



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 of you who are 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 life-long 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.

If this is your entry into the School of Pharmacy or the profession, some sections of the Handbook 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 your 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 member of the healthcare team. 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 that you will garner from your patients, their families, as well as your colleagues.

For all students, the PharmD Student Handbook (“Handbook”) is designed to help you navigate through your time in our program. The Handbook collects academic standards, policies and procedures, student resources, and expected behaviors in a single location, including information on standards for grading policies, progression, absences, and dress code (modified for 2024–2025). Faculty and staff contact information is current. From time to time, Handbook revision and strategic updates are necessary. Please take responsibility for becoming 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. Annie Mouradian, Student Advisor, and I would like you to feel at home, and we will be happy to serve in any way we can to facilitate your adjustment to the life of a student-pharmacist. We are so 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 2024–2025 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 (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

We are committed to providing students with a learning environment that emphasizes patient-centered care, interprofessional education, and leadership development. We are committed to fostering a culture of scholarship among faculty and students. We strive to lead the pharmacy profession to the forefront of an integrated and innovative practice.

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 increasingly 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 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 provide immunizations to children younger than three years, the pharmacist must have a physician protocol.
- Order and interpret tests for the purpose of monitoring and managing the efficacy and toxicity of drug therapies in coordination with the patient's primary care provider or diagnosing prescribe

The designation of provider status to California pharmacists conferred legal authority for pharmacists to interact with patients and other healthcare providers to assure 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, 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 January 31, 2025. The professional program of the School and its accreditation status is designated on ACPE's website: acpe-accredit.org.

NOTE: 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 School of Pharmacy and University policies and/or procedures, the student may file a grievance.

The School of Pharmacy 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/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:

- 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 School of Pharmacy 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 School of Pharmacy 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 School of Pharmacy 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](https://www.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

The School of Pharmacy is located within the Center for Graduate Studies (CGS) located 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 westcoastuniversity.edu/programs/pharmd. The Program is administered by the School Executive Committee, which consists of the Dean, Assistant Dean of Academic Affairs, Assistant Dean of Student Affairs, Assistant Dean of Experiential Education, Assistant Dean of Assessment and Accreditation, two Department Chairs (Pharmaceutical Sciences and Pharmacy Practice), and 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, pharmaceuticals, medicinal chemistry, biochemistry, and scholarship in teaching and learning. The Interim Chair of the Department is Dr. Kurt Wargo, Dean.

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 Chair of the Department is Dr. William Ofstad.

School of Pharmacy Directory

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School of Pharmacy Directory

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Academic Calendar 2024–2025 – ON-GROUND Program

FALL SEMESTER (2024)

Semester begins on Monday August 19, and Ends on Sunday December 22

New Student Orientation (Class of 2026)	Monday, August 8 – Friday, August 12
Fall Classes Begin	Monday, August 19
Last Day to Add/Drop	Tuesday, August 27
Holiday (Labor Day)*	Monday, September 2
Last Day to Withdraw	Tuesday, October 17
Fall Classes End	Friday, November 8
Review	Monday, November 11 – Friday, November 15
Final Exam Week	Monday, November 18 – Friday, November 22
Thanksgiving Holidays*	Thursday, November 28 – Sunday, December 1
IPPE/ IPE**	Monday, December 2 – Friday, December 20
Semester Ends	Sunday, December 22

SPRING SEMESTER (2025)

Semester Begins on Tuesday, January 6; Ends on Sunday, April 27

IPPE/ IPE**	Monday, January 6 – Friday, January 24
Last Day to Add/Drop	Tuesday, January 14
Holiday (Martin Luther King Day)*	Monday, January 20
Spring Classes Begin	Monday, January 27
Holiday (Presidents' Day)*	Monday, February 17
Last Day to Withdraw	Tuesday, March 6
Spring Break	Friday, March 21 – Monday, March 24
Spring Classes End	Friday, April 18
Final Exam Week	Monday, April 21 – Friday, April 25
Semester Ends	Sunday, April 27
PCOA Examination	TBD by PharmD Office of Assessment

APPE Calendar 2024–2025

APPE Rotation begins May 20, 2024, and Ends on Sunday April 27, 2025.

Block 1 (E)	Summer	5/20/2024 – 6/30/2024
Block 2 (F)	Summer	7/1/2024 – 8/11/2024
Block 3 (G)	Fall	8/19/2024 – 9/29/2024
Block 4 (H)	Fall	9/30/2024 – 11/10/2024
Block 5 (I)	Fall	11/11/2024 – 12/22/2024
Block 6 (J)	Spring	1/6/2025 – 2/16/2025
Block 7 (K)	Spring	2/17/2025 – 3/30/2025
Block 8 (L1)	Spring	3/31/2025 – 4/27/2025

*Campus Holiday

**Students on IPPE must comply with practice site hours

Academic Calendar 2024–2025 – *HYBRID Program*

FALL SEMESTER (2024)

Trimester begins on Monday August 19, and Ends on Sunday December 22.

New Student Orientation (Class of 2027)	Monday, August 12 – Friday August 16
Fall Classes Begin	Monday, August 19
Last Day to Add/Drop	Tuesday, August 27
Holiday (Labor Day)*	Monday, September 2
Last Day to Withdraw	Thursday, October 17
Online Classes End	Friday, November 1
Immersive Week	Monday, November 4 – Friday, November 8
IPPE/Asynchronous †	Monday, November 11– Friday, December 20
Thanksgiving Holidays*	Thursday, November 28 – Sunday, December 1
Trimester Ends	Sunday, December 17

SPRING SEMESTER (2025)

Trimester begins on Monday January 6, and Ends on Sunday April 27

Spring Classes Begin	Tuesday, January 6
Last Day to Add/Drop	Tuesday, January 14
Holiday (Martin Luther King Day)*	Monday, January 20
Holiday (Presidents' Day)*	Monday, February 17
Last Day to Withdraw	Thursday, March 6
Online Classes End	Thursday, March 20
Spring Break	Friday, March 21 – Monday, March 24
Immersive Week	Tuesday, March 25– Friday, March 28
IPPE/Asynchronous ††	Monday, March 31 – Friday, April 25
Trimester Ends	Sunday, April 27

SUMMER TRIMESTER 2025

Trimester begins on Monday April 28, and Ends on Sunday August 17

Summer Classes Begin	Tuesday, January 6
Last Day to Add/Drop	Tuesday, January 14
Holiday (Memorial Day) *	Monday, January 20
Holiday (Juneteenth)*	Monday, February 17
Holiday (Independence Day) *	Thursday, March 6
Last Day to Withdraw	Thursday, March 20
Online Classes End	Friday, March 21 – Monday, March 24
Immersive Week	Tuesday, March 25– Friday, March 28
IPPE/Asynchronous †††	Monday, March 31 – Friday, April 25
Trimester Ends	Sunday, April 27

† Students on IPPE must comply with practice site hours. T1 Asynchronous course is PHRM 679 and T4 is PHRM 779.

†† Students on IPPE must comply with practice site hours. T2 Asynchronous course is PHRM 679 and T5 is PHRM 879.

††† Students on IPPE must comply with practice site hours. T3 Asynchronous course is PHRM 779 and T6 is PHRM 879.

Hybrid Program Weekly Schedule

Term	Start	End	Week	Hybrid	
2024 Spring Trimester	Monday, January 1, 2024	Sunday, January 7, 2024	1	instructions	
	Monday, January 8, 2024	Sunday, January 14, 2024	2	instructions	
	Monday, January 15, 2024	Sunday, January 21, 2024	3	instructions	
	Monday, January 22, 2024	Sunday, January 28, 2024	4	instructions	
	Monday, January 29, 2024	Sunday, February 4, 2024	5	instructions	
	Monday, February 5, 2024	Sunday, February 11, 2024	6	Exams	
	Monday, February 12, 2024	Sunday, February 18, 2024	7	instructions	
	Monday, February 19, 2024	Sunday, February 25, 2024	8	instructions	
	Monday, February 26, 2024	Sunday, March 3, 2024	9	instructions	
	Monday, March 4, 2024	Sunday, March 10, 2024	10	instructions	
	Monday, March 11, 2024	Sunday, March 17, 2024	11	instructions	
	Monday, March 18, 2024	Sunday, March 24, 2024	12	Lab+ Exams	
	Monday, March 25, 2024	Sunday, March 31, 2024	13	IPPE/Asynch	
	Monday, April 1, 2024	Sunday, April 7, 2024	14	IPPE/Asynch	
	Monday, April 8, 2024	Sunday, April 14, 2024	15	IPPE/Asynch	
	Monday, April 15, 2024	Sunday, April 21, 2024	16	IPPE/Asynch	
2024 Summer Trimester	Monday, April 22, 2024	Sunday, April 28, 2024	1	instructions	
	Monday, April 29, 2024	Sunday, May 5, 2024	2	instructions	
	Monday, May 6, 2024	Sunday, May 12, 2024	3	instructions	
	Monday, May 13, 2024	Sunday, May 19, 2024	4	instructions	
	Monday, May 20, 2024	Sunday, May 26, 2024	5	instructions	
	Monday, May 27, 2024	Sunday, June 2, 2024	6	Exams	
	Monday, June 3, 2024	Sunday, June 9, 2024	7	instructions	
	Monday, June 10, 2024	Sunday, June 16, 2024	8	instructions	
	Monday, June 17, 2024	Sunday, June 23, 2024	9	instructions	
	Monday, June 24, 2024	Sunday, June 30, 2024	10	instructions	
	Monday, July 1, 2024	Sunday, July 7, 2024	11	instructions	
	Monday, July 8, 2024	Sunday, July 14, 2024	12	Lab+ Exams	
	Monday, July 15, 2024	Sunday, July 21, 2024	13	IPPE/Asynch	
	Monday, July 22, 2024	Sunday, July 28, 2024	14	IPPE/Asynch	
	Monday, July 29, 2024	Sunday, August 4, 2024	15	IPPE/Asynch	
	Monday, August 5, 2024	Sunday, August 11, 2024	16	IPPE/Asynch	
Monday, August 12, 2024				Sunday, August 18, 2024	Intermission
2024 Fall Trimester	Monday, August 19, 2024	Sunday, August 25, 2024	1	instructions	
	Monday, August 26, 2024	Sunday, September 1, 2024	2	instructions	
	Monday, September 2, 2024	Sunday, September 8, 2024	3	instructions	
	Monday, September 9, 2024	Sunday, September 15, 2024	4	instructions	
	Monday, September 16, 2024	Sunday, September 22, 2024	5	instructions	
	Monday, September 23, 2024	Sunday, September 29, 2024	6	Exams	
	Monday, September 30, 2024	Sunday, October 6, 2024	7	instructions	
	Monday, October 7, 2024	Sunday, October 13, 2024	8	instructions	
	Monday, October 14, 2024	Sunday, October 20, 2024	9	instructions	

Term	Start	End	Week	Hybrid
2024 Fall Trimester	Monday, October 21, 2024	Sunday, October 27, 2024	10	instructions
	Monday, October 28, 2024	Sunday, November 3, 2024	11	instructions
	Monday, November 4, 2024	Sunday, November 10, 2024	12	Lab+ Exams
	Monday, November 11, 2024	Sunday, November 17, 2024	13	IPPE/Asynch
	Monday, November 18, 2024	Sunday, November 24, 2024	14	IPPE/Asynch
	Monday, November 25, 2024	Sunday, December 1, 2024	15	IPPE/Asynch
	Monday, December 2, 2024	Sunday, December 8, 2024	16	IPPE/Asynch
	Monday, December 9, 2024	Sunday, December 15, 2024	17	IPPE/Asynch
	Monday, December 16, 2024	Sunday, December 22, 2024	18	IPPE/Asynch
	Monday, December 23, 2024	Sunday, December 29, 2024	Intermission	
	Monday, December 30, 2024	Sunday, January 5, 2025		
2025 Spring Trimester	Monday, January 6, 2025	Sunday, January 12, 2025	1	instructions
	Monday, January 13, 2025	Sunday, January 19, 2025	2	instructions
	Monday, January 20, 2025	Sunday, January 26, 2025	3	instructions
	Monday, January 27, 2025	Sunday, February 2, 2025	4	instructions
	Monday, February 3, 2025	Sunday, February 9, 2025	5	instructions
	Monday, February 10, 2025	Sunday, February 16, 2025	6	Exams
	Monday, February 17, 2025	Sunday, February 23, 2025	7	instructions
	Monday, February 24, 2025	Sunday, March 2, 2025	8	instructions
	Monday, March 3, 2025	Sunday, March 9, 2025	9	instructions
	Monday, March 10, 2025	Sunday, March 16, 2025	10	instructions
	Monday, March 17, 2025	Sunday, March 23, 2025	11	instructions
	Monday, March 24, 2025	Sunday, March 30, 2025	12	Lab+ Exams
	Monday, March 31, 2025	Sunday, April 6, 2025	13	IPPE/Asynch
	Monday, April 7, 2025	Sunday, April 13, 2025	14	IPPE/Asynch
	Monday, April 14, 2025	Sunday, April 20, 2025	15	IPPE/Asynch
	Monday, April 21, 2025	Sunday, April 27, 2025	16	IPPE/Asynch
2025 Summer Trimester	Monday, April 28, 2025	Sunday, May 4, 2025	1	instructions
	Monday, May 5, 2025	Sunday, May 11, 2025	2	instructions
	Monday, May 12, 2025	Sunday, May 18, 2025	3	instructions
	Monday, May 19, 2025	Sunday, May 25, 2025	4	instructions
	Monday, May 26, 2025	Sunday, June 1, 2025	5	instructions
	Monday, June 2, 2025	Sunday, June 8, 2025	6	Exams
	Monday, June 9, 2025	Sunday, June 15, 2025	7	instructions
	Monday, June 16, 2025	Sunday, June 22, 2025	8	instructions
	Monday, June 23, 2025	Sunday, June 29, 2025	9	instructions
	Monday, June 30, 2025	Sunday, July 6, 2025	10	instructions
	Monday, July 7, 2025	Sunday, July 13, 2025	11	instructions
	Monday, July 14, 2025	Sunday, July 20, 2025	12	Lab+ Exams
	Monday, July 21, 2025	Sunday, July 27, 2025	13	IPPE/Asynch
	Monday, July 28, 2025	Sunday, August 3, 2025	14	IPPE/Asynch
	Monday, August 4, 2025	Sunday, August 10, 2025	15	IPPE/Asynch
	Monday, August 11, 2025	Sunday, August 17, 2025	16	IPPE/Asynch

Terms	Start	End	Week	Hybrid
2025 Fall Trimester	Monday, August 18, 2025	Sunday, August 24, 2025	1	APPE 1
	Monday, August 25, 2025	Sunday, August 31, 2025	2	
	Monday, September 1, 2025	Sunday, September 7, 2025	3	
	Monday, September 8, 2025	Sunday, September 14, 2025	4	
	Monday, September 15, 2025	Sunday, September 21, 2025	5	
	Monday, September 22, 2025	Sunday, September 28, 2025	6	
	Monday, September 29, 2025	Sunday, October 5, 2025	7	APPE 2
	Monday, October 6, 2025	Sunday, October 12, 2025	8	
	Monday, October 13, 2025	Sunday, October 19, 2025	9	
	Monday, October 20, 2025	Sunday, October 26, 2025	10	
	Monday, October 27, 2025	Sunday, November 2, 2025	11	
	Monday, November 3, 2025	Sunday, November 9, 2025	12	
	Monday, November 10, 2025	Sunday, November 16, 2025	13	APPE 3
	Monday, November 17, 2025	Sunday, November 23, 2025	14	
	Monday, November 24, 2025	Sunday, November 30, 2025	15	
	Monday, December 1, 2025	Sunday, December 7, 2025	16	
	Monday, December 8, 2025	Sunday, December 14, 2025	17	
	Monday, December 15, 2025	Sunday, December 21, 2025	18	
	Monday, December 22, 2025	Sunday, December 28, 2025	Intermission	
	Monday, December 29, 2025	Sunday, January 4, 2026		
2026 Spring Trimester	Monday, January 5, 2026	Sunday, January 11, 2026	1	APPE 4
	Monday, January 12, 2026	Sunday, January 18, 2026	2	
	Monday, January 19, 2026	Sunday, January 25, 2026	3	
	Monday, January 26, 2026	Sunday, February 1, 2026	4	
	Monday, February 2, 2026	Sunday, February 8, 2026	5	
	Monday, February 9, 2026	Sunday, February 15, 2026	6	
	Monday, February 16, 2026	Sunday, February 22, 2026	7	APPE 5
	Monday, February 23, 2026	Sunday, March 1, 2026	8	
	Monday, March 2, 2026	Sunday, March 8, 2026	9	
	Monday, March 9, 2026	Sunday, March 15, 2026	10	
	Monday, March 16, 2026	Sunday, March 22, 2026	11	
	Monday, March 23, 2026	Sunday, March 29, 2026	12	
	Monday, March 30, 2026	Sunday, April 5, 2026	13	APPE 6
	Monday, April 6, 2026	Sunday, April 12, 2026	14	
	Monday, April 13, 2026	Sunday, April 19, 2026	15	
	Monday, April 20, 2026	Sunday, April 26, 2026	16	
	Monday, April 27, 2026	Sunday May 3, 2026	1	
	Monday, May 4, 2026	Sunday May 10, 2026	2	

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 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 the sole responsibility of the student.

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

- Measure, calculate, reason, analyze information, and demonstrate problem solving. This is a critical skill demanded of health practitioners, requires all these intellectual abilities.
- Students must also 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 also demonstrate and 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.
- 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 Office of Student Affairs 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 on file 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 the School of Pharmacy 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 the sole responsibility of the student.

Attendance Policy

The West Coast University attendance policy is published in the [University Catalog](#).

In addition to the University's policy on attendance, the School of Pharmacy has adopted the following as its programmatic policy on attendance:

- The School of Pharmacy 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.

Absence from Didactic Class

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

The School of Pharmacy 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 Office of Student Affairs **by email of any anticipated absence prior to absence from a class session.**

Excused Absence

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 Office of Student Affairs. For any questions on specific documentation required for unique circumstances, contact the Office of Student Affairs. In some instances, the Assistant Dean for Student Affairs may specify the documentation that the student must submit to the Office of Student Affairs (OSA).

ANTICIPATED ABSENCE: A student is responsible for notifying the **impacted course coordinator(s), faculty, and Office of Student Affairs** 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 Office of Student Affairs by email** of the emergency or circumstance **within 48 hours of the absence.**

To request an opportunity to make up missed course work 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 Office of Student Affairs.

For any excused absence, the **Excused Absence form** should be completed as directed and submitted with the required documentation to the Office of Student Affairs 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. 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.

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 Office of Student Affairs will not process a request for excused absence without the list of impacted courses, dates missed, and impacted course faculty.**
- **The Office of Student Affairs will inform all relevant course faculty (listed on the Form) and the Office of Academic Affairs 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 Office of Student Affairs/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 Office of Student Affairs 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 Office of Student Affairs 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 Office of Student Affairs, as specified by the Assistant Dean, Student Affairs.

- **Anticipated Absence:** The student is responsible for notifying the impacted course coordinator(s)/faculty and Office of Student Affairs 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:** In event of 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 Office of Student Affairs of the emergency/circumstance **within 48 hours of the absence**.

After notifying Office of Student Affairs of the emergent/unexpected circumstance triggering the absence, the student must provide the completed Excused Absence form to the Office of Student Affairs along with the requisite documentation supporting the emergency/circumstance to Office of Student Affairs, 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 (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-campus or off-campus. Accordingly, students are expected to always conduct themselves professionally and to exhibit the characteristics of a “professional student.”

The West Coast University Academic Honor Code and Code of Student Conduct make explicit those activities and behaviors that contrary to the general interests of the University/School 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

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. This is because, as a student-pharmacist, your identity has been transformed into that of a healthcare professional. As a pharmacy professional, all communications (verbal or written, phone, text message, 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 emergent 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](#)

Notice of Requirement to Check Student Email Daily

School administration, faculty, staff, and preceptors rely on email and Canvas® to share information about policies, procedures, appropriate deadlines, schedules, class materials, and activities with students. 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 the account for longer than two (2) business days), they must contact the Campus IT Technician to resolve the situation. Students who have trouble accessing their email account or who do not read notices sent via email or in Canvas® in a timely manner are not exempt from complying with appropriate School rules, regulations, and deadlines. Student professionalism and accountability also include checking and responding to emails on their assigned West Coast University email address from School administration, faculty, staff, and preceptors.

E-Professionalism and Social Media Policy

Professionalism and 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 **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. Non-compliance will be reported to the Office of Student Affairs and Office of Academic Affairs.

Professionalism and Social Media Policy

Students should be aware that email, blogs, web pages, Twitter®, SnapChat®, Facebook®, Instagram®, LinkedIn®, as well as other social media tools, and all other internet or web-based communicative networks are as much a part of developing and maintaining a professional image. Thus, 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 lead to initiating the student-student or student-faculty concern process (as relevant to the situation) and/ or referral to the University Conduct Committee.

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 the Office of Student Affairs at SOPStudentAffairs@westcoastuniversity.edu with any questions and/or to request guidance on the student-student or student-faculty concern process.

Conflict Resolution

Disagreements and disputes are part of human nature and may arise from time to time. However, the School of Pharmacy 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. The School of Pharmacy 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 Office of Student Affairs, 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, School of Pharmacy faculty and/or officials will follow a course of action deemed appropriate. This may include but is not limited to, at minimum, initiating the School of Pharmacy'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 Annie Mouradian, Student Advisor at amouradian@westcoastuniversity.edu or the Office of Student Affairs at SOPStudentAffairs@westcoastuniversity.edu.

Title IX Nondiscrimination Policy and Notice of Nondiscrimination

WCU does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

WCU's Title IX nondiscrimination statement is provided: on the website under <https://westcoastuniversity.edu/legal/title-ix>; in the catalog, in the student handbook, and in the employee handbook. The Title IX policy and grievance procedures are provided on the website under: westcoastuniversity.edu/legal/title-ix.

Inquiries about Title IX may be referred to the WCU Title IX Coordinator or Deputy Coordinators, the U.S. Department of Education's Office for Civil Rights, or both. Contact information for OCR is available here: <https://ocrcas.ed.gov/contact-ocr>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Title IX Coordinator or the Deputy Coordinators.

The Title IX Coordinator is:

Audrey Kaplan, Vice President Compliance and Risk Management
151 Innovation Dr. Irvine, CA 92617
akaplan@westcoastuniversity.edu / Tel: 949-743-5765

The Deputy Title IX Coordinators are:

Mandy DeJong, Senior Compliance Liaison
151 Innovation Dr. Irvine, CA 92617
mdejong@westcoastuniversity.edu / Tel: 949-783-4952

This Deputy Coordinator has responsibility for providing modifications/supports for pregnancy or related conditions for students.

Nina Khiev, Regulatory Compliance Associate
151 Innovation Dr. Irvine, CA 92617
nkhiev@westcoastuniversity.edu / Tel: 949-783-4826

This Deputy Coordinator has responsibility for providing guidance to students who have questions about Title IX regarding the actions of other students.

Leslie Zarrelli, Executive Director, HR Business Partner
151 Innovation Dr. Irvine, CA 92617
lzarrelli@westcoastuniversity.edu / Tel: 202-794-7768

This Deputy Coordinator has responsibility for providing modifications/supports for pregnancy or related conditions for employees/faculty and for any Title IX complaints that include an employee as a party, but no student as a party.

Standards of Professional Attire: 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 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 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 life-style 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 WCU School of Pharmacy Doctor of Pharmacy Program. These standards should be followed during regular business hours from 7:45 a.m. to 5:00 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 their respect for the profession. In addition to interactions with University and School of Pharmacy 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.

Since we are pharmacy students ourselves, we jumped when offered the opportunity to develop a proposal 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 is the result of a months-long student-led effort to develop a code of professional attire which students can own.

Standards for Professional Attire

A. Clothing items unacceptable under any circumstances listed (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, SOP staff, campus staff, or guest speakers.
3. **NOTE:** Notwithstanding the above, the 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 School of Pharmacy 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 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 (everyone)

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

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

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

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

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

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

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

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

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

White Coat Ceremony

The School follows the custom of a formal White Coat Ceremony to mark each student's entry into the profession. This ceremony serves as an additional effort to promote the dignity and decorum of the profession and establish 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, 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 & Non-Academic Concerns & Grade Appeals Policies & Procedures

Final Course Grade Concerns

In the event a student has a concern about a final course grade, consult the “**Grade Appeals**” policy in this Handbook. NOTE: The procedure for a Grade Appeal has a specific timeline for submission after the faculty have 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 in the next section of this Handbook for detailed information. Information about the Grade Appeal process and the Grade Appeal Form are available from the Office of Student Affairs.

NOTE: All Issues and concerns associated with a student, students, or faculty in Experiential Education (IPPE and APPE) 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

The School of Pharmacy 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) which 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 which 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.

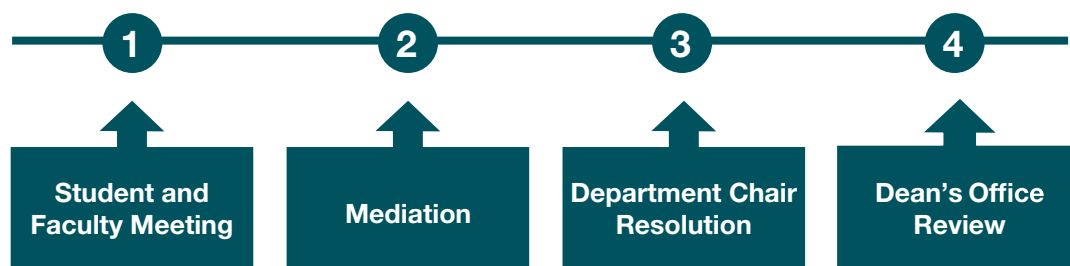
The Table identifies which process to follow for each category of concern/Examination Rules conflict:

Concern/Conflict Resolution Process	Process to Apply
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)

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)

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

Either student(s) or faculty may initiate this process. Whether student(s) or faculty initiate the process, in either case, the respective student, students, or faculty should call a meeting to address concerns whenever needed and without delay (Phase 1). If Phase 1 meeting does not achieve a resolution, the student(s) and faculty shall seek support and resolution from program leadership according to the 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 steps to follow when initiating and attempting to address and resolve any student or faculty concern/conflict.



Phase 1 Student(s) and Faculty meeting: The involved student(s) and faculty should meet and seek a shared resolution. Student(s) may choose to invite their Faculty Advisor to this and future meetings as additional support. The faculty or the student may invite the student(s) Faculty Advisor to this and other meetings. 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 student(s) and faculty cannot resolve any course-related concern. The Department Chair will mediate non-course-related concerns or cases that involve the Course Coordinator. A written summary on the Concern/Conflict Resolution Form (and if needed on additional attached pages and/or exhibits) should be filed via email to Office of Student Affairs sopstudentaffairs@westcoastuniversity.edu whenever a case is not resolved by Phase 2.

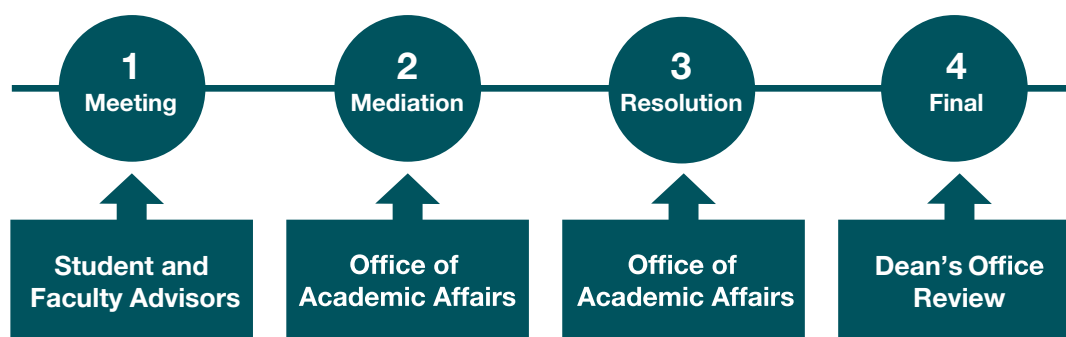
Phase 3 Department Chair Resolution: The party appealing appeal from Phase 2, should submit the written documentation from Phase 2 to the Chair of the Department in which the faculty is a member. The Department Chair will review the written concern and may further investigate the issue and submit a binding resolution to the student and the faculty involved.

Phase 4 Dean's Office Review: Student(s) or faculty may appeal the Department Chair's decision in writing to the Dean using this form within five business days of the Department Chair Resolution. The Dean will typically designate the Assistant/Associate Dean for Academic Affairs and/or Assistant/Associate Dean for Student Affairs to oversee the Dean's Office Review. The decision of the Dean is final.

Should the nature of the student's/students' or faculty concern not appear to fall clearly under the above process, the student should discuss her or his concern with the School's Assistant Dean of Student Affairs who will inform of the appropriate course of action.

B. Student-Student Concern/Conflict Resolution Process

B1. Student-Student Academic Concern/Conflict



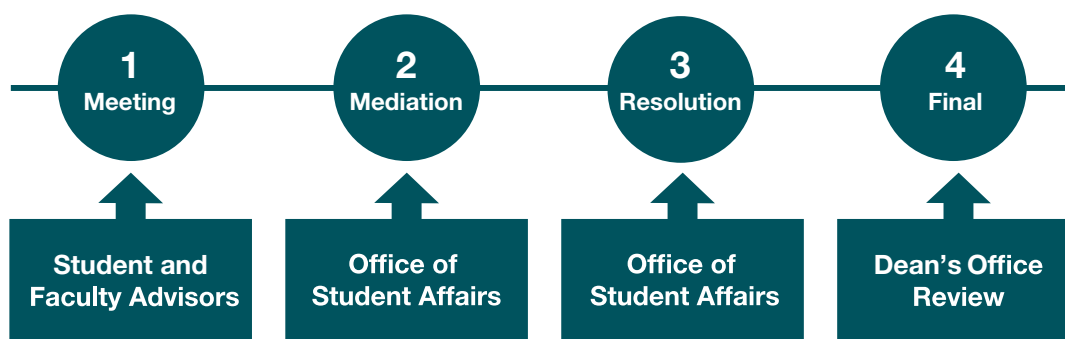
Phase 1 Student(s) and Faculty Advisors meeting: The involved student(s) and their respective Faculty-Advisors should meet and seek a shared resolution.

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 could not 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 Office of Student Affairs sopstudentaffairs@westcoastuniversity.edu. Assuming the concern/conflict has not 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 Office of Academic Affairs. The Assistant/Associate Dean of Academic Affairs 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 Office of Academic Affairs decision in writing to the Dean using this same Concern/Conflict Resolution Form within five business days of the Office of Academic Affairs resolution. The Dean will typically designate the Assistant/Associate Dean for Academic Affairs and/or Assistant/Associate Dean for Student Affairs 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 Office of Student Affairs will mediate any non-academic concerns which 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 Office of Student Affairs sopstudentaffairs@westcoastuniversity.edu. Assuming the concern/conflict has not resolved, parties should then proceed to Phase 3.

Phase 3 Office of Student Affairs Resolution: For a concern/conflict which remains unresolved after Phase 2 Mediation, the party appealing should file the written documentation from Phase 2 with the Office of Student Affairs. The Assistant/Associate Dean of Student Affairs 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 Office of Student Affairs decision in writing to the Dean using this same Concern/Conflict Resolution Form within five business days of the Office of Student Affairs resolution. The Dean will typically designate the Assistant/Associate Dean for Academic Affairs and/or Assistant/Associate Dean for Student Affairs 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 Office of Student Affairs. 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 Chair 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 one, the student should request in writing to the respective faculty's Department Chair, within two business days, an investigation of the grade. The Chair may investigate the matter personally or refer it to a designee. The investigation will be conducted within twenty-one business days of student request. At the conclusion of the investigation, the Chair shall issue a finding in writing that either concurs with the faculty member regarding the grade, or in some instances, requires the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error.

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 below 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	Initiate during semester
	Non-Academic Concern Relates to student/students or group conduct or professionalism in co-curricular/other event or on-campus/off-campus activity	
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.

Examination Rules

Students must adhere to the following rules during the administration of regularly scheduled and make-up examinations that are **on-campus or remote**:

1. Students are responsible for the times and locations of exams in their courses and for arriving at their exams on time.
2. Seating charts are used for major assessments.
3. No questions will 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).
4. Students may not interact with any individual in any way during a test, which includes but is not limited to talking, passing notes, text-messaging, etc.
5. Hats must be removed while taking a test. If student is wearing clothing with a hood, they may not have the hood covering my head during a test.
6. Students who miss an exam due to an unexcused absence will receive a zero for the exam.
7. If students leave the classroom after completing a test, they may not return to the classroom until all students in the class have completed the test.
8. Students must also not retain or refer to any written materials during an examination except with the express permission of the instructor.
9. No breaks are allowed for any assessment lasting 90 minutes or less.
 - Any student who must leave during an exam will not be permitted to reenter the exam room until after the examination has completed.
 - In the case of a medical emergency, the student should notify the proctor to be excused from the exam. The student should submit documentation to Student Affairs to request an opportunity to retake an alternate exam.
10. Restroom breaks may be allowed during longer assessments at the discretion of course faculty.
 - Those granted permission by the proctor should turn over all papers and enable the “Hide Exam” function so it cannot be viewed by a classmate.
 - During restroom breaks, students may not use computer terminals, telephones, or other communications devices.
 - The examination time will continue to elapse if the student uses the restroom break, unless it is scheduled by the instructor.
11. Eating and drinking are not permitted in any examination room with the exception of liquids in clear, label-less water bottles. Food and/or water is not permitted in laboratory or patient counseling exams. Medications and/or any medical devices are subject to inspection by proctor. Students should notify the proctor about that before or at the beginning of the assessment.
12. Personal belongings must be put away and ALL communication devices must be turned off. Students are not allowed to wear any watches, electronic or analog.

13. Students are expected to arrive to take the exam on time. In the event that a student arrives more than 15 minutes late to an examination or after any other student has left the examination area, whichever is earlier, he/she will not be admitted and will receive a zero if the absence is not excused. This applies to all students including students with accommodation.
 - Students who are consistently tardy will be referred to Office of Academic Affairs to address professionalism concerns.
14. Latecomers will not be allowed to make up lost time and will be required to complete the exam with whatever time is remaining regardless of the timer shown on Exemplify®. Any questions answered after the scheduled exam end time will not be graded and will be nullified.
15. 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 Assistant Dean of Student Affairs within 48 hours of the absence for approval of excused absence. (See Absence from Class policy).
16. In order to avoid impacting other courses, student requests to change the scheduled date and/or time of an examination will not be entertained.
17. Other restrictions/policies may apply in certain courses for certain assessments for example OSCEs, as determined by the instructor. Please see course syllabus for course-specific policy.
18. Students who fail to adhere to examination instructions will receive a zero on the assessment and may be subject to disciplinary action by the University Conduct Committee for Academic Honor Code violations.

Make-Up Examinations

1. Students are expected to take examinations at the scheduled dates and times.
2. Avoiding Conflicts with Scheduled Exams:
 - **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).
 - **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 course faculty confirm the detailed exam schedule (specific days and times of each exam) provided in the course syllabus.
 - **Final Exams:** The Office of Academic Affairs is responsible for the Final Exam Schedule, which is based on input from course faculty. The Final Exam Schedule is announced/released approximately midway through an academic term. For questions or concerns about the Final Exam Schedule, contact the Office of Academic Affairs at SOPAcademicAffairs@westcoastuniversity.edu.
3. Eligibility Criteria for Make-Up Exam are based on the Attendance Policy and Excused Absence Policy (pp 16-18)
 - The Office of Student Affairs oversees all requests and approvals for the make-up of a class, assignment, quiz, or exam for any reason, whether for anticipated (expected) circumstances or unanticipated (emergent) circumstances (medical, accident, natural disaster, or other absence, etc., and including computer /technology issues during an exam).

- The student must initiate a request for make-up with the Office of Student Affairs (OSA), and faculty may not provide a make-up assignment or assessment without notice from OSA that the student's request for excused absence is approved and on file with the Office of Student Affairs.
- **Anticipated Absence:** The student is responsible for simultaneously notifying the impacted course faculty and the Office of Student Affairs of any anticipated absence by email before 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 the exam.
- **Unexpected Absence:** 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 Office of Student Affairs by email of the emergency/ circumstance within 48 hours of the absence.
- Please refer to the Attendance Policy (p16)and Excused Absence Policy(pp 17-18) for guidance.
- Examination rules previously stated in the exam policy (pp33-34) apply to all make-up examinations.
- **NOTE:** The format and timing of any make-up work is left to 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 additional/ repeat (or failure to appear) absence is also excused by the Office of Student Affairs pursuant to the Excused Absence Policy (pp17-18).

Collated Exam Makeup Policy (Hybrid Program)

- There will be no weekly makeup of collated exams, all makeups will take place during week 6 or week 12.
- If collated exam #1-4 is missed and the absence is excused, the makeup will occur during week 6 and must be completed by Friday of week 6.
- If collated exam #5-8 is missed and the absence is excused, the makeup will occur during week 12 and must be completed by Friday of week 12.
- Students are eligible for one collated exam make up per trimester.
- To be eligible for the makeup exam, the student must follow the excused absence policy and receive an approved excused absence.
- The Course Coordinator will indicate the format and the details of the makeup exam in the course syllabus.

Examssoft® Student Responsibilities

1. Students are required to maintain their laptop with the updated software programs (Examplify®).
2. Please consult with Examssoft® (website or phone) before updating your computer operating system.
3. Electronic Assessments: For all e-assessments (**whether quiz/exam vs assignment**), it is the student's responsibility to ensure that any e-assessment (quiz/exam or assignment) is **downloaded before the designated time and uploaded prior to the designated deadline**.

- a. **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 “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 B and C below.
- b. **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 expected to report via email this immediately to the course faculty, the Office of Assessment (OA) (Dr. Gauri Sabnis), and to email 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 the specific incident and whether the student is required to submit an Excused Absence Form to ask for/ obtain approval to take an e-assessment late.
- c. **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, and requests for review of late or missed submission deadline under this section may be strictly reviewed by faculty in conjunction with Student Affairs, and if deemed ineligible to submit an Excused Absence Form seeking a request/ approval to take an e-assessment late. A student's retake assessment attempt, if allowed, may be subject to points deducted at the discretion of the respective faculty.

Minimum System Requirements

- 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 2024–2025 academic cycle.

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 2024–2025 academic cycle.

Minimum System Requirements

MSRs for Windows, Mac, and iPad

- When downloading the test-taking software Examplify®, students should review these Minimum System Requirements (MSRs) to ensure their devices are supported. Examplify® works with most modern computers, both Mac and Windows operating systems. To keep Examplify® current in the rapidly evolving market, when new technology is introduced, Examplify® works hard to timely implement updates that accommodate changes in technologies. It is not always possible, however, to support all hardware or software, unless and until we test and certify updated technologies, including chipsets and operating systems.
- Examplify® will not run on Chromebooks, Android, or Linux operating systems. Examplify® does not support touchscreen input on Mac or Windows laptops.

See additional requirements by platform and version below ([and at this link](#)):

[Windows requirements for Exemplify® 3.3 and greater](#)

[Mac requirements for Exemplify® 3.3 and greater](#)

[iPad requirements for Exemplify® 4.9](#)

Windows requirements for Exemplify® 3.3 and greater:

- Operating System: 64-bit versions of Windows 10 and Windows 11.
- Alternate versions of Windows 10 and Windows 11, such as Windows RT and Windows 10 and 11 S, are NOT supported at this time.
- If you are using a Microsoft Surface device, [please read this article](#) for important instructions on Windows 10 and 11 “S mode” versus the standard Windows 10 or 11. S mode is not compatible with Exemplify®.
- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows certified for use are Windows 10 22H2, Windows 11 21H2, and Windows 11 22H2.
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- The English (United States) Language Pack must be installed.
- Examssoft® does not support tablet devices other than Surface Pro as detailed above.
- CPU Processor: Non-ARM-based processor supported by your operating system.
- RAM: 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space.
- For on-site support, and in order to back up the answer files to a USB drive, a working USB port is required. (Newer devices may require an adaptor.)
- For technical troubleshooting, account passwords including BitLocker keys, may be required.
- Internet connection for download, registration, exam download, upload, and some exam features.
- Exemplify® cannot be run within virtualized environments or environments that require a persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.
- [Administrator-level](#) account permissions.

[Instructions on how to check your computer’s specifications can be found HERE.](#)

[Instructions on how to update your device to be within these guidelines can be found HERE.](#)

[Instructions on how to check your version of Exemplify® can be found HERE.](#)

The following requirements apply for exams with ExamID or ExamMonitor enabled:

- Exemplify® version 3.3 or greater
- Hard drive: 4GB or higher available space
- RAM: 8GB or higher recommended; 4GB required
- Webcam: Integrated camera or external USB camera supported by your operating system. Virtual cameras are not supported.

- Microphone (no headphones, no virtual mics)
- Internet: 2.5 Mbps upload speed

NOTE: You may not use any virtual camera, audio software, or stereo mixing devices with ExamID or ExamMonitor.

Examplify® supports many different audio array devices. However, before you select your audio device, you must validate that your audio is working. To do this, [please review this article](#) on confirming your audio settings in Examplify®.

Exam-takers that must utilize an external microphone can use a standalone microphone, or one that is built into an external camera; however, headphones with built-in microphones are not supported.

[Additional instructions on using an external microphone can be found HERE.](#)

Mac requirements for Examplify® 3.3 and greater

- Big Sur, Monterey, and Ventura
- For a better experience, we recommend that you take your exam on the same Operating System version that you have recently completed a successful mock exam.
- Only genuine versions of Mac operating systems are supported.
- CPU: Intel, M1, or M2 processor. Devices using Apple’s M1 and M2 processor and Apple Rosetta 2 are supported. [To learn more, click here.](#)
- RAM: 4GB or higher.
- Hard Drive: 4GB or higher available space.
- For on-site support, and in order to back-up the answer files to a USB drive, a working USB port is required (Newer devices may require an adapter).
- For technical troubleshooting, account passwords including device passwords may be required.
- Server version of Mac OS X is not supported.
- Examplify® is not compatible with virtual operating systems such as Microsoft’s Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.
- Internet connection is required for download, registration, exam download and upload.
- **Administrator-level** account permissions.
- Examplify® is not compatible within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

[Instructions on how to check your computer’s specifications can be found HERE.](#)

[Instructions on how to update your device to be within these guidelines can be found HERE.](#)

[Instructions on how to check your version of Examplify® can be found HERE.](#)

The following requirements apply for exams with ExamID or ExamMonitor enabled:

- Examplify® version 3.3 or higher
- Hard drive: 4GB or higher available space
- RAM: 8GB or higher recommended; 4GB required

- Webcam: Integrated camera or external USB camera supported by your operating system. Virtual cameras and Microsoft Lifecam Series cameras are not supported.
- Microphone (no headphones, no virtual mics)
- Internet: 2.5 Mbps upload speed

NOTE: You may not use any virtual camera or audio software with ExamID or ExamMonitor.

iPad requirements for Exemplify® 4.9:

- Hardware Requirements: iPad 5+, iPad Air 2+, iPad Mini 4+, iPad Pro.
- Operating Systems: iPadOS 14, iPadOS 15, and iPadOS16 (Only officially approved Apple versions of iPadOS are supported).
- 500 MB of free space required to commence an exam.
- iPad must not be modified (e.g. Jailbroken).
- Internet connection for download, registration, exam download and upload.
- In order to take an exam using an iPad, your institution must first enable iPad support. Please contact your institution if you are unsure whether they have enabled iPad support.

The following requirements apply for exams with ExamID or ExamMonitor enabled:

- Exemplify® version 4.9 or greater
- Hard drive: 2GB or higher available space
- Internet: 2.5 Mbps upload speed

NOTE: Additional requirements apply for exams when examID and ExamMonitor is enabled (remote proctored exams). See section on Remote Proctored Exams which follows this section. Also, Please refer to the Examsoft® website for additional information:

[examsoft.com/resources/exemplify-minimum-system-requirements](https://www.examsoft.com/resources/exemplify-minimum-system-requirements).

Examsoft® Policies and Procedures

1. Students are required to use a screen-privacy filter for **ALL** on-campus assessments.
2. In the event that the assessment is delivered remotely, students are required to comply with the requirements of remote exam policies, which include access to webcam and microphone.
3. The antivirus program **MUST** be turned OFF during the e-assessment for the Exemplify program to function properly.
4. Exam will be made available for download in advance and the student is required to download the e-assessment in advance of the assessment start day and time.
5. Students should download the e-assessments **ONLY** to the computer they intend to use for the e-assessment.
6. The laptop battery should be fully charged prior to the e-assessment. A power cord must be brought to the assessment.
7. Students must identify their assigned seats and quietly proceed.
8. No talking or notes are permitted upon entering examination room. All computers should be open on Exemplify®.

9. Electronic Assessments: For all e-assessments (**whether quiz/exam vs assignment**), it is the student's responsibility to ensure that any e-assessment (quiz/exam or assignment) is **downloaded before the designated time and uploaded prior to the designated deadline**.
- a. **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 "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 B and C below.
 - b. **Electronic for Quiz/Exam:** In the event a technical issue with Examssoft arises during/at the time of an Examssoft® or Canvas® quiz/ exam, the student is expected to report via email this immediately to the course faculty, the Office of Assessment (OA) (Dr. Gauri Sabnis), and to email 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 the specific incident and whether the student is required to submit an Excused Absence Form to ask for/ obtain approval to take an e-assessment late.
 - c. **Electronic Assignments on Examssoft®/ 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, and requests for review of late or missed submission deadline under this section may be strictly reviewed by faculty in conjunction with Student Affairs, and if deemed ineligible to submit an Excused Absence Form seeking a request/ approval to take an e-assessment late. A student's retake assessment attempt, if allowed, may be subject to points deducted at the discretion of the respective faculty.
4. It is students' responsibility to be aware of all the functionalities of the software including but not limited to zooming, scrolling, being able to open attachments, and use on-screen calculator.
 - In the event of laptop malfunction, students must notify the proctor immediately.
 - Students will be allowed to use a computer mouse (attached or wireless).
 5. Student laptops, power-cords and/or mouse may be subject to inspection by the proctor.
 - Students should only bring the laptops and any other input devices (mouse/keyboard) to the exam room.
 - Laptop sleeves and/or other bags are not permitted at the assigned examination seat.
 6. No questions will 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).
 7. Upon completion of the e-assessment, the student must "SUBMIT" the e-assessment; a GREEN screen indicates that the upload was successful.
 8. Students MUST show the GREEN screen to the proctor before leaving the exam room.
 9. 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 will be considered a breach of academic integrity.
 10. All assessments must be uploaded by indicated scheduled exam end time (Examssoft® server time NOT student's computer's clock).
 11. Any questions answered after the scheduled exam end time will not be graded and will be nullified, regardless of the remaining time indicated on student's Examssoft® timer.

Rules for Remote Proctored Exams

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 back 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.
3. Remain focused on the exam, without looking at phone, textbooks, or notes and do not read exam questions out loud. Remove all textbooks, notes, or other materials from the workspace.
4. Do not use a mobile phone, take pictures of the exam questions, etc. Turn off cell phone (or put it in airplane mode) and other electronic communication devices and keep them away from your workspace.
5. Use of headphones is strictly prohibited. Remove headphones/earbuds or anything that covers your head/ears. No hoodies are allowed. If you need noise canceling aid, you can use foam earplugs.
6. No bathroom breaks are allowed during a remote proctored exam. You must NOT get up from your computer for any reason until the exam is complete.

Other Considerations

1. Format of any assessment is at the discretion of the course faculty including but not limited to number of questions, time per questions or types of questions.
2. Failure to complete any of the above actions may result in a zero for the e-assessment and a student conduct violation being filed against the student.
3. Students who have an accommodation letter from the University Disability Office are required to notify the course coordinator at the beginning of the semester or as soon as the paperwork is finalized (approved and signed ADA accommodation letter is received). If student chooses to not use their accommodation on any particular test, and take the exam with the rest of the class, standard examination rules apply including forfeiting the use of their extra time.
4. Loaner computers for emergency use may be available on a case by case basis. However, the student may lose exam time or forfeit taking the exam due to delaying the resolution of technology issues.
5. Please contact the Examssoft® Tech support department 866-429-8889 for troubleshooting.

Course Evaluations

At WCU, instructors are evaluated for promotion on the basis of their performance in three areas: teaching, research, and service. Honest evaluations of teaching by students are very important to the individual instructor for his/her own development. When you are given a course evaluation for an instructor, please assess each characteristic fairly based upon 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.

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 School of Pharmacy.

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

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 the highest qualities of professional development, leadership, self-awareness, and innovation. These attributes foster responsibility, critical thinking, advocacy, and ethical behaviors that contribute to student's personal development, citizenship, community engagement, and their future practice, pharmacy profession, and the School of Pharmacy.

In both the *On-Ground* and *Accelerated Hybrid* programs, the WCU-SOP both delivered and tracked through courses within the SOP 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 for the provision of pharmaceutical care to an increasingly diverse patient population in a variety of 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 students' 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

Students 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. Students may also identify additional activities that qualify as co-curricular experiences. However, in order to successfully engage in such activities for milestone completion, students 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 students' 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. Student 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 that has resulted from being absent due to an approved co-curricular activity. To avoid potential conflicts, students are strongly recommended to participate in activities that occur outside of regularly scheduled class time.

Documentation of Co-Curricular Experiences

Students are 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

Students are 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 experience course, review students' e-portfolio, evaluate students' 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 students who successfully complete the prescribed program requirements with a minimum GPA of 2.0. For more information on the University Satisfactory Academic Progression (SAP) Policy go to westcoastuniversity.smartcatalogiq.com

Incomplete Grades

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 students' transcripts. Students 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

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 Office of Student Affairs. 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 one, the student should request in writing to the program Chair of his/her academic program, within two business days, an investigation of the grade. The Program Chair may investigate the matter personally or refer it to a designee. The investigation will be conducted within 21 business days of student's request. At the conclusion of the investigation, the program Chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or, in some instances, requires the faculty member to revise the grade based on demonstrable evidence that the initial grade was in error.
3. If a student feels that his/her 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 outlined in the Pharmacy Student Handbook.
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 and maintain a minimum grade point average (GPA) of 2.0. When a 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 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.
 - 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. Students will remediate IPPE before progressing onto the next professional year.
 - f. Students 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. Students who earn an F in the course (experiential or didactic) are not eligible for course remediation; they 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

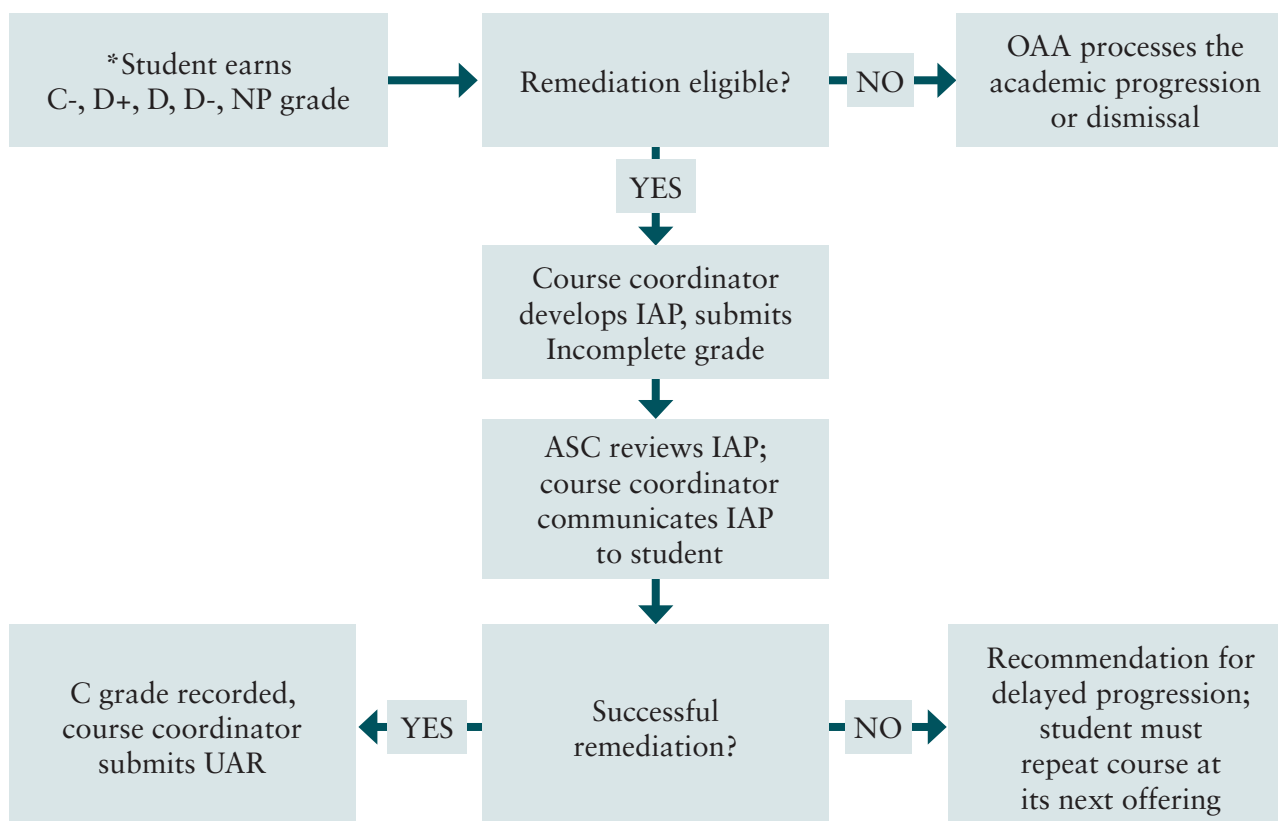
1. Didactic courses: After course grades are posted, the Office of Academic Affairs will determine eligibility for remediation and communicate this eligibility information to the Academic Standing Committee. If the student is eligible for remediation, a temporary grade of Incomplete (I) is submitted 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.
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

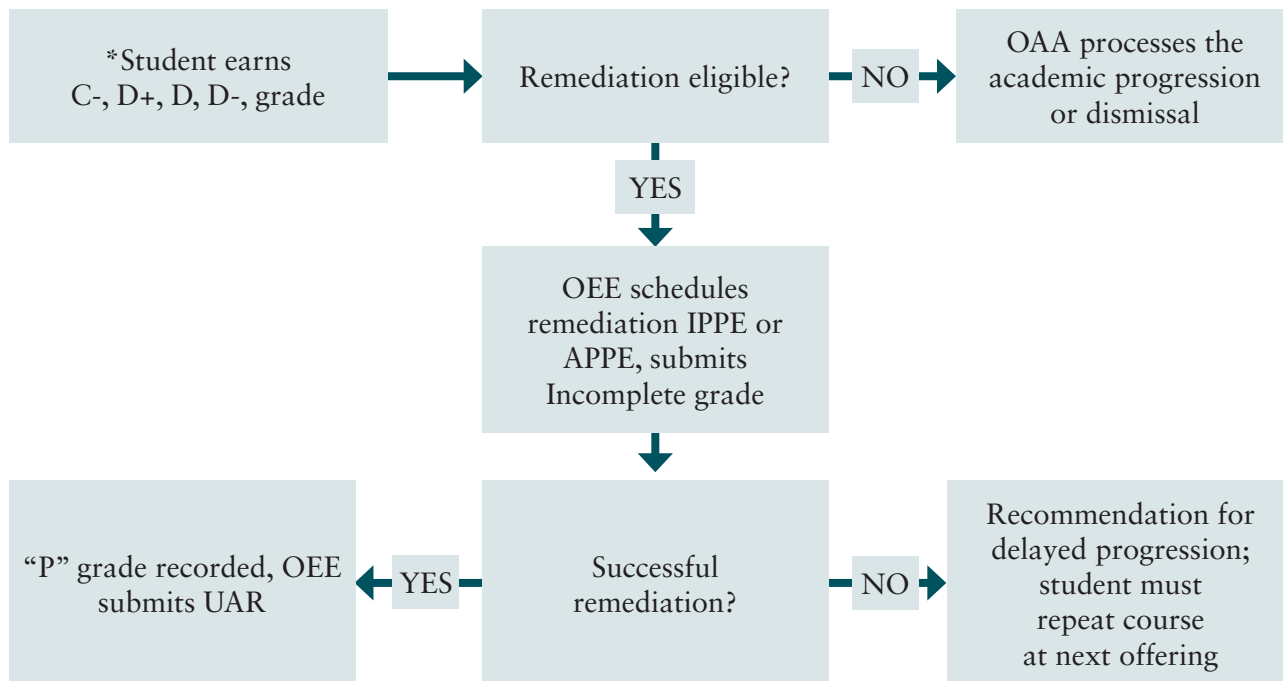
The Individual Action Plan (IAP) will be developed by the course coordinator and the Academic Standing Committee to address and incorporate documented student deficiencies.

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 and identify the areas of improvement for the student. 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, even if in the usual offering of the course there is no final exam.
 - 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

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

- Office of Student Services:** Campus student services personnel will provide support and resources to help students improve test-taking skills, note taking skills, coping with test-taking anxiety, and time management skills.
- Academic Support Coordinator:** The coordinator will provide support and resources to help students improve their oral and/or written communication skills and facilitate appointments for students with the Peer-Assisted Learning (PALS) program.
- 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.
- Faculty advisors:** Advisors may provide additional support and guidance during the remediation process.

Letter of Concern

Students 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, a student would be ineligible for an Intern Pharmacist License. The notification will result in the Board of Pharmacy canceling your Intern

Pharmacist License, pursuant to the relevant California regulations. If dismissed, you will be required to return your 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 you are successfully readmitted to the pharmacy program, under California law, the Board of Pharmacy may reissue an Intern Pharmacist License to you under a decision of reinstatement adopted by, and at the discretion of the Board once you are re-enrolled in the Program.

Programmatic Learning Outcomes

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 *ON-GROUND* Program Curriculum

Semester and Year	Course number	Course title	Credits
Fall (PY1)	PHAR 601L	Longitudinal Skills Lab I	1
	PHAR 635	Pharmaceutics I	3
	PHAR 637	Biosystems I	4
	PHAR 639	Pharmacy Practice Foundations I	5
	PHAR 641	Evidence Based Practice	3
	PHAR 699A	IPPE-1 Community Practice	0-3
	PHAR 699B	IPPE-1 Community Practice	0
Spring (PY1)	PHAR 602L	Longitudinal Skills Lab II	1
	PHAR 636	Pharmaceutics II	3
	PHAR 638	Biosystems II	4
	PHAR 640	Pharmacy Practice Foundations II	4
	PHAR 642	Principles of Drug Action	4
	PHAR 699A	IPPE-1 Community Practice (didactic)	0-3
	PHAR 699C	IPPE-1 Community Practice	0
	PHAR 501	Co-Curricular Experience I	0
Professional Year 1 Credit Hours			35
Fall (PY2)	PHAR 701L	Longitudinal Skills Lab III	1
	PHAR 735	IPC Cardiopulmonary and Renal I	4
	PHAR 737	IPC Cardiopulmonary and Renal II	4
	PHAR 739	Pharmacokinetics	4
	PHAR 741	Institutional Pharmacy Practice	3
	PHAR 798A	IPE (Simulation 1)	0-1
	PHAR 798B	IPE (Simulation 1)	0
	PHAR 799A	IPPE-2 Institutional Practice	0-3
	PHAR 799B	IPPE-2 Institutional Practice	0
	PHAR 900s	Professional Electives	0-2
Spring (PY2)	PHAR 702L	Longitudinal Skills Lab IV	1
	PHAR 736	US Healthcare and Public Health	3
	PHAR 738	Pharmacogenomics & Biotechnology	2
	PHAR 740	IPC Cardiopulmonary and Renal III	3
	PHAR 742	IPC Endocrine	4
	PHAR 744	IPC GI/Nutrition	3
	PHAR 798A	IPE (Simulation 1)	0-1
	PHAR 798C	IPE (Simulation 1)	0
	PHAR 799A	IPPE-2 Institutional Practice	0-3
	PHAR 799C	IPPE-2 Institutional Practice	0
	PHAR 900s	Professional Electives	0-2
	PHAR 502	Co-Curricular Experience II	0
Professional Year 2 Credit Hours			38

PharmD *ON-GROUND* Program Curriculum

Semester and Year	Course number	Course title	Credits
Fall (PY3)	PHAR 801L	Longitudinal Skills Lab V	1
	PHAR 835	IPC Neurology/Psychiatry	4
	PHAR 837	IPC Infectious Diseases I	3
	PHAR 839	IPC Infectious Diseases II	3
	PHAR 841	Pharmacy Practice Management	2
	PHAR 898A	IPE (Simulation II)	0-1
	PHAR 898B	IPE (Simulation II)	0
	PHAR 899A	IPPE-3 Selective Elective	0-3
	PHAR 899B	IPPE-3 Selective Elective	0
PHAR 900s	Professional Electives	0-4	
Spring (PY3)	PHAR 802L	Capstone Skills Lab	2
	PHAR 836	Pharmacoeconomics & Outcomes Science	2
	PHAR 838	Pharmacy Law & Ethics	2
	PHAR 840	IPC Immunologic Conditions and Special Populations	4
	PHAR 842	IPC Hematology & Oncology	4
	PHAR 898A	IPE (Simulation II)	0-1
	PHAR 898C	IPE (Simulation II)	0
	PHAR 899A	IPPE-3 Selective Elective	0-3
	PHAR 899C	IPPE-3 Selective Elective	0
PHAR 900s	Professional Electives	0-4	
Professional Year 3 Credit Hours			35
Summer, Fall, Spring PY4	PHAR 990	Independent Studies: A Course for Self-Directed Learning	0
	PHAR 991	APPE-Acute Care	6
	PHAR 992	APPE-Hospital Practice	6
	PHAR 993	APPE-Community Practice	6
	PHAR 994	APPE-Ambulatory Care Practice	6
	PHAR 995	APPE-Elective I	6
	PHAR 996	APPE-Elective II	6
	PHAR 503	Co-Curricular Experience III (Fall)	0
	PHAR 997	Board Preparation I (Summer)	0
	PHAR 998	Board Preparation II (Fall)	0
	PHAR 999	Board Preparation III (Spring)	0
Professional Year 4 Credit Hours			36
Total Credits			144

PharmD *HYBRID* Program Curriculum

Trimester and Year	Course number	Course title	Credits
Fall (PT1)	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	0-2
	PHRM 689	Professional and Interprofessional Development I	1
	PHRM 699	IPPE-1 Community Practice	0-2
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 679	IPC Fundamentals	0-2
	PHRM 690	Professional and Interprofessional Development II	1
	PHRM 699	IPPE-1 Community Practice	0-2
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 779	IPC Supplemental I	0-2
	PHRM 789	Professional and Interprofessional Development III	1
	PHRM 799	IPPE-2 Institutional Practice	0-2
Professional Year 1 Credit Hours			56
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 779	IPC Supplemental I	0-2
	PHRM 790	Professional and Interprofessional Development IV	1
	PHRM 799	IPPE-2 Institutional Practice	0-2
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 879	IPC Supplemental II	0-2
	PHRM 889	Professional and Interprofessional Development V	1
	PHRM 899	IPPE-3 Selective Elective	0-2

PharmD *HYBRID* Program Curriculum

Trimester and Year	Course number	Course title	Credits
Summer (T6)	PHRM 802L	Capstone Skills Lab	2
	PHRM 804	Pharmacy Law & Ethics	2
	PHRM 900s	Professional Electives	2
	PHRM 806	IPC-7	4
	PHRM 808	IPC-8	4
	PHRM 879	IPC Supplemental II	0-2
	PHRM 890	Professional and Interprofessional Development VI	1
	PHRM 899	IPPE-3 Selective Elective	0-2
	PHRM 997	Board Preparation I	2
Professional Year 2 Credit Hours			56
Fall (T7) Spring (T8)	PHAR 993	APPE-Community Practice	6
	PHAR 994	APPE-Ambulatory Care Practice	6
	PHAR 995	APPE-Elective I	6
	PHAR 996	APPE-Elective II	6
	PHAR 503	Co-Curricular Experience III (Fall)	0
	PHAR 997	Board Preparation I (Summer)	0
	PHAR 998	Board Preparation II (Fall)	0
	PHAR 999	Board Preparation III (Spring)	0
Professional Year 3 Credit Hours			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 institution 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 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 SOP and annually thereafter for the duration of the PharmD program.

Immunization Requirements

Pharmacy students are required to 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. Students are 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)
Tdap (Tetanus, Diphtheria, Pertussis)	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 for the effective and efficient management of 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 are BLS certified throughout enrollment in the program. PharmD students will receive training and certification in BLS during Orientation by 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 student's-portfolio.

- 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 a 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 onto 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 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. Students must disclose all information concerning any Board of Pharmacy actions (past or present) against their individual 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.**

Students 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

West Coast University School of Pharmacy 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 School of Pharmacy.** Student may arrange to return their intern license to OEE to be mailed back to 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 pharmacy intern license application (re-application). Under California law, the Board of Pharmacy may reissue an intern 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, 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 California Board 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, you 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 2024–2025 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, the Mark Hacken Trustee Award, and the Dean’s Scholarship. These scholarships and awards are earmarked for admissions candidates, and thus only available to students matriculating into the School of Pharmacy. 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 School of Pharmacy Honors and Awards Committee.

West Coast University Alumni Association Scholarship and Award Programs¹ – 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](https://www.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](https://www.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](https://www.pharmacytimes.com)


Tylenol Future Care Scholarship – Started in 1992, this scholarship 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](https://www.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 level. 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](https://www.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](https://www.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 [ihs.gov/dhps/dhpsgrants](https://www.ihs.gov/dhps/dhpsgrants)

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 grants.gov/web/grants. 

Student Services, Guidance, and Expectations

Faculty Advisor Program

Each student is assigned a faculty advisor during New Student Orientation. The program views the individual faculty-advisor guidance a student has available as an important factor in a student-pharmacist's success in the program. Students meet with their respective faculty advisors to discuss progress in the program in all areas: academic coursework, electives, co-curricular milestones, and 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 may review the request to decide whether to permit or deny a change in faculty advisor, and any such determinations are final.

The primary goal of the advising system 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 the faculty advisor have 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)
- Final decisions regarding program and course selection
- Knowing and adhering to University and Program policies, academic rules and 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
- Making efficient use of the resources of WCU-SOP

Faculty Advisor Responsibilities

Faculty, as advisors, are responsible for providing:

- Encouragement for advisers to reach out their respective advisor 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 Office of Student Affairs 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 roadmap for the future. This evolving self-portrait, painted by the student and carried through the PharmD program and/or on to a career, 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](https://www.aetna.com/sap). To log in, please enter 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 is available in the [University Catalog](#).

Parking

All West Coast University 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 available at the CGS reception/security desk. To maintain parking privileges, students must adhere to parking policies posted in and around the lots. This includes ensuring that your hangtag is attached to the rear-view mirror. An auxiliary parking lot, across the street and within a short walking distance, can accommodate an additional three hundred vehicles.

Library

The West Coast University Library is the knowledge center serving the curricular, research, and professional needs of students, faculty, and administration. The Center for Graduate Studies Library has a collection of print materials and a physical library space. Students can also access a large digital collection and 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-SOP 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 both 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 their 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.

West Coast University 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, and 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 School of Pharmacy's student government. The Council is an assembly of class representatives elected by their peers. It will serve as liaison and as an invaluable communication channel between the student body and 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
- To coordinate the School-specific student organizations and committees
- To facilitate all student activities related to the School
- To establish bylaws for the Student Government Council
- To organize fundraising events for the Student Government Council
- To promote harmony among students and encourage personal responsibility among students towards building their School community
- To 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 (CPhA-ASP/APhA)

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 profession of pharmacy, 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.

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.

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.

The objectives of SNPhA are:

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

Student Ambassadors

School of Pharmacy Student Ambassadors are a group of ordinary pharmacy students with extraordinary pride. Ambassadors embody the spirit and values of the WCU-SOP and represent the program to a variety of 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 can 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 are selected to represent WCU-SOP at the annual CAPSLEAD conference and to prepare a poster presentation on a current pharmacy issue.

Phi Delta Chi

In the Fall of 2021, WCU-SOP chartered a Phi Delta Chi Chapter. 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

In the Spring of 2020, WCU-SOP chartered a Rho Chi Chapter. As an academic honor society, Rho Chi Society seeks to advance pharmacy through sustained intellectual leadership. Rho Chi 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. 🌀

Professional Organizations

The WCU-SOP, through its Office of Student Affairs, encourages 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 will serve 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

Founded in 1879, Kappa Psi is the nation's oldest pharmacy fraternity. This co-ed fraternity annually pledges students in their first, second, or third year of pharmacy school. The objectives of Kappa Psi are to promote scholastic achievement and pharmaceutical research, support and 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 Lambda 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 provides the student club/organization with access to 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 the use of 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 the registration of 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.nabp.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

