

THE
UNIVERSITY
OF RHODE ISLAND
COLLEGE OF
PHARMACY

The PharmD Professional Program Manual

Preparing for Your Career as a Pharmacist

Updated 2025

THINK BIG  WE DOSM



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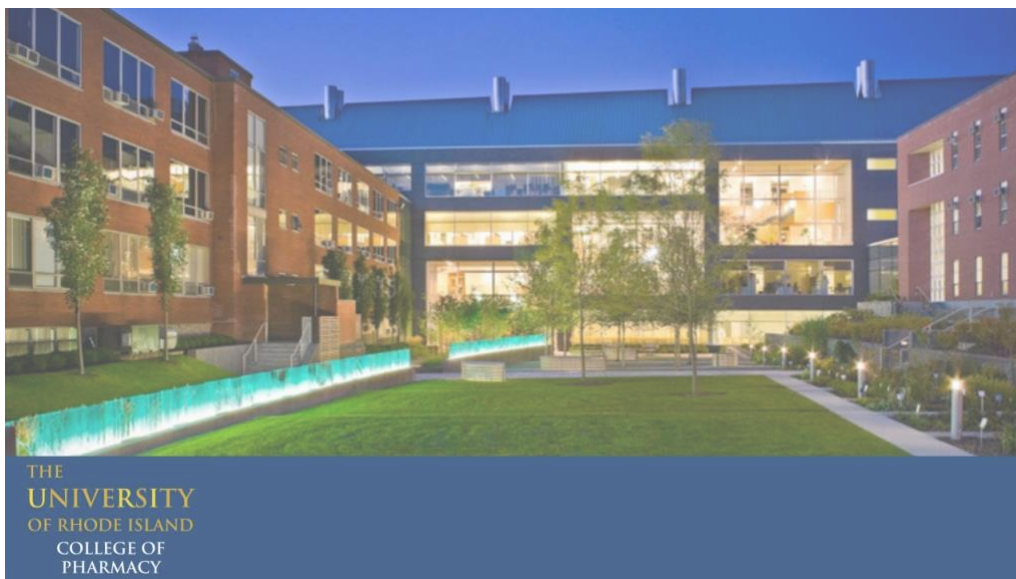
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Introduction

Congratulations! You are now entering the first professional year, also called P1 year, of your studies in pharmacy. Our curriculum has a great deal to offer over the next 4 years. We hope that you will be successful and join the ranks of registered pharmacists upon your graduation from URI.

This manual has been prepared by personnel in the Office of Student and Academic Affairs to assist P1 students in planning for their academic and future career development. This is, of course, a continuing process. Your career may well involve experience in more than one branch of a profession that provides many opportunities for you to apply your training and abilities. Although it will be at least four years before you are eligible to become a pharmacist, it is a good idea to start giving thought now on how you would like to see the initial stages of your career develop. Over the P1, P2 and P3 years of the curriculum, you will be completing Introductory Pharmacy Practice Experiences (IPPE). In the P4 year, you will immerse in your Advanced Pharmacy Practice Experiences (APPE). Additionally, we will expect that you document participation in professional development activities outside of the curriculum. Outside employment as a pharmacy intern will also allow you to experience a variety of practice settings. In all these ways, you will have more insight and understanding of what it means to be a pharmacist. The rich experiences you will have during experiential education will provide practical examples to complement knowledge and characteristics gained in the first three professional years.

There are many important areas of practice that you may wish to consider. In setting your career goals you will want to match your own interests and abilities with those required for different practice settings. The purpose of this handbook is to help you start thinking about relevant factors to be considered in career planning.

A recent survey of alumni indicates that 24% work in a community practice setting, while 38% work in hospitals. Others work in the pharmaceutical industry (8%), long-term care facilities (2%), managed care (3%), government or regulatory agencies (1%), clinic-based pharmacies (10%), academia (6%) and other specialty areas (6%). Job responsibilities vary from staff pharmacist, manager, clinical specialist, consultant, executive, to professor. As you can see, you have a lot of options when you graduate, so we hope that you take advantage of opportunities that arise as you progress through the curriculum.

You should be aware that your education cannot be regarded as complete the day you pass the Board examinations. There is still much for you to learn in professional practice. You will want to observe and emulate the techniques of many practicing pharmacists who can function as role models for you. Also, mandatory continuing education, a commitment to professional development, and self-directed lifelong learning are an essential part of professional practice. Learning must be a continuous process in a career such as pharmacy for which rapid change is to be expected; particularly as new practice roles are emerging for pharmacists.

As part of your orientation, you will be required to attend a professionalism workshop so that you will be aware of expectations as a member of the profession of pharmacy. You will also participate in a White Coat Ceremony where you will take the Oath of the Pharmacist. Presented below are the characteristics which distinguish you as a professional in this program. Read and reflect on how you need to focus yourself to be successful in this training.

Financial Aid

Information regarding Financial Aid can be found at the following link: <https://web.uri.edu/financial-aid/>

Included on this website is how to apply for [Grants & Scholarships](#), [Student Loans](#), and [Student Employment](#). Also, Enrollment Services has provided a series of [video guides](#) (available in Spanish too) to support individual needs. Contact information is available [here](#), as well as a virtual lobby you can drop into.

Universal Competencies

There are some skills and abilities that are universal and required by pharmacists in all areas of pharmacy practice. These universal competencies include, but are not limited to:

Personal integrity - Healthcare professionals are given certain privileges by the community. Inextricably linked to such rights are responsibilities. All pharmacists must be constantly aware of the ethical standards of their profession. Often ethical requirements are very clear, but situations can develop in which the individual pharmacist may find it helpful to seek the advice of others before deciding what course of action to adopt. For example, in working with an impaired pharmacist (one subject to drug or alcohol abuse), there is an obvious duty to protect the interests of patients and others while at the same time trying to assist the impaired pharmacist and uphold the standards and regulations of the profession. Selecting appropriate action in such circumstances is not always easy but is part of your professional responsibilities.

Professional dedication and attention to detail - Pharmacy is a demanding profession that requires a great deal of concentration and attention to detail to safeguard the health of the patient. Long periods of vigilance over one's own activities or those you are supervising can be exhausting. There can be no compromise in meeting our professional standards. You must keep your body in good health so that you have the stamina and mental attitude to perform your duties.

Communication skills (both receiving and transmitting) - Communication skills are the hallmark of successful pharmacists, and the increasing emphasis on the clinical aspects of practice has highlighted the need for effective and empathetic communication skills. Some beginning pharmacists are "natural" communicators, while others must work at developing their skills in this area (**Reminder: a good communicator must be a receptive listener as well as an articulate speaker**).

Knowledge of certain core professional data and of where to locate other relevant data - You must have a solid knowledge base to function as a pharmacist. Additionally, you must be able to find required information in an effective manner. Your professional training will provide you with the opportunity to establish a database of drugs including everything from the drug's chemical structure all the way up to the drug's therapeutic use and monitoring. Further, you will develop a formidable understanding of drug information systems, using these systems to continually enhance your knowledge base.

Problem solving abilities / using both convergent and divergent thought processes as may be appropriate - Being able to integrate knowledge to provide pharmaceutical care is critical to your success as a pharmacist. For many pharmacists, job satisfaction is related to the opportunity to apply and refine their problem-solving skills. This skill, which some find easy to develop, can be slower and a more difficult process for others to achieve.

The remainder of the handbook is divided into two sections: academic and professional. The academic section deals with the educational outcomes, academic expectations, and the professional curriculum. The professionalism section describes our expectations for professional development as a graduation requirement. It also identifies issues and consequences of professional misconduct.

Academic Integrity and Educational Expectations

At the College of Pharmacy you are expected to adhere to the highest standards of academic integrity in all of your coursework, including the pre-professional as well as the professional curriculum. What this means is that any evidence of cheating or plagiarism will be grounds for dismissal from the program. Please review the URI Student Handbook paying particular attention to **Acts of Dishonesty (page 19)**. You can access the URI Student Handbook via the following link: <https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-2024.pdf>

What we expect from you is your best effort in each and every course. *We don't expect you to earn all A's*, rather we want you to master the skill set being taught so that you can move on to the next level of

practice skills development. Your pre-professional curriculum gave you a knowledge base that will serve as a foundation for success in the professional curriculum.

We expect you to be able to communicate effectively in both written and oral forms. In addition to academic standards, you will also be evaluated during the professional curriculum related to technical standards that are essential for pharmacy practice. It is imperative that you carefully review the technical standards at <https://web.uri.edu/pharmacy/academics/pharmd/technical-standards/>. Students who have concerns about their ability to meet these standards should contact the Associate Dean of the College (401-874-5522; kellyo@uri.edu). When requested, the College will provide reasonable accommodation to otherwise qualified students with disabilities. Students must work with and be approved by URI's Office of Disability, Access, and Inclusion (www.uri.edu/disability; 401-874-2098; dai@uri.edu). You must have good quantitative skills that you have learned in math and statistics. You have had the opportunity to develop good analytical and critical thinking skills in your general education and science courses. Chemistry and biology are the foundation for this professional curriculum.

Drugs are primarily organic molecules, so it should be evident that you need to have a good understanding of organic chemistry and biochemistry. The effect of structure on the absorption, metabolism, potency and elimination of a drug will become very apparent in the professional curriculum. Some of you may have viewed organic chemistry as a big hurdle which you needed to clear to stay in the program. The College of Pharmacy will expect you to apply these principles learned in biochemistry and organic chemistry to your pharmacy courses. We are not going to re-teach them as we have a full complement of professional outcomes for you to master.

You need to read the educational outcomes which are presented below. They will enable you to see why courses are part of the curriculum, and what you need to be able to do by the time you finish the curriculum.

Educational Outcomes

The pharmacy curriculum is designed to meet national educational outcomes required for accreditation. These outcomes, as developed with the assistance of the American Association of Colleges of Pharmacy (AACP) and approved by the faculty, have been used to design the pre-professional requirements and professional course work. They describe the skills that practitioners should have mastered by the completion of their educational experience and have been included so that you might see how the whole curriculum is integrated to help you become a successful practitioner. The outcomes are presented below.

University of Rhode Island College of Pharmacy Doctor of Pharmacy Programmatic Outcomes

*Adapted from COEPA and ACPE 2025 Standards
Approved by Faculty vote, effective July 1, 2025*

A: FOUNDATIONAL KNOWLEDGE

A1. Scientific Thinking (Learner) Develop, integrate, and apply foundational knowledge.

A1.1 Develop and demonstrate depth and breadth of knowledge in biomedical, pharmaceutical, social/behavioral/administrative, clinical sciences, and healthcare technology (e.g., informatics, digital health).

A1.2 Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.

A1.3 Integrate knowledge from multiple foundational sciences to explain how specific drugs or drug classes work, compare differences among therapeutic regimens, and evaluate their potential value in individuals and populations.

A1.4 Apply knowledge in foundational sciences to solve therapeutic problems, to advance patient-centered care and population-based care.

A1.5 Apply critical thinking skills to evaluate if information (eg. scientific literature, emerging theories, technologies) is factual, reliable, accurate, fair, objective, and/or appropriate by systematically examining the problem, evidence and solution.

A1.6 Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.

B: ESSENTIALS SKILLS AND APPROACHES

B1. Problem Solving Process (Problem Solver) Identify and define problems that require critical thinking; explore multiple solutions by comparing and contrasting and prioritizing alternatives; design and evaluate implemented solutions using evidence and/or rationale.

B1.1 Identify and define the primary problem

B1.2 Define and prioritize goals along with contextual constraints.

B1.3 Explore multiple solutions by organizing, prioritizing, and defending each possible solution with evidence and/or rationale.

B1.4 Anticipate positive and negative outcomes by considering assumptions, biases, barriers, inconsistencies, and unintended consequences.

B1.5 Develop a strategy to implement the most viable solution, including outcome measures

B1.6 Reflect on the solution implemented and its effects to improve future outcomes.

B2. Communication (Communicator) Actively engage, listen, and communicate verbally, nonverbally, and in writing, when interacting with an individual, group, or organization.

B2.1 Use an organized structure and terminology adapted for the audience.

B2.2 Use specific communication strategies (e.g., motivational interviewing, conflict resolution, assessing understanding) to achieve intended goals.

B2.3 Actively listen and ask appropriate open and closed-ended questions to gather information.

B2.4 Use technology (e.g. telehealth, digital health applications), media, and other resources (e.g interpreter services) to facilitate and support communication as appropriate.

B2.5 Use effective interpersonal communication skills to establish rapport, build trusting relationships, and navigate difficult conversations.

B2.6 Discuss adaptation and prioritization strategies that address situational variables (e.g., time constraints, privacy considerations, space available, etc.).

B2.7 Communicate assertively, confidently, and clearly.

B2.8 Demonstrate empathy when communicating with others.

B2.9 Employ clear, concise, and accurate written communication strategies to achieve intended outcomes.

B2.10 Provide goal-directed feedback to others (e.g., direct reports, trainees, colleagues).

B3. Cultural Humility (Ally) Recognize and address social determinants of health to diminish health disparities and inequities by supporting diversity, equity, inclusion, and accessibility, engaging in antiracism, and promoting social justice.

B3.1 Engage in self-reflection with the intention to understand how one's personal identities, biases, and experiences may influence one's perspectives, interactions, and decision making.

B3.2 Demonstrate knowledge about assumptions such as explicit and implicit bias when interacting with others.

B3.3 Identify the practices and values of cultural humility that foster belongingness with a diverse group of individuals.

B3.4 Recognize ways to reduce biases and stereotyping.

B3.5 Discuss strategies for navigating situations where injustices related to diversity, equity, inclusion and accessibility (DEIA), stigma, bias, and racism are present.

B4. Person-Centered Care (Provider) Provide person-centered care as the medication specialist using the Pharmacist's Patient Care Process.

- B4.1 Collect subjective and objective Information related to the patient in order to identify a patient's medication related problems
- B4.2 Assess, interpret, and prioritize information and patient data to determine the effects of therapy
- B4.3 Formulate evidence-based and cost-effective care goals, plans, assessments, and recommendations
- B4.4 Implement individualized, person-centered care plans.
- B4.5 Follow up and monitor the patient and adjust the care plan as needed.
- B4.6 Document person-centered care related activities.

B5. Patient Advocacy (Advocate) Assure that patients' best interests are represented.

- B5.1 Empower patients to take responsibility for, and control of, their health.
- B5.2 Review resources to assist patients in navigating the complex healthcare system.
- B5.3 Ensure patients obtain the resources and care required in the most efficient and cost-effective manner possible.

B6. Medication-use Process Stewardship (Steward) Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.

- B6.1 Outline the components of typical medication use processes in different pharmacy practice settings.
- B6.2 Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use process (i.e., procurement, storage, prescribing, transcription, dispensing, administration, disposal, regulatory requirements, monitoring, documentation, and supervising others).
- B6.3 Identify and utilize human, financial, and physical resources to optimize the medication use process.
- B6.4 Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
- B6.5 Utilize continuous quality improvement techniques in the medication use process.
- B6.6 Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).

B7. Interprofessional Collaboration (Collaborator) Actively participate and engage as a healthcare team member by incorporating IPEC competencies.

- B7.1 Work with individuals of other professions to establish and maintain a climate of mutual respect and shared values.
- B7.2 Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
- B7.3 Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
- B7.4 Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

B8. Population Health and Wellness (Promoter) Consider the factors that influence population-based care and how they impact population health, wellness, and equitable access to care.

- B8.1 Identify personal, social, economic, and environmental factors that influence population health and wellness.
- B8.2 Describe advocacy approaches and efforts that impact population health and wellness.
- B8.3 Outline the steps for conducting a community health needs assessment.

B8.4 Collect and interpret population-based health and wellness qualitative and quantitative data to assess the needs of a patient population and satisfaction of care.

B8.5 Evaluate the existing approaches and suggest tailored interventions to maximize health and wellness.

B8.6 Participate in the development and/or implementation of preventative care strategies for a population (e.g. risk/needs assessment, risk reduction, screening, and education).

C: PERSONAL AND PROFESSIONAL DEVELOPMENT

C1. Self-awareness (Self-Aware) *Examine and reflect on personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, and emotional intelligence) that could enhance or limit growth and development.*

C1.1 Use metacognition to understand and regulate one's own thinking and learning.

C1.2 Demonstrate motivation (e.g., desire to learn, attention, interest, habits of mind, persistence, flexibility) during didactic and experiential activities.

C1.3 Identify, create, implement, evaluate, and modify plans, using available resources (e.g., career counselors, mentors) as needed, for personal and professional development for the purpose of individual growth.

C1.4 Recognize, correct, and learn from errors.

C1.5 Select and use constructive coping strategies or help-seeking behaviors (personal, professional, or academic support) to manage stress and improve well-being.

C1.6 Utilize elements of emotional intelligence when working with others.

C1.7 Reflect on the evolution of one's own professional identity formation (PIF) during the PharmD program and how it will continue to evolve over one's own career.

C2. Leadership (Leader) *Demonstrate the ability to influence and support the achievement of shared goals, regardless of one's role.*

C2.1 Determine when it is appropriate to use leadership skills, management skills, or both.

C2.2 Demonstrate understanding of one's role in a team-based situation, including taking responsibility for a leadership or supporting role, when appropriate.

C2.3 Explore the history (e.g., successes and challenges) of a team before implementing changes.

C2.4 Develop trusting relationships, actively listen, and value diverse perspectives to promote collaboration and teamwork.

C2.5 Use persuasive communication when necessary.

C2.6 Engage team members by building shared goals, gathering input or feedback, utilizing individual strengths, and managing conflict to promote team functionality.

C2.7 Identify and address factors that affect team morale and performance.

C3. Professionalism (Professional) *Exhibit behaviors and attitudes that are consistent with the identity of and trust given to the profession by patients, other health care providers, and society.*

C3.1 Demonstrate altruism, integrity, trustworthiness, flexibility, compassion, inclusiveness, and curiosity.

C3.2 Display preparation, initiative, and accountability consistent with a commitment to adding value and/or a commitment to excellence.

C3.3 Conduct activities and fulfill responsibilities in a legal, moral, and ethical manner.

C3.4 Describe the impact of one's actions (positive or negative) on how the profession is perceived by patients, other health care providers, and society.

C3.5 Demonstrate a commitment to the advancement of the pharmacy profession including through advocacy at the local, state or national level.

C3.6 Navigate how to balance between responsibility to self and others, seeking mentoring if needed.

C3.7 Describe the pharmacy profession's core values and beliefs outlined in the Oath of a Pharmacist and how they contribute to professional identity formation.

Program Requirements and College Procedures

On the following pages you will find the professional curriculum and the professional development portfolio that you are required to complete for graduation. Professional and/or legal exigencies arise from time to time which may necessitate changes in a pharmacy course, progression, and/or graduation requirements. Students should review their status with academic advisors on a timely basis and refer to current publications for updated information.

Doctor of Pharmacy Degree Program Requirements

RETENTION AND PROGRESSION REQUIREMENTS

- Starting in the first professional year (P1), the College of Pharmacy calculates its own grade point average which includes only required didactic pharmacy courses (not professional electives) and is called the Quality Point Average (QPA).
- For a student to be in good standing, they require a QPA of 2.3, or higher, and must achieve a C- or higher in all required PharmD courses.
- A student whose cumulative QPA in required professional didactic courses falls below a 2.2 at the end of any semester may be dismissed from the program.
- A student who receives any grade of less than a C- in any required pharmacy course or whose cumulative QPA in professional courses falls below 2.3 at the end of any semester will be reviewed by the scholastic standing committee and presented with a remediation plan that must be successfully completed to progress in the curriculum. Remediation plans will be designed to meet program standards and may include repeating courses, additional self-study and/or faculty assessment of proficiency through assignments and examinations. Remediation plans will be developed by the Scholastic Standing Committee taking into consideration student factors in order to better ensure success. Students who are not successful in completing the remediation plan are eligible for dismissal.
- A student may be allowed to repeat up to 6 credits per semester up to a maximum of 15 credits of didactic pharmacy courses in which he or she received a C- or less when not meeting the cQPA of 2.20. A specific course may only be repeated one time.
- Students will not be allowed to proceed into Advanced Pharmacy Practice Experiences (APPE) without at least a 2.20 QPA in required professional didactic pharmacy courses.
- Students must earn a C- or better for any APPE rotation.
- Students must successfully complete a professionalism portfolio.
- Students will be placed on academic probation when they fail to meet good academic standing. Good academic standing requires a QPA of at least 2.3 or higher, a semester QPA of 2.3 or higher, and at least a C- in required pharmacy courses.

APPEALS PROCESS

If your academic progress is below the Doctor of Pharmacy retention requirements, you will be eligible for dismissal from the program. Students subject to dismissal for failing to meet retention requirements shall have the right to appeal to the Associate Dean of Student and Academic Affairs of the College of Pharmacy within five days of the date of notice. The appeal shall include a written statement explaining the extenuating circumstances and state the reasons why the dismissal action should not prevail. The appeal will be reviewed by the College of Pharmacy's Scholastic Standing Committee that shall confirm the dismissal or continue the student on probation. The decision of the scholastic standing committee shall be final. Students who have been dismissed from the PharmD program may apply for readmission to the Scholastic Standing Committee by sending a letter to the Chair of the committee.

OTHER UNIVERSITY PROCEDURES

The College follows the University Manual for leave of absence (LOA and withdrawal information)

<https://web.uri.edu/registration-records/course-registration/leave-of-absence-or-withdrawal/>, right to due process, and appeal mechanisms. To appeal a grade in a College course, the student should first try and work out differences with the faculty member who taught the class. If that step does not resolve the dispute, the student can then ask the Department Chair to help resolve the dispute. The College's Scholastic Standing Committee serves as the final arbiter of grade disputes. Students are also able to use the University Ombud <https://web.uri.edu/ombud/> which is a last step to resolving problems with University policies or procedures.

Other Program Requirements and College Procedures

CRIMINAL BACKGROUND CHECKS

All students must undergo a criminal background check annually during the professional (P1 to P4) years of the program. The criminal background check must be completed prior to the fall semester of each professional year or before any Introductory Pharmacy Practice Experience (IPPE) is initiated. Many hospitals, clinical facilities, and other professional sites that participate in both the IPPE and advanced pharmacy practice experience (APPE) programs require certification that students have a clear criminal record (or a criminal record which, due to the timing or nature of the criminal behavior, or the relevant circumstances, does not, in the judgment of the site preclude the student's participation in the practicum experience at their site) prior to initiating pharmacy practice experiences. Students with criminal records, therefore, should be aware that their criminal record may preclude their participation in clinical experiences at some sites, and as a result, their progression to meet the degree requirements may be impeded.

HIPAA CERTIFICATION

All students must enroll in and complete HIPAA (Health Information Portability and Accountability Act) training and certification prior to beginning any experiential rotation work.

PLAGIARISM CERTIFICATION

As part of the Social and Administrative Sciences courses, all P1 students will complete the Indiana University Plagiarism Certification course on appropriate references in their writing to avoid inadvertent plagiarism in their work.

DRUG TESTING

Many hospitals, clinical facilities, and other professional sites that participate in both the introductory practice experiences (IPPE) and advanced practice experiences (APPE) require students to undergo a drug test. Students who test positive for an illegal drug will be denied positions at these sites. As a result, their progression to meet the degree requirements will be impeded.

INTERN LICENSE REQUIREMENT

Registration as an intern pharmacist is a requirement of the program; therefore, all students in the professional PharmD program must hold a valid Rhode Island intern license when they enter the fall semester of their first professional year and before any Introductory Pharmacy Practice Experience (IPPE) is initiated. The Rhode Island intern license must be maintained throughout the professional program (P1 to P4 years). Students completing IPPE or APPE experiences in other states must obtain an intern license through the board of pharmacy of the state(s) in which they have those practice experiences.

To be eligible for an intern license, students must be currently enrolled in a pharmacy program. Intern licenses must be returned to the board if a student withdraws or takes a leave of absence from the college.

Applications for an intern license also normally require the applicant to disclose, and provide an explanation of, any criminal conviction (or any plea or other form of admission or acceptance of

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responsibility for criminal conduct, including driving under the influence), as well as any state disciplinary action involving or affecting the applicant's license to practice, any other pending state charges or investigations relating to the applicant, and any adverse proceeding or action relating to the applicant's membership in a professional society.

CLASS ATTENDANCE

Students are expected to attend all classes and to take examinations at scheduled times. If a student expects to miss an exam due to serious illness or other catastrophic event, it is their responsibility to contact the course instructor prior to the examination. Other absences from exams are unexcused. Please DO NOT make travel plans that result in you missing some of your coursework or exams. Please familiarize yourself with the University policies regarding absences for classes and examinations in the University Manual (available via <http://web.uri.edu/manual/chapter-8/chapter-8-4/>). This will be strictly enforced by faculty and the Office of Student and Academic Affairs. You will be asked to provide documentation for absences that are "excused" under the relevant policies.

ACCESS TO RECORDS

Students have the right to view official records and files that are housed in the Office of Student and Academic Affairs. Guidelines for access to these records are available at the Office of Student Life.

CONTINUING PROFESSIONAL DEVELOPMENT PORTFOLIO

PharmD students must participate in an on-line portfolio to assess personal growth in professional development activities completed alongside the curriculum. These experiences, and your reflections about the experiences, are organized in a manner to help you transition from a student into a professional practitioner in pharmacy. Some of the areas of interest include self-directed learning, pride and leadership in the profession, and commitment to service and activities that promote empathy and concern for others. Students must complete several short reflective paragraphs after participation in mandatory activities (such as participation in the White Coat Ceremony) and professional development activities of your choosing. These professional characteristics are more fully described later in this manual. Students who do not upload the required reflections by the end of each year will be evaluated by the College's Professional Development Committee and could be prevented from progression in experiential rotations that are required for the curriculum.

Program of Study for the PharmD Program

FALL P1	CREDITS	SPRING P1	CREDITS
BPS 337 Pharm Sci I	4	BPS 338 Pharm Sci II	3
BPS 319 Pharmaceutics I	3	PHP 328 Clin Sci II	4
PHP 327 Clin Sci I	3	NUT 446 Nutrition	3
PHP 315 Self Care I	3	PHP 303 Immunizations	1
PHP 307 SAS I	3	PHP 308 SAS II	3
PHP 340 Service Learning	1	PHC 316 Integrated Lab I	1
BPS 318 Pharm Tech Lab	2		
FALL P2	CREDITS	SPRING P2	CREDITS
BPS 437 PharmSci III	3	BPS 438 Pharm Sci IV	3
BPS 320 Dosage Forms	3	PHP 428 Clin Sci IV	4
PHP 427 Clin Sci III	4	PHP 418 Self Care II	3
PHP 407 SAS III	3	PHP 408 SAS IV	3
PHP/BPS 415 Immunotx	3	PHC 416 Integrated Lab III	1
PHP 450 IPPE I (Community)	2	PHP 452 IPPE II (Public Health)	1
PHC 415 Integrated Lab II	1	Professional elective	3

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FALL P3	CREDITS	SPRING P3	CREDITS
BPS 537 Pharm Sci V	3	BPS 538 Pharm Sci VI	2
PHP 527 Clin Sci V	4	PHP 528 Clin Sci VI	4
PHP/BPS 547 Prec Med	3	PHP 548 Capstone	4
PHP 509 Pedi/Geri Tx	3	PHP 508 SAS V	3
PHP 451 IPPE III (Hospital)	2	Professional elective	3
Professional elective	3		
PHC 515 Integrated Lab IV	1		

In the **P4 year**, all students must complete **36 credits of APPE rotations**. Each rotation lasts for **6 weeks and is 6 credits**.

- Required: PHP 591 Community, PHP 592 Inpatient Acute Care, PHP 594 Hospital/Health System, and PHP 595 Ambulatory Care.
- Two additional elective rotations PHP 593 are also required.

Complaints Policy

The University of Rhode Island, College of Pharmacy is committed to conducting its affairs in an open and honest manner with respect for all individuals. Anyone who perceives that there are practices that do not conform to this policy may initiate a formal complaint. The specific policies and procedures related to complaints are presented on the next page. Please read and familiarize yourself with the policies and procedures related to complaints. The College of Pharmacy encourages persons with complaints about the Doctor of Pharmacy educational program to seek informal resolution of their complaints prior to initiating a formal process. This informal resolution may include one-on-one conversations or group discussions, when appropriate for the situation.

Any person may file a formal complaint to the College of Pharmacy regarding its professional program. Complaints may include, but are not limited to, admissions policies, inappropriate faculty or student conduct (as related to AAUP contract 2014-2018 article VIII or University Manual section 9.18), inequities in grading, bias incidents and/or failure to comply with University policy. It is the responsibility of the Associate Dean to manage and provide responses to formal complaints about the Doctor of Pharmacy Program.

PROCEDURES FOR FORMAL COMPLAINTS

1. To initiate a formal complaint a [Student Complaint Form](#) must be completed. The form includes a section for a detailed description of the issue or reason for the complaint. All areas of the form must be completed to ensure a complete understanding of the situation and how to contact the complainant in the event that other answers are needed. If this is a student complaint related to a course or faculty action, a statement of actions taken to informally resolve the complaint must be included. Failure to complete all sections of the form will delay the response or make it impossible for a resolution to be made.
2. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint. Students will not be penalized or suffer retaliation for filing complaints. Completed complaint forms will be kept in a locked file in the Office of the Associate Dean, room 215C.
3. A complaint form should be accessed on the College's web page <https://web.uri.edu/wp-content/uploads/sites/1223/PharmD-ACPE-Standards-Student-Complaint-Form-9.19.17.pdf>. A printed copy is included in this manual or may be obtained from the Dean's Office, the Office of Student Affairs. Complaints must be submitted to the Attention of the Associate Dean, College of Pharmacy, University of Rhode Island, 7 Greenhouse Rd., Room 215C, Kingston, RI 02881.
4. Formal complaints will be reviewed upon receipt by the Associate Dean or a designated administrative staff member and referred to the appropriate collegiate committee or administrative office within the College or University for information, advice and/or response. Complaints may require meetings or hearings with the complaining party or other members of the collegiate or

university community. University Policy and Procedure will guide the Associate Dean depending on the individual complaint. The person submitting the complaint will receive acknowledgement of the submission within 14 days and a response or update on its status within 60 days. All effort will be made to provide timely responses to time sensitive complaints.

APPEALS PROCESS

Decisions related to the complaint may be appealed to the Dean of the College of Pharmacy. University related complaints may be appealed through the University of Rhode Island policies and procedures. Members of the University community may also seek advice on complaints from the Office of the Ombudperson at 401-874-4250. More information on the University's Ombudperson may be found at <https://web.uri.edu/ombud/>.

COMPLAINTS TO THE ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE)

The Accreditation Council for Pharmacy Education (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, students, 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. Details for submission of a complaint to ACPE with regard to accreditation standards can be obtained at: <https://www.acpe-accredit.org/complaints/>.

Student Complaint Form
The University of Rhode Island College of Pharmacy

Student Name: _____ **Graduation Year:** _____

Contact Information:

Email: _____

Telephone: _____

Nature of complaint: _____
(i.e.: curriculum, admissions policy, etc)

NOTICE: Information on filing complaints is provided in the University of Rhode Island College of Pharmacy Professional Handbook and on the College of Pharmacy website via the following link:

www.uri.edu/pharmacy

In the space below, please state in detail your complaint, making reference to a specific ACPE standard. Please include actions already taken to informally solve your complaint. You may use additional pages if necessary.

In the space below, please state in detail what resolution or relief you are seeking. You may use additional pages if necessary.

Signature

Date

Upon completion, please place the Student Complaint Form in an envelope, seal and mark the envelope "Confidential" and deliver to:

***Associate Dean of Student and Academic Affairs
College of Pharmacy
7 Greenhouse Road, Room 125a
Kingston, RI 02881.***

Professionalism Guidelines and Expectations¹

Pharmacists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy students, the College has developed this conduct policy applicable to all students, preceptors, faculty, and staff.

For prospective students, acceptance of this policy is required as a condition of admission to the College as a first-year professional student.

Students, faculty, preceptors, and staff are held responsible for exhibiting the following professional attributes: respect for others, empathy for patients and colleagues, honesty, integrity, accountability, confidentiality, knowledge of and involvement in the profession. Academic dishonesty and professional misconduct are considered unacceptable.

Fulfilling Professionalism Requirements in the Doctor of Pharmacy Curriculum

In a professional school, the curriculum of study consists of knowledge, skills, abilities, and attitudes/behaviors. The curricular goals and objectives of the Doctor of Pharmacy program at the College are articulated in the Student Learning Outcomes. Procedures for addressing academic competency and progression associated with students' knowledge, skills, and abilities are addressed by the Scholastic Standing Committee. Procedures and Policies for addressing professional competency and misconduct are addressed here. Students are required to achieve a minimal competence in professionalism as a requirement of graduation. The major component of this requirement is the satisfactory completion of a professional development portfolio.

PROFESSIONAL DEVELOPMENT PORTFOLIO

Students are required to create and complete a portfolio that demonstrates ongoing professional development. Working with a faculty advisor, students will review their portfolio and receive constructive feedback on their progress. Students must complete assignments as presented during the orientation to the portfolio. Students who do not meet established minimum requirements as of April 15th of their P1 and P2 year can be referred to the Associate Dean and the College Professional Development Committee. P3 students who have not completed the portfolio by April 15th, will be referred to the College Scholastic Standing Committee. Students who do not complete the requirements of the portfolio will not be eligible for Introductory or Advanced Pharmacy Practice Experiences. Details of the specific required activities and assignments will be discussed early in the P1 year during an orientation to the portfolio and reviewed at the start of each academic year.

THE PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee consists of members appointed by the Dean. The committee develops expectations with corresponding policies and procedures for professional conduct and co-curricular requirements within the College and serves an advisory role to the Office of Student Life, the Student and Academic Affairs Office, College of Pharmacy (COP) faculty, staff, and students in examining evaluation of those expectations. The committee is also responsible for developing, implementing, and promoting proactive programs for professionalism in curricular and co-curricular COP experiences.

Goals:

- Develop the expectations with corresponding policies and procedures for professional conduct within the College.
- Develop, implement, and promote proactive programs for professionalism in curriculum and co-

¹ Modified from the North Dakota State University College of Pharmacy, Nursing and Allied Sciences Student Conduct Policy - 5/14/2008

URI COLLEGE OF PHARMACY PROFESSIONAL PROGRAM

- curricular COP programs.
- Work with the Office of Student Life, the Student and Academic Affairs Office, COP faculty, staff, and students to examine and advise on reported unprofessional behavior and refer as needed to appropriate University support.
- Review and modify professional development requirements set forth by the College and modify based on assessment and review of current literature for continuous quality improvement.
- Consider requests of experiences for recognition in meeting professional development requirements.
- Work in consultation with Coordinator of Assessment to evaluate student professional development and documentation of co-curricular elements.
- Support faculty advisors, in consultation with Associate Dean of Academic and Student Affairs and Director of PharmD program, with direction and guidance of the professional development requirements.

COMPONENTS OF THE PROFESSIONAL DEVELOPMENT PORTFOLIO

The goal of the Professional Development (PD) Portfolio is for the PharmD student to actively participate in, and meaningfully reflect on, experiences that complement, augment, and/or advance what is learned in the formal didactic and experiential curriculum. These activities should be selected to enhance professional growth prior to beginning Pharmacy Practice Experiences and documented through self-reflection prompts as defined in PD Portfolio guidance provided to PharmD students.

There are four main domains that will guide selection of experiences each professional year. These domains will be used to heighten skills in such competencies as:

- Problem solving and innovation
- Educating and collaborating with others
- Patient advocacy and cultural sensitivity
- Communication and professionalism
- Self-awareness

Committee leadership meets with students in each professional year at the beginning of the academic calendar to review professional development requirements for that year, which are a combination of required and elective activities. All activities listed are approved by the Committee leadership and mapped to accreditation standards.

Students track experiences through an online portfolio and meet with faculty advisors each academic year to monitor progress and provide guidance for activity selection to meet individual goals and interests.

Dress Code Policy²

Professional dress is exemplified by the avoidance of extremes in dress and grooming. Even though current dress code policy does not specifically require adherence to the professional dress standard in the classroom, students are expected to maintain a neat, clean appearance in the classroom, such that visitors and faculty members might discern they are in the presence of students within a professional program. Therefore, avoidance of extremes of dress and grooming, and adherence to personal cleanliness should be maintained in the classroom, or in any situation when the student represents the College of Pharmacy.

Professional Misconduct Policy

We expect professional conduct from all students, faculty, and staff. Individuals are expected to represent the College, professional program or profession in a positive, professional manner. Violation of any professions' codes of ethics is a violation of professional conduct.

² Adapted from sections of "Professionalism for Pharmacy Students" – South Dakota State University College of Pharmacy

CODE OF ETHICS FOR PHARMACISTS³

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

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

ACADEMIC MISCONDUCT

Academic Misconduct, while also considered professional misconduct, will be adjudicated as outlined in the URI Student Handbook accessed at <https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-FINAL-08.22.2019.pdf>.

³ Adopted by the membership of the [American Pharmaceutical Association](#), October 27, 1994

PROFESSIONAL MISCONDUCT⁴

Professional misconduct for COP PharmD students includes, but is not limited to:

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Contributing to or engaging in any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
3. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible, in advance, of any changes in class times, possible late arrival and/or cancelled classes.
4. Approaching faculty, staff, or students in less than a professional manner and treating faculty, staff, peers and patients in a disrespectful and inconsiderate way.
5. Unprofessional dress (as outlined in the professional program, professionalism manual, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Pharmacy.
6. Falsifying applications, forms, documents, reports, or records of any kind or providing false information to the University personnel while an active member of the College's academic programs.
7. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University <https://web.uri.edu/faculty/studentprivacy/> for information on the federal Family Educational Rights and Privacy Act, or FERPA).
8. Violation of patient respect and confidentiality in any practice/learning setting (see <https://www.hhs.gov/hipaa/index.html> for more information on the Health Insurance Portability and Accountability Act, or HIPAA).
9. Theft, damaging, defacing or unauthorized use of any property of the College, University, or training sites. (<https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-FINAL-08.22.2019.pdf>)
10. Computer usage that violates URI and/or clinical sites acceptable use policies, including use of social media.
11. Sexual harassment as defined by URI and/or clinical sites (<https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-FINAL-08.22.2019.pdf>).
12. Harassment, Threats of Violence, Intent to do harm (<https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-FINAL-08.22.2019.pdf>).
13. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
14. Intoxication, abuse, possession, illegal use or illegal sale of alcohol, other drugs, chemicals, firearms, explosives or weapons within the University campus, in any practice/learning setting, or when representing the College (<https://web.uri.edu/wp-content/uploads/sites/1081/Student-Handbook-FINAL-08.22.2019.pdf>). Conviction of such actions is grounds for dismissal.
15. Any violation and/or conviction of any federal, state or municipal law as well as a University rule or rule at a professional experience site. Any felony conviction is grounds for dismissal.

DISCLAIMER: Items referenced in the URI Student Handbook are managed by the Department of Student Life; items referencing federal, state, or local laws are additionally managed by the respective law enforcement agency.

MISCONDUCT REPORTING

Professional undergraduate students enrolled in the College of Pharmacy are held to specific professional standards as a necessary part of their education and future development. In addition, students are

⁴ Modified from the North Dakota State University College of Pharmacy, Nursing and Allied Sciences Student Conduct Policy - 5/14/2008

expected to adhere to [URI's Community Standards and Student Conduct](#). As such, in the event that any member of the URI community, faculty member or preceptor observe, suspect, or otherwise have reason to believe that a student is failing to maintain these professional standards it is important this information is reported to the appropriate committees for further review. The intent of this policy is to standardize those procedures for referrals.

*Please note: Anyone can report professional misconduct to the Office of Student and Academic Affairs in writing. Verbal reports must be followed up with a written form that lists the name of the reporter (**anonymous reporting will not be permitted**), the student violator, a detailed description of the offense(s), and the date(s). These reports serve as the basis for the complete documentation of the conduct adjudication process. See the [Complaints Policy section](#) of this manual.*

Procedure:

1. A faculty member, preceptor, or member of the URI community shall reduce the referral to writing (either by electronic or handwritten means) and shall include their name, APPE/IPPE site or class course code (if applicable), date and time of the matter, a detailed description of the matter at hand, as well as any remedial, disciplinary, or corrective action already taken.
 - a. Violations of the [URI Community Standards of Behavior](#) should be reported to the [URI Conduct System](#). The Associate Dean of Student and Academic Affairs will receive notification from the Associate Dean of Students, Community Standards. The Chair(s) of the Co-Curricular/Professional Standards Committee.
 - i. If the incident is not a violation of the University Community Standards of Behavior, but still deemed unprofessional in nature, the written report shall be submitted to the Chair(s) of the Co-Curricular/Professional Standards Committee.
 - ii. Faculty may use the Starfish system to Flag Academic Concerns (lower level) including but not limited to attendance, tardiness, missed assignments, etc. which should be resolved upon meeting with the faculty member who raised the issue.
 - b. Violations of Academic Integrity should use this [form for reporting](#). The Associate Dean of Student and Academic Affairs will receive notification from the Associate Dean of Students, Community Standards, and can assist faculty in the process of reporting. The Chair of Scholastic Standing will be notified of reported violations.
2. All complete referrals shall be reviewed by the Committee Chair(s) or select sub-committee. Nothing in this procedure shall prevent the Chair(s), Associate Dean, or Dean from also referring a matter to the University Dean of Students Office prior to a review by the Committee Chair or select sub-committee.
3. After review, the committee or select sub-committee may render any of the following recommendations.
 - a. Recommendation that no further action be taken.
 - b. Recommendation that the student(s) subject of the referral meet with the committee or select sub-committee. A written response may be requested of the student prior to meeting to better understand their perspective of the incident.
 - c. Recommendation that the student(s) take remedial or corrective action agreeable to the student(s) and committee or select subcommittee including repeating class assignments, projects, exams, or papers, undertaking additional education, and/or adopting a corrective action or monitoring plan.
 - d. Recommendation that the referral be sent to the Associate Dean or Dean of the College of Pharmacy for disciplinary action.
 - e. Recommendation that the referral be sent to the Dean of Students Office responsible for student conduct violations if not already done.
4. A copy of the resolution of referrals shall be made available to the student(s) subject of the referral, the faculty member or preceptor who submitted the referral, and included in the student's permanent student record maintained by the College of Pharmacy.
5. Resolution of a violation is subject to any prevailing appeals process(es) in effect at the University level with guidance from the Associate Dean of Students, Community Standards:
 - a. A [written appeal](#) as set forth by the Office of Community Standards; or

- b. An appeal panel, set up by the College of Pharmacy Dean or Associate Dean, with 3 - 5 individuals to evaluate written materials of the incident and the written appeal of the student.

Interprofessional Education (IPE)

The College of Pharmacy at the University of Rhode Island has been at the forefront of Interprofessional Education (IPE) both at the University and nationally. Our core belief is that interprofessional education and practice must begin prior to licensure and should be required for all students in the health- and healthcare-related disciplines.

Pre-licensure interprofessional education is a part of the core foundation for preparing graduates to be health care providers can work effectively and collaboratively to ensure improved patient- and population-centered health outcomes.

Our IPE curriculum emphasizes the development and refinement of interprofessional skills through problem-based complex patient cases, team-based active learning scenarios with standardized patient actors, and clinical simulations.

Interprofessional teamwork requires a significant commitment to high levels of cooperation, coordination and collaboration by students, faculty and administrators. All of these processes are learned and require time, practice, and flexibility. Preparing our students for a future of interprofessional team-based collaborative practice, and research must begin with a strong student curriculum with dedicated and an equally strong program of interprofessional faculty development

IPE VISION

All professional degree graduates from the College of Pharmacy are prepared to be essential members of integrated healthcare delivery teams, providing effective, high-quality person-centered care to improve health outcomes.

IPE MISSION

The College of Pharmacy serves as the leader in Interprofessional Education at the University, advancing interprofessional education among pre-licensure students across the University and beyond.

IPE GOALS

- Facilitate students from pharmacy and other health disciplines in gaining an understanding and insight into the knowledge and skills required for each discipline.
- Promote the potential roles of interprofessional education in identifying and addressing social determinants of health to students, faculty and practitioners in order to improve health outcomes.
- Incorporate the principles of Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams/Teamwork thoughtfully and purposefully throughout the Doctor of Pharmacy curriculum.
- Create an environment for the students that fosters positive attitudes about other health care disciplines and allows them to build self-confidence as a member of an interprofessional health care team.
- Provide increasingly complex interprofessional activities in which students from different disciplines can be engaged in clinically meaningful patient care activities.

Manual Acknowledgment Form

I acknowledge that I have received a copy of the University of Rhode Island College of Pharmacy Student Manual.

I understand that this Student Manual works in conjunction with the University of Rhode Island Student Handbook. If any conflicts exist, the University Student Handbook is the final determinate.

I have read and understand the contents of this manual and will act in accord with these policies and procedures as a condition of my enrollment with the College of Pharmacy.

I have read and understand the Professionalism Guidelines expected by the College of Pharmacy and I agree to act in accord with the Professionalism Guidelines as a condition of my enrollment.

I understand that if I have questions or concerns at any time about the manual or the Professionalism Guidelines, I will consult with the Associate Dean for Student and Academic Affairs for clarification.

The College reserves the right and discretion to amend, delete, deviate from, or change policies at the sole discretion of the College. Changes are effective as of the date of their occurrence.

Finally, I understand that the contents of this Student Manual are simply policies and guidelines, not a contract or implied contract with students. The contents of the Student Manual may change at any time.

Please read this Manual and these Professionalism Guidelines carefully to understand these conditions of enrollment before you sign this document.

Student Signature

Date

Student Name (Please Print)