



Excellence With Caring
COLLEGE OF PHARMACY AND
PHARMACEUTICAL SCIENCES, INSTITUTE OF
PUBLIC HEALTH

Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307

TELEPHONE: (850) 599-3016

Doctor of Pharmacy (PharmD) Learner Handbook: Decanal Statement 2025

Dear Student Pharmacist:

Greetings and salutations, and welcome to one of the most significant colleges of pharmacy in the United States of America, and the world. It is one that is expert in transforming the first generation, first in college, and in the health professions to highly skilled practitioners. To accomplish this transformation, learners must invest their focused energies and devotion to learning.



The Florida Agricultural and Mechanical University (FAMU) College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (interchangeably referred to as “College” or “CoPPS, IPH”) is a comprehensive entity on the campus of a university that offers varied degree options. Internally, dual degrees in the pharmaceutical sciences and public health are present as opportunities. The Master of Business Administration through the FAMU School of Business and Industry is yet another opportunity.

The curriculum is difficult: challenging and rewarding—one that offers meaningful experiences. Its content is intense, replete with challenges such as learner medical terminology, definitions, and applications. Mastery of the competencies for each course is well within your capabilities. **When you show up prepared, you will go up successfully.**

The Student Pharmacist Handbook is your guide – peruse it and become very familiar with it. Ask questions if something is not clear; ask in the beginning as opposed to after the fact. That approach will serve you well in your matriculation toward graduation.

Professionalism is just one aspect of the PharmD program, but it is of considerable importance to becoming a practitioner. Honesty is a parallel attribute that is so much of how the lay public views pharmacists. Rules, regulations, and laws guide the profession. Student pharmacists are expected to exhibit professionalism from the start and to grow throughout enrollment.

Please become very familiar with the useful information contained in this Doctor of Pharmacy (PharmD) Academic Policy Handbook. You will find it to be most useful for your progression.

Also contained in this handbook is information regarding the various student organizations, the annual Career Fair, Community Outreach and the Service-Learning Program, among other resources. These opportunities, especially membership in and leadership posts in student organizations, are key to a well-rounded pharmacy school experience, and to laying the foundation for success--in both competing for a practice position, and in seeking to become a clinical specialist. To accomplish the latter, learners must exhibit more than accomplishment in academics. The College has experienced tremendous success in placing graduates in residency training. And placement in second-year post-graduate training slots is populated by FAMU alumni.

Remember, the field of pharmacy is ever-evolving. Stay curious, adaptable, and committed to lifelong learning. Your ability to integrate scientific knowledge with compassionate care will define your achievement and set you apart as a leader in healthcare.

As you navigate this journey, take time to reflect on your "**why.**" Why did you choose this path? What drives your **passion** for pharmacy? Let your answers fuel your motivation and remind you of the profound impact you will have on the lives of others.

You are not alone on this journey. Lean on yourself, your peers, mentors, staff and faculty for support and guidance. Together, we are a community dedicated to **excellence with caring**, innovation, and service. Your role as learners is to engage the community and to seek advice and counsel as soon as difficulty in life or academics occurs. By doing so, the College can assist you in altering what could otherwise be an obstacle to your timely progression.

I have every confidence in your ability to rise to the occasion and attain greatness. The future of pharmacy is bright, and you are an integral part of it.

Very sincerely,

Seth Y. Ablordeppey, Ph.D.
Interim Dean and Professor
Chair, Biomedical Sciences
Fulbright Scholar

Florida A&M University CoPPS, IPH Student Handbook

Florida A&M University's College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health offers the Doctor of Pharmacy degree (PharmD) and is fully accredited by the Accreditation Council for Pharmacy Education (ACPE).

Take note of this important disclaimer: The statements set forth in this handbook are for informational purposes only and should not be construed as the basis of a contract between a learner and Florida A&M University (FAMU) College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (College or CoPPS, IPH).

While the provisions of the handbook will ordinarily be applied as stated, the College reserves the right to change any provision listed, including but not limited to academic requirements for graduation, without actual notice to individual learners. Every effort will be made to keep learners advised of any such changes. However, it is especially important that each learner note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements by regular consultation with his/her academic advisor. Each learner should familiarize himself/herself with the policies and procedures herein.

Learners are responsible for regularly monitoring all **ACADEMIC NOTICES** posted on the bulletin boards located in College facilities in Tallahassee, Crestview, Davie, Tampa, and Jacksonville, and on the College's website located at www.pharmacy.famu.edu.

This student-learner handbook supersedes all previous handbooks, documents, and directives where they may be in conflict. The handbook is the governing document for all CoPPS, IPH program-related information.

FAMU COVID-19 Return Protocol

Our country is still navigating a very real public health emergency and members of the University community must conduct themselves accordingly. Failure to follow required behavioral expectations and University policies and regulations related to COVID-19, including face covering and training requirements, is considered, at a minimum, a basis for violation of section 9.5 of the Student Code of Conduct (learners).

The University has established guidelines and protocols in response to COVID-19, which all members of the University community, vendors and visitors are expected to follow. Screening as many individuals as possible who access the campus is critical. Faculty, staff, and learners are expected to participate in daily self-screening for COVID-19 symptoms and temperature checks at least once prior to leaving home each day, ideally through use of the FAMU mobile app or alternative partnerships. A temperature and symptom log is available for those unable to access the app. Individuals that indicate the need for follow-up will be contacted by Student Health Services or designee. Employees are also expected to self-disclose travel to/from geographic areas with significant community transmission.

The University continues to provide access to high quality services as well as face-to-face and remote instruction. Learners will be provided with one disposable and two reusable face coverings as well as two personal sized containers of hand sanitizer that can be refilled on campus. “Return Kits” (complimentary face coverings, resources, and hand sanitizer).

Messaging surrounding social/physical distancing expectations and the testing and contact tracing procedures required of members of the University community will be emphasized through signage and consistent communication on a variety of mediums, throughout campuses and locations.

The health and safety of our University and local community members is only achievable through the shared efforts of us all. The University recognizes that reinforcing prevention behaviors is essential on campus and throughout our local community. The University continues to partner with law enforcement, hospitals, health care providers and the business community to reinforce social norms in a COVID-19 world. Florida A&M University’s Operational Plan for fall 2020 is a living document, allowing for flexibility and change as developments in the state of the pandemic unfold.

FLORIDA A&M UNIVERSITY

REGULATION ARTICLE XII: ANTI-HAZING (2.028) Section 7 (c), Article IX, Florida Constitution; Sections 1006.60, 1006.61, 1006.62, and 1006.63, Florida Statutes and Florida Board of Governors Regulation 1.001

A. 2.028 Anti-hazing.

- a. (1) It is the policy of Florida Agricultural and Mechanical University that any student(s), group(s) of students, or student organization(s) affiliated with the Florida Agricultural and Mechanical University are prohibited from engaging in any form(s) of hazing activities.
- b. (2) The term hazing shall include, but not be limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as striking in any manner, whipping, beating, branding, exposure to the elements, forced consumption of food, liquor, drugs, or other substances, or other forced physical activities that would adversely affect the health or safety of the student and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contacts, forced conduct that would be demeaning or results in extreme embarrassment or any other forced activity that could adversely affect the mental health or dignity of the student. Hazing does not include customary athletic events or other similar contests or competitions or any activity or conduct that furthers a legal and legitimate objective. For purposes of this section, any activity as described above, or any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes, including, but not limited to, initiation or admission into or affiliation with a university sanctioned organization, shall be presumed to be hazing and a “forced” activity, the willingness or consent of an individual to participate in such activity notwithstanding.
- c. (3) Penalties – Any student(s), student group(s), or student organization(s) which are affiliated with the Florida Agricultural and Mechanical University, on campus or off-campus, that are found responsible for hazing will be subject to appropriate sanctions by the university, which may include the imposition of fines; withholding of grade(s), transcripts and/or diplomas pending payment of fines or pending compliance with the current Student Code of Conduct, Regulation 6C3-2.012, F.A.C., of which this Regulation becomes a part of; the imposition of counseling, probation, suspension, dismissal or expulsion of said person(s) or organization(s), and/or the rescission of permission for the University 3 sanctioned organization(s) to operate on the Florida A&M University campus or to otherwise operate under the sanction of the University.
- d. (4) All penalties imposed by the University do not absolve the student(s), group(s) of students, or student organization(s) from any penalty imposed for violation of criminal laws of the State of Florida, including but not limited to such criminal penalties prescribed in s. 1006.63, Florida Statutes, for penalties imposed in civil proceedings or for violation of any other university Regulation(s) to which the violator(s) may be subject. It shall not be a defense that the consent of the victim to participate was obtained, the conduct or activity that resulted in the death or injury of the person was not part of an official university organizational event or was not otherwise sanctioned or approved by the university organization or the conduct or activity that resulted in death or injury of the person was not done as a condition of membership to a university organization.
- e. (5) All existing university sanctioned organizations are required to amend their existing by-laws to include an anti-hazing section, and all future university sanctioned organizations must include the same in their by-laws. A copy of the by-laws shall be kept on file in the Office of Student Activities. Advisors and each member of a university sanctioned organization must attend one Fall semester and one Spring semester hazing workshop each academic year.
- f. (6) Any person, including trustees, administrators, faculty, staff, students, members of direct support organizations, vendors, guests and volunteers having knowledge of or receiving information regarding any activity which may constitute hazing or a violation of this regulation must contact the FAMU Department of Public Safety within twenty-four (24) hours at (850) 599-3256. Any person who fails to report any activity of hazing shall be in direct violation of this regulation.
- g. (7) It shall be expressly prohibited for any person, including trustees, administrators, faculty, staff, students, members of direct support organizations, vendors, guests and volunteers, to retaliate against a person because that person has been a victim of hazing, reported hazing, refused to participate in hazing, assisted in the investigation of hazing, or participated in the prosecution of any alleged hazing.
- h. (8) Any person who has experienced retaliation for reporting any activity, which may constitute hazing or a violation of this regulation, shall have the right to file a retaliation complaint with the Division of Audit and Compliance within twenty-four (24) hours of becoming aware of the act of retaliation at (866) 445-4968.
- i. Specific Authority: Article IX, Section 7(c), Florida Constitution 001.74(4)FS. Law Implemented 1001.74(10)(d), (e), 1006.60, 1006.61, 1006.62, 1006.63 FS. History–New 4-3-83, Formerly Rule 6C3-2.028, Amended 1-26-04, -12

Table of Contents

Classification of Pharmacy Learners.....	7
Student Organizations	7
General Matriculation.....	10
Family Educational Rights and Privacy Act (FERPA).....	10
Academic Advising	10
Academic Standards	12
Letter Grading Policy	12
Forty-Eight (48) Hour Rule	12
Guidelines for Requesting Excused Absences	12
Examination Procedures	13
Formative Assessment	13
Technical Standards	14
Interprofessional education (IPE) and Co-Curricular activities.....	16
Dress Code	17
Learner Academic and Professional Conduct Policy	17
College Appeal Process	17
Professional Conduct Committee Responsibilities	23
Procedures for Conduct in the Examination Room	23
Academic Policy Statement.....	24
Academic Sanctions	24
Other Academic Regulations	25
Procedures for Petitioning for Readmissions	25
Undergraduate Readmission Application.....	26
Research Experience	27
Comprehensive and Law Examinations.....	27
Review of Examinations	28
Introductory Pharmacy Practice Experience (IPPE)	28
Advanced Pharmacy Practice Experience (APPE).....	29
Career Fair.....	29
Learner Complaints Policy and Procedure	30
Section I. Complaints – Definitions and Eligibility	30
Section II. Learner Complaint Process.....	31
HEARING GUIDELINES.....	32
Record of Student Complaints Available to ACPE.....	36
Accreditation Council for Pharmacy Education (ACPE)	36
Amendment of Complaint Procedures	38
Community Outreach and Service Learning Program	38
Immunizations, Background Checks, and Drug Screening.....	40
Science Research Center Library Resources and Services	44
College and University Contacts.....	46
Resources for Academic Success	47
Doctor of Pharmacy –Professional Curriculum	49
Study Tips.....	52

Classification of Pharmacy Learners

Pre-Professional

First (1st) Pre-professional Year- PP1
Second (2nd) Pre-Professional Year – PP2

Professional

First (1st) Professional Year – P1
Second (2nd) Professional Year – P2
Third (3rd) Professional Year – P3
Fourth (4th) Professional Year – P4

Student Organizations

College Focused Student Groups

Pharmacy Student Council

The Pharmacy Student Council (PSC) serves as the governing body for students within the College and, subject only to the statutory regulations of the COPPS administration and administration of the University at large. The Pharmacy Student Council is composed of its own executive board along with the president of each pharmacy class, the president of each recognized pharmacy student organization, Mr. & Miss College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (CoPPS, IPH) and the entire CoPPS, IPH Student Body. The Student Body is comprised of all students currently enrolled (Full-Time) at the Florida A&M University CoPPS, IPH. The Student Council coordinates student participation in college activities and administers the budget derived from student activity fees. (Student activities include a Student/Faculty Retreat, Pharmacy Day, Awards Banquet, and Coronation.) The council meets on a monthly basis during the fall and spring semesters.

The Learners' Executive Council

The Dean's Student Council consists of the leaders in each class and for each student organization of the College. The purpose of this Council is to advise the Dean regarding student concerns and for the Dean to communicate with and update students relative to key issues within the College.

Pharmacy Student Preferred Organizations

Membership in the Academy of Student Pharmacist/Student National Pharmaceutical Association (ASP/SNPhA) and Student Society of Health-Systems Pharmacists (SSHP) is encouraged for each year of upper division matriculation in the College. Membership begins in September; applications will be made available to students prior to and during the academic year. Currently, the membership fee is \$160.00. This fee covers membership in the following organizations: Academy of Student Pharmacist (ASP), Student National Pharmacist Association (SNPA), Florida Pharmacy Association (FPA), Student Society of Health-Systems Pharmacists (SSHP) and the Florida Society of Health System Pharmacist (FSHSP).

The College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health encourages student membership and student involvement in ASP/SNPhA and SSHP as these are preferred organizations. Students should also consider becoming involved in other professional associations in addition to ASP/SNPhA and SSHP.

Because all students are strongly encouraged to participate actively in one or more organization, Pharmacy Student Council serves as the primary student organization in the College.

Student National Pharmaceutical Association (SNPhA)

The Student National Pharmaceutical Association (SNPhA) was founded in 1972 on the campus of Florida A&M University as the student affiliate of the National Pharmaceutical Association (NPhA). SNPhA is an educational service association of

student pharmacists who are concerned about pharmacy and healthcare-related issues, and reflect broad representation across all communities in pharmacy and other health-related professions.

The purpose of SNPhA is to plan, organize, coordinate and execute programs geared toward the improvement of the health, educational, and social environment of the entire community. 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 health care issues;
- To develop the role of the health professional as a vital member of the health care team;
- To develop within communities a positive image of health professionals;
- To educate communities on better health practices and to increase awareness and understanding of diseases.

Academy of Student Pharmacists

The Academy of Student Pharmacists (ASP) is the largest of the student professional organizations and is the student branch of the American Pharmacists Association (APhA). Members of ASP receive a number of benefits including: a monthly newsletter; the ability to purchase publications at reduced rates; participation in a national placement service, and the opportunity to attend local, regional, and national professional meetings. The College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health has converted ASP/SNPhA into a combined organization.

SSHP

The Student Society of Health-Systems Pharmacists (SSHP) is an organization of pharmacy students who feel passionate about pharmacy as a clinical profession. SSHP is the student branch of the American Society of Health-Systems Pharmacists. The mission of the organization is to provide students with programs and services which add to the educational experiences of the college curriculum, to promote pharmacy as an integral part of the healthcare team, and to represent its members before private and public agencies as well as other healthcare organizations.

Pharmacy Student Professional Fraternities

Delta Iota Chapter of Kappa Psi

The Delta Iota Chapter of Kappa Psi – the largest and oldest national pharmacy fraternity founded in 1879- was inaugurated in 1975. A major service function of this organization is the education of elderly about their medications.

Alpha Xi Chapter of Kappa Epsilon

The Alpha Xi Chapter of Kappa Epsilon was founded February 13, 1971. Kappa Epsilon has had a significant impact on the profession of pharmacy, especially women in pharmacy. For over 80 years, Kappa Epsilon has supported personal and professional development, provided networking opportunities, promoted pharmacy as a career, and participated in various breast cancer awareness efforts.

Pharmacy Student Honor and Leadership Societies

Beta Sigma Chapter of Phi Lambda Sigma Leadership Society

Phi Lambda Sigma also known as the National Pharmacy Leadership Society is a national honor society established to promote and recognize leadership among pharmacy students. The society was established at Auburn University in 1965. The Beta Sigma Chapter of Phi Lambda Sigma Leadership Society was initiated in 1990 at Florida A&M University.

Gamma Zeta Chapter of Rho Chi Pharmacy Honor Society

Rho Chi is the principal national honor society of pharmacy and was founded at the University of Michigan in 1917. The Gamma Zeta Chapter of Rho Chi Pharmacy Honor Society at Florida A&M University was established in 1990. Membership in this prestigious society is by invitation to those with an outstanding record of academic performance. Invitations may be extended to students who have completed the fall semester of the second professional (P-2) year, maintained at least a B (3.0) average, and rank in the upper twenty percent of their class.

General Matriculation

Rules and Guidelines

1. All learners are required to have two years of foreign language study prior to graduation from Florida A&M University. Two years of foreign language study is defined as two years in high school or eight to ten semester hours in one foreign language or American Sign Language. Transfer learners are exempt from the foreign language requirement if they hold an AA or BS degree.
2. Learners should be aware that the University Forgiveness Policy does not negate the counting of a professional course as a failure if a “D” or “F” is received even though the grade points are not used in the GPA calculation.
3. The faculty of the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health reserves the right to revise the curriculum at any time to assure that learners acquire the most current and relevant training possible. If curricular changes become necessary, every effort will be made to apprise learners of the changes and how they impact their course of study. However, assurance of well-prepared graduates will prevail as the primary concern.
4. All learners must successfully complete 200 hours of community service as well as complete the required Interprofessional Education and Co-Curricular Activities. Learners who do not complete all activities as required will not be certified for graduation.
5. Learners are expected to enroll in and complete courses in sequence, adhering at each point to all prerequisites. It is essential, then, that learners keep up with the progression of their course of study in order to stay in proper sequence to complete requirements on schedule. No learner is allowed to take courses out of sequence or without completing prerequisites; learners are not permitted to enroll in an advanced level of sequential courses without having completed the lower-level course(s). (i.e. All P1 courses must be completed before any P2 courses are attempted).
6. Learner attendance in classes is compulsory, NOT optional. A learner accumulating more unexcused absences from a class than the class carries semester credit hours may be dropped from the class and receive an “F” grade in the course. A maximum of five (5) minutes grace period may be allowed, at the discretion of the instructor, before the absence is received at the beginning of the class period.
7. All pharmacy courses require a “C” grade or better in order for it to be successfully passed. A minimum average score of 70 percent is required for passing all pharmacy courses.
8. A learner may be dismissed from the College, after due process, by reason of conduct unbecoming of a professional learner.
9. The College will graduate only those learners ready to accept morally, ethically, and professionally, the practice of pharmacy. The College reserves the right to withhold recommendations for graduation of any learner who does not conform to these standards of readiness.
10. Learners will not be allowed to satisfy the requirement of a non-elective course through the completion of the Directed Individual Study (DIS)—PHA 4905. All professional courses must be taken at FAMU CoPPS, IPH.

11. Retroactive or term withdrawals - learners should know that the receipt of retroactive and/or term withdrawals will not automatically guarantee reconsideration or readmission to the pharmacy program. Learners are expected to seek guidance and assistance, as life events occur, so that appropriate measures can be considered in a timely manner. Learners must expect adverse consequences if they choose not to seek assistance and/or guidance through the CoPPS, IPH, Office of Student Affairs. Learners are allowed to apply a retroactive and/or term withdrawal to the outcome of academic policies once during their matriculation in the Professional Program. More than one (1) retroactive and/or term withdrawals application will NOT reverse any academic sanction levied by the Admissions and Academic Standards Committee.
12. The Advanced Pharmacy Practice Experience (APPE) and Introductory Pharmacy Practice Experience (IPPE) phases of the curriculum may be conducted at Instructional Sites other than the main campus located in Tallahassee, Florida. Learners may be required to relocate to their assigned APPE and IPPE site (Davie, Jacksonville, Orlando, Tampa or Crestview/Pensacola area) at their expense in order to complete the APPE and IPPE phases of the program. Learners are responsible for relocation to their assigned training site, transportation, housing and other living expenses during this training period.
13. The Instructional Sites are assigned by the College, allowing learners to select potential APPE and IPPE sites is extended as a courtesy and NOT an obligation. Due to limited space, if learners are allowed to select APPE/IPPE sites there is NO guarantee that they will be assigned to the experiential site of their choice. Providing documentation does NOT guarantee that you will be assigned to the experiential sites of your choice.
14. All learners must take the NAPLEX-style Comprehensive Examination and score 75 percent or better prior to graduation.
15. Any request for disability accommodations must be handled through the university Center for Disability Access and Resources (CeDAR), 1735 Wahnish Way, Suite 102, Tallahassee, FL 32307 ~ Office Phone 850-599-3180.
16. Requirements for matriculation are the same for all learners regardless of the instructional site. Each learner must take examinations at the site where they have been assigned (any exceptions must be approved by appropriate Division Directors).

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

For more information about the Student Consent Form (FERPA), please contact the Office of Student Affairs at 850-599-3016.

Academic Advising

Academic advisement is vital to the academic success of each learner. The overall objective of academic advising is to assist learners realize the utmost educational benefits available to them. Academic advising may include all aspects of academic program planning, to include course selection; the use of midterm grade information; change of major, decisions about extra-class activities; etc.

The components of the academic advising system work together to achieve goals and objectives that include:

- helping learners develop an individual educational plan and choose an appropriate course of studies to meet their academic and life objectives;
- ensuring that learners are aware of opportunities and resources that can assist in achieving their educational goals;
- assisting learners in interpreting university policies and procedures, and applying general rules to their specific cases;
- facilitating resolution of academic problems, conflicts and concerns, as appropriate;
- referring learners as necessary to other resource entities; and
- collecting and disseminating information on learner needs, wants, perceptions, and trends in order to enhance institutional effectiveness and adaptability.

Goals of Academic Advisement:

- to identify activities that support retention, progression, and graduation
- to aid in the forecast of enrollment trends (past and future)
- to create happier learners
- to create and foster a climate of excellence with caring
- to build a culture of learner retention

Academic Advising in the FAMU CoPPS, IPH

What is Academic Advising?

Academic Advisors help learners navigate the educational system and requirements at the FAMU CoPPS, IPH. There are great resources about the policies and procedures you will need to know in order to be a successful learner. Advisors are partners with learners. As a learner, it is your responsibility to make regular advising appointments and keep up with your professional pharmacy core requirements.

Where are the Advisors located?

Florida A&M University
College of Pharmacy and Pharmaceutical
Sciences, Institute of Public Health
Office of Student Services
300 New Pharmacy Building
Tallahassee, Florida 32307
Office Hours: Monday - Friday 8:00AM – 5:00PM
Office: (850) 599-3016

Learners are welcome to call or come in any time, although scheduling an appointment is recommended.

**Given University protocol for the unprecedented pandemic, please call ahead to make an appointment.*

How can learners make an advising appointment?

Contact Information:
College of Pharmacy and Pharmaceutical Sciences
Office of Student Affairs
300 New Pharmacy Building
Tallahassee, FL 32307
Office: (850)599-3016

When should I see an Advisor?

You should schedule at least once a semester. There are some minimum requirements for advising:

Any learner on University Academic Warning, Academic Probation, or recently reinstated from Academic Suspension must meet with an advisor every term until they return to good academic standing.

What should I take to an Advising appointment?

Learners are encouraged to start a folder in which they keep all material related to advising, including this handbook and updates received during their time in the CoPPS, IPH. It is a good idea to bring a list of any questions you have for your advisor.

Tips for successful advising appointments:

- See your advisor every term, even if it isn't required. Remember Halloween, Valentine's Day and Cinco de Mayo as dates to call and schedule your advising appointment for the next term.
- Come prepared for your advising appointment by bringing any questions you may have so your advisor can address them.
- Arrive on time for your appointment. When you are late, you are cheating yourself of time with your advisor. Call to cancel an appointment you cannot keep.
- Beware of "sidewalk advising" from your friends, siblings, or classmates. They may have some great ideas, but they do not always know all the "ins and outs" of your program.
- Use your advisor as a resource. Advisors are familiar with many programs and services on campus. If you do not know where to go for help, start with your advisor and they can point you in the right direction.
- Develop a good relationship with your advisor. They can become a mentor, inform you of scholarships, and can write letters of recommendation for scholarships and graduate school.

Academic Standards

Letter Grading Policy

The standard grading scale of "A, B, C, D, F" is used in the awarding of grades.

The minimum grading scale is as follows: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 59 & below=F

Forty-Eight (48) Hour Rule

Learners have up to 48 hours to contest/grieve an assigned grade or to inform faculty about an excused absence. Beyond this time, faculty may not accept any issues relating to grade complaints. Learners may be issued an excused absence only from the Office of Student Services.

Guidelines for Requesting Excused Absences

Responsible behavior is expected of pharmacy learners at all levels; consequently, excused absences are issued to learners in order to prevent negative academic repercussions from a legitimate life event. It is not designed to accommodate learners ***who have not*** acted responsibly.

The following guidelines will be used in determining the appropriateness of an excuse being issued:

1. Learners should notify their Advisor concerning any event that may cause their absence(s) from any class, lab or scheduled session. This notice should occur as soon as the learner is aware of the event. Notice should be given in person when possible or by telephone if necessary.
2. All requests for excused absences must be made within 48-hours after a learner is physically able to return to school. Requests after this period may or may not be considered.
3. In order to receive consideration for an excused absence for illness, the learner must submit an original statement from a doctor or clinic official on their letterhead. **The statement must be clearly dated and signed.** If the illness does not warrant a trip to Student Health Services on Campus and/or a doctor's office, the learner must notify their advisor if he/she is ill and unable to attend class(es). For major scheduled exams and assignments, a physician's statement will be required. All official statements ***must*** be submitted to the advisor within 48-hours after the scheduled exam(s) and assignment(s) or within 48 hours of returning to school. Any effort to circumvent the aforementioned requirements, and/or the altering of documentation will be construed as academic dishonesty.

All offenders will be referred to the CoPPS, IPH Professional Conduct Committee and University Judicial Committee for appropriate actions.

4. If there is illness or death of one's immediate family member(s), the Advisor should be notified as you become aware, so that the office can assist you in any academic and/or personal arrangements to facilitate your continued positive academic performance. Immediate family is defined as spouse, parents, children and grandparents.
5. All requests for excused absences must be submitted directly to the Advisor or an Office of Student Services representative. The request will be processed and forwarded to the Director for Student Services for final approval. A copy of the excuse will be placed in the learner's file. An original will be given to the learner to submit to his/her instructors.
6. Instructors will not allow make-up assignments or exams without an approved excuse.

It is important that learners act responsibly so that we can be of assistance when there is a legitimate personal issue to resolve. We ask your cooperation in helping us to help you.

NOTE: ORIGINAL DOCUMENTATION MUST ACCOMPANY EACH REQUEST.

Examination Procedures

1. All learners must arrive at the examination site at least 15 minutes prior to the scheduled examination time in order to eliminate any anxiety associated with a late arrival.
2. Learners must not carry any items to their seats. Consequently, items that you are not comfortable placing away from you, should not be brought to the examination site. All books, jackets, handbags, purses, cell phones, etc., must be stored in assigned lockers. (Programmable calculators must not be used without the permission of the instructor.) Any such items in the learner's possession will constitute a violation of the academic honesty policy. The College is not responsible for lost or stolen items. Lockers are available to the learners at no charge.
3. In order to avoid disruption to others, learners may not be allowed to enter the examination room after the exam has begun. Instructors and the College have the right to deny entry to learners who arrive late to an examination without obligation to provide another opportunity to take the exam, quiz, etc.

Formative Assessment

Faculty will submit midterm grade reports to the Office of Student Services for review. The purpose of formative assessment will be to provide learners with early academic intervention to ensure satisfactory progression. First professional year (P1) learners will have their first and second exam scores submitted as well. Any learner with exam scores less than 70% or midterm below 70% must report to Academic Advisor and complete an Academic Action Plan. Within the Academic Action Plan, a learner must identify potential problems and/or issues that may be contributing to or resulting in their subpar academic performance. With the assistance of their Academic Advisor develop an action plan to correct each identified problem/or issue. As a part of the action plan learners may be referred to CARE program, CeDAR, and/or Counseling Center.

Technical Standards

POLICY STATEMENT

The goal of this policy is to outline some ideal learner characteristics which should yield successful completion of this Doctor of Pharmacy (PharmD) program. This document should prompt the learner to conduct a self-evaluation and identify areas for improvement.

This policy applies to prospective applicants and admitted learners for the PharmD program to establish foundational levels of performance.

INTRODUCTION

The PharmD degree requires mastering a coherent body of knowledge and skills. The essential abilities and characteristics required for completion of this degree consist of certain skills and competencies, and maturity to assure that candidates for admission, progression, and graduation are able to complete the entire course of study and participate fully in all aspects of training. The Florida A&M University College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (College/CoPPS, IPH) intends for its graduates to become competent and compassionate pharmacists who are capable of meeting all requirements for pharmacist licensure and entering pharmacy practice, including that associated with post-graduate training. The avowed intention of an individual learner to practice only a narrow part of clinical pharmacy, or to pursue a non-clinical career, does not alter the requirement that all pharmacy learners complete and achieve competence in the full curriculum required by the faculty. For purposes of this document and unless otherwise defined, the term "candidate" means candidates for admission to pharmacy school as well as enrolled learners who are candidates for progression and graduation.

The College has an ethical responsibility for the safety of patients with whom learners and graduates will come in contact. Although student pharmacists learn and work under the supervision of licensed professionals, a licensed professional, learners interact with patients throughout their pharmacy school education. The academic and technical standards established by the faculty require that all learners accepted by the College possess the functional abilities and skills necessary to complete all aspects of the curriculum. All applicants are held to the same academic and technical standards of admission and training, with reasonable accommodations provided to learners with disabilities. The essential abilities and competencies described herein are also referred to as technical standards. They are described below in several broad categories including observation; communication; motor function; integrative, conceptual, and quantitative abilities; and social and behavioral skills. In addition, candidates must have the ability to timely complete assigned tasks and to provide competent assistance in stressful situations. The Accreditation Council for Pharmacy Education (ACPE) requires documentation of technical standards. The following abilities and characteristics are defined as technical standards and are requirements for admission, progression, and graduation:

TECHNICAL STANDARDS

- I. Observation, Sensory and Motor Function.** Learners must have the ability to attend and participate effectively in all classrooms, laboratories, recitations, conferences, clinical settings, and activities that are part of the curriculum. Learners must be able to:
 - Remain fully alert and attentive at all times in experiential, classroom, and laboratory settings and meet applicable safety standards.
 - Direct and supervise the safe and accurate compounding and preparation of medication dosage forms for distribution, administer medications and vaccinations, execute all aspects of the prescription process, and use computer-based information systems.

- Provide general care to patients. Examples include observing a patient's condition noting verbal and non-verbal signals, collecting relevant subjective and objective patient care information, and performing a basic physical exam which may include, but is not limited to, the skilled use of a stethoscope, sphygmomanometer, otoscope, monofilament, and point of care devices. Learners should be able to think critically and adapt to changing environments.

II. Communication. Learners must possess the skills, attitudes, and behaviors necessary to allow for effective communication to diverse audiences. Learners must be able to:

- Accurately elicit and convey information in order to accomplish didactic, laboratory, and practice requirements in a timely, professional, and accurate manner.
- Demonstrate and use the knowledge acquired during the pharmacy education process to interpret, clarify, and transmit information (both in oral and written form) effectively, accurately, efficiently and sensitively to patients, their families and/or caregivers, and other members of the health care team. Communication and transmission of information includes reading, writing, listening, speaking, and using computers and electronic devices.
- Participate effectively and efficiently in large and small group discussions with colleagues, faculty, and staff, and also inpatient care settings.

III. Intellectual Abilities including Conceptualization, Integration, and Quantitation. Learners must be able to learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, experiential activities, preparation, and presentation of written and oral reports, and use of computer-based technology. Learners must:

- Possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises a pharmacy education. This involves the assimilation of existing knowledge from a wide variety of sources and its application to professional practice. It also involves the synthesis of new knowledge through reasoning, the ability to think critically, and the capacity to comprehend spatial relationships and three-dimensional models.
- Possess an effective and efficient learning style. The ultimate goal will be to accurately solve difficult problems and make recommendations for therapeutic decisions in an organized and timely manner. Learners must be able to, describe the pharmacology of drugs, perform scientific measurements and calculations, and ultimately, critically evaluate biomedical literature. Reasoning abilities must be sophisticated enough to analyze and synthesize information from a variety of sources. Learners must be able to gather and organize data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.

IV. Behavioral and Social Skills, Abilities, and Aptitude. Learners must exhibit behaviors and attitudes befitting those of a healthcare professional and demonstrate the social skills required to function effectively in all classrooms, laboratories, recitations, conferences, clinical settings, and activities that are part of the curriculum. Learners must also be of sufficient emotional health to utilize fully their intellectual ability, to exercise good judgment, to relate to others with courtesy, compassion, maturity and dignity, and to utilize appropriate coping responses in managing the stress of a rigorous academic and professional program and situations that may be physically, emotionally, and/or intellectually demanding. In the event of deteriorating function, learners must be willing to acknowledge the situation and seek professional help before it poses danger to themselves or others. Learners must be able to:

- Adapt to new and changing environments, display flexibility, and cope with ambiguities inherent in clinical practice.
- Understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.

- Demonstrate integrity, compassion, empathy, a caring attitude, tolerance, acceptance of diversity and differences, personal generosity toward others, thoughtfulness, and a general concern and respect for other individuals.
- Accept appropriate recommendations and constructive criticism, and demonstrate the ability to apply that information positively in their learning.

V. Professionalism. A learner must possess personal traits essential to the professional identity of pharmacy. Expected traits are honesty, empathy, humility, courtesy, and civility in their interactions with others, understanding this list is not inclusive of all essential traits. Professionalism also requires that students appropriately manage mental and physical health related issues, which includes any alcohol or drug use. This ensures their ability to fulfill their responsibilities and duties as they matriculate.

EQUAL ACCESS IN PHARMACY EDUCATION

The College does not engage in unlawful discrimination on the basis of race, color, national or ethnic origin, gender, marital status, religion, handicap, political affiliation, age, sexual orientation, or any other basis as proscribed by law; however, that with respect to handicap, the handicap must not be such as would, even with reasonable accommodation, in and of itself preclude the Student's effective participation in the Program or threaten patient care or safety.

Learners with a disability who need accommodation must contact the FAMU Center for Disability Access and Resources (CeDAR) for further assistance. In the event of a request for disability accommodation, the College will collaborate with CeDAR to identify reasonable accommodations to assist the qualified learner in meeting the technical standards.

TECHNICAL STANDARDS ADMINISTRATIVE PROCESS

The College will evaluate candidates according to the technical standards through review of records, written statements, and interviews. As a condition of accepting an offer of admission, the learner agrees to adhere to all FAMU CoPPS, IPH Standards, Policies, and Codes of Conduct, including the Technical Standards.

Interprofessional education (IPE) and Co-Curricular activities

Interprofessional education (IPE) and Co-Curricular activities are an essential component of the FAMU CoPPS, IPH's Professional Curriculum. The Accreditation Council for Pharmacy Education Standards (ACPE) 2016 necessitates purposeful development of an array of opportunities for learners to document competency in the affective-domains through interprofessional, experiential, and co-curricular activities and experiences. As a result, the learner will be required to participate in specific IPE and CoCurricular activities as set forth by the coordinator

The concept of Interprofessional Education (IPE) has been proposed by many healthcare organizations as a way of equipping future health professionals with the skills needed to decrease medical errors and address the changing needs of patients, and based on ACPE 2016 Standards, the curriculum must prepare all learners to provide entry level patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. All learners must demonstrate competence in inter-professional team dynamics, including articulating the values and ethics of specific scenarios, communication including documentation skills, honoring inter-professional roles and responsibilities, and contributing to team-based professional activities in the classroom and laboratory, as well as in practice settings and/or the community at large. Florida A&M University, CoPPS, IPH has responded to the challenge of inter-professional training by designing IPE Seminars/Grand Rounds as an innovative learner-run initiative designed specifically to increase the clinical relevance of IPE for all health professions learners.

Additionally, an innovative co-curriculum calendar has been created that will support learner achievement of CAPE 2013 Educational Outcomes—specifically, affective domain outcomes of self-awareness, leadership, advocacy and professionalism. To achieve competency in affective domain outcomes, learners will be provided a menu of required and optional co-curricular learning strategies to pursue including annual school-wide advocacy and outreach days; immunization and basic life support training; interactive professionalism workshops; panel discussions related to pharmacy careers, leadership development workshops; curriculum vitae/resume writing sessions; and interprofessional simulations. Co-curriculum design has been guided by the College’s strategic vision, mission and plan in which self-awareness, leadership, advocacy, and professionalism are permeated.

Dress Code

The dress code is intended to contribute to the overall professional development of the pharmacy learner. The purpose of the dress code is to make the learner aware that there is a standard of professional dress that should be adhered to, in order to have a more effective transition into the professional world.

The following dress code will be in place on a daily basis for all professional pharmacy learners. The code is:

Male: A tie with appropriate shirt. Jeans and tennis shoes are not acceptable. Socks and belt are required.

Female: A dress, skirt (finger-tip rule applies); blouse or dress pants are required. Tennis shoes, jeans, low cut blouses, are not allowed.

At no time will the following items of clothing be allowed:

1. Hats
2. Flip flops
3. Sweat suits
4. Shorts
5. Tank tops or athletic T-shirts
6. Halter tops
7. Holes/cuts in clothing
8. Suggestive or inappropriate slogans on clothing
9. Sandals

Learner Academic and Professional Conduct Policy

LEARNER GRADE APPEAL POLICY AND PROCEDURE

INTRODUCTION

This policy outlines the administrative process through which learners may seek resolution of grade appeals during their enrollment at Florida A&M University (FAMU) in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (CoPPS, IPH).

Section I defines the grade appeal threshold requirement and the eligibility to use these procedures.

Section II describes the informal pathways and the formal pathway for grade appeals.

Section III outlines the hearing process before the Professional Conduct Committee (PCC).

This policy provides learners with the procedure to seek redress (corrective action) for believed unfair, improper, or unfounded decisions or actions affecting them directly or their matriculation through the program.

Retaliation. All learners have the right to appeal grades without fear of coercion, harassment, intimidation, or reprisal from faculty, staff, administrators, or other learners in the College. Therefore, no retaliation of any kind shall be taken against a learner who articulates a grade appeal request.

False charges/allegations. It should also be completely understood that false charges or allegations made against another learner, faculty, or staff member will not be tolerated. If it is believed that a learner has brought forth false allegations, the matter will be referred to the University's Office of Student Conduct and Conflict Resolution for appropriate action.

Purpose

The purpose of the grade appeal policy is to ensure that learners enrolled in the FAMU CoPPS, IPH understands their right to have a structured process for resolving issues related to the execution of institutional policies. The following procedures apply only to cases involving a perceived impropriety.

SECTION I. Grade Appeals - Definitions and Eligibility

Definition of Grade Appeal

Appeal of a Course Grade (hereinafter, Grade Appeal). A learner's grade appeal is a claim by a learner that an improper, unfair, or arbitrary grade has been assigned by a faculty member of the CoPPS, IPH that should result in a grade change. The grade appeal must be filed within ten (10) business days of receipt of the unsatisfactory grade in the course.

Eligibility

These procedures for grade appeals may only be used by learners regarding academic matters during their enrollment in the FAMU CoPPS, IPH and may not be used by applicants for admission.

Filing a Grade Appeal

Learners who have a complaint about a grade should first discuss the grade with the course coordinator of the course and/or faculty member who assigned it. If the grade is determined to be correct (i.e. no miscalculation) the grade will stand unless assigned by fraud or bad faith. If the grade was issued in error, the faculty member will correct the grade through Student Affairs and the learner will be notified.

A grade appeal can only be initiated if the instructor used arbitrary grounds or inconsistent methodology in assigning it rather than legitimate grading methods.

Withdrawal or Resolution of Grade Appeal

A learner may withdraw a grade appeal at any time in writing on the Resolution of Grade Appeal Form.

SECTION II. Learner Grade Appeals Process

Pathways for Grade Appeals

The grade appeals process in CoPPS, IPH engages two pathways: 1) an informal pathway and 2) a formal pathway. It is preferred that resolution can be achieved in the informal pathway wherein misunderstandings and concerns could be resolved through productive discussions.

Definitions/Terminology

The basic terminology used for these processes include the following:

- **Complainant:** the author of a grade appeal.
- **Respondent:** the person against whom the grade appeal is filed against.
- **Professional Conduct Committee (PCC):** the designated body in the College that is responsible for receiving and potentially resolving learner grade appeals.
- **Investigating Officer:** the Associate Dean of Student Affairs or designee assigned to investigate a grade appeal.
- **Timeline:** the time frame for these procedures are working (business) days rather than calendar days. The timeline indicated at each step in the process shall be considered a maximum time, however, every effort will be made to expedite the process before this maximum time is attained. The time frames set forth may be extended by the relevant officer in his or her discretion for good cause (e.g. illness, medical emergency, etc.).

STEP 1 - THE INFORMAL PATHWAY

The College encourages all parties to participate in good faith discussions and other activities that are designed to bring amicable resolution to the issue(s) giving rise to a grade appeal. Interactions between both parties should remain professional at all times and under all circumstances.

Prior to filing a formal written grade appeal as outlined in Step 2, learners are encouraged to first address their grade appeal informally with the party involved, and if a course, then with the course coordinator if necessary, as soon as possible, preferably within 10 business days of action causing the grade assigned. In the event there is concern by either party with the meeting alone, the complainant or respondent may request that an academic advisor, the course coordinator, faculty, staff, or Division Director be present for the meeting.

If the issue is resolved, the course coordinator and/or faculty, staff, or administrator, the Associate Dean of Student Affairs or designee, and the learner should submit an “Informal” Resolution of Grade Appeal Form to the Office of Student Affairs for filing in the learner’s records within 10 business days of resolution.

If there is no resolution after the initial meeting, the next step in the informal process is for the learner to meet with the faculty, staff, or administrator, and the appropriate Division Director. If the issue is resolved, the Division Director, the course coordinator and/or faculty, staff, or administrator, Associate Dean of Student Affairs or designee, and the learner should submit an “Informal” Resolution of Grade Appeal Form to the Office of Student Affairs for filing in the learner’s records within 10 business days of resolution.

If no resolution is found, the learner should proceed to follow the formal pathway noted below.

STEP 2 - THE FORMAL PATHWAY VIA THE OFFICE OF STUDENT AFFAIRS

The following steps are required for the formal filing of a grade appeal:

1. The complainant (learner) should obtain a Grade Appeal Form from the CoPPS, IPH website, or the Office of Student Affairs in the CoPPS, IPH and fill in the relevant information within 10 business days of final informal

non-resolution and submit to the Office of Student Affairs electronically through the FAMU CoPPS,IPH website (insert website link here).

2. The Associate Dean of Student Affairs or designee (Investigating Officer) shall convene a meeting with the respondent (faculty, staff, or administrator), appropriate Division Director, and applicable learner advisor to assemble all relevant information to resolve the matter within 10 business days from submission of the grade appeal by the complainant. A joint meeting with the parties may be held if warranted. During this process, if the issue is resolved, an “Informal” Resolution of Grade Appeal Form will be submitted to the Office of Student Affairs and placed into the learner’s records. If not resolved, the matter should be forwarded to the PCC for formal adjudication (hearing) by the Investigating Officer.
3. The Division Directors of fourth year professional Doctor of Pharmacy learners on rotations will forward unresolved matters directly to the PCC for a formal hearing and will copy the Associate Dean of Student Affairs on all correspondences

STEP 3 - PROFESSIONAL CONDUCT COMMITTEE (PCC) HEARING

The Investigating Officer shall consult with the PCC and forward all relevant documents to the PCC related to the specific grade appeal. Within 10 business days, the Chair of the PCC will notify the learner of the date and time for the formal hearing and will identify the specific grade to be appealed. This notification shall be sent via university email to the learner's most recent address of record on file in the Office of the Registrar.

HEARING GUIDELINES

1. The learner may inspect all information that will be presented at least three (3) business days before the disciplinary hearing.
2. The learner may present information on his/her behalf during the hearing.
3. The faculty/staff/administrator will then present information during the hearing.
4. The learner may have an advisor of their choice at the hearing who is authorized to have access to the learner’s academic files as designated on a properly executed FERPA form. The learner must provide notice of the attendance of such person at least 72 hours (3 business days) prior to the hearing. If no notice is given, the hearing will be rescheduled to allow proper notice of attendance by an outside party, if necessary. This allowance will not be abused.
5. An advisor is not allowed to address the committee during the hearing and shall not be allowed to attend an initial meeting between the faculty member and/or administrator and the learner. He/she is not allowed to deliberate or delay the proceedings.
6. If the learner presents with legal counsel, official notice must be provided in writing to the University’s General Counsel and the Office of Student Affairs of CoPPS, IPH at least three (3) business days before the disciplinary hearing. A copy of such notice must also be sent to the Office of the Provost by the learner.
7. After the committee hears all evidence, a resolution will be determined and communicated to the learner and their academic advisor within 10 business days.
 - a. A summary table is to be constructed by the committee and forwarded to the Dean, Executive Assistant to the Dean, and the Associate Dean of Academic Affairs by the PCC Chair. The summary table should include the following:
 - i. Learner Name/Campus
 - ii. Degree program
 - iii. Year
 - iv. The allegation
 - v. Committee ruling

- I. COLLEGE APPEAL PROCESS** The granting of an appeal is not automatic. A learner who wishes to appeal a decision rendered by the PCC must write a formal business letter to the Dean of the College outlining the reasons for and nature of the appeal. This letter must have a “Grade Appeal Letter of Appeal” in the subject line and be delivered to the Dean of the College within 10 business days from the date of the PCC resolution letter. The PCC Committee Chairperson is to be copied on the message and letter.

The letter should include instructions about appealing to the Dean and the requirement of a business letter. In addition, the learner’s academic advisor is to immediately contact the learner to ensure that he/she knows of the components of a business letter (see Appendix E).

No person may hear or decide an appeal if they conducted or participated in the proceeding being reviewed on appeal. Deference is given to the original hearing body’s outcome; thus, the burden is on the learner filing an appeal to demonstrate cause to alter the decision of the hearing body.

The written appeal must specify the reason(s) why consideration should be granted and are limited to the following:

- i. The learner’s due process rights, as outlined in University Regulation 2.013, were violated in the conduct proceeding;
- ii. New information exists that was not known to the learner and could not have been known or discovered at the time of the original proceeding and which would have substantially affected the outcome of the proceeding. This does not include statements from an individual or learner who did not appear for a proceeding;
- iii. The information presented during the proceeding does not support the decision; or
- iv. The sanction(s) imposed is not commensurate with the violation(s), with consideration given to any aggravating and mitigating circumstances.

The Dean of the College may uphold the decision and/or sanction(s); modify the decision and/or sanction(s); remand the case to the original hearing body for reconsideration of the decision and/or sanction(s) subject to any instructions, or remand the case for a new hearing.

The Dean will respond to a letter of appeal to acknowledge receipt and schedule an appeal meeting within ten (10) business days. Upon receipt of the appeal, the PCC Chair is to send to the dean all information used in its hearing. Scheduling occurs only after the receipt of an appeal in the form of a business letter with an acceptable basis for the appeal. The following factors will determine the scheduling of learners:

1. Order of committee ruling.
2. The proximity of APPE or NAPLEX examination – this is a compelling factor that will shift a learner ahead of others.
3. Date and time of appeal submission.
4. Should a hearing be scheduled for a learner becomes affected by legitimate factors such as graduation certification and matriculation, the Dean may then schedule another learner whose case is ready to be heard.

The final decision concerning the decanal appeal shall be communicated to the learner, Executive Associate Dean, Associate Dean, Academic Affairs, Associate Dean of Student Affairs, and professor/instructor involved within 10 business days of the scheduled meeting with the Dean.

PROFESSIONAL CONDUCT COMMITTEE RESPONSIBILITIES

1. Conduct hearing after reviewing the documentation
2. Call and question witnesses
3. Render decisions on grade appeals
4. File Hearing Resolution form with the Office of Student affairs

The College reserves the right to modify or make exceptions to this policy and apply any such modification, or exception applicable to any learner without regard to the date of application, admission, or enrollment. This policy is neither a contract nor an offer to enter into a contract. Each learner is responsible for knowledge of the College's policies as well as for changes promulgated by the College as addenda to this Policy. This policy supersedes all previous versions of this Policy. Any changes made in the College's Learner Handbook or University's Honor Code will automatically be incorporated into this policy.

College Appeal Process

The granting of an appeal is not automatic. A learner who wishes to appeal a penalty for misconduct rendered by the PCC must write a letter to the Dean of the College outlining the reasons for and nature of the appeal. This letter must have an "Academic (or Professional or Non-Academic, as applicable) Dishonesty Letter of Appeal" in the subject line and be delivered to the Dean of the College within 10 business days from the date of the PCC resolution letter. The PCC Committee Chairperson is to be copied on the message and letter.

The letter should include instructions about appealing to the Dean and the requirement of a business letter. In addition, the learner's academic advisor is to immediately contact the learner to ensure that he/she knows of the components of a business letter.

No person may hear or decide an appeal if they conducted or participated in the conduct proceeding being reviewed on appeal. Deference is given to the original hearing body's outcome; thus, the burden is on the learner filing an appeal to demonstrate cause to alter the decision of the hearing body.

The written appeal must specify the reason(s) why consideration should be granted and are limited to the following:

- i. The learner's due process rights, as outlined in University Regulation 2.013, were violated in the conduct proceeding;
- ii. The learner's due process rights, as outlined in University Regulation 2.013, were violated in the conduct proceeding;
- iii. New information exists that was not known to the learner and could not have reasonably been known or discovered at the time of the original proceeding and which would have substantially affected the outcome of the proceeding. This does not include statements from an individual or learner who did not appear for a proceeding.
- iv. The information presented during the proceeding does not support the decision; or
- v. The sanction(s) imposed is not commensurate with the violation(s), with consideration given to any aggravating and mitigating circumstances.

The Dean of the College may uphold the decision and/or sanction(s); modify the decision and/or sanction(s); remand the case to the original hearing body for reconsideration of the decision and/or sanction(s) subject to any instructions, or remand the case for a new hearing.

The Dean will respond to a letter of appeal to acknowledge receipt and schedule an appeal meeting within ten (10) business days. Upon receipt of the appeal, the PCC Chair is to send to the dean all information used in its hearing. Scheduling occurs only after the receipt of an appeal in the form of a business letter with an acceptable basis for the appeal. The following factors will determine the scheduling of learners:

1. Order of committee ruling.
2. The proximity of APPE or NAPLEX examination – this is a compelling factor that will shift a learner ahead of others.
3. Date and time of appeal submission.
4. Should a hearing be scheduled for a learner becomes affected by legitimate factors such as graduation certification and matriculation, the Dean may then schedule another learner whose case is ready to be heard.

The final decision concerning the decanal appeal shall be communicated to the learner, Executive Associate Dean, Associate Dean, Academic Affairs, Associate Dean of Student Affairs, and professor/instructor involved within 10 business days of the scheduled meeting with the Dean.

Professional Conduct Committee Responsibilities

1. Conduct hearing after reviewing the documentation
2. Call and question witnesses
3. Levy penalties for misconduct charges upheld by the Committee
4. File Hearing Resolution form with the Office of Student affairs

The College reserves the right to modify or make exceptions to this policy and apply any such modification, or exception applicable to any learner without regard to the date of application, admission, or enrollment. This policy is neither a contract nor an offer to enter into a contract. Each learner is responsible for knowledge of the College's policies as well as for changes promulgated by the College as addenda to this Policy. This policy supersedes all previous versions of the Learner Misconduct Policy. Any changes made in the College's Learner Handbook or University's Honor Code will automatically be incorporated into this policy.

Procedures for Conduct in the Examination Room

A. Faculty Member/Instructor Responsibility

1. Learners should be properly spaced within the examination room as determined by the limitation of the room size.
2. All examinations must be actively proctored and those involving more than **20** learners should be doubly proctored. The assurance of the integrity of an examination is a function of the faculty or the Dean as an agent of the faculty and is not relevant to the issue of academic freedom of individual faculty members. Thus, it should not be optional.

3. Insist that each learner maintain a good examination posture, including avoidance or correction of unintentional bad habits, such as looking in the direction of others.

B. Learner Responsibility

1. Enter into no communication in any form with anyone except the examination instructor(s), faculty member(s), or proctor(s).
2. Exercise self-discipline of inadvertently looking around the room or in the direction of others while pondering the examination, thus, creating unnecessary suspicion.
3. Self-inspection of belongings and surroundings to ensure that nothing is present that would compromise integrity. This would include scraps of paper and notes as well as writing on desktops, electronic devices, etc. It is the responsibility of the learner to inform the instructor if their neighbor is inadvertently exposing information. Failing to exercise proper judgment in such matters, the learner accepts full responsibility for such occurrences.
4. Learners will not be permitted to leave the examination room for any reason once the examination has begun. In extreme cases, individual exception will be left up to faculty members proctoring the examination.

Any learner caught cheating will receive a grade of “F” for the particular course. In addition, he/she will be permanently dismissed from the College.

Please Note: The College or its representative(s) reserve the right to use monitoring devices in an instructional setting at any time for quality assurance.

Academic Policy Statement

The Florida Agricultural and Mechanical University (FAMU) College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health has a responsibility to prepare learners to enter the practice of pharmacy with competencies demanded by his/her role in health care. Further, the College serves to provide scientific and professional background so as to allow versatility of practice within the subsystems of pharmacy.

Learners must make a commitment to their chosen profession by making necessary sacrifices to insure academic success in their course of study. Admission to the College comes with the understanding that excellence in academic performance is expected.

****It should be further understood that failing a course may result in the extension of the learner’s progress by at least two semesters due to the structure of the curriculum and the associated prerequisites in addition to any academic sanctions that may be imposed.**

In addition to University Academic Regulations and Readmissions deadlines, the following rules will be used to provide for the immediate intervention of the Admissions and Academic Standards Committee (A&AS). Additionally, the A&AS Committee may intervene at times other than specifically stated if it is deemed necessary in order to ensure the academic integrity of the College. Readmitted learners must complete the academic plan and stipulations developed by the College’s Curriculum Committee.

Academic Sanctions

1. Probation

A learner will be placed on academic probation if EITHER of the following occurs:

1. Two (2) failures (D, F) in any semester.
2. A cumulative GPA less than 2.0 in any semester.

While on academic probation, the learner may continue to matriculate in the professional program. The learner will be required to meet with his/her academic advisor to complete a performance improvement plan. The learner will be expected to adhere to academic plan.

2. Suspension

A learner may be suspended from the College if ANY of the following occurs:

1. A total of three (3) failures in professional courses.
2. A cumulative GPA less than 2.0 for three consecutive semesters.
3. The second failure of the same professional course.

- While on suspension, the learner will NOT be able to matriculate in the professional program.
- The learner is eligible to reapply to the college after one academic year. However, **readmission is not guaranteed.**
- The Admissions and Academic Standards Committee will evaluate the readmission application. If readmitted, the conditions for readmission for each individual learner will be determined by the Admissions and Academic Standards committee and the Curriculum Committee.

3. Permanent Dismissal

A learner will be permanently dismissed from the CoPPS, IPH for either of the following reasons:

1. If the learner receives four (4) or more failures in professional courses
2. If the learner is found in violation of the Academic Dishonesty Policy

***Anyone that has been permanently dismissed from the CoPPS, IPH's PharmD Program may NOT apply for readmissions.**

Other Academic Regulations

- No learner will be allowed more than ONE term or retroactive withdrawal during matriculation in the professional program.
- It is the learner's responsibility to withdraw from a course in a timely manner. Failure to seek counseling or guidance in a situation that negatively impacts academic performance will not be used as a cause to prevent the imposition of the appropriate academic penalty.

- Learners will be evaluated at the end of each semester for the purpose of monitoring on time matriculation.
- Any learner who is re-admitted with stipulations and does not adhere to all of the stipulations, will be dismissed without further consideration for readmission. If a learner must withdraw from a course, the regular withdrawal must be submitted by the University deadline (see Academic Calendar) to the Office of Student Affairs no later than five business days prior to the University deadline. It is the responsibility of the learner to submit the completed withdrawal form to the University Registrar.
- All learners are expected to prevent the imposition of these policies by maintaining excellence in academic performance.

Procedures for Petitioning for Readmissions

A learner who has been placed on a one (1) year suspension or permanently dismissed from the College for academic reasons must remain out for one academic year and may petition the College’s Office of Student Affairs for readmission during the second semester of his or her suspension. any petition for readmission must be filled at least six (6) weeks prior to the beginning of the term in which the learner wishes to re-enroll (i.e., Fall | May 15; Spring | November 15; Summer | March 15)*.

The e-learner’s readmission petition file will be maintained by the CoPPS, IPH’s Office of Student Affairs and must contain the following:

- A letter of petition for readmission from the learner
- A typewritten statement, signed and dated, indicating the desire for readmission
- A copy of the learners’ academic record (an unofficial transcript)

The learner’s readmission petition file will be forwarded to the College’s Admissions and Academic Standards Committee (AASC) for review. The AASC will recommend approval or disapproval to the Dean of the College. The decision made on the learner’s readmission will be **final**.

Applications for readmission are to be submitted to the College’s Office of Student Affairs before the aforementioned deadlines*. If you miss the deadline for submission your application will be considered for the next semester.

Return address: Florida A&M University
 College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health
 Office of Student Affairs
 Attn: Dr. Marvin Scott
 1415 South Martin Luther King Jr. Blvd.
 Tallahassee, FL 32307

Undergraduate Readmission Application

Submitting an “APPLICATION FOR UNDERGRADUATE READMISSION”

Purpose of Social Security Number Disclosure

The State University System of Florida operated a system of records prior to January 1, 1975, pursuant to regulations of the Florida Board of Education that required the use of social security numbers. Pursuant to State of Florida Statutes, Chapter 119, Public Records regulations under section 119.071(5) Other Personal Information (a)1a,2a; (II); 3, 4, Florida Agricultural and Mechanical University continue to require the disclosure of the social security numbers by applicants and learners under the Federal Privacy Act of 1974. This information was, and currently is,

received from you for the purpose of identification and verification of learner records, including registration, financial aid, and academic records, and of verification of identity in connection with the provision of university services.

Contact your nearest U.S. Social Security Office to apply for a number, if necessary, before submitting your application for admission. (All international learners who are eligible to have a Social Security Number need to submit a copy of the social security card).

When must I apply for readmission and how do I apply?

- You must apply for readmission to FAMU if:
 - a) You have not attended FAMU for two consecutive semesters (Spring and Fall); or
 - b) If you have been academically suspended.; or
 - c) If you have earned a baccalaureate degree from FAMU and are currently pursuing a 2nd bachelor's degree.
- You must submit the "Application for Undergraduate Readmission" to the Admission's Office (FHAC, Suite G-9) by the deadline for each term published within the current Undergraduate Catalog.

What is the petition for readmission procedure?

- A learner who has been permanently suspended (dismissed) from the University for academic reasons must remain out for a minimum of **two (2) semesters**, but may petition for readmission during the second semester of the suspension. Any petition for readmission must be filed at least **six (6) weeks prior** to the beginning of the semester in which the learner wishes to enroll.
- A learner's admission file must contain:
 1. An application for readmission.
 2. A letter of petition for readmission from the learner.
 3. Letters of recommendation from:
 - a) The Academic Advisor
 - b) The Departmental Chairperson
 - c) The Dean of the School/College
 - d) Any other supportive letters or documents
 4. A copy of the learner's transcript is obtained from the Registrar's Office by the Admissions Office.
 5. Exception to the abovementioned procedure is not required if the learner has been awarded a degree from an accredited institution of higher learning.

***In the event the Department Chairperson is the learner's Academic Advisor only one letter is required.**

- The learner's file is forwarded to the University Admissions Committee for review. The Committee will recommend approval or disapproval to the Office of Admissions. The decision made on the learner's appeal is final. An official acceptance or denial is mailed to the learner.

Readmission Applications

- Application processing requires approximately ten working days.
- The Admission's Office will not use this form to process a change of your name or major. You must contact the Registrar's Office for name and major changes.

- Do not leave any part of the application blank; the Admissions Office will not process incomplete readmission applications. “Not applicable” cannot be used to answer Sections 5 and 6.

Contact the Admission’s Office at (850) 599-3796 or (850) 599-3797 for additional information.

Research Experience

Each learner is required to complete a research project with emphasis on patient care. Learners are assigned an individual faculty member to work with as his/her research advisor.

COMPREHENSIVE EXAMINATION POLICY

The comprehensive examination program at the Florida A&M University College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health is designed to evaluate the learners’ level of competence prior to graduation. This examination is administered in the Professional Year 4 (P4). Each learner is granted **five (5) attempts** to take the examination to meet the graduation requirement. The level of proficiency that must be achieved is **70 percent or better**. Learners who do not pass all experiential courses to include APPEs and Clinical Seminar and Research Methods series (PHA 5917L, PHA 5918L, and PHA 5919L) are ineligible to progress to the comprehensive examination until enrolled in their final semester of P4 courses.

Pre-comprehensive Exam

The learners will take a pre-comprehensive examination in the summer semester prior to the first comprehensive exam attempt. This will not count as a comprehensive exam attempt.

Final P4 Semester

1st, 2nd, or 3rd Attempt - The first attempt of the comprehensive exam will be scheduled within the first month of the 3rd semester of the learner’s P4 year (Typically January of the spring semester), and the second and third attempts will be scheduled towards the end of the same semester during the learner’s P4 year (typically between March and May of the Spring semester). The level of proficiency achieved must be **70 percent or greater**. If a learner scores below a 70 percent on any of the first three attempts, the learner must meet with a faculty member to discuss areas of weakness, strategies to improve and develop a plan of action to improve performance.

4th and 5th Attempt - If the learner does not pass the examination with **70 percent** or better during any of the first 3 attempts, the learner will not graduate on time and will be required (at their own expense) to enroll into the in-person Directed Individualized Study (DIS) program at the Main Campus, Peaden Campus or Distant Pharmacy Practice Center post-curriculum remediation course series which is inclusive of didactic coursework overseen and administered by the course director. This program should have standard operating procedures such as a syllabus and a developed curriculum to ensure consistency. After successful completion of the DIS course, the learner will be eligible to take the comprehensive exam within a pre-determined time frame.

Learners have a maximum of 5 attempts to pass the comprehensive exam.

In the rare circumstance that an extreme event arises such as a pandemic, severe illness, or injury during a learner’s academic career that within reasonable cause affected an individual’s performance, the learner may file an appeal to the Dean of the College or designee (with appropriate documentation and following the same guidelines outlined in the student handbook for excuses for illnesses but excluding the timeline requirements.) for approval to enroll at their own expense into the in-person DIS course at the Main Campus, Peaden Campus or Distant Pharmacy Practice Center post-curriculum remediation course series after failing the 5th attempt. An appeal submitted by email must have the term “appeal” in the subject line and the following individuals must be copied: Executive Associate Dean, and the Associate Dean for Student Affairs. Learners who are granted additional attempts must enroll at their own expense into the in-person DIS course at the main campus

or distant campus post-curriculum remediation course series which is inclusive of didactic coursework overseen and administered by the course director. After successful completion of the DIS course the learner will be eligible to take the comprehensive exam additional time(s) within a pre-determined time frame.

Review of Examinations

Learners should have ample opportunity to review their exams in a reasonable time after the graded exam has been returned. This should be done in a prescheduled, arranged format agreed upon between the learner and the instructor.

All requests for an examination review by the learner must occur within one (1) week after the exam has been taken and graded. [In case of Fall Semester when the holiday occurs immediately after exams, the review must take place prior to the first (1st) day of classes for spring semester.]

Introductory Pharmacy Practice Experience (IPPE)

The Introductory Pharmacy Practice Experience (IPPE) program at Florida A&M University was developed in response to the 2007 Accreditation Standards set forth by the Accreditation Council for Pharmacy Education (ACPE). Defined as pharmacy practice experiences offered in various environments during the early sequencing of the curriculum for the purposes of providing transitional experiential activities and active learning, IPPEs provide a continuum of education by instilling the philosophy of pharmaceutical care, facilitating and enhancing learner professionalism, increasing learner motivation for learning in the didactic curriculum, and promoting the self-learning process.

IPPE reviews the basic technical and distributive functions of pharmaceutical care, while providing learners the opportunity to expand their knowledge base, practice their skills and develop professional attitudes in an actual pharmacy setting. Integrating classroom knowledge with experiential training becomes the cornerstone of the learner's education, inculcating professionalism while ensuring competency in pharmaceutical care. These experiences will commence in the first professional year (P1) and culminate in the third professional year (P3).

A total of 300 experiential hours is required and a learner may not matriculate to the Advanced Pharmacy Practice Experience (APPE) without attaining the total amount of hours and successfully achieving the educational outcomes.

Advanced Pharmacy Practice Experience (APPE)

The Advanced Pharmacy Practice Experience (APPE) encompasses the clinical aspects of pharmacy practice. This portion of the experiential training provides an opportunity for active participation and in-depth professional experiences that enhance the acquisition of attitudes, skills, behaviors and judgment essential to facilitate the level of confidence, expertise and responsibility needed for independent and collaborative practice. Learners participate in this APPE during their last professional year. The overall experience is composed of seven (7) experiences and three (3) research months – of the seven (7) experiences, there are four (4) required and three (3) elective ones. Electives come from a wide range of opportunities, i.e.: managed care, nutritional support, home infusion, family medicine, surgery, anesthesiology, to name a few.

Each experience is approximately four weeks long with learners working a minimum of 40 hours per week. The learner's professional attitude, knowledge, skills and behaviors are evaluated by the preceptor who assigns the learner a letter grade for the experience. The learner likewise evaluates the preceptor and the site giving the CoPPS insight as to the caliber of instruction that our APPE learners are receiving. At the beginning of the APPE, each learner is assigned to a faculty advisor for his/her research. During the three (3) research months, the learners work specifically on their projects that are presented at various state and national meetings.

The Advanced Pharmacy Practice Experience consists of seven (7) clinical rotations, and three (3) months of research and seminar courses.

THE SEVEN ADVANCED PHARMACY PRACTICE EXPERIENCES:

General Medicine
Ambulatory Care
Advanced Hospital Pharmacy
Advanced Community Pharmacy
Elective Experience I
Elective Experience II
Elective Experience III
Seminar & Research Methods Lab I
Seminar & Research Methods Lab II
Seminar & Research Methods Lab III

*A total of 1680 experiential hours is required for graduation certification.

Career Fair

The College hosts an annual Career Fair during which time learners meet with pharmaceutical companies, retail drug establishments, hospital personnel, governmental agencies and similar representatives who are seeking to employ new graduates, offer summer experiences to current learners and provide training to interns entering the experiential phase of their education. Many entities offer scholarships to the learners chosen for such experiences. Learners should actively participate in the Annual Career Fair. Professional dress is required to interview with companies registered for the Career Fair.

LEARNER COMPLAINT POLICY AND PROCEDURE

INTRODUCTION

This policy outlines the administrative process through which learners may seek resolution of complaints during their enrollment at Florida A&M University (FAMU) in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health (CoPPS, IPH).

Section I defines the complaints threshold requirement and the eligibility to use these procedures.

Section II describes the informal pathways and the formal pathway for complaints.

Section III outlines the hearing process before the Professional Conduct Committee (PCC).

This policy provides learners with the procedure to seek redress (corrective action) for believed unfair, improper, or unfounded decisions or actions affecting them directly or their matriculation through the program. Furthermore, the policy affirms the learner's right to seek administrative relief in matters of fairness and equity as promptly as possible.

Retaliation. All learners have the right to address complaints without fear of coercion, harassment, intimidation or reprisal from faculty, staff, administrators, or other learners in the College. Therefore, no retaliation of any kind shall be taken against a learner who articulates a complaint.

False charges/allegations. It should also be completely understood that false charges or allegations made against another learner, faculty, or staff member will not be tolerated. If it is believed that a learner has brought forth false allegations, the matter will be referred to the University's Office of Student Conduct and Conflict Resolution for appropriate action.

Purpose

The purpose of the learner complaint policy is to ensure that learners enrolled in the FAMU CoPPS, IPH understand their right to have a structured process for resolving issues related to the execution of institutional policies. The following procedures apply only to cases involving a perceived impropriety.

SECTION I. Complaints - Definitions and Eligibility

Definition of a Complaint

A complaint is an oral or written claim by a learner who believes he or she has been wronged due to an improper action, unfair decision, or arbitrary treatment. A complaint is often resolved informally or through mediation, although resolution may be sought before the PCC under limited circumstances.

Eligibility

These procedures for complaints may only be used by learners regarding academic matters during their enrollment in the CoPPS, IPH and may not be used by applicants for admission.

Filing a Complaint

I. A complaint may be filed for actions resulting in:

- 1) unfair, inequitable, unprofessional treatment
- 2) classroom management style that impedes instruction and/or
- 3) improper application of College policies and/or procedures

II. A complaint may not be filed under this policy for actions resulting in:

- 1) discrimination
- 2) sexual harassment
- 3) violations of the Americans with Disabilities Act (ADA)
- 4) compliance complaints, and/or
- 5) other complaints or issues which fall under the rules and regulations of Federal, State, and local laws.

The Office of Student Affairs should be contacted for these issues and the matter will be referred to the appropriate University department.

Withdrawal or Resolution of Complaint

A learner may withdraw a complaint at any time in writing on the Resolution of Complaint Form.

SECTION II. Learner Complaint Process

Pathways for Complaints

The complaints process in CoPPS, IPH engages two pathways: 1) an informal pathway and 2) a formal pathway. It is preferred that resolution can be achieved in the informal pathway wherein misunderstandings and concerns could be resolved through productive discussions.

Definitions/Terminology

The basic terminology used for these processes include the following:

- **Complainant:** the author of a complaint.
- **Respondent:** the person against whom the complaint is filed against.
- **Professional Conduct Committee (PCC):** the designated body in the College that is responsible for receiving and potentially resolving learner complaints.
- **Investigating Officer:** the Associate Dean of Student Affairs or designee assigned to investigate a complaint.

- **Timeline:** the time frame for these procedures are working (business) days rather than calendar days. The timeline indicated at each step in the process shall be considered a maximum time, however every effort will be made to expedite the process before this maximum time is attained. The time frames set forth may be extended by the relevant officer in his or her discretion for good cause (e.g. illness, medical emergency, etc.).

STEP 1 - THE INFORMAL PATHWAY

The College encourages all parties to participate in good faith discussions and other activities that are designed to bring amicable resolution to the issue(s) giving rise to a complaint. Interactions between both parties should remain professional at all times and under all circumstances.

Prior to filing a formal written complaint as outlined in Step 2, learners are encouraged to first address their complaint informally with the party involved, and if a course, then with the course coordinator if necessary, as soon as possible, preferably within 10 business days. In the event there is concern by either party with meeting alone, the complainant or respondent may request that an academic advisor, the course coordinator, faculty, staff, or Division Director be present for the meeting.

If the issue is resolved, the course coordinator and/or faculty, staff, or administrator, the Associate Dean of Student Affairs or designee, and the learner should submit an “Informal” Resolution of Complaint Form to the Office of Student Affairs for filing in the learner’s records within 10 business days of resolution.

If there is no resolution after the initial meeting, the next step in the informal process is for the learner to meet with the faculty, staff, or administrator, and the appropriate Division Director. If the issue is resolved, the Division Director, the course coordinator and/or faculty, staff, or administrator, Associate Dean of Student Affairs or designee, and the learner should submit an “Informal” Resolution of Complaint Form to the Office of Student Affairs for filing in the learner’s records within 10 business days of resolution.

If no resolution is found, the learner should proceed to follow the formal pathway noted below.

STEP 2 - THE FORMAL PATHWAY VIA THE OFFICE OF STUDENT AFFAIRS

The following steps are required for the formal filing of a complaint:

1. The complainant (learner) should obtain a Learner Complaint Form from the CoPPS, IPH website or the Office of Student Affairs in the College and fill in the relevant information within 10 business days of final informal non-resolution and submit to the Office of Student Affairs electronically through the FAMU CoPPS, IPH website (insert website link here).
2. The Associate Dean of Student Affairs or designee (Investigating Officer) shall convene a meeting with the respondent (faculty, staff, or administrator), appropriate Division Director, and applicable learner advisor to assemble all relevant information to resolve the matter within 10 business days from submission of complaint by the complainant. A joint meeting with the parties may be held, if warranted. During this process, if the issue is resolved, an “Informal” Resolution of Complaint Form will be submitted to the Office of Student Affairs and placed into the learner’s records. If not resolved, the matter should be forwarded to the PCC for formal adjudication (hearing) by the Investigating Officer.
3. The Division Directors of fourth year professional Doctor of Pharmacy learners on rotations will forward unresolved matters directly to the PCC for formal hearing and will copy the Associate Dean of Student Affairs on all correspondences.

STEP 3 - PROFESSIONAL CONDUCT COMMITTEE (PCC) HEARING

The Investigating Officer shall consult with the PCC and forward all relevant documents to the PCC related to the specific complaint. Within 10 business days, the Chair of the PCC will notify the learner of the date and time for the formal hearing and will identify the specific complaint. This notification shall be sent via university email to the learner's most recent address of record on file in the Office of the Registrar.

HEARING GUIDELINES

1. The learner may inspect all information that will be presented at least three (3) business days before the disciplinary hearing.
2. The learner may present information on his/her own behalf during the hearing.
3. The faculty/staff/administrator will then present information during the hearing.
4. The learner may have an advisor of their choice at the hearing who is authorized to have access to the learner's academic files as designated on a properly executed FERPA form. The learner must provide notice of the attendance of such person at least 72 hours (3 business days) prior to the hearing. If no notice is given, the hearing will be rescheduled to allow proper notice of attendance by an outside party, if necessary. This allowance will not be abused.
5. An advisor is not allowed to
6. address the committee during the hearing and shall not be allowed to attend an initial meeting between the faculty member and/or administrator and the learner. He/she is not allowed to deliberate or delay the proceedings.
7. If the learner presents with legal counsel, official notice must be provided in writing to the University's General Counsel and the Office of Student Affairs of CoPPS, IPH at least three (3) business days before the disciplinary hearing. A copy of such notice must also be sent to the Office of the Provost by the learner.
8. After the committee hears all evidence, a resolution will be determined and communicated to the learner and their academic advisor within 10 business days.
 - a. A summary table is to be constructed by the committee and forwarded to the Dean, Executive Assistant to the Dean, and the Associate Dean of Academic Affairs by the PCC Chair. The summary table should include the following:
 - i. Learner Name/Campus
 - ii. Degree program
 - iii. Year
 - iv. The allegation
 - v. Committee ruling

COLLEGE APPEAL PROCESS The granting of an appeal is not automatic. A learner who wishes to appeal the decision rendered by the PCC must write a formal business letter to the Dean of the College outlining the reasons for and nature of the appeal. This letter must have a "Complaint Letter of Appeal" in the subject line and be delivered to the Dean of the College within 10 business days from the date of the PCC resolution letter. The PCC Committee Chairperson is to be copied on the message and letter.

The letter should include instructions about appealing to the Dean and the requirement of a business letter. In addition, the learner's academic advisor is to immediately contact the learner to ensure that he/she knows of the components of a business letter (see Appendix G).

No person may hear or decide an appeal if they conducted or participated in the proceeding being reviewed on appeal. Deference is given to the original hearing body's outcome; thus, the burden is on the learner filing an appeal to demonstrate cause to alter the decision of the hearing body.

The written appeal must specify the reason(s) why consideration should be granted and are limited to the following:

- vi. The learner's due process rights, as outlined in University Regulation 2.013, were violated in the conduct proceeding;
- vii. New information exists that was not known to the learner and could not have been known or discovered at the time of the original proceeding and which would have substantially affected the outcome of the proceeding. This does not include statements from an individual or learner who did not appear for a proceeding;
- viii. The information presented during the proceeding does not support the decision; or
- viiii. The sanction(s) imposed is not commensurate with the violation(s), with consideration given to any aggravating and mitigating circumstances.

The Dean of the College may uphold the decision and/or sanction(s); modify the decision and/or sanction(s); remand the case to the original hearing body for reconsideration of the decision and/or sanction(s) subject to any instructions, or remand the case for a new hearing.

The Dean will respond to a letter of appeal to acknowledge receipt and schedule an appeal meeting within ten (10) business days. Upon receipt of the appeal, the PCC Chair is to send to the dean all information used in its hearing. Scheduling occurs only after the receipt of an appeal in the form of a business letter with an acceptable basis for the appeal. The following factors will determine the scheduling of learners:

1. Order of committee ruling.
2. The proximity of APPE or NAPLEX examination – this is a compelling factor that will shift a learner ahead of others.
3. Date and time of appeal submission.
4. Should a hearing be scheduled for a learner becomes affected by legitimate factors such as graduation certification and matriculation, the Dean may then schedule another learner whose case is ready to be heard.

The final decision concerning the decanal appeal shall be communicated to the learner, Executive Associate Dean, Associate Dean, Academic Affairs, Associate Dean of Student Affairs, and professor/instructor involved within 10 business days of the scheduled meeting with the Dean.

PROFESSIONAL CONDUCT COMMITTEE RESPONSIBILITIES

5. Conduct hearing after reviewing the documentation
6. Call and question witnesses
7. Render decisions on complaint allegations
8. File Hearing Resolution form with the Office of Student affairs

The College reserves the right to modify or make exceptions to this policy and apply any such modification, or exception applicable to any learner without regard to the date of application, admission, or enrollment. This policy is neither a contract nor an offer to enter into a contract. Each learner is responsible for knowledge of the College's policies as well as for changes promulgated by the College as addenda to this Policy. This policy supersedes all previous versions of this Policy. Any changes made in the College's Learner Handbook or University's Honor Code will automatically be incorporated into this policy.

Policy and Procedure Review and Revision History

Creation Date:

Reviewed Date:
Revised Date:
Approval Date:
Effective Date:

APPENDIX A: RECORD OF LEARNER COMPLAINTS

Accreditation Council for Pharmacy Education (ACPE) Standard 15.2

Accreditation Council for Pharmacy Education (ACPE) is the national agency for the accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education.

The colleges and schools of pharmacy have an obligation to respond to any written complaints by learners lodged against the college or school of pharmacy, or the pharmacy program that are related to the standards and the policies and procedures of ACPE. The college or school of pharmacy shall establish, implement, and maintain a learner complaint procedure that affords the complainant fundamental procedural due process. The college or school of pharmacy should communicate the complaint policy to learners. The college or school of pharmacy, or the pharmacy program, shall maintain a file that contains the written complaint, a written record of each step of the complaint procedure, and the outcome, except as otherwise prohibited by state or federal law. The files shall be made available for inspection to ACPE at on-site evaluations or otherwise at ACPE's written request. The findings of this inspection, and the resulting implications(s) to the accreditation of the professional program, shall be noted in the Evaluation Team Report.

Complaints relative to ACPE standards will be handled using the grievance procedures of the College. ACPE has an obligation to assure itself that any institution which seeks or holds a pre-accreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. Complaints from other institutions, learners, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint.

The Executive Director shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including learner complaints received or made available, is kept for consideration on file at the Council office. Such record of complaint is considered during scheduled evaluations, or a special evaluation, as the case may require.

The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to learners or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notifying the institution and opportunity for institutional response, ACPE finds an institution has engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

- a. request that the institution show cause, within a stated time period, why adverse action should not be taken,
or
- b. in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing

pre-accreditation or accreditation status.

A complaint against a college or a school of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director. Under existing practices, when a complaint is received, it is submitted to the college or school affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the school or college, and the matter is treated as resolved.

Anonymous complaints pertaining to accreditation matters are retained and may or may not be forwarded to the school or college involved, depending on circumstances, and the severity of the complaint. This decision is made by the Executive Director. Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature, charging egregious conduct that may warrant adverse action by the Council, or involves an interpretation which the Executive Director believes should be made by the Council, the complaint will be submitted to the Council for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs (a) and (b) above.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, learner, faculty or third party in respect to the application of ACPE's standards, policies, and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months.

COMPLAINTS

To file a complaint with the ACPE, email:

csinfo@acpe-accredit.org (regarding a professional degree program)

ceinfo@acpe-accredit.org (regarding a continuing education provider)

In addition, you may also contact ACPE at:

135 S. LaSalle Street

Suite 4100

Chicago, IL 60603-4810

Phone: (312) 664-3575

Fax: (312) 664-4652

info@acpe-accredit.org

Record of Student Complaints Available to ACPE Accreditation Council for Pharmacy Education (ACPE)

Accreditation Council for Pharmacy Education (ACPE) is the national agency for the accreditation of professional degree programs in pharmacy and providers of continuing pharmacy education.

The colleges and schools of pharmacy have an obligation to respond to any written complaints by learners lodged against the college or school of pharmacy, or the pharmacy program that are related to the standards and the policies and procedures of

ACPE. The college or school of pharmacy shall establish, implement and maintain a learner complaint procedure that affords the complainant fundamental procedural due process. The college or school of pharmacy should communicate the complaint policy to learners. The college or school of pharmacy, or the pharmacy program, shall maintain a file that contains the written complaint, a written record of each step of the complaint procedure and the outcome, except as otherwise prohibited by state or federal law. The files shall be made available for inspection to ACPE at on-site evaluations or otherwise at ACPE's written request. The findings of this inspection, and the resulting implications(s) to the accreditation of the professional program, shall be noted in the Evaluation Team Report.

Complaints related to ACPE standards will be handled using the grievance procedures of the College.

COMPLAINTS

ACPE has an obligation to assure itself that any institution which seeks or holds a preaccreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. Complaints from other institutions, learners, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint.

The Executive Director shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including learner complaints received or made available, is kept for consideration on file at the Council office. Such record of complaint is considered during scheduled evaluations, or aspecial evaluation, as the case may require.

The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to learners or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notifying the institution and opportunity for institutional response, ACPE finds an institutionhas engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

- a. request that the institution show cause, within a stated time period, why adverse action should not be taken.
- b. in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing pre-accreditation or accreditation status.

A complaint against a college or a school of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director. Under existing practices, when a complaint is received, it is submitted to the college or school affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the school or college, and the matter is treated as resolved.

Anonymous complaints pertaining to accreditation matters are retained and, depending on circumstances, may or may not be forwarded to the school or college involved, depending somewhat on the severity of the complaint. This decision is made by the Executive Director. Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature charging egregious conduct that may warrant adverse action by the Council, or involves an interpretation which the Executive Director believes should be made by the Council, the complaint will be submitted to the Council for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs (a) and (b) above.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, learner, faculty or third party in respect to the application of ACPE's standards, policies and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months.

To file a complaint with the ACPE, please email:

csinfo@acpe-accredit.org (regarding a professional degree program)

csinfo@acpe-accredit.org (regarding a continuing education provider)

In addition, you may also contact ACPE at:

135 S. LaSalle Street
Suite 4100
Chicago, IL 60603-4810

Phone: (312) 664-3575

Fax: (312) 664-4652

info@acpe-accredit.org

Amendment of Complaint Procedures

These procedures may be amended at any time by majority vote of the faculty for the FAMU CoPPS, IPH. Any amendments must be published and distributed before becoming effective, and may not be applied to the prejudice of any party.

Community Outreach and Service Learning Program

Program Overview

The College's Community Outreach and Service Learning Program (COSL) serves to coordinate the outreach and service learning activities for learners in the College's COSL. The Program Office is the administrative entity to refer, approve, coordinate, record and certify satisfaction of the community service requirement for graduation.

What is Service Learning?

It is a teaching method that combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-Learning programs involve learners in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.

Guidelines and Requirements

1. All upper-level (1st, 2nd, 3rd, 4th professional Year) PharmD candidates are required to complete the program.
2. 200 hours of community service are required to satisfy the graduation requirements. All hours must be completed by the end of the semester prior to graduation. Completed hours will be posted to transcripts by the Office of Student Activities.
3. For each semester, a Rattler Record form must be completed with the community service hours performed for that current semester. Community service must be completed during the current term.

4. Sites for the community service will be identified. The Community Service Directory will serve as a guide in identifying these sites. ***All community service must be approved by the Community Outreach and Service Learning (COSL) Program Coordinator prior to volunteering.***
5. Service hours rendered in sites outside Leon County or surrounding areas must be accompanied by a letter from the agency on their letterhead.
6. Rattler Records must be submitted to the Office of Student Affairs on the Wednesday before final exams of each semester.
7. Approved community service can be completed during vacation breaks, holidays, weekends or any other convenient time. It is the learner's responsibility to document all time served with signatures by the supervisor at the agency/organization on their letterhead.

Service Activities to be considered:

- ❖ Service at a not-for-profit agency (e.g. Boys and Girls Clubs, Habitat for Humanity, Big Brother, Big Sisters of America)
- ❖ Service at a for profit organization whose mission involves meetings and/or social service needs of the community (e.g. nursing homes and hospitals)
- ❖ Church-sponsored services where the goal is meeting secular needs only (e.g. church soup kitchen)
- ❖ Government-sponsored services at the federal, state and local level (e.g. county school programs, health clinics)
- ❖ Independent services projects in areas where human needs exist. Special documentation and prior approval required for such programs and projects
- ❖ The coordination of activities with direct interaction with a not-for-profit beneficiary (e.g. United Way, Urban League, Habitat for Humanity)
- ❖ Services performed as a part of a university course requirement that meets the preceding guidelines
- ❖ Services performed as a part of a university special event (e.g. homecoming, career fair, sporting events, health fair, seminars, symposium, recruitment fair)
- ❖ Service for a University fraternity, sorority, club and organization that you hold membership in

Service Activities NOT to be considered:

- ❖ Service at any organization where you obtain a wage or stipend (exception: scholarship)
- ❖ Service in political organizations and campaigns
- ❖ Fundraising activities, donations

Independent services, programs and projects not meeting University approval.

Immunizations, Background Checks, and Drug Screening

As a pre-requisite of participation in the various clinical clerkships and/or internship programs, many agencies require criminal backgrounds checks, drug test and/or documented proof of immunizations for DPT, PPD, and Hepatitis B, Hepatitis C and/or other tests. Learners will be responsible for all costs associated with these tests. Therefore, learners are requested to obtain additional information relative to these requirements at least two (2) months prior to scheduled participation from the Office of Supervised Professional Experience Program. Professional pharmacy learners are required to pay \$155.00 to cover the cost of the background check during their first professional year and fourth professional year.

Florida Agricultural & Mechanical University Board of Trustees Policy	
Board of Trustees Policy Number: 2008- ____	Date of Adoption/Revision: August 12, 2008

Subject	Student Fingerprinting, Background Screenings and Drug Screenings														
Authority	Affiliation Agreements and/or Academic Program Requirements														
Applicability	FAMU students participating in clinical activities related to an academic program.														
Purpose	This policy governs student fingerprinting, background screenings and drug screenings that are required by academic programs and/or affiliation agreements and is applicable to undergraduate and graduate students. It also provides a means for academic programs to provide screenings through select vendors.														
Policy	<p>Students admitted to the academic programs or participating in field experiences as a part of their educational program listed below are required to undergo fingerprinting, background screenings, and/or drug screenings prior to participating in required clinical experiences:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Cardiopulmonary Science</td> <td style="width: 50%;">Occupational Health</td> </tr> <tr> <td>Criminal Justice and Sociology</td> <td>Pharmacy & Pharmaceutical Sciences</td> </tr> <tr> <td>Education</td> <td>Physical Therapy</td> </tr> <tr> <td>Health Care Management</td> <td>Psychology</td> </tr> <tr> <td>Health Information Management</td> <td>Social Work</td> </tr> <tr> <td>Health Sciences</td> <td></td> </tr> <tr> <td>Nursing</td> <td></td> </tr> </table> <p>Information revealed in the background screening may preclude students from participating in the clinical requirements/experience of the program, thus making them ineligible to fulfill the degree requirements and jeopardize sitting for required post-graduate licensure examinations.</p>	Cardiopulmonary Science	Occupational Health	Criminal Justice and Sociology	Pharmacy & Pharmaceutical Sciences	Education	Physical Therapy	Health Care Management	Psychology	Health Information Management	Social Work	Health Sciences		Nursing	
Cardiopulmonary Science	Occupational Health														
Criminal Justice and Sociology	Pharmacy & Pharmaceutical Sciences														
Education	Physical Therapy														
Health Care Management	Psychology														
Health Information Management	Social Work														
Health Sciences															
Nursing															
Terminology	<p>The terms “clinical or field experience” include internships, practice experiences, clinical education/experience, clinical process, management affiliation, professional development, administrative and practice residencies, clerkships, clinical rotations, field practicum, clinical practicum, and other types of experiential learning.</p> <p>The term “affiliation agreement” includes memoranda of understandings, memoranda of agreement, and any other agreement between the University and an agency which establishes a clinical experience for students.</p>														

Rationale	Fingerprinting, background screenings, and drug screenings “are required” by the University to comply with affiliation agreements with various agencies. The University enters into such agreements with agencies to provide students with practical clinical experiences. The agencies may compel students to undergo the screenings prior to beginning a clinical experience because of mandates from its accrediting bodies, licensing agencies, pertinent laws, and rules. Certain agencies may require the identification of any violation of law during the clinical.
Scope	<p>Each academic program will include in its student program handbook, course syllabi and on its website, the types of screening that are required. The screenings may include the following:</p> <p>Fingerprinting</p> <p>Criminal background screenings may include:</p> <ul style="list-style-type: none"> • National Crime Information Center (NCIC) • Federal Bureau of Investigation – Fingerprint • Criminal Justice Information Services • Florida – Statewide criminal records search • Leon County – Criminal records search • Conviction information for all criminal offenses (felonies and misdemeanors) committed as a juvenile and as an adult • Sex offender registry • All types of adjudications <p>Drug Screenings:</p> <ul style="list-style-type: none"> • May include, but is not limited to a ten (10) panel screening <p>Other Screenings:</p> <ul style="list-style-type: none"> • Driving Records • Credit Reports
Timing	<p>Fingerprinting, background screenings, and/or drug screenings may be conducted prior to or during a clinical experience. Specific requirements may be included in affiliation agreements. Students will be notified of screening requirement as soon as is practicable. Students must submit to and satisfactorily complete required fingerprinting and screenings within the time-frame provided by the program area. Students that fail to submit to fingerprinting, background screenings, and/or drug screening will not be allowed to participate in the clinical or progress academically if the screening is satisfactorily completed.</p> <p>Students must undergo fingerprinting, background screenings, and/or drug screenings at the following points of their matriculation:</p> <p>Pharmacy: Beginning of their first professional year or at any other time that may be required by the CoPPS, IPH and/or an affiliation agreement.</p> <p>Nursing: After admission to the nursing program or at any other time required by an affiliation agreement.</p>
Timing	<p>Allied Health Sciences: At the beginning of the first semester of their first professional year in the program or at any other time that may be required by programs in the School of Allied Health Sciences and/or an affiliated agency.</p> <p>Education: Prior to enrolling in courses with clinical components. Students are required to self-disclose when applying to the professional teacher education program.</p>

	<p>Criminal Justice and Sociology: Prior to enrolling in the internship course and completing the field work requirements.</p> <p>Social Work: After admission to the Social Work program and at any other time required by an affiliation agreement.</p>
Costs	Students will pay for all fingerprinting, background screenings, and/or drug screenings, unless the costs are paid by the affiliated agency.
Identification Of Vendors	Florida A&M University will designate, through a competitive solicitation process, a list of companies that meet the requirements of the programs and any affiliation agreements.
Duty to Report	Students affected by this policy have a continuing duty to report any updates to their criminal records, after their criminal history has been reported to the University.
Significant Findings	<p>Students may request the vendor to verify the accuracy of their background and/or drug screening report. Following verification, the report will be submitted to the clinical site for the site to determine the suitability of the student to participate in the clinical experience. In the event a facility does not accept a student, the University will make reasonable efforts to locate an alternative placement. (Students may be required to update background and drug screenings to participate in clinical experiences.)</p> <p>Students with a positive drug screening will not be allowed to participate in the clinical experience and may be subjected to disciplinary action, up to dismissal from the University.</p> <p>Students' ability to progress through the professional program and eligibility to sit for licensure exams may be affected by an adverse background and/or drug screening.</p> <p>In addition to the above, the individual programs have the following specific requirements:</p> <p>Pharmacy: The student may be required to appear before the Board of Pharmacy in the event any convictions are revealed. Each incident will be dealt with on a case-by-case basis.</p> <p>Nursing: A student's ability to participate in the clinical experience is dictated by the affiliation agreement. Students with adverse background and/or drug screenings may not be allowed to complete the clinical requirements of the program, thus making them ineligible to meet the graduate requirements. Each instance will be dealt with on a case-by-case basis.</p> <p>Allied Health Sciences: The student may not be able to matriculate academically in the professional program until the criminal background and drug screenings are cleared. Each incident will be dealt with on a case-by-case basis.</p>

Significant Findings	<p>Education: Upon self-disclosure of adverse criminal background, students will be referred to the Florida Department of Education, Bureau of Professional Practice Services. There the students' backgrounds will be reviewed and a suggestion made regarding whether the student would have problems becoming certified to teach in the public schools. If significant, the student will be provided academic counseling by the College of Education to assist them in selecting a different major.</p> <p>Criminal Justice and Sociology: Students with criminal backgrounds will be counseled regarding the limited likelihood of employability in the criminal justice field.</p>
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	<p>Social Work: Students with criminal backgrounds will be advised as to the potential limitations in field placement options, employment and professional licensure.</p>
<p>Record Keeping</p>	<p>The report and information generated from fingerprinting, background screenings, and/or drug screenings are confidential and will only be provided to and reviewed by designated University officials, the affiliation site coordinator, and the student. The Family Educational Rights and Privacy Act (FERPA) requires that faculty and preceptors not have access to these records, as it may unduly influence how they evaluate a student's performance.</p> <p>Reports from fingerprinting, background screenings and/or drug screening will be maintained in a locked file until the student graduates or is no longer enrolled in the academic program. These reports must be kept separate from the students' educational records.</p>
<p>Falsification of Information, Failure to Disclose</p>	<p>Students that provide false information and/or fail to disclose criminal history may not be allowed to participate in the clinical experience and may be subject to appropriate disciplinary action.</p>
<p>Refusal to Submit to Screening</p>	<p>Students that fail to submit to the fingerprinting, background screening and/or drug screenings will not be allowed to participate in any clinical activities and may be subject to disciplinary action, as appropriate.</p>
<p>Students' Rights</p>	<p>Students shall have the right to review any information that is revealed through the fingerprinting, background screenings, and/or drug screenings, as permitted by law and in accordance with all applicable procedures. Students may provide additional documentation to explain or correct inaccurate information.</p> <p>Prior to making any decision that is based upon the background screening, the student will obtain a copy of or access to the report directly from the company, as provided above. The students will also be provided contact information for the company that issued the report.</p>

Science Research Center Library Resources and Services

We welcome you to a brief or extended educational encounter in the College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health Library. Our motto is to provide quality library services with care and efficiency.

The library provides for the specialist research materials and assistance supportive of Pharmacy, Nursing, Allied Health Services, Environmental Science, Computer Sciences, and Physics Education.

The College's Library is housed in the Frederick S. Humphries Science Research Center, 309 West Pershing Street | Suite 401, Tallahassee, FL 32301 | (850) 599-3393. A team of library professionals and assistants are available to assist you in your quest for information. Traditional as well as non-traditional services are available.

Multidisciplinary Collection -The Science Research Center Library maintains a library collection reflecting the multidisciplinary and dynamic nature of current research interests and course offerings within the sciences. The collection consists of cataloged books and journals including: toxicology and occupational health and safety reference works and standards. Other relevant books and materials including government documents are housed in Coleman, the main campus library.

Collection Indexed Online in FAMU Libraries ENDECA Catalog - Most of the library collection is available for circulation, part of which is searchable on the FAMU Libraries online catalog. SRC Library's computer workstations provide access to the FAMU Libraries' catalog and many databases, including Pub Med, TOXNET, Web of Science and other online resources.

Rattler Card Is Key to Remote Access - Off-campus access to these databases is restricted to FAMU learners, staff and faculty.

Professional Librarian Assistance - is available to help with reference questions, library research methods, literature searching, and general information needs for its specialist users:

- The librarian and staff will address any reference questions you might have, such as: "Where can I find information on...?", "How do I use this online database?", "Can I find this information on the Web?", "What is the best source for...?", "What is the standard citation format for my thesis?", "How can I get works not available on campus?", "Where do I begin?".
- We can assist with locating information, interlibrary loan requests, citation confirmations for purchasing or publication, creating bibliographies, etc. Please contact the librarian with your questions.
- Appointments are recommended for prolonged research or reference assistance.

A study room is available - Small groups can reserve the room by completing a form and presenting Rattler Cards at the circulation desk.

Suggestion Box Monitors User Needs and Concerns - Submit at the circulation desk any questions, comments, ideas, or purchasing suggestions for the librarian.

Specialist pharmacy books and basic textbooks are available in the reference and reserve collections to be used in the library. Other books, including books from the pharmaceutical field are available in a circulation collection for loan periods up to 21 days. A periodical collection of approximately 500 journal titles, eight indexes and four newspapers are also available to be used in the library.

Automated Circulated System of Pharmacy materials with a loan period of 21 days.

Reserve collection of books and classroom study materials for use in the library only.

Customized Reference Service – Help in locating and using materials in the pharmacy library and making referrals to other libraries as needed.

Information Literacy Instruction – Including tours of the library and orientation to its automated systems.

Book Security System:

1. To remind learners who may have forgotten to check out materials at the circulation desk.
2. To remind learners who may have library materials that do not leave the library; such as reference books, reserve books, and periodicals.

Coin Operated Photocopier, computer printer and Microfilm Reader Printer – For convenience in duplicating needed materials.

Learners and users are expected to preserve a library climate that is attractive, clean, and quiet, because such surroundings are conducive to serious concentrated study and research. To promote such an atmosphere, these rules are imposed on the library users:

To promote such an atmosphere, these rules are imposed on the library users:

1. Noise control, especially social communication
2. No eating and drinking
3. No smoking

Otherwise, learners are encouraged to make full use of the facilities anytime during the library hours. Hours of operation are posted at the Pharmacy Library Entrance. For more information regarding library hours, please call (850) 599-3393.

The SRC Library is located: Science Research Center
Frederick S. Humphries Building
Fourth Floor, Rooms 401-502,
309 Pershing Street, Tallahassee, Florida 32307

All FAMU Library users have access to a simple-to-use, web-based catalog they can access by typing in the Internet browser: ***www.famu.edu***. It is searchable by title, author or keyword. Borrowers should bring the title, author and call number of any items wanted for a loan. Loans are for four weeks and are renewable by request.

Library Hours are subject to vary during holidays and special occasion:

College and University Contacts

Purpose	Contact	Phone
Academic Policy	Dr. Debora Taylor	(850) 599-3016
Admissions	Dr. Debora Taylor	(850) 599-3016
Academic Advisement Office of Student Affairs Advisors	Tallahassee Anthony Norton -Pre pharmacy Akilah Jackson – Pre-pharmacy Dr. Tera Waldo –PharmD Jonathan Audu – PharmD Crestview Ms. Patricia Lamb- PharmD	(850) 599-3016 (850) 689-7871
Advance Pharmacy Practice Experience Programs (APPE)	Dr. Darice Richard-Mitchell	(850) 412-7373
Cancellation of Registration	Office of Student Affairs	(850) 599-3016
Career Fair	Dr. James Moran	(850) 599-3827
Change of Major	Office of Student Affairs (Advisor)	(850) 599-3016
Clinical Programs	Dr. Jocelyn Spates	(850) 599-3344
Community Service Requirements	Dr. Debora Taylor	(850) 599-3016
Dissertation Information	Dr. Bryan Lewis	(850) 599-3301
Excused Absences	Office of Student Affairs (Advisor)	(850) 599-3016
Financial Aid	FAMU Financial Aid Office	(850) 599-3115
Florida Board of Pharmacy	Mr. Michael Jackson	(850) 222-2400
Graduate Programs	Dr. Bryan Lewis	(850) 599-3301
Graduation Certification	Dr. Debora Taylor, Dr. Tera Waldo	(850) 599-3016
Graduation Procedures	Dr. Debora Taylor, Dr. Tera Waldo	(850) 599-3016
Grievances	Office of Student Affairs	(850) 599-3016
Honors (Academic)	Dr. Emma Dawson	(850) 599-3540
Institute of Public Health	Dr. Cynthia M. Harris	(850) 599-3254
Internship Programs	Dr. Darice Richard-Mitchell	(850) 412-7373
Introductory Pharmacy Practice Experience (IPPE)	Dr. Darice Richard-Mitchell	(850) 599-3636
Jacksonville Instructional Sites	Dr. Frank Emanuel	(904) 391-3901
Davie Instructional Sites	Dr. Nathan Eraikhuemen	(305) 325-2675
Residency Status	University Registrar's Office	(850) 599-3115
Re-Admission	Office of Student Affairs	(850) 599-3016
Recruitment	Office of Student Affairs	(850) 599-3016
Retention and Academic Support/Tutorial Services	Dr. Debora Taylor	(850) 599-3016
Sexual Harassment Reports	Ms. Carrie Gavin	(850) 599-3301
Student Activities and Organizations	Office of Student Affairs	(850) 599-3016
Tampa Instructional Sites	Dr. Lillian Smith-Flakes	(813) 975-6500
Total Semester/University Withdrawal	University Registrar's Office	(850) 599-3145
Transfer Credits	University Registrar's Office	(850) 599-3115
University Academic Appeals	Office of Student Affairs	(850) 599-3016

Resources for Academic Success

Financial Aid: The mission of the Office of Financial Aid is to provide access to financial resources in a fair, sensitive and confidential manner; to inform and educate learner and their families about their financial options; and, to continually improve our services so that learners may take full advantage of their educational opportunities.

Office of the Registrar: The specific responsibilities of the office are to collect and maintain academic information; conduct registration for regular degree-seeking and non-degree seeking learners, and continuing education learners; process requests for veteran benefits; process the graduation of degree-seeking learners; process change of grades and acceptance of transfer credits; prepare and distribute transcripts; maintain accurate academic, historical, biographical, and directory information; provide information and data for use and review by college deans, planning directors, vice presidents, the President, the Board of Governors, U.S. Department of Education, and other authorized personnel and agencies.

Center for Academic Retention and Enhancement (CARE): The Center for Academic Retention and Enhancement (C.A.R.E.) promotes the academic success of pharmacy learners by providing a comprehensive array of academic enhancement services and activities. CARE will provide academic support to the learners in the Pre-Professional and Professional programs. Courses with a history of difficulty will be given special consideration for tutoring services. Learners located at distance sites, such as Crestview, will gain access to CARE service through telecommunication as well as through the utilization of peer tutors. Utilization of the CARE program will enhance academic success as learners matriculate into upper division courses and progress toward graduation. If you have any questions please contact: Debora Taylor, 358 New Pharmacy Building/850-599-3016.

Pharmacy Computer Lab: The Computer laboratory located on the second floor of the New Pharmacy Building provides Internet access and printing services through its 98 computers that are equipped with the latest software that enables word processing, creating presentations, etc. Contact: Vince Lanh, 200 New Pharmacy Building/850-412-7493.

Math Lab: The Math Lab is located in Jackson Davis Hall, rooms 105 and 106 and is funded by Title III. It is open to all Florida A&M University learners. Free tutoring is provided for all 1000 and 2000 level general mathematics courses which include MGF 1106 Liberal Arts Math I, MGF 1107 Liberal Arts Math II, STA 2023 Statistics, MAC 1105 College Algebra, MAC 1114 Algebraic and Trigonometric Functions, MAC 1147 Pre-Calculus, MAC 2233 Business Calculus, MAC 2311 Calculus I, MAC 2312 Calculus II, and MAC 2313 Calculus III. Contact: 850-599-3755/2560.

Information Technology: The Division of Enterprise Information Technology (EIT) provides technological support services for the campus community. EIT makes learner life on Florida A&M University's (FAMU) campus easier with user friendly and innovative technology. EIT's interaction with learners begins early during the admissions process when they receive their FAMNetID. A learner's FAMNetID is the username they will use throughout their entire learner and alumni experience at FAMU. Learners use their FAMNetID to access four major systems: FAMMail, iRattler, FAMU Wireless Internet, and theHILL. 850-412-4357

Library Services: The mission of the Florida A&M University Libraries is to provide information, technology, resources and services to our users whether on campus or across the globe. These services and resources will be provided in such a way that we positively meet and exceed all expectations. Virtual

Ask-A-Librarian library assistance and further information about library services are available through the library website: <http://www.famu.edu/library>. Contact: **850-599-3330**/1500 S. Martin Luther King Blvd.

Office of Counseling Services: The mission of the Office of Counseling Services is to increase learners' academic success, self-awareness, and knowledge of potential growth and challenges of collegiate experiences through outreach, counseling, consultation, and crisis intervention. The Office of Counseling Services exemplifies, and seeks to foster within those whom they serve the following values: courage, diversity, ethics, excellence, respect, scholarship, and service.

All services offered by the Office of Counseling Services are free, and learners may have up to twelve counseling sessions per semester. The office is located in Sunshine Manor. Learners may also access our online services at www.famu.edu/counseling . For more information, contact the office at **(850) 599-3145**.

Student Health Services: FAMU Student Health Services (SHS) is an outpatient primary care clinic that provides services to currently enrolled FAMU learners. Learners are assessed a health fee that is included with tuition each semester that allows unlimited office visits and reduced costs for procedures, specialty services, lab tests and pharmaceuticals. SHS is staffed with Florida licensed physicians, advance registered nurse practitioners and other health care professionals to provide high quality, convenient, and affordable services. Location: Foote-Hilyer Administration Center Monday – Friday, 8:00 a.m. – 4:30 p.m. Closed Saturday, Sunday and university holidays **850-599-3777**.

Judicial Affairs: It is the desire of the Office of Student Judicial Affairs to work collaboratively with the Florida A&M University community to create a safe and secure scholarly atmosphere, where academic and personal pursuits are achieved through interpersonal care and respect for the academic mission of Florida A&M University. The office is located at 101 H. Manning Efferson Student Union Building/ **(850) 599-3541**.

Center for Disability Access and Resources: Welcome to the homepage of the Center for Disability Access and Resources (CeDAR) at Florida A & M University. The CeDAR provides comprehensive services and accommodations to FAMU learners with disabilities. As an advocate for learners with disabilities, the CeDAR collaborates with faculty, staff, and community partners to provide accommodations for the unique needs of learners both in and out of the classroom. The office is located at 667 Ardelia Court/(850) 599-3180.

Public Safety Department: The Florida A&M University Department of Public Safety (FAMU DPS), as its name implies, is at the forefront in providing a safe and secure environment to proactively enhance the spirit and ambiance of the campus community. The support services provided by the Department of Public Safety are an inclusive endeavor designed to assist in promoting the goals and objectives of the University.

FAMU DPS Headquarters is located in the Plant Operations Building at 2400 Wahnish Way, and is operational 24 hours a day, 365 days a year. The full-service law enforcement agency is comprised of the police and parking services to more efficiently serve the university community. To place a call for service, or to report criminal activity, individuals should call **850-599-3256** where a police communications operator will provide assistance.

Doctor of Pharmacy –Professional Curriculum

FAMU COPPS Doctor of Pharmacy Curriculum

Professional Curriculum (BEGINNING GRADUATING CLASS OF 2021)

Semester 1:

COURSES (FALL SEMESTER)	SEM HRS
PHA 3567 Disease States I: Pathophysiology I-Altered Health States and Organ Systems	4
PHA 3102 Drug Delivery I: Physical Pharmacy	3
PHA 3102L Drug Delivery I Skills Lab: Calculations	1
PHA 3015 Integrated Science I: Clinical Biochemistry and Nutrition	4
PHA 3003 Pharmaceutical Science I: Foundations of Medicinal Chemistry and Pharmacology	3
PHA 3003L Pharmaceutical Science I Skills Lab	1
PHA 3013L Professional Pharmacy Practice I: Introduction to Comprehensive Professionalism	1
PHA 3030 Social, Administrative and Behavioral Sciences I: US Healthcare Systems and Policy	1
PHA 3884 Pharmacy Forum and Colloquium V	0
Total Semester Hours	18

Semester 2:

COURSES (SPRING SEMESTER)	SEM HRS
PHA 3568 Disease States II: Organ Systems	3
PHA 3106 Drug Delivery II – Dose Forms and Drug Delivery	3
PHA 3106L Drug Delivery II Skills Lab Compounding	1
PHA 3016 Integrated Science II: Medical Microbiology and Principles of Immunology	3
PHA 3010 Pharmaceutical Science II: Basic Pharmacology	3
PHA 3010L Pharmaceutical Science II Skills Lab	1
PHA 3014 Professional Pharmacy Practice II: Comprehensive Professionalism	2
PHA 3031 Social, Administrative and Behavioral Sciences II: Biostatistics	2
PHA 3885 Pharmacy Forum and Colloquium VI	0
Total Semester Hours	18

COURSES	SEM HRS
IPPE I (Summer Experience) (160 hours)	0

Semester 3:

COURSES (FALL SEMESTER)	SEM HRS
PHA 4569 Disease States III: Immunology and Infectious Diseases	3
PHA 4107 Drug Delivery III: Biopharmaceutics and Biotechnology	3
PHA 4107L Drug Delivery III Skills Lab: Advanced Calculations	1
PHA 4018 Integrated Science III: Patient Safety & Toxicology	3
PHA 4019 Pharmaceutical Science III: Advanced Pharmacology and Therapeutics	3
PHA 4019L Pharmaceutical Science III Skills Lab	1
PHA 4240 Professional Pharmacy Practice III: Healthcare Information Retrieval and Informatics	2
PHA 4035 Social, Administrative and Behavioral Sciences III: Health Care Delivery and Behavior	2
PHA 4886 Pharmacy Forum and Colloquium VII	0
Total Semester Hours	18

Semester 4:

COURSES (SPRING SEMESTER)	SEM HRS
PHA 4615 Patient Care I: Introduction to Patient Care Process	4
PHA 4615L Patient Care I Skills Lab	1
PHA 4132 Professional Pharmacy Practice IV: Therapeutic Drug Monitoring and Personalized Medicine	3
PHA 4742C Patient Counseling, Advocacy and Education with Laboratory	2
HSC 4090 Interprofessional Education I: Patient Assessment	3
PHA 4036 Population Based Care I: Health Promotion, Wellness and Clinical Research Methods	2
PHA 4769 Self Care & Therapeutics	2
PHA 4887 Pharmacy Forum and Colloquium VIII	0
Total Semester Hours	17

COURSES	SEM HRS
IPPE II (Summer Experience) (160 hours)	0

Semester 5:

COURSES (FALL SEMESTER)	SEM HRS
PHA 5631 Patient Care II: Clinical Reasoning in Pharmacotherapy	4
PHA 5631L Patient Care II Skills Lab	1
PHA 5103 Principles of Medication Dispensing and Compounding	2
PHA 5103L Principles of Medication Dispensing and Compounding Lab	1
PHA 5230 Pharmacy Law, Compliance and Regulatory Affairs	2
HSC 5091 Interprofessional Education II: Public Health, Global Health, Surveillance and Risk Assessment	2
PHA 5038 Population Based Care II: Evidence Based Medicine & Literature Evaluation Methods	3
PHA XXXX Elective I	2-3
PHA 5888 Pharmacy Forum and Colloquium IX	0
Total Semester Hours	17-18

Semester 6:

COURSES (SPRING SEMESTER)	SEM HRS
PHA 5632 Patient Care III: Complex Patient Care	4
PHA 5632L Patient Care III Skills Lab	1
PHA 5223 Professional Pharmacy Practice VI: Leadership, Management and Medication Use Systems	2
PHA 5617C Pre-APPE Performance Skills and Laboratory	2
HSC 5092 Interprofessional Education III: Health Care Ethics and Decision Making	2
PHA 5037 Population Based Care III: Health Outcomes (Pharmacoepidemiology and Pharmacoeconomics)	2
PHA XXXX Elective II	2-3
PHA 5889 Pharmacy Forum and Colloquium X	0
Total Semester Hours	15 -16

Summer thru Spring Year 6:

APPE Year (THREE SEMESTERS)	SEM HRS
PHA 5917L APPE Seminar I	1
PHA 5918L APPE Seminar II	1
PHA 5919L APPE Seminar III	1
PHA 5627 Health Systems (Community)	6
PHA 5626 Health Systems (Hospital)	6
PHA 5694 General Medicine	6
PHA 5692 Ambulatory Care	6
PHA 5651 Elective Experience I	6
PHA 5652 Elective Experience II	6
PHA 5653 Elective Experience III	6
Total Hours	45

Study Tips

- **Work out a daily schedule:** Remember to figure in the time you need to sleep, eat, hang out with friends, study, and do other activities. The key is finding a balance between school and leisure time.
- **Study at a regular time in a regular place:** Establishing habits of study is extremely important. Knowing what you are going to study, and when, saves a lot of time in making decisions and retracing your steps to get necessary materials, etc. Schedule study hours during the time of day when your brain is most active.
- **Study as soon after your lecture as possible:** One hour spent soon after class will do as much good in developing an understanding of materials as several hours a few days later. Check over lecture notes while they are still fresh in your mind. Start assignments while your memory of the assignment is still accurate.
- **Use odd hours during the day for studying:** Free periods between classes are easily wasted. Planning and establishing habits of using them for studying for the class just finished will result in free time for recreation or activities at other times in the week.
- **Limit your blocks of study time to no more than two hours on any one course at a time:** After one to two hours of studying you begin to get tired and your ability to concentrate decreases rapidly. Taking a break and then switching to studying some other courses will provide the change necessary to keep your efficiency level up.
- **Keep complete notes on both lectures and assignments:** Good notes are one of the best bases for review. Watch for key ideas in lectures and try to express them in your own words in your notes. Watch for headings and bold face type in your reading to give you clues of main ideas for your notes. Take careful notes as to exactly what assignments are made and when they are due.
- **Review Regularly:** Set aside a regular weekly period when you will review the work in each of your courses and be sure you are up to date.
- **Self-quizzes are a good way to increase your memory:** Organize your notes in a question-answer format as you review weekly. When preparing for exams, try to predict the questions your instructor may ask.

Hints for Academic Success

- ✓ Attend all your classes and be on time.
- ✓ Be prepared for class – read the required materials before the class.
- ✓ Do not procrastinate! Keep up with coursework from the very first day of class.
- ✓ Do not buy into the myth that it is okay to miss the first day or week of class. The term moves very quickly, and you need to do everything possible to avoid falling behind.
- ✓ Notify the instructor in advance of any planned absences – you may be required to take an exam or turn in an assignment prior to the absence.
- ✓ Don't hesitate to stop by your instructor's office hours or schedule an appointment.
- ✓ Participate in class discussion by asking questions. Make sure you understand the topic.
- ✓ Utilize campus resources such as the Academic Success Center, the Writing Center, etc.