chi Chapter in the Fall of 2021. Phi Delta Chi is one of the nation's first professional pharmacy fraternity (established in 1883). The Phi Delta Chi pharmacy fraternity develops leaders to advance the profession of pharmacy. Phi Delta Chi, a lifelong experience, promotes scholastic, professional, and social growth in its Brothers. We strive to provide quality services to our patients, thereby advancing public health and strengthening ourselves as health professionals. For more information, go to www.phideltachi.org.

Rho Chi Society

WCU-SOP chartered a Rho Chi Chapter in the Spring of 2020. As an academic honor society, Rho Chi Society seeks to advance pharmacy through sustained intellectual leadership. The Rho Chi mission aims to encourage and recognize intellectual achievement, stimulate critical inquiry to advance pharmacy, contribute to the development of intellectual leaders in pharmacy, promote the highest ethical standards in the profession, and foster professional collaboration. rhochi.org

Professional Organizations

The WCU-SOP, through its OSA, encourages the formation of registered campus organizations to promote the interests of its student population. A sample of future organizations may include:

National Community Pharmacists Association (NCPA)

The student chapter of the NCPA serves to promote community pharmacy. The association represents those in retail pharmacy including home infusion, compounding, long-term care, and disease-state management. The organization also participates in legislative and political issues that involve community pharmacy. For more information, go to ncpanet.org.

Kappa Psi

Kappa Psi is the nation's oldest pharmacy fraternity, founded in 1879. This co-ed fraternity's objectives are to promote scholastic achievement and pharmaceutical research, support, participate in all projects that advance the profession of pharmacy, and provide networking opportunities that continue its tradition of leadership. For more information, go to kappapsi.org.

Phi Lambda Sigma

Phi Lamba Sigma is a national pharmacy leadership society comprised of students, practitioners, and faculty. PLS promotes and supports the development of leadership qualities among pharmacy students by encouraging an active role in the profession and its future. For more information, go to philambdasigma.org.

Kappa Epsilon

Kappa Epsilon was initially founded in 1923 as a means of uniting female pharmacy students in an era where they were underrepresented. The objectives of KE are to promote scholastic and professional achievement and recognize members through awards, scholarships, and fellowships. The organization has promoted women's health issues, supported projects that addressed areas such as PMS, osteoporosis, contraception, and breast cancer, and has furthered pharmaceutical education and research. KE has also developed the Pharm-CORP Program to encourage high school students to attain advanced education and provide an overview of the benefits of pursuing a career in pharmacy. For more information, go to kappaepsilon.org.

Establishing a New Student Organization or Chapter

Students can organize and join associations to promote their common interests. The School Office of Student Affairs and Campus Office of Student Services will guide and support student organizations regarding programs, activities, policies, and procedures. The WCU-SOP will also assist in developing new organizations and registering existing ones to meet the co-curricular needs of its students. The Assistant Dean of Student Affairs acts in all matters of student organization registration affiliated with WCU-SOP in accordance with University policy. Should a dispute arise concerning policy or withdrawal of registered status, the Assistant Dean of Student Affairs will be consulted to review and resolve the case.

Procedures for Registration

Being recognized by WCU-SOP as a student club/organization on campus gives the student club/organization access certain benefits and privileges. The benefits available to student organizations may include:

- Authorization to promote the club/organization and activities in accordance with WCU policies and procedures.
- Ability to sponsor approved activities and/or events.
- A dedicated club/organization email address.
- Ability to reserve campus facilities, including bulletin boards, classrooms, and meeting spaces, for approved activities and events.
- Use of the WCU name and logo in accordance with all WCU policies and procedures.
- Opportunity for sponsorship or funding for approved activities or events.
- Access to the Student Services Department for support and resources.
- Specific guidelines for registering new student organizations are available at the Office of Student Services.

Student Activities and Events

Active involvement outside of the classroom contributes to our students' learning experience. Participating in extracurricular activities develops valuable leadership and organizational skills and contributes to a graduate's marketability. The CGS Office of Student Services sponsors programs and events throughout the year to help foster a sense of community. If your student organization is considering participating, putting on, or hosting an event, or if you would like assistance requesting an event, contact the Campus Director of Student Services for the current version of the Activities Request form.

Professional Pharmacy Associations

County Pharmacy Associations

To find out more about the California Pharmacists Association local chapters go to cpha.com/local-associations

- Greater Los Angeles Pharmacists Association
- Inland Empire Pharmacists Association
- Orange County Pharmacists Association
- Coachella Valley Pharmacists Association
- San Diego County Pharmacists Association
- San Fernando Valley Pharmacists Association
- San Gabriel Valley Pharmacists Association
- Santa Barbara Pharmaceutical Association
- Ventura County Pharmacists Association

State Pharmacy Associations

- (CPhA) California Pharmacists Association www.cpha.com
- (CSHP) California Society of Health-System Pharmacists www.cshp.org

National Pharmacy Organizations

- (APhA) American Pharmacists Association www.pharmacist.com
- (AACP) American Association of Colleges of Pharmacy www.aacp.org
- (ACCP) American College of Clinical Pharmacy www.accp.org
- (AMCP) Academy of Managed Care Pharmacy www.amcp.org
- (ASHP) American Society of Health-System Pharmacists www.ashp.org
- (AAPS) American Association of Pharmaceutical Scientists www.aaps.org
- (ACA) American College of Apothecaries acainfo.org
- (ASCP) American Society of Consultant Pharmacists www.ascp.com
- (DIA) Drug Information Association www.diahome.org
- (NABP) National Association of Boards of Pharmacy www.napb.org
- (NACDS) National Association of Chain Drug Stores www.nacds.org
- (NCPA) National Community Pharmacists Association www.ncpanet.org
- (NPhA) National Pharmacists Association nationalpharmaceuticalassociation.org
- (PhRMA) Pharmaceutical Research and Manufacturers of America www.phrma.org
- (Rho Chi) The Rho Chi Society. For more information go to rhochi.org/about-rho-chi
- (SNPhA) Student National Pharmaceutical Association www.snpha.org
- (USP) U.S. Pharmacopoeia Convention www.usp.org

WEST COAST UNIVERSITY