



THE UNIVERSITY of
MISSISSIPPI

SCHOOL OF PHARMACY

2015-16

Student Handbook

School of Pharmacy

The University of Mississippi

School of Pharmacy Student Handbook

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INTRODUCTION

I. Core Values of the School of Pharmacy

Collaboration - By fostering a spirit of teamwork and partnership that is founded on respect for the contributions of others, we seek to create interdisciplinary, synergistic relationships characterized by inclusiveness and flexibility.

Creativity - We seek to encourage and support resourcefulness, originality, imagination, ingenuity, and vision in our students, faculty, and staff.

Excellence - We strive to meet and exceed, through continuous improvement, the highest expectations for achievement as we maintain the highest quality and standards in all of our endeavors.

Knowledge - We value the discovery, acquisition, application, and dissemination of knowledge, and will work to foster these activities in pursuit of our vision and fulfillment of our missions.

Leadership - We encourage and foster the development of leaders who have the ability to influence the thinking, understanding, and attitudes of others and who have the ability and courage to identify and effect solutions. Leadership requires the ability to inspire, enable, instill confidence, build a shared vision, and connect with others through mutual trust, responsiveness, and sincerity.

Learning - We encourage and support student-centered, ability-based learning; the mentoring of new faculty, graduate and undergraduate students; lifelong learning; and intellectual curiosity.

Professionalism - We foster, encourage, and expect the active demonstration of structural, attitudinal, and behavioral attributes of a profession and its members. We believe that there are certain professional attributes that are fundamental to our functioning as learners, educators, researchers, scholars, and practitioners of pharmacy. These attributes include a service orientation, one in which the needs of others are put above personal needs; caring; respect for others; accountability to our

stakeholders and responsibility for one's action; and integrity, honesty, and ethically sound decision making.

Social Responsibility - We value respect for the diversity of people with whom we work and those we serve; the importance we place on our local, state, national and global communities; and our concern for the welfare of humanity and the environment, as evidenced in the way we serve others.

II. Vision

We are a highly-respected community of learners, educators, scientists, and practitioners whose innovative achievements position us as leaders in improving health and wellness.

Indicators:

- Increased funding for research.
- Placements of choice for our graduates, residents and fellows.
- Increase in number of high-impact publications and presentations.
- Increase in number of license agreements and commercialization of technologies.
- Recognition at a national level of faculty, students, student organizations and our programs through awards, scholarships and elected leadership positions.
- Development of collaborations internally and externally.
- Maintaining exceptional NAPLEX performance.
- Improved quality of incoming undergraduate and graduate students and post docs.
- Advancing innovative pharmacy practice models.
- Demonstrating improved health outcomes.

III. Comprehensive Mission Statement

The mission of The University of Mississippi School of Pharmacy is to improve health, well being and quality of life of individuals and communities by educating students, pharmacy practitioners and pharmaceutical scientists, conducting research, and engaging in service.

We will accomplish this by providing:

- Innovative models of practice, with an emphasis on underserved populations

and those with health disparities.

- Quality education for current professional and graduate students.
- Quality post-graduate training opportunities.
- Quality continuing professional development opportunities.
- An environment which promotes the generation and dissemination of new biomedical knowledge and technologies through collaborative and interdisciplinary research.
- Opportunities for discovery and dissemination of knowledge of natural products and novel pharmaceuticals.
- Leadership in the development and implementation of advanced pharmacy practice models.
- Service to internal and external stakeholders and the general population.
- Opportunities to conduct practice-based and translational research to address health disparities.

IV. Strategic Plan

What follows are the critical issues and strategic directions (SD) identified to chart the School's course during the next 5 years (2012-2017). This plan is reviewed annually, and updated as needed.

CRITICAL ISSUE 1: RESOURCES. How do we position ourselves for continued success and growth in a volatile economic environment?

SD1.1 Increase self-generated revenue.

SD1.2 Implement strategies to improve our ability to recruit, retain and motivate high-performing and diverse faculty and staff.

SD1.3 Strengthen our existing external collaborations, and identify opportunities to establish new relationships.

SD1.4 Enhance our development strategies.

SD1.5 Ensure state-of-the-art facilities and operating resources for the School to remain competitive in terms of professional and graduate student recruitment and training.

SD1.6 Continue to develop research facilities and resources to maintain our advantage.

CRITICAL ISSUE 2: CURRICULUM. How do we ensure we have

relevant progressive and innovative professional and graduate curricula?

SD2.1 Enhance outcomes assessment and curricular mapping to enable effective curriculum evaluation and revision.

SD2.2 Enhance the cross-discipline integration of content and experience to improve student learning.

SD2.3 Increase inter-professional and interdisciplinary education. SD2.4 Identify innovative design and delivery of curriculum.

SD2.5 Increase interdisciplinary graduate education opportunities within the School of Pharmacy.

CRITICAL ISSUE 3: STUDENTS. How do we address increased competition for students from other institutions, the diminishing number of potential applicants, and placement of graduates?

SD3.1 Increase awareness in the marketplace that our graduates are differentiated and better able to be successful in the positions they pursue.

SD3.2 Ensure diversity, quality and capacity of sites relative to our competitiveness in recruiting students.

SD3.3 Develop and implement active recruiting strategies to improve the quality and diversity of professional and graduate student applicant pools.

CRITICAL ISSUE 4: TECHNOLOGY. How do we ensure state-of-the-art technology and support for a progressive educational environment and a research environment?

SD4.1 Secure the breadth and depth of technology resources needed to adequately support a progressive educational and research environment.

SD4.2 Identify and address gaps in infrastructure and utilization of instructional technology to enhance our programs.

SD4.3 Optimize technology to address assessment and curriculum needs and outcomes over time.

CRITICAL ISSUE 5: RESEARCH AND SCHOLARSHIP.

[Separate planning process that is an extension of the Research Vision process]

SD5.1 Elevate our research and scholarship

SD5.2 Improve the internal and external perceptions of our research and scholarship

SD5.3 Maximize the benefit of our intellectual property to the College through a strategic approach.

SD5.4 Encourage, value and reward the Scholarship of Education

SD5.5 Increase the College's impact on improving health outcomes and advancing our mission.

CRITICAL ISSUE 6: FACULTY AND STAFF. How do we maximize professional development and opportunities for our faculty and staff to advance our mission?

SD6.1 Develop support structure to ensure faculty and staff success.

SD 6.2 Increase collegiality among, and appreciation of, diverse roles of faculty, staff and students.

V. Organizational Structure

A. Academic Departments

The School of Pharmacy is organized into six academic units - Department of Pharmacy Practice, Department of Pharmaceutics, Department of Pharmacy Administration, Department of Pharmacology, Department of Pharmacognosy, and Department of Medicinal Chemistry. The departments are located on the Oxford campus with the exception of the Department of Pharmacy Practice, which is located on both the Oxford and Jackson campuses.

B. Division of Pharmacy Professional Development

The Division of Pharmacy Professional Development is the unit primarily responsible for the professional development activities for pharmacy practitioners. This unit is located on the UMMC campus.

C. Research Institute of Pharmaceutical Sciences

Research activities are conducted within each academic department as well as in the Research Institute of Pharmaceutical Sciences (RIPS). The areas of research

within RIPS are listed below.

RIPS was chartered by the Mississippi Legislature in 1964 and exists within the organizational structure of the School of Pharmacy at The University of Mississippi. The Research Institute is organized around the efforts of a core of full-time research faculty. In addition, the academic faculty of the School of Pharmacy may have part-time appointments in the Institute. Activities of the Institute are conducted through the Center for Pharmaceutical Marketing and Management (listed below) and the National Center for Natural Products Research (listed below).

1. **Center for Pharmaceutical Marketing and Management** The Center for Pharmaceutical Marketing and Management promotes efficiency and effectiveness in the marketing and management of pharmaceutical products and services in all segments of the industry. Through a unique strategic alliance between the School of Pharmacy and the School of Business Administration, the Center for Pharmaceutical Marketing and Management applies The University of Mississippi's distinctive competencies to focused research and innovative educational programs involving health care. The Center for Pharmaceutical Marketing and Management is committed to supporting education at all levels -- undergraduate, graduate, and practicing professionals. The Center also provides an environment where business and education can come together to exchange real-world research ideas, results, and information. Past, present, and future research includes both applied and theoretical projects in an environment that encourages mutual interaction between industry professionals and the staff and students in the Center. An open exchange of ideas, collaboration on development of solutions to problems, and dissemination of the findings will be the result. The programs of the Center include: Pharmaceutical Marketing and Management Research, and Pharmacy Entrepreneurship.
2. **The National Center for Natural Products Research**
The mission of the National Center for Natural Products Research (NCNPR-RIPS) is to improve human health and agricultural productivity through the discovery, development, and commercialization of natural products or derivatives as pharmaceuticals and agrochemical. The

National Center conducts basic and applied multidisciplinary research and educational activities in two major programmatic areas: the discovery of potential new drugs for certain infectious diseases, cancer, and immune and inflammatory diseases and the development of phytomedicines as therapeutic agents. Additionally, the National Center conducts research related to the development of medicinal plants as alternative crops for U.S. farmers.

3. Pii Center for Pharmaceutical Technology (Pii Center) Mission

The Pii Center for Pharmaceutical Technology (Pii Center), a unit of the Research Institute of Pharmaceutical Sciences (RIPS) within the School of Pharmacy, conducts interdisciplinary drug/polymer research that provides end-stage pharmaceutical products directed at therapeutic conditions, vaccines, antidotes and wound care. This unique Center leverages the existing expertise and resources at The University of Mississippi (UM), including the National Center for Natural Products Research. Utilizing cutting edge thermal processing, the Pii Center collaborates with private industry, government and academia to develop new, improved and expanded drug delivery systems.

Many drugs and biological products require special delivery systems. The Pii Center provides problem-solving approaches for the development of cost-effective, patient friendly and efficacious delivery systems for existing active pharmaceutical ingredients as well as for new chemical entities. Utilizing solid solutions and dispersions and nanotechnology, the Pii Center develops novel formulations to improve bioavailability and therapeutic efficacy.

SECTION 1: UNIVERSITY OF MISSISSIPPI POLICIES PERTINENT TO SCHOOL OF PHARMACY STUDENTS

I. The M Book

The M Book, The University of Mississippi Handbook of Standards, is published by the Office of the Dean of Students for the benefit of all students at The University of Mississippi. Every student enrolled at the University is expected to become familiar with the contents of this book. The M book serves only as a complement to the University Policy Directory and the Undergraduate Catalog/Bulletin. While this book is a compilation of many different policies, students should understand that this publication is not a complete listing of University policies but only a guide to assist students with understanding their rights, responsibilities, obligations, and the operating order of the University. Furthermore, students should understand it is their responsibility to become familiar with all policies governing this institution. For a complete listing of policies governing The University of Mississippi, please visit the University Policy Directory -- (https://s3.amazonaws.com/os_uploads/223538_MBook12-13.pdf).

II. Academic Policies Standards and Regulations

The regulations published in the M Book and/or Undergraduate Catalog are a digest of the rules of the institution. Changes may be made in the regulations at any time to promote the best interests of the University and its students. Students are responsible for knowing the published regulations, policies, and standards of the University and of their college or school.

A. Academic Grade Appeal Procedure

The grade-appeal procedure is designed to provide an undergraduate or graduate student at The University of Mississippi with a clearly defined avenue for appealing the assignment of a course grade he/she believes was based on prejudice, discrimination, arbitrary or capricious action, or other reasons not related to academic performance. The student's request for a grade appeal may be taken successively to the professor, the chair of the department in which the grade was given, and the dean of the school or college to which the department belongs, with a possible resolution of the conflict at any stage. Either the

student or the professor may appeal a decision made at the dean's level by making a written request for a review by an Academic Appeals Committee. A final grade is the professor's evaluation of the student's work and achievement throughout a semester's attendance in a course. Factors upon which the final grade may be based are attendance, recitation, written and oral quizzes, reports, papers, final examinations, and other class activities. There is a presumption that the professor who has conducted the course is professionally competent to judge the student's work, and in the absence of convincing evidence to the contrary, has evaluated it fairly. In all cases, the complaining student shall have the burden of proof with regard to all allegations in his/her complaint and in his/her request for review or hearing. If any party fails to pursue any step of the grade-appeal procedure within its allotted time, the disposition of the case made in the last previous step shall be final. All correspondence and records shall be retained in the office in which the complaint is finally resolved. In any situation in which a graduate student wishes to appeal the results received on his/her comprehensive examinations, he/she should contact the dean of the Graduate School for a copy of the Graduate School Appeal Procedure, which shall apply in such a case. In the outline below and in the sections that follow, time periods in Steps 1 and 2 are in calendar days and are measured from the first day of the regular semester that follows receipt of the grade being appealed. That is, for a grade received for work done in a fall semester (including grades awarded in the fall for I's received from previous work), the time deadlines are measured from the first day of the following spring semester. For grades received for work done in a spring or summer semester, the time deadlines are measured from the first day of the fall semester. The remaining time periods are in calendar days and are measured from the date of an initiating action.

Outline of Grade-Appeal Procedure and Time Schedules

Step 1. Consultation with Faculty Member An informal consultation with the faculty member must be initiated within 30 calendar days and must be completed within 45 calendar days.

Step 2. Appeal to the Department Chair(s) A written appeal must be submitted to the chair of the department in which the course is being appealed and to the chair of the department in which the student is majoring (if different). The department chair has 15 calendar days from receipt of the appeal to achieve

resolution of the appeal.

Step 3. Appeal to the Dean A written request that the appeal be forwarded to the dean of the school or college in which the course was offered must be submitted to the department chair within seven calendar days following the end of the 15-day time period in Step 2. (In the case of a graduate student, the appeal is forwarded to the dean of the Graduate School.) The department chair must forward the request and pertinent material to the dean within five calendar days of receipt of the request. The dean must render a written decision within 15 days of receipt of the appeal.

Step 4. Appeal to the Academic Appeals Committee Either the student or the faculty member may request a review by an Academic Appeals Committee. A written request must be submitted to the vice chancellor for academic affairs within 15 days of the receipt of the dean's decision.

Explanation of the Steps in a Grade Appeal

Step 1. Informal Consultation The student shall first consult with the faculty member in an effort to reach a satisfactory resolution of his or her appeal. It is a part of the professional obligation of members of the University faculty to meet with students who wish to avail themselves of this academic grade-appeal procedure for the purpose of reviewing the grade assigned and attempting to resolve the matter. In the even that the student cannot schedule a meeting with the faculty member, the department chair may be contacted to schedule the meeting between the student and the faculty member. Informal consultation is a required first step, and no further grade appeal is permitted unless informal consultation is first attempted. The only exception to this procedure is when the faculty member no longer is employed by the University or is otherwise unavailable so that it is impossible to complete Step 1. In this case, the student may proceed directly to Step 2. Step 1 must be initiated within 30 calendar days of the beginning of the regular semester following receipt of the grade being appealed.

Step 2. Appeal to Department Chair If the matter is not resolved in Step 1, the student may present an appeal in writing to the chair of the department in which the course was offered within 45 calendar days from the beginning of the next regular semester after the grade was received. The department chair shall

attempt to resolve the appeal in consultation with the faculty member and the student within 15 calendar days of receipt of the written appeal. The department chair may counsel with the faculty of the department about the matter.

Step 3. Appeal to the Dean If the appeal cannot be resolved at the level of Step 2 within the 15-day prescribed time period, the student, within seven calendar days following the end of such period, may request in writing that the chair forward the appeal to the dean of the college or school in which the course was offered. In the case of a graduate student, the appeal is forwarded to the dean of the Graduate School. The chair must forward the student's appeal to the dean within five days. The chair shall provide the dean with a copy of all correspondence and records pertaining to the appeal. The dean may use any resource available to the dean's office to resolve the grade conflict within a 15-day period following receipt of the appeal. The dean shall communicate his/her decision to the student, faculty member, and department chair.

Step 4. Appeal to the Academic Appeals Committee Either the student or the professor may appeal the decision made under Step 3 within 15 days by submitting a written request to the vice chancellor for academic affairs for a review by an Academic Appeals Committee. In the event of such an appeal, the decision made in Step 3 shall be stayed pending the completion of the procedure in Step 4. The dean and the chair must be provided a copy of the appeal request. The written request for a review by an Academic Appeals Committee should state the factual basis for the appeal of the dean's decision. This request for appeal is the primary document setting forth the contention of either the student or professor that the decision made by the dean should be reversed. Therefore, this request for appeal should be carefully drawn and supported by attachments of all relevant documentary material. Upon receiving a request for a review by an Academic Appeals Committee, the vice chancellor for academic affairs shall appoint an Academic Appeals Committee composed of seven members constituted as follows: Appeals Committee for Undergraduate Students A chair; three faculty members, two of whom must be from the department involved; and three undergraduate students. Appeals Committee for Graduate Students A chair, to be selected from the graduate faculty; three graduate faculty members, two of whom must be from the department involved; and three students selected from the Associated Graduate Student Body. The chair of the Academic Appeals Committee shall appoint a subcommittee that shall review all written requests for an appeal to determine if a formal hearing is warranted. If,

in the opinion of the subcommittee, a formal hearing is not warranted, a decision on the appeal shall be made by the Academic Appeals Committee based upon written evidence submitted by the student and the faculty member. If the subcommittee finds that the student's or the professor's request merits a hearing, the chair of the Academic Appeals Committee shall notify all parties (student, professor, chair, and dean) in writing of the time and location of the hearing. The purpose of the hearing is to elicit information on which the committee may base a recommendation to the vice chancellor for action. It is not to be construed as a trial in a court of law. The hearing shall be closed. Both student and professor may provide any written materials they desire, and the committee may request additional material if it deems such necessary. Both the student and professor concerned shall be afforded the right to present witnesses or other evidence, question opposing witnesses, and make a concluding statement. No attorneys shall be permitted to represent participants in Academic Appeals Committee hearings. The Academic Appeals Committee shall tape record all hearings and preserve these tapes until all further avenues of appeal shall have expired. At the student's or faculty member's request and expense, copies of the tape shall be made available. When the committee has reviewed all documents and heard such testimony as it considers necessary to reach a conclusion, it shall adopt by majority vote a recommendation to be made to the vice chancellor for academic affairs. The recommendation should be either to sustain the action taken at the dean's level (Step 3) or to take some other action with respect to the grade that is being appealed. The committee may (1) recommend that the grade remain as it was originally assigned by the professor, or (2) report that in the judgment of the committee the original grade was arbitrarily or capriciously assigned and recommend that another designated grade be given. The recommendation of the committee should be in the form of a letter to the vice chancellor for academic affairs and should contain as explicitly as the nature of the case will allow the grounds on which the recommendation of the committee is based. The chair of the committee shall send copies of the committee's letter to the vice chancellor for academic affairs and to the student, professor, department chair, and dean.

Step 5. Final Decision by Vice Chancellor for Academic Affairs The vice chancellor for academic affairs shall make the final decision, utilizing any resources to assist in deciding the appeal. The vice chancellor shall have the right to allow the assigned grade to stand or to raise or lower the assigned grade. He/she shall inform all parties involved, including the Academic

Appeals Committee, of his/her final decision on the matter.

Retention of Records

As part of the University's grade-appeal procedure, faculty members are required to keep grade-related materials until the completion of the next regular (spring or fall) semester. Material that applies to an ongoing grade-appeal process must be retained for six months following completion of the grade-appeal process. In this section, "grade-related material" refers to examinations, projects, term papers, records on grades, attendance records, and other material that is used in the grading process and is not returned to the student. If materials are returned to the student, a student desiring to appeal must present any tests, examinations, term papers, or other graded material that form the basis for his or her appeal.

B. Access to Students' Educational Records

The Family Education Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment) is a federal law which governs access to the students' education records. This law grants students guaranteed access to their educational records; such access includes the right to inspect and review educational records, the right to obtain copies of the records (a copying fee may be charged), and the right to challenge or supplement information on file in order to prevent flawed interpretation. Certain records (i.e., medical records) are not deemed to be educational records and are therefore not accessible to students. Additionally, the Buckley Amendment prohibits the disclosure of personally identifiable information to third parties without the prior written consent of the student. Exceptions may be made only for University officials and others with legitimate educational interests. The University may disclose directory information unless the student notifies the University to the contrary. Directory information is defined as a student's name, address, telephone number, e-mail address, date and place of birth, major field of study, student activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most previous educational agency or institution attended by the student. If you have questions about the law or want more information, please contact the Office of the Registrar at (662) 915-7226.

III. Nonacademic Policies Standards and Regulations

A. Introduction to non-academic policies, standards, and regulations

The University of Mississippi is an academic community comprised of multiple constituencies including students, faculty, and staff. Membership within that community involves certain privileges, rights, and responsibilities. This section and the policies contained within it, focus on the rights and responsibilities of Ole Miss students and contain the following subsections: Student Rights, Student Responsibilities, Nonacademic Discipline Policy, Personal and Organizational Misconduct, and Nonacademic Disciplinary Procedures.

B. Students' Rights

1. Right of Privacy - Personal Information (DSA.DS.100.002) Students at The University of Mississippi have the right of privacy with respect to personal information.

The Family Educational Rights and Privacy Act of 1974 (FERPA or the Buckley Amendment) is a federal law that governs access to students' educational records, which are records that contain information directly related to a student that are maintained as official working files by the University. Under FERPA, students have the right to gain access to their educational records, and such access includes the right to inspect and review the records, the right to obtain copies of the records (a copying fee may be charged), and the right to challenge or supplement information on file. Public or "directory" information about a student that may be released to anyone upon request includes the student's name, address, telephone listing, academic major, dates of attendance, awards received, participation in officially recognized activities and sports, and weight and height of a member of an athletic team. Students may request that the University not release directory information by completing a FERPA block form in the University's Registrar Office.

Pursuant to FERPA, once a student reaches 18 or attends a postsecondary institution, parents no longer have access to their children's educational records, unless the student is claimed as a dependent as defined by Section 152 of the Internal Revenue Code of 1986 or the student provides the University with written consent to allow such disclosure. The only exception to this rule is in the case of violations of the University's alcohol and drug policies by students under age 21. In such cases, information regarding the violation may be released to parents, regardless of whether the student is considered a dependent or independent student. In general, the University will not release information contained in a student's educational records to a third party without written consent of the student. Prior written consent from the student is not required, however, under the following circumstances:

- a. If it is directory information and the student has not requested that such information be withheld;
- b. To the parents of a student classified as dependent under the Internal Revenue Code;
- c. To the parents of a student who violated the University's alcohol or drug policies, if the student was under the age of 21;
- d. To University officials who have a legitimate educational interest;
- e. To officials at another institution in which the student seeks to enroll;
- f. In connection with a health or safety emergency if necessary to protect the student or others;
- g. To financial aid lenders checking enrollment status for loan purposes;
- h. To authorized representatives of the:
 - i. Secretary of the United States Department of Education;
 - ii. Office of the United States Comptroller General;
 - iii. State and Local Education authorities as part of an audit or program review;
 - i. In response to a court order and/or subpoena after reasonable effort to notify eligible student (unless ordered

- not to contact the student by the Court); or
- j. To an alleged victim of any crime of violence or non-forcible sex offense, the final results of the University judicial proceeding regarding such an alleged offense.

IV. Conduct Rules and Regulations

A. Tobacco Free Policy

Smoking is prohibited at all times, and at all locations of The University of Mississippi Oxford campus, including University-owned facilities, properties, and grounds. This includes but is not limited to the following:

- The interior of all University-owned buildings;
- All outside property or grounds of the Oxford campus, including sidewalks, parking lots, recreational areas and partially enclosed areas such as walkways, breezeways, patios, porches, gazebos, tents and bus shelters;
- Within any University of Mississippi-owned vehicles, including buses, vans, shuttles, golf carts and all other University vehicles; and
- All indoor and outdoor athletics venues and facilities.

This policy applies to all faculty, staff, students, visitors, and contractors.

For purposes of this policy, “smoking” means inhaling exhaling, burning, carrying or possessing any lighted tobacco product, including cigarettes, cigars, pipe tobacco, and any other lit tobacco products, including electronic cigarettes that emit smoke.

The University also prohibits littering the campus with remains of any tobacco products.

Additionally, the University-controlled advertising, sale, or free sampling of tobacco products is prohibited on campus, regardless of the vendor.

Organizers and attendees at public events, such as conferences, meetings, public lectures, social events, cultural events, and athletic events using University-owned facilities, grounds, and properties are required to abide by

University of Mississippi policy. Therefore, organizers of such events are responsible for communicating to attendees the policies of the University and for enforcing this policy.

Communication: Persons will be informed of this policy through:

- Signs posted in appropriate areas throughout the University
- Various University web sites including Human Resources, Alumni Affairs, Athletics, Health Center, Counseling Center, and others
- UM Smoke-Free Campus web site (www.olemiss.edu/smokefree)
- E-mail communication to all employees and students
- The M Book

• Other University publications and Communications. Respect and Responsibility:

The success of this policy depends on the thoughtfulness, consideration, and cooperation of smokers and non-smokers. All members of the University community share in the responsibility for adhering to and enforcing this policy. Any complaints should be brought to the attention of the appropriate University authorities and anyone who complains shall be protected against retaliation.

Enforcement:

The responsibility for the enforcement and communication of this policy rests with all members of the University community and the University Police Department. Visitors, contractors, and other individuals on campus who are in violation of the policy should be reminded of the policy and asked to comply with our smoke-free campus policy. All faculty, staff, and students who are in violation of this policy should be reminded of the policy and asked to comply. Refusal to comply with this policy could result in citations and fines. For complete information about policy enforcement, go to www.olemiss.edu/smokefree.

Smoking Cessation Programs:

The Health Center and Counseling Center offer a range of smoking cessation and support programs for any member of the University community who desires to quit smoking. The University's employee health insurance plan covers the full cost for three months of cessation medications. To learn more

about smoking cessation programs available to students and employees, please go to www.olemiss.edu/smokefree.

*This policy is being introduced to the University community in August 2012; strict enforcement of the policy begins January 1, 2013.

B. Alcohol

As is true on most college and university campuses, many of the offenses committed against people and property at Ole Miss are a direct result of alcohol misuse/abuse. Such behavior interferes with the University's educational mission and shows a lack of respect for one's self, for others within the University community, and for the community at large. Thus, The University of Mississippi prohibits the abusive or unlawful sale, manufacture, possession, distribution, and consumption of alcohol.

Students, recognized student organizations, or others found in violation of this policy will be subject to campus disciplinary action, as well as potential civil liability and/or criminal prosecution. (See "Two Strike" policy, DSA.DS.300.007, describing minimum campus sanctions for alcohol and drug violations.)

Visitors to the University campus who violate this policy may be subject to civil liability and/or criminal prosecution as well as other consequences at the discretion of the University. Such consequences may include limiting one's access to campus or campus events and losing season ticket privileges, among other things. This policy applies to the conduct of any student organization in connection with an event sponsored by that student organization, whether on or off campus. Below are some specifics of the alcohol policy at Ole Miss.

1. It is unlawful, and therefore violates this policy, for any person under the age of twenty-one to possess or consume alcohol.
2. The University of Mississippi prohibits unlawful driving under the influence of alcohol.
3. The University of Mississippi prohibits inappropriate behavior that is a direct result of alcohol consumption. Any student or other person publicly intoxicated will be found in violation of this policy.
4. The distribution of alcohol without a permit is unlawful and thus a violation of University policy. Any possession of alcohol in plain view or unattended alcohol shall be considered distribution in violation of this

policy. Alcohol left unattended or in plain view may be confiscated. The University prohibits the possession of items that provide for common distribution of alcohol on or in University property and buildings located on the University's campus. Examples include, but are not limited to, kegs, pony kegs, party balls, and other forms of common supply. Such items may be confiscated by the University.

5. Lafayette County is "dry" for beer and light wine (less than 5% alcohol by weight). Thus, distribution, possession, and consumption of beer and light wine is illegal in that portion of the University's campus that lies outside of the City of Oxford.
6. Drinking games and rapid consumption techniques and devices (e.g., funnels, shots, etc.) by their nature promote abusive consumption of alcohol and thus violate this policy.
7. The University prohibits the possession and consumption of alcohol within administrative and academic buildings, except and unless when served under a lawfully issued permit.
8. It is unlawful, and thus violates this policy, to sell or consume alcoholic beverages (5% or greater alcohol by weight) within University athletics venues during intercollegiate athletics events.

C. Drugs and Drug Paraphenalia (PROFESSIONAL PHARMACY STUDENTS SEE SECTION 4 IN THIS HANDBOOK)

Drug use, including the misuse of prescription drugs, unfortunately is a prevalent problem at college and university campuses, and The University of Mississippi has not been spared.

The University unequivocally prohibits the use and possession of drugs on its campus. The specifics of the drug policy are outlined below.

1. Possession, Use, and Sale of Drugs and Drug Paraphernalia
 - a. The University of Mississippi prohibits the use, possession, distribution, sale, manufacture, and delivery of illicit drugs including the misuse of prescription medications, by members of its community. Illegal drugs, including prescription drugs for which the person does not have a valid prescription, are subject to confiscation.
 - b. The University of Mississippi also prohibits the possession, sale, and distribution of drug paraphernalia (including, but not limited to, pipes, bong, roach clips, rolling papers, etc.). These items are strictly prohibited

and are subject to confiscation. Violation of this policy will result in disciplinary action and the student may also be subject to criminal prosecution and/or civil liability.

Violation of this policy will result in disciplinary action and students may also be subject to criminal prosecution and/or civil liability.

2. The University of Mississippi also prohibits behavior that is a direct result of drug consumption, use, or abuse. Any student found to be visibly overcome by the use of drugs will be found in violation of University policy.
3. Information regarding a student's violation of the University's drug policy may be released to that student's parents, if the student is under 21 years of age at the time the violation occurs.

D. Disorderly Conduct

The University prohibits behavior that disrupts the academic, research or service mission or activities of the University, or disrupts any activity or event of the University community. Some examples of disorderly conduct include, but are not limited to, the following: conduct which causes a breach of the peace; lewd, obscene or indecent conduct; conduct which interferes with or disrupts activities or functions sponsored or participated in by the University or by members of the University community; interfering with or obstructing pedestrian or vehicular traffic; obstructing or interfering with ingress or egress of campus buildings or facilities; conduct which interferes with the rights of others; unauthorized use of electronic or other devices to make an audio or video record of any person without his or her expressed or implied consent when such recording is likely to cause injury or distress.

E. Assault and Other Conduct that Threatens the Safety of Others

Students have the responsibility to refrain from conduct which threatens or causes bodily harm to others. The University prohibits purposely, knowingly, or recklessly causing or attempting to cause bodily injury to another; purposely, knowingly, or recklessly placing another in fear of serious bodily harm; and intentional or negligent conduct that threatens or endangers the health or safety of any student, faculty, staff member, or guest of the University.

A student who is the victim of an alleged sexual offense may be granted changes in academic and living situations if such changes are reasonably available.

F. Harassment, Including Stalking

Students and other members of the University community have the right to an environment free of conduct that unreasonably interferes, hinders, or otherwise denies another a suitable working, living, or learning environment. Therefore, members of the University community should refrain from harassing others or creating an environment that denies others a suitable working, living, or educational environment.

For conduct to violate this policy, the conduct must be more than merely offensive; it must be so objectively offensive, pervasive, and/or severe that if repeated it would effectively deny the victim access to the University's resources and opportunities, unreasonably interfere with the victim's work or living environment, or deprive the victim of some other protected right. Examples of conduct prohibited by this policy include, but are not limited to, the following: intentionally inflicting severe emotional distress or harm; fighting words (words that actually tend to provoke immediate violent reaction); obscene, lewd, or lascivious conduct; stalking (as defined in Section 97-3-107 of the Mississippi Code); cyberstalking (as defined by Section 97-45-15 of the Mississippi Code); defaming another (a false statement that harms the reputation of another); and speech or conduct based upon race, color, gender, national origin, religion, age, disability, veteran status, or sexual orientation that is so objectively offensive and repeated, pervasive, or severe as to violate this policy.

This policy shall not be construed to impair any constitutionally protected activity, including speech, protest, or assembly.

In addition to the University conduct process, The University of Mississippi provides a mechanism to address grievances that may arise over sexual harassment (including sexual assault and relationship violence) or alleged discrimination on the basis of race, sex, religion, veteran's status, age, national origin, or handicap as prohibited by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Sections 503 and 504 of the Rehabilitation Act of 1973. Incidents of harassment should be reported to the Office of the Dean of Students and/or the Office of Equal Employment and Regulatory Compliance.

G. Interfering with the Property Rights of Others (Theft)

The University prohibits intentional interference with the property rights of others, whether by theft, attempted theft, unauthorized possession of, or causing damage

to the property of others, or the possession, retention, or disposal of stolen property. Theft of another's identity also is prohibited under this policy.

H. Possession of Weapons (DSA.DS.200.011)

The University of Mississippi recognizes the possession of weapons on campus or at University or student functions off-campus by persons other than duly authorized law enforcement officials, other authorized persons, and those participating in University approved programs creates an unreasonable and unwarranted risk of injury or death to its employees, students, visitors, and guests, and further creates unreasonable and unwarranted risk of damage to property of the University and of its employees, students, visitors, and guests. Because of such dangers, the Board of Trustees of State Institution of Higher Learning has prohibited the possession of weapons in any form by any person other than duly authorized law enforcement officials, institutional security officials, and other authorized persons regardless of whether such person possesses a valid permit to carry such weapons. (See IHL Board of Trustees Policies and Bylaws 1106—Firearms Policy).

For purposes of this policy, a weapon is any dangerous instrument if it is used, attempted or threatened to be used, or is readily capable of being used to cause death or serious physical injury, including but not limited to the following: firearms (any weapon from which a shot, projectile, or other object may be discharged by force, whether operable or inoperable, loaded or unloaded), bombs, knives, slingshots, etc. The possession of weapons in violation of this policy may subject one to criminal liability, removal from campus or campus events or facilities, employment discipline, and/or sanctions under the University conduct system.

I. Unauthorized Entry

The University of Mississippi prohibits the unauthorized entry to or use of a University facility and/or property. This rule prohibits, but is not limited to, the following:

1. Unauthorized entry into or presence in University buildings or facilities or areas of buildings that are locked or closed to the student body and the public;
2. Failure or refusal to leave University grounds, or a specific portion thereof, or a University facility when requested by an authorized University official; or

3. Improper or unauthorized entry into a campus residence or University office.

J. IT Appropriate Use Policy

The University of Mississippi is committed to maintaining its leadership position in the use of computer and communication technology to facilitate learning. The University promises to provide, as rapidly and as economically as is feasible, the following:

- to students, access to their information anywhere on campus.
- to faculty, the resources necessary to enhance teaching, learning and research.
- to staff, the tools necessary for a responsive service environment.

The University will normally respect privacy and attempt to safeguard information but cannot guarantee these privileges absolutely: The University can examine, at any time, anything that is stored on or transmitted by University-owned equipment.

The University reserves the right to limit access to its networks when applicable university policies or codes, contractual obligations, or state or federal laws are violated, but does not monitor or generally restrict the content of material transported across those networks.

The University reserves the right to remove or limit access to material posted on university-owned computers when applicable university policies or codes, contractual obligations, or state or federal laws are violated, but does not monitor the content of material posted on university-owned computers

K. Responsible Use of E-Mail

The University of Mississippi recognizes the utilization of electronic communications as an efficient and necessary method of conducting business and advancing its mission of creating and disseminating knowledge. Electronic mail (email) should be used with the same care and discretion as any other type of official university communication.

Principal Priorities of Email:

1. Email communications must not be unethical, fraudulent, harassing, obscene, or perceived to be a conflict of interest or contain sensitive/confidential

information (i.e. credit card numbers, social security numbers, etc.)

2. File attachments sent via email must be scanned using current anti-virus software prior to sending the transmission. Any file attachment that is received must be scanned prior to opening the file.
3. Users must not allow anyone else to send email using their accounts

PROVISIONS

You are entitled only to one person's fair share of University resources unless written permission to the contrary has been granted by the Chief Information Officer (CIO). See <http://www.olemiss.edu/depts/it/policy> for other technology-related policies.

The examples given below are examples of prohibited activities, not lists of everything that is a violation:

YOU MAY NOT use the University computing or telecommunications systems to violate copyright law. Copyright law limits the right of a user to copy, download, distribute, edit, or transmit electronically another's intellectual property, including written materials, images, videos, software, games, sounds, music, and performances, even in an educational context without permission. Violations of copyright law may include giving others unauthorized access to copyrighted materials by posting that material on social networking sites, downloading from Internet websites or through peer-to-peer (P2P) file sharing any material owned by another without the owner's permission, or sharing files that include copyrighted material with others through peer-to-peer software or networks. Peer-to-peer is a method of file sharing that allows normal users ("peers") to connect directly to other users to share files. This can be contrasted with a server-based distribution method, where users connect to a server (such as a web server via their web browser) to download files. If you have P2P file-sharing applications installed on your computer, you may be sharing copyrighted works without even realizing it. Even if you do not intend to engage in infringing activity, installing P2P software on a computer can easily result in you unintentionally sharing files (copyrighted music or even sensitive documents) with other P2P users, and you may then be personally responsible for the legal and financial consequences.

Examples: You use a file-sharing program or client, like BitTorrent, Gnutella, and LimeWire, Kazaa, BearShare, or others, to download or distribute movies, songs, games or software without authorization from the copyright owner.

RIAA (Recording Industry of America) and MPAA (Motion Picture Association

of America) can and do aggressively look for these violations. Alternatively, if you join iTunes and purchase several songs to play on your iPod, this is not a violation of copyright law.

In addition to the penalties outlined elsewhere in this policy, infringement of copyrighted work, including unauthorized P2P file sharing, may also involve civil lawsuits by the copyright owner. Possible penalties include actual damages and profits or statutory damages of up to \$30,000 for each work infringed (or up to \$150,000 for each willful infringement), court costs, attorney fees, and other civil damages. Criminal penalties for willful infringement may include, depending upon the value of the work(s) infringed, fines and imprisonment for up to 3 years as provided in 18 USC 2319.

Please be aware that there are many legal alternatives for downloading media such as iTunes, Pandora, NetFlix, and Amazon MP3. A list of popular, legal, fee-based and free alternatives is available to you at: <http://www.educause.edu/legalcontent>.

See the Higher Education Opportunity Act (HEOA)

(http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf) and related federal regulations at 34 C.F.R. §§ 668.14 (b)(30) & 668.43(a)(10) for other copyright-related requirements for US colleges and universities.

YOU MAY NOT steal, forge, lie or cheat with; snoop on; tamper with; misuse, damage, harass with; threaten with; hoard or monopolize; interfere with; violate the confidentiality of; masquerade with; or destroy any information, resource, equipment or software. This includes using your personal computer for these activities against other users or against their information resources.

Examples: You must not access the account of another; you must not generate activities which consume more than your share of either system time or network bandwidth (including chain letters); you must not fraudulently log into any computer, etc. (Reference:

<http://www.mscode.com/free/statutes/97/045/index.htm>) You must not upload, post, or transmit content that is threatening, harassing, defamatory, libelous, invasive of another's privacy, hateful, or racially/ethnically motivated. This includes but is not limited to social networking sites, blogs, email or other electronic correspondence. You must not forge email headers or manipulate other identifiers in order to disguise the origin of any system or network activity.

YOU MAY NOT possess any software, resource, or equipment whose purpose is to effect one of the violations listed in the first Provision.

Example: You must not have in your account on any University-owned system or on your personal computer programs which attempt to determine the passwords of others or obtain privileges on any computer to which you are not entitled.

YOU MAY NOT attempt to violate the first Provision. Any such attempt will be considered to be the same as a violation.

Example: If you attempt to obtain system privileges to which you are not entitled, you are as guilty as if you had succeeded.

YOU MAY NOT possess, willingly receive, or distribute obscene material.

Examples: Child pornography is absolutely against the law. It is a violation of Federal law to transmit this material across state lines, even electronically, and certain obscene materials are in violation of the Mississippi Code.
(References:<http://www.mscode.com/free/statutes/97/005/0029.htm>
and <http://www.mscode.com/free/statutes/97/029/0101.htm>)

YOU MAY NOT violate the Information Technology Appropriate Use Policy off-campus anywhere in the world using University resources.

Example: An attempt to gain unauthorized entry to any computer off the University campus is as if you attempted to gain access to a computer here.

YOU MAY NOT use any University facility for non-University commercial business or advertising, including unsolicited commercial email without written permission from the Provost and the CIO. This includes partisan political activities; however, any officially sanctioned University student group may maintain an official web page which presents objective information about the group itself. Commercial sponsorship of academic projects, e.g., the inclusion of banner ads on project web sites, is allowed in certain cases. These requests must be approved by the CIO.

Examples: You may not use the statistics software on the academic shared systems to do work for off-campus entities for which you are paid. The Young Democrats/Republicans may have a page which presents information about their activities and goals; they may not attempt to influence voters' choices through that page. The sending of unsolicited bulk email (spamming) is not allowed when it is unrelated to the University's mission.

YOU MUST connect all equipment and install all software in a manner that meets the technical, security, and fair use standards set by Information Technology.

Examples: All IP addresses and domain names are owned and assigned by the Office of Information Technology as specified in the University of Mississippi Policy for Domain Name Registration. World Wide Web, ftp, and other network services that interfere with fair network use by others may be restricted by the Office of Information Technology. You must follow proper use guidelines when using classroom technology, e.g., powering down projectors according to vendor specifications. Improperly secured and patched systems are vulnerable to attack from outside entities and may be used as platforms to propagate spam, computer virus and worm's to other hosts both on the campus and abroad resulting in loss of bandwidth and possible restrictions to other computer systems; accordingly, compromised systems will be disconnected from the campus network as soon as they are detected.

YOU MUST TAKE FULL RESPONSIBILITY FOR WHAT YOU PUBLISH, TRANSMIT, OR POSSESS.

Example: Personal home pages (e.g., sunset accounts, Google Sites, etc.) cannot include copyrighted material, illegal information or be used to promote unlawful activity.

UNIVERSITY-OWNED computer and network resources, including Internet connections and bandwidth, exist to advance the mission of the University. The University will manage these resources accordingly. Technologies such as Internet2 are provided for specific purposes. The primary goals of Internet2 are to create a leading edge network capability for the national research community, to enable revolutionary Internet applications, and to ensure the rapid

transfer of new network services and applications to the broader Internet community (see www.internet2.edu/html/about.html). The University authorizes the Office of Information Technology to create and enforce appropriate management policies that are supportive of the goals of these technologies.

Examples: The University reserves the right to send official notices to all student/faculty/staff email accounts. Campus webmasters should use discretion when linking to non-University websites. You may not install software on University-owned computers that interferes with day-to-day work or hinders the professional operation of University computers or networks. You may not set up a networked server on campus that results in the monopolization of network bandwidth or interferes with access to online academic resources.

PENALTIES

If you are suspected of violating this Policy, the University may impound any equipment, device, software, documents, or data that is involved. A search warrant will be obtained before impounding items not owned by the University. If you have violated the Policy, you will incur the same types of disciplinary measures as violations of other University policies. Violation of state or federal free/statutes may lead to criminal or civil prosecution.

Students: Campus disciplinary measures may include, but are not limited to, failure in a class, permanent or temporary loss of information technology privileges, suspension or expulsion from the University, and restitution of expenses as well as charges for damages.

Faculty and Staff: Campus disciplinary measures may include, but are not limited to, reassignment of duties, transfer, censure, suspension, termination, and restitution of expenses as well as charges for damages.

Off-campus Users: The University may revoke the privileges of users who are found to be in violation and may report any serious violation to the users' home campus authorities and to appropriate law enforcement officials.

INVESTIGATION AND DISCIPLINARY ACTION

Violations are most likely to be observed in two ways: A system administrator detects an anomaly and, in determining the cause of the problem, finds

evidence of a violation.

Caution: In exceptional cases, a system or network administrator may detect evidence of a violation while performing his or her duties operating or maintaining a system. In these instances the priorities of protecting the University against seriously damaging consequences and/or safe guarding the integrity of computers, networks, and data either at the University or elsewhere, may make it imperative that the systems administrator take temporary restrictive action immediately. In these instances, all restrictive actions taken must be documented and justified in accordance with this policy. The Complaint Committee and/or Campus Security Coordinator must be immediately contacted so the complaint can be further investigated and processed. An individual observes what is perceived to be a violation. The office to be notified is determined by the status of the suspected violator:

Students: Suspicious activities should be reported to the Dean of Students.

Faculty: Suspicious activities should be reported to the Provost.

Staff: Suspicious activities should be reported to the Vice Chancellor for Administration and Finance. [Minor infractions by any account holder may be reported directly to the Complaints Committee (complaint@olemiss.edu).] The Complaints Committee accepts reports of minor infractions (anything which is not serious and which should be correctable by pointing out the infraction to the offender, e.g., a business card on a web page) and attempts to resolve them within seven days; if not resolved, the violators are reported through the Campus Security Coordinator to their administrative office for stronger action. The systems administrator of a compromised system is free at any time to take immediate action to safeguard the University's infrastructure, including working with campus security to obtain a search warrant at the first sign of suspicious activity. OIT personnel will also document the actions taken from the point of discovery and will prepare a non-technical narrative for the use of the University. The CIO or designee may authorize monitoring of systems to gather information on any activity that is using University-owned equipment or services. These activities will be logged by the systems administrator when undertaken and will be conducted in an appropriate manner approved by the Campus Security Coordinator and the CIO.

Incidents will be reported by the systems administrator to the Campus Security Coordinator, possibly the Complaints Committee, and, in addition, to the appropriate disciplinary office(s) (Dean of Students, Provost, or Vice

Chancellor of Finance & Administration). These units will authorize such additional steps as may be necessary to collect evidence, including the execution of a search warrant, and setting the scope and duration of the investigation. The Complaints Committee and the Campus Security Coordinator will work with the disciplinary office to decide when to notify the individuals involved that they are under investigation. If non-University service providers are involved, they will consult with the University Attorney and the CIO to notify them as soon as it is prudent to do so.

The collected evidence and the documents that record the actions of the systems administrator, OIT staff, and the Complaints Committee will be forwarded to the disciplinary office for adjudication together with a recommendation on any loss of privileges with respect to computing and telecommunications systems. The disciplinary office will report the outcome of the case to the Campus Security Coordinator and to the CIO. In the case of suspected criminal violations, the University Police will be involved.

The accused has the right to petition the disciplinary office for the release of impounded material and the restoration of privileges. That decision may or may not precede the disposition of the case. In any event, any such decision must be communicated to the Campus Security Coordinator and the systems administrator. Faculty and staff members against whom disciplinary action is taken may follow the prescribed methods for the resolution of work-related conflicts, including the filing of a grievance.

MISSISSIPPI LAWS THAT APPLY TO THE USE OF COMPUTING AND NETWORKING SYSTEMS AND TO PUBLICLY ACCESSIBLE WEB PAGES

The following are examples of violations of the laws of the State of Mississippi (Mississippi Code of 1972 - <http://www.mscode.com/free/statutes/97/045/0011.htm>)

Public display of sexually oriented materials in a venue likely to be visited by minors in the normal course of business.

(Reference: <http://www.mscode.com/free/statutes/97/005/0029.htm>)

Intentional deceit of anyone as to your true identity for the purpose of obtaining anything of value. You should not use someone else's email account

at all, but to do so for personal gain is illegal.

(Reference: <http://www.mscode.com/free/statutes/97/019/0085.htm>)

Profane or indecent language in a public place. A web page which resides on a University server is a public place. (Reference:

<http://www.mscode.com/free/statutes/97/029/0047.htm>)

Publishing or exhibiting obscence materials.

(Reference: <http://www.mscode.com/free/statutes/97/029/0101.htm>)

Hacking or passing along hacker information concerning a computer, computer system, or network to another person. Obtaining services to which you are not entitled and either inserting or changing system files are all illegal.

(Reference: <http://www.mscode.com/free/statutes/97/045/0003.htm>)

Blocking another user from using a system he/she is entitled to use.

(Reference: <http://www.mscode.com/free/statutes/97/045/0005.htm>)

Using or sharing the results of cracking a password file. This may result in up to five years in jail and a fine of up to \$10,000.

(Reference: <http://www.mscode.com/free/statutes/97/045/0005.htm>)

Intentional modification or destruction of computer equipment or supplies.

(Reference: <http://www.mscode.com/free/statutes/97/045/0007.htm>)

Erasing, modifying, sharing, or using the information in the files of another user. (Reference: <http://www.mscode.com/free/statutes/97/045/0009.htm>)

All of the activities outlined in the Mississippi Code are unlawful if the user was physically in Mississippi when the act was committed, was committing the act against a computer or system in Mississippi, or used a computer or network in Mississippi as a relay point. (Reference:

<http://www.mscode.com/free/statutes/97/045/0011.htm>)

V. Student Conduct Process

A. Two-Strike Policy

The two-strike policy is formally entitled Minimum Sanctions for Alcohol and

Other Drug Violations (DSA.DS.300.007). This policy, which is found on the University Policy Directory, and in this book below, deals with drug and alcohol. Violations committed by University of Mississippi students. Students found in violation of a drug or alcohol offense will be put on two-strike probation for a period of time and will at that time receive their first strike. Any other drug or alcohol offense occurring within that probationary period will result in a University Judicial Council hearing where a plea or finding of "in violation" will result in suspension from the University. Below is the actual minimum sanctions policy which outlines the specific details of the University of Mississippi's two-strike policy.

Any student or student organization found in violation, through the University's conduct process, of a University policy concerning or involving the use of alcohol or other drugs will receive the following minimum sanctions:

Student's or student organization's first offense – Required alcohol/drug education program and related fees or fines, community service, and probation for the remainder of current semester and the following two semesters (Fall or Spring) enrolled at the University. Probation extends through any intervening summer terms, inter-sessions, and/or any institutional breaks.

Student's second offense while on probation – Suspension from institution. The University Judicial Council may elect for the suspension to take effect immediately or to take effect upon completion of the current semester or term. The student shall be suspended for at least one complete Fall or Spring semester following the suspension's effective date, including any intervening summer terms or inter-sessions.

Student organization's second offense while on probation – Suspension of organization's social activities to take effect immediately and to remain in effect for at least one complete Fall or Spring semester following the suspension's effective date, including Summer terms or inter-sessions.

These are minimum sanctions. The findings of fact, aggravating circumstances, and prior record of the student or student organization will be factors considered when determining any appropriate additional sanctions on either the first or second offense. Though the underlying finding of responsibility is appealable, the minimum sanction prescribed by this policy is not.

Any sanction beyond the minimum sanction, however, is appealable using the University's published student conduct process.

Students who are suspended from the University should be aware that this action may impact the following:

- grades and academic performance
- tuition, residence hall costs and fees (suspension does not forgive financial obligations)
- student financial aid
- athletics participation and eligibility
- health insurance (contact your personal health care provider)
- University housing
- meal plan
- use of University resources and access to University facilities
- immigration status for international students
- veterans and dependents of veterans
- internships, assistantships, and study abroad

This is not a complete list and does not include all potential consequences for suspension. Off-campus conduct – The University may bring a charge under this policy against any student or student organization committing any alcohol or drug-related offense that is otherwise sanctionable under the University’s conduct policy describing the authority and jurisdiction of the University’s conduct system. For students, such offenses include but are not limited to any drug-related crime, public intoxication, and driving under the influence of drugs or alcohol occurring within Lafayette County.

If the University brings a charge against a student based upon the student’s criminal conviction by any trial court of competent jurisdiction or other court proceeding that includes an admission or finding of guilt, the admission or finding may be accepted as a final factual determination that the student has violated applicable University policy, and the sole function of the University’s conduct process will be to determine the appropriate University sanction under this and other University policies.

VI. Student Disability Services

The University of Mississippi and the Office of Student Disability Services (SDS) are committed to ensuring equal access to a quality education for qualified students with disabilities through the provision of reasonable accommodations which support University standards and academic integrity and which promote student independence and self-advocacy. University policy provides for reasonable accommodations to be

made for students with verified disabilities on an individualized and flexible basis as specified under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). For more information on the University's commitment to disability access, please visit the University's access statement at: <http://www.olemiss.edu/info/access.html>.

SDS provides classroom accommodations to all students on campus who self disclose a disability, including, but not limited to, learning disorders, psychiatric disorders, mobility issues, deaf/hard of hearing, blind/low vision, chronic illness, attention deficit disorders, and other physical disorders. Interested students must request accommodations by completing an intake application; must submit current, comprehensive medical documentation; and must meet eligibility criteria.

Students with disabilities who believe they may benefit from classroom accommodations or other assistance should contact SDS at:

- 234 Martindale
- 662-915-7128 (voice)
- 662-915-7907 (TTY)
- sds@olemiss.edu
- www.olemiss.edu/depts/sds

For more information regarding the University's policy on students with disabilities, please visit the University of Mississippi's policy directory. (<https://secure4.olemiss.edu/umpolicyopen/>)

SECTION 2: CONSTITUTION: THE UNIVERSITY OF MISSISSIPPI SCHOOL OF PHARMACY STUDENT BODY

Mission Statement:

The University of Mississippi School of Pharmacy Student Body is a student led organization designed to represent the voices of all students within the school. Our mission is to build a lasting relationship among students, faculty, alumni and administration through coordinated events, maintaining professionalism and integrity, and providing an environment of compassion.

Vision:

We will achieve our goals by:

- Representing the students within the School of Pharmacy and advocating student concerns
- Being a visible and approachable outlet for the students
- Coordinating activities of all organizations in an effort to enhance involvement
- Encouraging student enthusiasm in school activities
- Furthering the dissemination of information among the administration, faculty and students
- Upholding integrity and pride in the profession, as student leaders of the flagship pharmacy school in the state of Mississippi

By achieving these goals, we will pave a positive future for the student body of the University of Mississippi School of Pharmacy to provide optimal patient care on a local, state and national level.

Preamble.

We, the Student Body of the School of Pharmacy, in order to better coordinate the activities of each professional class and organization within the School of Pharmacy and to promote and support the profession of Pharmacy, do ordain and establish this Constitution of The University of Mississippi School of Pharmacy Student Body.

Article I: Name.

The name of this organization shall be The University of Mississippi School of Pharmacy Student Body.

Article II: Membership.

The membership of this organization shall include all students (EE1-PY4) enrolled in the Doctor of Pharmacy program as well as students enrolled in the Bachelor of Science in Pharmaceutical Sciences program.

Article III: Officers and Duties.

The officers of this body shall be the following:

Section 1. President (Jackson Campus). The office of President shall be assumed by the PY2 President-Elect. He/She, in addition to the PY4 and PY3 class president (PY3 class president if PY4 class president is unavailable), is to represent the Pharmacy School Student Body on the UMMC Associated Student Body Executive Committee as well as attend the UMMC Vice Chancellor's meetings. The President shall also serve as a member of the Student Body Social Committee. He/She shall be responsible for the collection and distribution of funds pertaining to the UMMC School of Pharmacy Student Body. The President shall also serve as liaison between students on the external campuses and those in Oxford, keep students on the external campuses aware of the activities of the various organizations within the School of Pharmacy, and keep Oxford campus students aware of concerns and activities of the external campus students. The President shall coordinate with the Elections Chair, the election of the new PY4 class officers in the spring semester of their PY3 year and the election of new PY3 class officers in the fall semester of their PY3 year. This individual shall also serve as a member of the School of Pharmacy Assessment Committee. The President shall coordinate the PY2 visit to the Jackson campus in the spring semester. In the event that the President is unable to complete his/her term due to academic or personal circumstances, the Assistant Deans of Student Services shall appoint a replacement after obtaining self-nominations from the PY3 class.

Section 2. President-Elect (Oxford Campus): The President-Elect is the presiding officer and Chairperson of the Executive Council. The President-Elect, along with the Treasurer and Assistant Deans of Student Services (Oxford and UMMC) shall have the power to cosign checks, which allows the disbursement of Student Body funds. As long as the President-Elect meets all qualifications to progress to

his/her PY3 year, he/she will assume the position of President upon entering his/her PY3 year in Jackson. In the event that the President-Elect is unable to complete his/her term due to academic or personal circumstances, there shall be another election coordinated by the Elections Chair to select a new President-Elect.

Section 3. Vice President (Oxford Campus): The Vice President shall temporarily assume the duties in the event the President Elect is incapacitated, and be responsible for coordinating all social events by serving as the Chair of the Student Body Social Committee. He/She, along with the President, shall coordinate student activities on the Oxford and External Campuses. In the event that the Vice President is unable to complete his/her term due to academic or personal circumstances, there shall be another election coordinated by the Elections Chair to select a new Vice President.

Section 4. Secretary: The Secretary shall keep fair and correct minutes of the proceedings of the Executive Council meetings. Following each Executive Council meeting, the Secretary shall post the minutes of the meeting in the pharmacy student center. Copies of Executive Council meeting minutes shall be kept on file in the office of the Assistant Dean of Student Services (Oxford). The Secretary will be responsible for maintaining an electronic calendar and a wall calendar located in the pharmacy student center for the timely posting of all scheduled activities of the Student Body and student organizations. He/She will assist the student organizations in coordinating all events. In the event that the Secretary is unable to complete his/her term due to academic or personal circumstances, there shall be another election coordinated by the Elections Chair to select a new Secretary.

Section 5. Treasurer: The Treasurer shall be responsible for the collection and distribution of funds pertaining to the Student Body. The Treasurer, along with the President-Elect and the Assistant Deans of Student Services (Oxford and UMMC) shall have the power to sign the checks which allows for the disbursement of these funds. The Treasurer shall have no money withdrawn from the funds of the Student Body unless so authorized by the President-Elect. Upon the request of the President Elect, the Treasurer shall present a financial statement at the meetings of the Executive Council. Following each Executive Council meeting, the Treasurer shall post a current financial report in the pharmacy student center. Copies of financial reports shall be kept on file in the office of the Assistant Dean of Student Services (Oxford). A Student Body debit card shall be provided to the Assistant

Dean of Student Services (UMMC) to facilitate expenditures of Student Body funds on the UMMC campus. Receipts for all expenditures are to be provided to the Treasurer within seven (7) days. In the event that the Treasurer is unable to complete his/her term due to academic or personal circumstances, there shall be another election coordinated by the Elections Chair to select a new Treasurer.

Section 6. Elections Chair: The Elections Chair is a PY2 student elected in the Spring of the PY1 year by the Student Body. This student will not be eligible to run for any elected office within student government in their PY2 year. The duties of this position include coordinating all Student Body and Class Officer elections in agreement with this document. The Elections Chair will also be responsible for coordinating the election for his/her successor in April of his/her PY2 year. Coordinating an election includes posting election application availability on all electronic student announcement pages, announcing when and where to pick up candidate applications, and making all deadlines clear and final. All applications should be posted in the pharmacy student center and electronic copies are to be made available to students on the external campuses. Ballots should be created, utilized, and counted in a timely manner. All results excluding vote counts should be posted to the class announcement pages. This individual will coordinate with the President the elections/balloting on the UMMC campus and will assist the President in coordinating elections his/her PY3 year. In the event that the Elections Chair is unable to complete his/her term due to academic or personal circumstances, there shall be another election coordinated by the President-Elect to select a new Elections Chair.

Section 7. Pre-pharmacy Liaison: The Pre-pharmacy Liaison is appointed after elections in the spring but before final exams by the outgoing Student Body Executive Council after accepting nominations from School of Pharmacy administration, faculty, staff, or students (self nominations acceptable). The Pre-pharmacy Liaison will be a professional student and must have been a pre-professional student on the Oxford campus for at least three academic years. Candidates/nominees for the Pre-pharmacy Liaison position will submit application to the outgoing Student Body Executive Council. He/She will be responsible for managing the Pre-Pharmacy programming. Duties will include organizing, maintaining, and planning events as well as electronically relaying pertinent messages. He/She will represent the interests of pre-pharmacy students by sitting on the following: (1) Student Body Executive Council and (2) School of Pharmacy Student-Faculty Relations Committee. In the event that

the Pre-pharmacy Liaison is unable to complete his/her term due to academic or personal circumstances, the Executive Council will appoint a replacement.

Section 8. Early Entry Liaison: The Early Entry Liaison is appointed in April by the Assistant Dean for Student Services after accepting nominations from School of Pharmacy administration, faculty, staff, or students (self nominations acceptable). The Early Entry Liaison will be a professional student and must have been an Early Entry student on the Oxford campus for the duration of the three pre-pharmacy academic years. Candidates/nominees for the Early Entry Liaison position will submit an application. He/she will be responsible for managing the Early Entry classes. Duties will include organizing, maintaining, and planning events for the classes as well as electronically relaying pertinent messages/announcements to members of the classes. The Early Entry Liaison is responsible for working with the Early Entry class officers to increase inter-class communication and to increase Early Entry involvement in the professional program. In the event that the Early Entry Liaison is unable to complete his/her term due to academic or personal circumstances, the Assistant Dean of Student Services will appoint a replacement.

Section 9. Community Service Chair: There will be three Community Service Chair positions. Two will be PY4 appointed positions. The current PY3 and PY4 Class Officers, acting as a selection committee, will appoint two rising PY4 students after accepting self-nominations. The self-nomination process includes submitting a resume and letter of intent to the selection committee for review. The selection committee will designate a period for accepting self-nominations and select an appointee after elections in the spring but before the beginning of rotations. The appointed Community Service Chairs will be responsible for actively seeking community service opportunities, specifically those around the Jackson area, and communicating these to the PY3 and PY4 classes. This may include leading and/or organizing teams (i.e. for AHA Heart Walk, Juvenile Diabetes Walk), recruiting volunteers for health fairs and encouraging participation from both classes. The person in this position does not have to be the “team captain” of each event but must at least recruit someone for this.

A third Community Service Chair position will be an appointed rising PY2 student, selected by current PY1 and PY2 Class Officers (i.e. selection committee) after elections in the spring but before final exams. Applicants will self-nominate for the position. The self-nomination process includes submitting a resume and letter of intent to the selection committee. The selection committee will designate

a period for self-nominations to be accepted for review. This Community Service Chair will be responsible for actively seeking community service opportunities for the Oxford Student Body as a whole. The Chair will focus on service activities in the Oxford area and will as well be responsible for communicating them to the Early Entry, PY1, PY2 and Pre-pharmacy classes. He/she will serve as a member of the Student Body Executive Council. In the event that he/she is unable to complete his/her term due to academic or personal circumstances, the Executive Council will appoint another Community Service Chair.

Article IV: Executive Council.

Section 1. The Executive Council shall be composed of the School of Pharmacy Student Body officers, the President of each of the professional pharmaceutical fraternities, the President of each class (EE1-EE3, PY1-PY4) of the professional program, two representatives of each of the professional pharmaceutical organizations (one each from the Oxford and Jackson campuses, with at least one of the representatives an organization president; each organization will be responsible for determining its two representatives), Pre-pharmacy Liaison, ASB Pharmacy Senators, Dean, Assistant Deans of Student Services (Oxford and UMMC), and the Associate Dean for Academic Affairs. The Assistant Deans of Student Services shall serve the Council as Advisors. The Executive Council is chaired by the Student Body President-Elect. The Student Body President-Elect must notify Council members well in advance of scheduled meetings and if such persons are not able to attend in person, they must be afforded the opportunity to attend via teleconference or conference call, or send a class or organizational representative.

Section 2. Membership to the Executive Council shall be limited to those students who are in good standing and maintain a cumulative minimum GPA of 2.75 on all required pre-professional and professional courses. If elections take place in the Fall Semester, the candidate must have a 2.75 GPA from the previous year. If the student is an EE1, he/she is exempt from this criterion. If elections are in the Spring Semester, the candidate must have a 2.75 GPA from the previous semester. A student considered in good standing shall have passed all required pharmacy courses during the previous semester to be eligible to run for an office that sits on the Executive Council. If during office a member of the Executive Council fails to remain in good standing or maintain the GPA requirement, then that person shall step down from office and the next officer in line shall assume the position per the

organization's Constitution and By-Laws (i.e. Vice President). These standards will be verified thru the Dean's Office prior to any Student Body, class or organizational election and throughout the school year.

Section 3. The Executive Council shall have the power to enact ordinances to best serve the interests of the Student Body. These ordinances shall in no way conflict with the Constitution but rather uphold and clarify the rules stated and the virtues implied herein. These ordinances shall be binding and applicable to all students enrolled in the professional program.

Section 4. The Executive Council shall have the power to adopt resolutions, which will express the collective opinion of the School of Pharmacy Student Body.

Section 5. The meetings of the Executive Council and the Student Body shall be on such dates as are selected by the President Elect. The President Elect shall call a minimum of one (1) Executive Council meeting per month during both the fall and spring semesters.

Section 6. A quorum for the Executive Council shall be 70 percent (70%) of the membership of the Council.

Section 7. In the absence of the President Elect, the Vice President shall take the Chair. In the absence of both the President Elect and Vice President, the President shall preside.

Article V: Quorums

A quorum for a Student Body meeting shall consist of a majority of the professional students present on the Oxford Campus. A quorum must be present when voting upon proposed issues.

Article IV: Fiscal Year.

The Fiscal Year for the School of Pharmacy Student Body shall be from June 1 of each year through May 31 of the following year.

Article VII: Fee Assessment.

Section 1. A Student Body activity fee shall be assessed to the first year Early Entry students (EE1) and first year professional students (PY1) that are enrolled within the University of Mississippi School of Pharmacy. The fees will cover student activities planned by the Executive Council as well as by the Student Body Officers of the School of Pharmacy.

Section 2. The EE1 students will be assessed a one-time activity fee, which will cover the first, second and third years. This fee will be allocated to the General Student Body Fund in order to pay for class dues, publications, the Pharmacy Olympics, and other Student Body programming and initiatives. The funds will be used at the discretion of the Student Body Officers for the benefit of students.

Section 3. The PY1 students will be assessed a one-time activity fee, which will cover the professional years. This fee will be allocated to the General Student Body Fund in order to pay for class dues, publications, the Pharmacy Olympics, and other Student Body programming and initiatives. The funds will be used at the discretion of the Student Body Officers for the benefit of students.

Section 4. Fee assessment for EE1 and PY1 students will be at the discretion of the Executive Council. The outgoing Executive Council shall set fee amounts for the following year in its last meeting of the Spring semester. No fee amount shall increase or decrease by more than 15% of the previous year's fee amount.

Section 5. Notification of the obligation of fee payment for the EE1 and PY1 students shall be made by the current Student Body President Elect by way of a letter sent to the students during the summer months prior to the beginning of the Fall semester. Dues will be payable during the orientation periods at the beginning of the Fall Semester. A late fee, not to exceed 25% of the amount of dues, will be assessed if dues are not paid within thirty days of orientation.

Section 6. Any student who takes an additional professional year on the Oxford campus for any reason shall do so without assessment of additional student activity fees for that year.

Section 7. Any student that withdraws for any reason from the University of Mississippi

School of Pharmacy has the right to petition in writing the Student Body Officers for a refund of a portion of his/her activity fee. The reimbursement of funds to the student shall be done at the discretion of the Student Body Officers.

Section 8. PY3 and PY4 students shall be exempt from assessment of any activity fees by the Executive Council or the Student Body Officers. The basis for this exemption is that these students pay a student body fee as members of the UMMC campus.

Section 9. Assembly fines paid during PY2 and PY3 years are allotted to their own PY4 class fund to be used at the discretion of the class officers. Assembly fines paid during PY1 year are credited to their own PY2 class fund to be used at the discretion of the class officers.

Article VIII: Elections.

Section 1. The officers of the Student Body, with the exception of the President, shall be elected from the PY1 class via printed or online ballot by a simple majority of students from the Student Body on both the Oxford and external campuses who cast votes. The office of President shall be assumed by the President Elect. The President shall coordinate the election of PY3 class officers at the start of the fall semester and the PY4 class officers in the spring semester of the PY3 year. The spring elections shall occur by April 15th of each year. Officers shall serve a period of one (1) year. The term of office shall run from June 1 of the year elected through May 31 of the following year.

Section 2. Class Officer Elections shall be held as follows:

EE1 Year: Elections will be held by September 15th for Class Officers for the EE1 Year. Term runs from day elected to May 31st.

EE2 and EE3 Years: Elections will be held by April 15th for Class Officers for the rising EE2 and EE3 Years. Term runs from June 1st of the year elected through May 31st of the following year.

PY1 Year: Elections will be held by September 15th for the Class Officers for the PY1 Year. Term runs from day elected to May 31st.

PY2 Year: Elections will be held by April 15th for Class Officers for the rising PY2 Year. Term runs from June 1st of year elected through May 31st of the following year.

PY3 Year: Elections will be held by April 15th for Class Officers for the rising PY3 Year. Term runs from June 1st of the year elected through May 31st of the following year.

PY4 Year Elections will be held by April 15th for Class Officers for the rising PY4 Year. Term runs from June 1st of the year elected through May 31st of the following year.

- a. President. The President shall preside over matters concerning his/her class, serve on the Executive Council, serve on the Student-Faculty Relations Committee (see Handbook Section 8) and may serve on the Professional Conduct Council as an alternate to the Class Professional Conduct Council representative. The PY4 President if available (PY3 Class President if unavailable) along with the Student Body President are to represent the School of Pharmacy Student Body on the UMMC Associated Student Body Executive Committee. If the President is unable to complete his/her term due to academic or personal circumstances, the Vice President shall assume responsibilities of the President and appoint a new Vice President. However, if the Vice President wishes to remain as Vice President, there shall be a new election for Class President.
- b. Vice President. The Vice President shall preside in the absence of the President and shall assist the Student Body Vice President in organizing all social functions by serving on the Student Body Social Committee. The Vice Presidents of the PY1 through PY4 classes also serve as non-voting members of the Curriculum Committee. (See Handbook Section 8). In the event that the Vice President is unable to complete his/her term due to academic or personal circumstances, the President and Elections Chair shall coordinate a class election to fill the position by taking self-nominations and coordinating a class vote on paper or electronic ballot.
- c. Secretary/Treasurer. The Secretary/Treasurer shall be responsible for all the funds involving the respective class after having received them from the Student Body Treasurer. In addition, the Secretary/Treasurer shall assist the Student Body Treasurer in the collection of the student body fee from the respective class. The Secretary/Treasurer of the EE1-EE3 and PY1-PY4 classes shall be responsible for working with the Student Body Secretary to

develop the student telephone directory at the start of fall semester to include all EE1- EE3 and PY1-PY4 students. The Secretary/Treasurer of the PY1-PY3 classes shall serve as non-voting members of the Information Resources and Computing Committee. (See Handbook Section 8). In the event that the Secretary/Treasurer is unable to complete his/her term due to academic or personal circumstances, the Vice President shall assume the duties of the Secretary/Treasurer.

IT IS THE RESPONSIBILITY OF ALL CLASS OFFICERS SERVING ON COMMITTEES TO INFORM THEIR PEERS OF THE COMMITTEE MEETINGS AND THE ACTIONS/RESULTS OF EACH MEETING.

- d. Professional Conduct Council Members. The Professional Conduct Council members, one member from each class EE1-EE3 and PY1-PY4, in addition to serving on the Professional Conduct Council, shall assist the Elections Chair in conducting all Student Body and Class elections to include manning the polls, counting the ballots and posting the results. They shall also be responsible for overseeing attendance at Student Body assemblies that is taken by members of the Assembly Committee. The PY4 Professional Conduct Council representative will also serve as Chairman of the Professional Conduct Council. In the event that a Professional Conduct Council member is unable to complete his/her term due to academic or personal circumstances, the Class President shall coordinate a class election to fill the position by taking self-nomination and coordinating a class vote via paper or electronic ballot.
- e. Historians. Two Historians are selected from each of the PY1-PY4 classes. They are appointed by the Assistant Dean of Student Services (Oxford) and are not elected by the class they represent. These individuals are selected in the fall of the PY1 year and serve, assuming performance of designee is appropriate, through Commencement of their Doctor of Pharmacy class. In the event that a Historian cannot complete their four year term, the Assistant Dean of Student Services (Oxford) will appoint a replacement. Applicants self-nominate and selections are made by Assistant Dean of Student Services (Oxford) and the School of Pharmacy Communications Specialist. Their responsibility is to maintain an electronic history of their class and to provide electronic versions of the Ole Miss Pharmacist to each class member during pre-commencement activities.

Section 3. Elections for PY4 officers are held by the President. The President posts and announces that he/she is accepting nominations to his/her personal email account for the offices of President, Vice President, Secretary/Treasurer and Professional Conduct Council member. The President sets a three (3) day deadline for nominations. He/She prepares the ballot and voting takes place at a specified time to be announced at least one (1) week prior to the election. The President along with the PY3 Professional Conduct Council member will check and count the ballots. The results are then posted to the PY3 Announcement Page and reported electronically to the Elections Chair.

Section 4. Announcement of all Student Body and Class elections (Oxford and UMMC campuses) shall be made by the Elections Chair at least seven (7) days prior to the election. Nomination forms for all election positions will be made available in the office of the Assistant Dean of Student Services (Oxford) and his/her designee on the UMMC campus. This form will consist of a 100 - 200 word statement by the candidate on his or her reasons for running for the particular office and what they hope to achieve during their term of office. Candidates may also attach a recent photo to this form; however, a copy of each class photo composite will be available.

Nomination Form for Student Body or Class Office

Name: _____

Class: _____

Please select the position in which you wish to serve.

Student Body Offices:

President Elect

Vice President

Secretary

Treasurer

Elections Chair

Class Offices (EE1-PY3):

- President
- Vice President
- Secretary/Treasurer
- Professional Conduct Council Member

Class Offices (PY4):

President

Vice President

Professional Conduct Council Member Statement of Candidate (200 words maximum) Explain:

- Reasons for running for this office.
- What you hope to achieve.
- Optional: Candidate may attach recent photo.

Section 5. Student Body and Class officer candidates may speak to the classes during a general assembly time to be determined by the School of Pharmacy administration. One election assembly will be held each Fall and each Spring semester on the Oxford campus to include the PY1 and PY2 classes during which candidates will give a campaign speech of no more than 3 minutes. Video footage of these assemblies will be provided to Early Entry students and students on external campuses prior to voting. Any candidate found in violation of campaign rules listed in Article VIII: Section 14 is subject to disqualification.

Section 6. Candidates for Student Body Offices who are presently members of the Executive Council shall relinquish their position on the Executive Council to the proper successor of the organization or class, which the candidate represents until the completion of the election.

Section 7. Should a candidate not receive a simple majority vote (>50.0%) of the Student Body or the respective class members casting ballots, a run-off election shall be held. The top two (2) candidates receiving the most votes in the initial election shall be placed on the run-off ballot. The candidate receiving the simple majority in the run-off election shall be declared the winner.

Section 8. Write-in votes are allowed for the Student Body and class elections but not in the case of a run-off election. A write-in candidate must fulfill all candidate requirements.

Section 9. Candidates may contest the election up to one (1) week after the final election/run-off. All appeals shall be weighed and judged by the Executive Council.

Section 10. If the office of Student Body Vice President, President, Secretary, or Treasurer is vacated, the Student Body President Elect shall select a successor.

Section 11. No student shall be allowed to concurrently hold more than two (2) elected class or pharmaceutical organization offices. Student Body officers (President, President Elect, Secretary, Treasurer and Elections Chair) on the Oxford Campus may not hold the position of President of any other organization and may not hold any class office.

Section 12. Each candidate must submit the completed nomination form to the office of the Assistant Dean of Student Services by four (4) o'clock seven (7) days before the election. The Elections Chairman shall post a sample ballot within the Student Center by twelve (12) o'clock noon three (3) days before the election.

Section 13. The Elections Chair, along with the Student Body Officers, shall determine whether classes shall cast paper or electronic ballots for any given election. The Election process for paper ballots shall be as follows:

- a. Elections shall be held at a location to be determined by the Elections Chair and announced one week prior to the election with one (1) ballot box for each class.
- b. Members of the student body are prohibited from using organization or class pages on social media for campaigning purposes.

- c. There shall be only as many ballots at each box as there are students in that class.
- d. All ballots shall be grouped in packets of 25 until the total for each class is reached.
- e. As each person votes, he/she must add his/her name to a list for that class. Only 25 signatures per page are allowed.
- f. The Professional Conduct Council members from the preceding year shall be responsible for watching the polls. At least one (1) Professional Conduct Council member must be present during the voting.
- g. If the number of ballots and the number of signatures do not match, the election is null and void.
- h. Candidates shall not politic within twenty (20) feet of the polls. Violation thereof shall disqualify the candidate. Additionally, members of the student body are prohibited from using the student directory or any organization directory for e-mail or telephone for campaigning purposes.
- i. Ballot boxes shall be sealed immediately after the election, which shall begin and end at times to be decided by the Elections Chair and announced one (1) week before the election.
- j. The Elections Chair, along with a minimum of two (2) Professional Conduct Council member and/or student body officers shall count the ballots. Professional Conduct Council members will count ballots only for elections other than their own class. For example, the Professional Conduct Council members from the EE2 and PY2 class may count ballots from EE1 and PY1 elections, but not EE2 or PY2 elections. Professional Conduct Council members are considered for election in the student body officer elections will recuse himself/herself from the counting of votes.
- k. The results from elections on the UMMC campus shall be reported to the Elections Chair on the Oxford Campus by e-mail before 8:00 p.m. the day of the election. The official ballots shall be retained for a period of one week by the President.
- l. The general rules of election conduct by the candidates on the UMMC campus shall remain the same as for candidates on the Oxford campus.
- m. Any breach of confidentiality of election results will be considered in violation of the unprofessional conduct as outlined in Section 3: Article IV: Section 2.

The election process for electronic ballots shall be as follows:

- a. Elections shall be announced at least one week prior to election.
- b. The Elections Chair shall send an electronic ballot via e-mail to all participating classes allowing for no less than 10 hours to cast the electronic ballot, at the discretion of the Elections Chair.
- c. The Elections Chair shall share election results with a minimum of two (2) Professional Conduct Council members and/or student body officers prior to declaring election results. Professional Conduct Council members considered for election in the student body officer elections will recuse himself/herself from the viewing of votes.
- d. The official electronic ballots shall be retained for a period of one week by the Elections Chair.
- e. The general rule of elections conducted by the candidates on the UMMC campus shall remain the same as for candidates on the Oxford campus.
- f. Any breach of confidentiality of election results will be considered in violation of the unprofessional conduct as outlined in Section 3: Article IV: Section 2.

Section 14. Election Campaign Violations

Any candidate found in violation of campaign rules listed in Article VIII: Section 14 is subject to disqualification.

- a. Members of the student body are prohibited from using the student director or any organization directory for e-mail or telephone for campaigning purposes.
- b. Any form of political pandering is prohibited in campaigning. c. Any form of mass e-mail is prohibited in campaigning.
- d. Candidates shall not politic within twenty (20) feet of the polls.
- e. Candidates shall not begin campaigning until the due date of nomination forms as specified by the Elections Chair.

Article IX: Elections for Professional Pharmacy Organizations.

All professional pharmaceutical organizations within the School of Pharmacy will be required to hold elections for new officers each year. These officers will take office at the beginning of the fiscal year of each organization or as determined within organizational bylaws or constitution. (See Article IV. Section 2 for qualifications for Presidents).

Article X: Student Body Awards.

Section 1. The Executive Council shall annually award the Helping Hand Award to a member(s) (maximum of five students - one EE, PY1, PY2, PY3 and a PY4 student) of the Student Body who is (are) not a member(s) of the Executive Council but has (have) made a significant contribution of time, effort and assistance to the Council throughout the year. In addition the Council will select a Friend of the Student Award recipient(s) to recognize faculty or staff, one from the Oxford campus and one from the UMMC campus, who have gone above and beyond to assist students. Those recipients will be announced at the School of Pharmacy Awards Day program.

Section 2. There shall be an Outstanding Teacher of the Year Award for each of the PY1-PY3 professional years. Each year's class shall nominate and select a Teacher of the Year recipient from among the faculty who taught that class during that academic year.

The PY4 Class shall nominate the recipients of two awards, an IPPE and APPE Preceptor of the Year. All preceptors providing IPPE rotations for that class during their first three professional years in the program shall be eligible for IPPE award. The nominees of the Preceptor of the Year awards must also meet criteria established by the Office of the Experiential Program Director. It is the responsibility of the PY4 class president to ascertain from the Experiential Program Director the appropriateness of all nominations prior to the selection of the recipient. The selection from among the nominees is made by a committee composed of the Class President, Experiential Program Director, and Associate Dean for Academic Affairs.

The PY1 and PY4 awards consisting of a plaque and financial gift will be presented at Commencement by the respective class presidents. The PY2 and PY3 Presidents will present the awards at the School of Pharmacy Awards Day Ceremony. The Assistant Dean of Student Services (Oxford) shall be

responsible for securing the plaques for the Teacher of the Year and Preceptor of the Year recipients using School of Pharmacy funds.

Section 3. Two teaching assistant awards shall be selected from among the TAs assigned to assist in PY1 and PY2 courses. Each class will select in late spring a recipient from among the TAs assigned to the courses completed in that academic year. The recipient of the PY1 and PY2 awards shall be recognized at the Pharmacy Awards Assembly. Each award will consist of a plaque and \$250 credit to professional development expenses ordered through the Ole Miss Bookstore or applied toward travel expenses to a professional meeting. The Assistant Dean of Student Services (Oxford) shall be responsible for securing these awards using School of Pharmacy funds.

Two members of the graduating Doctor of Pharmacy class shall be elected to the Hall of Fame by the graduating class.

Criteria for these awards are presented under the Pharmacy Student Body description in this Handbook, Section 9.

Article XI: Advisor for Executive Council.

The Assistant Deans of Student Services shall serve as advisor to the Executive Council and shall, whenever possible, be present at all Executive Council meetings. This individual shall serve in an advisory capacity only and shall not be allowed to vote on matters of the Council but is encouraged to provide input.

Article XII: Addition of New Organizations to the Executive Council.

Any professional pharmaceutical organization that desires to become a member of the Executive Council of The University of Mississippi School of Pharmacy Student Body must present a letter of intent to the President of the Student Body. They must also present a copy of their local charter and a list of potential membership. A representative of the organization shall make a presentation before the Executive Council on what the intention and purpose of the organization will be. Approval and acceptance will be by a majority vote of the members of the Executive Council. Upon approval, the new organization will be placed under Probationary Membership for a period of one (1) semester. During this probationary period, the organization will be asked to demonstrate active participation on the Council, membership recruitment, a demonstrated level of activity as an organization within the school, and submit to the Executive Council a plan for growth as an organization within the School. After the probation period is expired and the new organization has

successfully met the aforementioned requirements, then the organization shall be granted full membership on the Executive Council and all privileges and rights given with such membership.

Article XIII: Probation for Inactive Organizations.

Any organization that is a member of the Executive Council that does not actively participate in Council meetings and Council related activities may be brought before the Executive Council by the Student Body President for a vote as to possible probation. If the Council votes to place the organization on probation, then the organization would not be allowed to vote on matters of the Council for a period of one (1) semester. During this probationary period, the organization shall demonstrate a willingness and effort to become an active member of the Council and to become active within the School of Pharmacy. Failure to do so will result in a second vote by the Council that upon majority vote would result in the organization being removed from the Council. If, after the probationary period, the organization has shown a willingness and effort to become more active, then upon majority vote of the Council, they shall regain full membership status. In either case, failure to receive a majority vote forces the organization to remain on probation for another semester. Organizations that have been removed from the Council may not petition to be placed back on the Council until after a period of three (3) years from the date of removal.

Article XIV: Professional Conduct Code.

The School of Pharmacy Student Body shall abide by the Professional Conduct Code (see Section 3). Violation of any rule stated herein this Constitution is considered to be a Professional Conduct Code violation.

Article XV: School Assembly Attendance.

Section 1. Attendance at School of Pharmacy assemblies on both the Oxford and UMMC campuses is mandatory as is attendance at the School of Pharmacy Awards Day Ceremony, Spring PY2 Visit to UMMC, attendance by PY3 students at PY4 Student Seminars and PY4 Assembly Days in the fall and spring. Attendance will be monitored electronically. When applying for an excused absence it will be the student's responsibility to obtain an excuse form from a Professional Conduct Council member, complete the form, and return it

to the Professional Conduct Council member. A subcommittee of the Professional Conduct Council shall determine if a request for an excused absence is to be granted. Once the subcommittee has determined whether an absence is excused or un-excused the results are communicated promptly to the student and to the Office of the Assistant Dean. The subcommittee should meet at least twice a semester to make their recommendations. It is the responsibility of the Student Body officers to annually determine the fee schedule. In the late spring, the Office of the Assistant Dean will notify students of the amount of the accumulated fines for the academic year. Students have the prerogative to pay fines at any time prior to the end of the academic year.

It will be the student's responsibility to pay the balance of these fines before July 1. The student will not be allowed to graduate or progress to the next academic year until all fines are paid. Payment shall be made to the Pharmacy Student Body General Account. The un-excused absence tally shall be reset at the beginning of each fall semester.

- Section 2. All students are required to wear professional dress at all School assemblies. Professional dress for assemblies is defined as a collared shirt, slacks, and dress shoes for men; dresses of an appropriate style and length, dress slacks and blouse, or a business suit for women. Length of skirts or dresses will consist of no shorter than the vertical length of a student ID above the middle of the knee (about 3 3/8 inches). Footwear will be consistent with this type of clothing. Appropriate footwear for women shall include closed toed shoes or conservative open-toed shoes. Jeans, tank-tops, shorts, tee shirts, and flip-flops are not appropriate. Both men and women are required to wear their white coat upon entry into and throughout the assembly. The Professional Conduct Council members will monitor professional dress. Students will be informed by the Professional Conduct Council when their appearance does not meet the standard. The lack of professional dress on a second occasion will be treated as an absence and a fine assessed. Arriving late for an assembly will be considered as an unexcused absence.

Article XVI: Student Body Committees.

The Hospitality Committee is responsible for recognizing different individuals in need of special acknowledgement or empathy. The committee will be made up of the vice-president of each class along with Oxford and Jackson Co-Chairs. The class vice-presidents will be responsible for informing the Co-Chairs of either student related sickness, family members

passing, or other times of difficulty. The Co-Chairs are responsible for expressing empathy or appreciation to those members of the School of Pharmacy faculty or student body. The outgoing Student Body Officers will select the Co-Chairs after spring elections but before finals. The Oxford Chair will be a rising PY2. The Jackson Chair will be a rising PY3. Applicants will self-nominate for the position. The Student Body Officers will determine an acceptable period for self-nomination to be accepted. Pertinent information can be passed along to Executive Council through the President-elect or President.

Article XVII: Amendments and Revisions.

Section 1. These Articles of this Constitution shall be amended or revised only upon the vote of a majority of the members of the School of Pharmacy Student Body.

Section 2. Any Student Body Officer or member of the Executive Council may introduce amendments or revisions. These must be submitted to the Elections Chair, who shall then allow a vote on the amendment or revision within 30 days of submission. Amendments or revisions must be posted in the Student Pharmacy student center for no less than 7 days prior to a vote on the proposed amendments or revisions.

Section 3. This Constitution shall be amended in no way those conflicts with the policies of the School of Pharmacy and/or The University of Mississippi.

SECTION 3: CODE OF PROFESSIONAL AND ETHICAL CONDUCT THE UNIVERSITY OF MISSISSIPPI SCHOOL OF PHARMACY STUDENT BODY

August 17, 1989

Revised May 8, 1995

Revised July 3, 1996

Revised May 8, 1998

Revised May 1, 1999

Revised May 1, 2003

Revised September 29, 2004

Revised September 14, 2006

Revised April 14, 2008

Revised May 4, 2012

Revised April 27, 2013

Preamble:

As a professional, the first concern of a pharmacist is the health and safety of those to be served. It is essential to the profession and the public that the integrity of all of its members be beyond reproach. In accordance with the stated core values of this institution and its educational mission, the following code has been established pertaining to pharmacy and pharmaceutical studies as well as to behaviors, occurring inside or outside of the classroom, which the School of Pharmacy feels are important and essential characteristics of a professional.

Article I: General Provisions.

Section 1. Upon matriculation at the School of Pharmacy of The University of Mississippi, all students (EE1-PY4) are subject to the provisions of the Code of Professional and Ethical Conduct (referred to as the Code) and are deemed to have

constructive knowledge of those provisions. The Code shall apply to students seeking degrees through the School of Pharmacy.

Pre-pharmacy students enrolled in courses offered by School of Pharmacy departments are subject to the provisions of the Code and are deemed to have knowledge of those provisions. Pre-pharmacy students charged with academic dishonesty in pre-pharmacy courses directed by non-School of Pharmacy departments are subject to the Academic Discipline Code published in The University of Mississippi M Book.

The School of Pharmacy's Code of Professional and Ethical Conduct is applicable to, and the Professional Conduct Council has jurisdiction over, students seeking degrees through the School of Pharmacy. It also applies to students when they are taking a non-pharmacy course. For example, a law school student taking a course in the school of pharmacy is not subject to the code while a professional student in the School of Pharmacy taking a course in the School of Accountancy is subject to the Code.

Graduate students in the School of Pharmacy are subject to the Academic Discipline Code published in The University of Mississippi M Book.

Undergraduates from other disciplines who are registered for courses in the School of Pharmacy also are subject to the M Book's Code or to the honor code in effect in the school in which they are seeking a degree.

- Section 2. It is assumed that performance on all tests and assignments shall represent the individual work of the student unless specified otherwise by the instructor of the course. It is the responsibility of the student to inquire if questions arise pertaining to outside assistance.
- Section 3. There shall be orientation sessions for incoming EE1, PY1 and pre-pharmacy students that addresses the elements of the Code.
- Section 4. The Faculty of the School of Pharmacy shall share with the students the responsibility for carrying out the provisions of the Code. Faculty members may institute proceedings under the Code by reporting suspected violations to the Associate Dean for Academic Affairs or his/her designee or a faculty member of the Professional Conduct Council. If a report is made to a member of the Professional Conduct Council, it is the member's responsibility to promptly report it to the Chair of the Professional Conduct Council (PY4

member). Faculty may also adopt such procedures in the classroom, as they deem reasonable and necessary to reduce the likelihood of academic misconduct.

Section 5. Academic dishonesty and unprofessional conduct are serious matters. Such conduct is totally inconsistent with the high standards of behavior expected of pharmacists and the men and women who seek to enter this profession. It is important to understand that applications for graduate and professional licenses frequently require the applicant to state whether he/she has been found guilty of academic dishonesty. Moreover, when the penalties of suspension and expulsion are imposed for academic dishonesty or unprofessional conduct, they will be recorded permanently on a student's transcript.

Article II: Professional Conduct Council Membership.

Section 1. The Professional Conduct Council shall consist of the following 10 voting members:

- a. One elected representative from each of the EE1-PY4 classes. The PY4 class will elect their representative at such time as they elect their other class officers.
- d. Three School of Pharmacy faculty representatives, who will be appointed by the Dean to serve 3-year terms. Once faculty representative terms expire, the Dean will appoint replacement faculty representatives at the onset of the fall semester of the corresponding year (i.e., 1st term: Fall 2006-Spring 2009, 2nd term: Fall 2009-Spring 2012, etc.). The Associate Dean will recommend faculty representatives to serve during the respective terms to be approved by the Dean. In addition to the three faculty members on the Committee, one faculty member will be appointed as an alternate to “fill-in” when one of the faculty members cannot be present.

Section 2. The PY4 elected representative shall serve as the Chairperson for the Council.

Section 3. The Associate Dean for Academic Affairs will serve an advisory role to, and will be a non-voting member of, the Council.

Section 4. In the event that the Chair of the Professional Conduct Council is unable to participate in a proceeding of the Council, the President of the Student Body shall serve as an alternate member. In the event that elected student representatives are unable to participate in a proceeding, the President of their

class shall appoint an alternate. In the event that appointed faculty representatives are unable to participate in a proceeding, the Dean shall appoint an alternate.

Article III: Duties of Professional Conduct Council Members.

- Section 1. The Chair shall be responsible for recording all Council hearings except Council deliberations.
- Section 2. If the Council has found that no violation of the Code occurred, it shall be the duty of the Chair to erase or destroy the record.
- Section 3. Student members of the Council shall request to be excused from hearing or participating in the deliberation of any case should they feel unable to participate fairly and impartially. When so excused, they shall be replaced by the president of their class selected according to the provisions of Article VIII Section 2 of the Constitution. The Chair also has the discretion to dismiss a member from attending a hearing if there is obvious reason to expect that impartiality may be difficult to achieve. Likewise, faculty members may also be excused by the Associate Dean for Academic Affairs if he/she believes that impartiality will be difficult to achieve. That faculty member will be replaced by the alternate appointed by the Dean.
- Section 4. Members are also expected to monitor assembly attendance and professional dress, and assist the Student Body Elections Chair as detailed in the Constitution.

Article IV: Violations.

Commission of any of the following acts, or aiding and abetting in such, shall constitute a violation of the Code:

Section 1. Violations related to academic dishonesty

- a. Lying, cheating, stealing, or plagiarizing in matters related to schoolwork.

Plagiarism includes, but is not limited, to:

- i. Buying or stealing a paper and submitting the work as your own
- ii. Copying work (on papers, assignments, or tests) from another student even with his/her permission and submitting the work as your own
- iii. Allowing someone else to write a paper for you
- iv. Using ideas from a reference (including charts, graphs, statistics, pictures,

- etc.) without citing the source
- v. Copying from a source and not putting the information in quotations (even if the source is cited)
- vi. Copy/pasting from the Internet without citing the source
- b. Deceiving the faculty or staff about matters pertaining to performance in School of Pharmacy courses.
- c. Submitting collaborative work as one's own without appropriate recognition of others' contributions.
- d. Any action that violates academic policies established by instructors on course syllabi.
- e. Any other action which tends to give one or more students an unfair advantage over other students in matters involving academic affairs.

Section 2. Violations related to unprofessional conduct

- a. Rude, insulting, or emotional verbal outbursts during class.
- b. Inappropriate use of computer during class, including sending/checking e-mail, playing games, surfing the Internet.
- c. Habitually being late for class, talking during class, reading newspaper during class, using cell phone during class, sleeping during class, eating during class, or engaging in or contributing to any activity that interferes with the learning environment of the class.

The above behaviors will only result in action under the Code of Conduct if traditional methods (i.e., instructor-student or student-student requests) are ineffective in resolving such behaviors.

- d. Purposely falsifying records or applications prior to being admitted to or while enrolled in the School of Pharmacy.
- e. Knowingly distributing false evidence, statements, or charges against another student or faculty/staff member.
- f. Using electronic channels of communication to disseminate inappropriate or uncivil comments regarding peers, faculty and staff.
- g. Verbal, written or electronic insults to, or verbal attacks on, School of Pharmacy administration, faculty, staff, or students.
- h. Conviction of the use, possession, or participation in the distribution of illegal drugs or substances or conviction of any other felonious act.
- i. Threats or acts of physical violence to School of Pharmacy administration,

- faculty, staff, students.
- j. Damage to School of Pharmacy property or that of School of Pharmacy administration, faculty, staff, or students.
 - k. Circumventing established chains of command regarding School of Pharmacy policies/procedures or personal grievances.
 - l. Violation of the confidentiality of individuals encountered while enrolled in School of Pharmacy degree programs. This refers to unauthorized accessing and/or unauthorized revealing of information about students, faculty, staff, administration, and/or patients that is private or confidential.
 - m. Engaging in the practice of pharmacy prior to graduation unless under the direct supervision of a licensed practitioner.
 - n. Blackmailing School of Pharmacy administration, faculty, staff, or students.
 - o. Harassment, in any form, of School of Pharmacy administration, faculty, staff, or students.
 - p. Violation of any rule stated in the Constitution of the Student Body including divulgence of privileged information from closed student Executive Council meetings.
 - q. Breach of confidentiality of Professional Conduct Council proceedings.
 - r. Violating the confidentiality of a faculty committee by an elected student representative serving on that committee.
 - s. Failure to report circumstances reasonably believed to be a violation of the Code.
 - t. Presenting oneself as an official representative or spokesperson of the School of Pharmacy or The University of Mississippi.
 - u. Presenting oneself as another person, real or fictitious, or otherwise attempt to obscure one's identity as a means to circumvent any of the prohibited acts listed in Article II, Sections 1 or 2, of this Code.
 - v. Or, committing any other act deemed, by the Professional Conduct Council, to threaten the integrity of the profession of pharmacy or the University of Mississippi School of Pharmacy.

Although many of these examples describe overtly aggressive, uncivil behaviors, others speak to a fundamental sense of personal discipline and consideration for fellow students and instructors, and respect for property. Appropriate behavior in regard to all of the listed actions is necessary to uphold the ideals of a professional.

Section 3. Penalties for Code violations related to academic dishonesty (Article IV, Section

1) and unprofessional conduct (Article IV, Section 2) may include, but are not necessarily limited to, the following:

- a. Public and/or School-wide apology
- b. Community and/or School service
- c. Fines payable to the Pharmacy Student Body
- d. Payment for repairs/replacement of damaged property
- e. Professional counseling
- f. Suspension
- g. Revocation of academic scholarships
- h. Change of course grade or change of assignment grade
- i. Revocation of elected leadership position and/or prohibition from election to future leadership positions.

Article V: Proceedings for suspected violations of the Code.

Section 1. No definitive evidence of academic dishonesty.

In situations where a student reasonably believes that he or she has observed academic dishonesty in an academic assessment, but there is no definitive evidence to support an accusation of cheating or dishonesty, the student will inform the instructor of record for that course of his or her suspicions. If the instructor of record is not present when such a suspected violation occurs, the student will inform the proctor of the examination, who will in turn notify the instructor of record of this suspicion. It will be the responsibility of the instructor of record to decide the appropriate course of action to take at that point, and the student who reports that suspicion initially will have fulfilled his or her obligation under the Code to report suspected infractions as required in Article IV, Section 2. Suspected violations should be reported as soon as possible and within seven (7) days after the suspected violation has been observed.

In situations where a student overhears another student talking about how he/she engaged in academic dishonesty during an academic assessment, the student will inform the Associate Dean for Academic Affairs or his/her designee or a member of the Professional Conduct Council. If a report is made to a member of the Professional Conduct Council, it is the member's

responsibility to promptly report it to the Chair of the Professional Conduct Council. It will be the responsibility of the Associate Dean and the Council Chair to decide the appropriate course of action to take at that point. The student who reports that information will have fulfilled his/her obligation under the Code to report suspected infractions as required in Article IV, Section 2. Such information should be reported as soon as possible and within seven (7) days of hearing the information.

Section 2. Evidence of academic dishonesty.

In time-sensitive situations (e.g. during an examination) where a student observes an overt act of academic dishonesty during an academic assessment and the student believes definitive evidence exists, the student will inform the instructor of record or the proctor of the examination immediately in order to confirm the existence of that evidence and to preserve it before the offender leaves the testing room. The instructor or proctor will, in the least disruptive manner possible, verify the existence of evidence of cheating. If possible, the instructor or proctor will confiscate the evidence, and it will be the discretion of the instructor whether to allow the offending student to complete the exam. The instructor will initiate a Professional and Ethical Code violation complaint as soon as possible but within seven (7) days of the cheating event.

In situations where a student observes an overt act of academic dishonesty in any other aspect of academic performance, and the student believes definitive evidence exists, but the offense is not of a time-sensitive nature, the student will inform the Associate Dean for Academic Affairs or his/her designee or a member of the Professional Conduct Council. If a report is made to a member of the Professional Conduct Council, it is the member's responsibility to promptly report it to the Chair of the Professional Conduct Council. It will be the responsibility of the Associate Dean and the Council Chair to decide the appropriate course of action to take at that point. The student who reports that information will have fulfilled his or her obligation under the Code to report suspected infractions as required in Article IV, Section 2. Such information should be reported as soon as possible and within seven (7) days of learning of the information.

Section 3. Unprofessional conduct.

In situations where a student or faculty member reasonably believes that he or she may have observed unprofessional conduct that does not involve academic dishonesty, that person will inform the Associate Dean for Academic Affairs or his/her designee or a member of the Professional Conduct Council. If a report is made to a member of the Professional Conduct Council, it is the member's responsibility to promptly report it to the Chair of the Professional Conduct Council. It will be the responsibility of the Associate Dean and Council Chair to take action at that point. The student who reports that suspicion initially will have fulfilled his or her obligation under the Code to report suspected infractions as required in Article IV, Section 2. Suspected violations should be reported as soon as possible within seven (7) days after the suspected violation has been observed.

Section 4. When a potential violation has been reported, an Investigating Committee shall be appointed. This committee shall consist of one student, appointed by the Chair of the Professional Conduct Council, and one member of the faculty of the School of Pharmacy, appointed by the Associate Dean for Academic Affairs. Members of the Professional Conduct Council may not serve on an investigating committee. The Associate Dean for Academic Affairs shall, in writing or via email, notify the student accused of the violation that an investigating committee has been appointed. This notice shall inform the student of the allegations and that the investigation will be conducted with the utmost discretion and secrecy. If the accused indicates guilt after receiving this notice there will be no need to form an Investigating Committee, and the Chair of the Conduct Council shall proceed with scheduling a formal hearing.

Section 5. The Investigating Committee shall promptly conduct an investigation to determine whether there is probable cause for the Professional Conduct Council to take further action. The Investigating Committee shall meet separately with the accused and the accuser and other witnesses as they deem appropriate. The committee shall report in writing to the Chair and Associate Dean for Academic Affairs whether probable cause exists to schedule a formal hearing. The Investigating Committee shall not disclose any of the matters that transpired before it and shall conduct its affairs with the utmost discretion and secrecy. The Investigating Committee shall at a minimum meet separately with the accuser and accused.

Section 6. If the Investigating Committee reports that it has found probable cause to suspect that a violation has occurred, it shall be the duty of the Chair of the Professional Conduct Council to notify the accused of the findings of the Investigating Committee, and the date, time and place where a hearing before the Council shall be held. Notice to the accused indicating that a formal hearing is scheduled shall contain a statement of the specific charges and grounds with some detail, which, if proven, would justify punishment under the Code. The accused shall be requested to sign an acknowledgment of such notice in the presence of the Chair of the Professional Conduct Council, or if unavailable, in the presence of the Associate Dean for Academic Affairs (or other designee). The person(s) bringing the charges and all relevant witnesses that are identified in the Investigating Committee report shall be informed in writing or by electronic mail that their presence at the hearing is required. The Investigating Committee shall present its report at the formal hearing. If members of the Investigating Committee are unable to agree on a finding or unanimously agree that probable cause does not exist that a Code violation has occurred, the Committee shall report, in writing or electronic mail, to the Associate Dean for Academic Affairs, to the Chair of the Conduct Council, and to the accused student that no probable cause has been found to support that a violation of the Code has occurred.

Section 7. The Council shall meet no less than seven (7) days after the accused student receives the notice defined above in Section 6. The Council members are encouraged to be physically present during a hearing. However, in extraordinary circumstances, Council members can attend via video conference (but not teleconference). This accommodation must be approved by the Chair of the Council prior to the hearing. The video conference will be a single point-to-point (i.e., only one site will be allowed to video conference in) conference. The accused, the accuser, and the witnesses must be physically present for a hearing (i.e., cannot testify via video conference). The Chair of the Council must be at the originating site (i.e., where the accused, the accuser and the witnesses are present). The Council shall hear the testimony of all interested parties and witnesses. The hearing shall be closed to the public. (A suggested procedure for a Council hearing is attached as an addendum to but is not part of the Code of Professional and Ethical Conduct). If multiple defendants are involved in the charges, the Chair of the Conduct Council will meet with the Associate Dean for Academic Affairs to determine, based on the specifics of the case, if all defendants will appear at the same hearing or whether multiple individual hearings will be conducted.

- Section 8. The accused, in conducting a defense, shall have the right to present witnesses on his/her behalf, and shall have right to assistance of any person, including retained counsel, at his/her own expense. This representative's role is advisory only. He/she will not be permitted to make statements, question witnesses, and so on. The accused shall further have the right to confront the accuser(s) and witnesses testifying in support of the charges and to present witnesses and evidence in his/her defense. The accused, but not his representative, shall have the right to question witnesses testifying against him. The accused shall assume the presumption of innocence. The accused shall be accorded the right to remain silent; however, the Professional Conduct Council may or may not deem silence as guilt.
- Section 9. The accuser shall have the right to present witnesses on his/her behalf, and shall have the right to the assistance of any person, including retained counsel, at his/her own expense. This representative's role is advisory only. He/she will not be permitted to make statements, question witnesses, and so on. The persons bringing the charges shall have the right to confront the accused student and witnesses testifying in defense of the accused. The persons bringing the charges, but not their representative, shall have the right to question witnesses testifying in defense of the accused student.
- Section 10. The Professional Conduct Council shall have the right to legal assistance, including retained counsel. This representative's role is advisory only. He/she will not be permitted to make statements, question witnesses, and so on.
- Section 11. The Council shall make a determination whether a violation of the Code has occurred using the preponderance of evidence as the standard for guilt. A violation shall be found upon majority vote of the members of the Council.
- Section 12. The Council shall issue a written decision within five (5) academic days of the completion of the hearing. The written decision shall contain findings of fact. This should include, at a minimum, the date, time, and place of the hearing, the Council members present, the identity of the accuser(s), the charges brought against the accused, and a summary of the testimony presented at the hearing. The written decision should also contain the Council's conclusions and explain the basis for the Council's action including the Council's recommendations with respect to the penalty or sanction. This should include, at a minimum, the

reasoning for the decision based on the evidence disclosed at the hearing, and the rationale involved in that decision with regards to any recommended penalty or sanction so that there is no question that the Council is fully aware of the consequences of its decision. It shall be the goal of the Professional Conduct Council to maintain consistency in recommending penalties for Code violations of a similar nature. In the event that the Council determines that a violation of the Code has occurred, for cases involving an individual course, the Council shall seek a recommendation from the course director with respect to the penalty or sanction. However, the Council is not obligated to abide by this recommendation. If the Council finds that a violation of the Code has occurred, the Chair shall give a copy of the written decision to the accused, to the person bringing the charges, to the Associate Dean for Academic Affairs, and to the instructor for the course in which the violation occurred (if said violation occurred in a course). In cases where the accused is found guilty, the results will be posted for a period of three months stating only the date and time of the proceedings, nature of the charges, and the recommended penalty without disclosing the identity of the accused. The posting will be placed in a student accessible location on both the Oxford and Jackson campuses. If the Council finds that no violation of the Code has occurred, the Chair shall give a copy of the written decision to the accused, to the person(s) bringing the charges, to the Associate Dean for Academic Affairs, and to the instructor for the course in which the suspected violation occurred (if said suspected violation occurred in a course).

Section 13. A student found to have violated the Code may appeal the decision of the Council to the Dean of the School of Pharmacy for review by the Professional Conduct Council Review Committee. This appeal must be filed with the Dean within five (5) academic days of the student's receipt of the written decision of the Council. Such appellate review shall be on the record of the hearing and shall not be a hearing de novo. The student and his or her counsel or representative do not have the right to present additional evidence or oral argument to the Dean and the Professional Conduct Council Review Committee, but may present in writing the specific reasons for the appeal. Evidence available to the Council but not reviewed by the Council during the hearing, can be provided to the Dean in the case of an appeal.

Section 14. The Professional Conduct Council Review Committee is an ad hoc committee appointed by the Dean and shall be composed of one voting faculty member

from each of the academic departments in the School of Pharmacy. The member representing the Department in which the offense occurred (if course related) may not vote. The Committee will be chaired by the Associate Dean for Academic Affairs. In addition, faculty representatives on the Professional Conduct Council may not serve on the Professional Conduct Council Review Committee or on the Investigating Committee. In the event of an appeal of a decision of the Council, the Dean shall promptly have the Review Committee review the record of the Professional Conduct Council's hearing and render a written decision that affirms, modifies, or reverses the Council decision, including the Council recommended penalty or sanction. The Review Committee also has the authority to remand the matter to the Professional Conduct Council for a rehearing or for additional proceedings. The Dean shall consider the recommendation of the Review Committee, but retains the right to make the final decision. The Dean shall promptly explain his/her decision in writing and this written decision shall be furnished to the accused, accuser, Chair of the Academic Department in which course accusation was made, the Investigating Committee, and to the Chair of the Professional Conduct Council.

Section 15. In the event that a change in grade is the recommended penalty, the final decision with respect to the change in grade shall be made by the instructor of the course in which the violation occurred. If the instructor of the course accepts the recommendation of the Professional Conduct Council and that recommendation has been affirmed by the Professional Conduct Council Review Committee and the Dean adopts the Review Committee's recommendation, the process is complete and the decision is final.

NOTE: If the recommended penalty involves a change in grade, and the faculty member elects to grade the affected student more harshly than what is recommended by the Professional Conduct Council, the faculty member should be aware that the affected student may seek action via the University's grade appeal process.

If the recommended penalty involves suspension or dismissal from the School of Pharmacy, the affected student may, in writing, seek review from the Chancellor of The University of Mississippi within five (5) academic days of his/her receipt of the Dean's written decision (which was informed by the recommendation of the Professional Conduct Council Review Committee). If a student desires to appeal the decision of the Chancellor in cases involving

suspension or expulsion, he/she may request a review of his/her case by the Board of Trustees of the State Institutions of Higher Learning by submitting a written application for review to the Board within thirty (30) days of his/her receipt of the Chancellor's written decision. Such an appeal will be in accordance with the rules and regulations of the Board.

Section 16. All Professional Conduct Council proceedings shall be confidential except that the recordings of a Council proceeding may be inspected by a student found in that proceeding to have violated the Code and the posting of results mentioned in Article V, Section 12 of the Code. The student found to have violated the Code may, at his/her own expense, have a transcript of the hearing prepared from the tape recording of the proceeding or from the stenographic record in the event the hearing was recorded by a court reporter.

Section 17. Hearings shall be conducted by the Professional Conduct Council in such a manner as to do substantial justice. The Chair of the Council shall preside over and shall determine the order of the hearings. The accused shall have the right to be present at all times during the hearing when testimony and/or any evidence is being presented to the Council.

Section 18. The deadlines specified in Sections 1, 2, 3, 7, 12, 13 and 15 of Article V are discretionary, and reasonable extensions are permitted as required by University vacations, intersession and faculty absences. In no event shall a hearing be scheduled less than five (5) academic days after notice has been given to the accused student, unless that waiting period is waived by the accused student.

Article VI: Advisory Opinions.

The Professional Conduct Council may render advisory opinions to clarify provisions of the Code of Professional and Ethical Conduct. Council decisions shall be based upon a preponderance of evidence presented during hearings.

Addendum to Code of Professional and Ethical Conduct Council

Recommended Procedure for Professional Conduct Council Hearing

I. Introduction/Overview

A. Statement for record of hearing (call to order should be read here)

- B. Reading of Code of Professional and Ethical Conduct Council procedure; including the Footnotes to Council Proceedings
- C. Reading of charges (accusers and accused present, as well as a representative of the Investigating Committee; all other witnesses, parents, extraneous persons exit before this)
- D. Defendant will enter a plea

- 1. If a plea of guilty is entered the defendant will be allowed the opportunity to make a statement, and then the Council will recess to determine a penalty.
- 2. If a plea of not guilty is entered, proceed with the following:

II. Synopsis of the Investigating Committee's findings presented by the faculty member on the Committee.

- A. Although the Council can ask questions of the Investigating Committee, this should not be undertaken in lieu of the hearing of the testimony of individual accusers, witnesses or the accused.
- B. The faculty member will exit the room after the report is given. As outlined in IV below, the Council can call back the faculty member of the Investigating Committee for further questioning at the Council's discretion.

III. Accuser(s) statements (defendant will be present at all times during this)

- A. Hear from each individual accuser in order of appearance in Investigating Committee report (other accusers will wait outside). Each accuser will be ushered in separately so no two accusers will hear each other's testimony.
- B. After each statement, defendant will be offered an opportunity to question the accuser(s).
- D. Each accuser will have the opportunity to make any final statements, D. Accuser(s) should not directly question the accused
- E. Witnesses for the accuser(s) will be ushered in individually. The Council will ask questions. The accused may ask questions. The witness(es) will be excused.

IV. Defendant's testimony

- A. The defendant will give his/her testimony (all accusers will be present)
- B. The accuser(s) will have the opportunity to question the defendant
- C. The defendant will have the opportunity to respond to the accuser's questions and ask any questions of the accusers
- D. Witnesses for the accused will be ushered in individually. The Council will ask questions. The accuser(s) may ask questions. The witness(es) will be excused.
- E. The defendant will have the opportunity to make any final statements

V. Council deliberation (all parties will be absent from the room during this time)

Any party can be called in to answer any further questions that the Council have during the process. The Council may recall any party for further questioning. It will be at the Council's discretion to have any or all persons, in addition to the accused, present during this time. Once the questioning is concluded, all accusers and witnesses will be excused and the defendant will be asked to wait in an area removed from the Council. Once the deliberations are over, all members of the Council will leave the premises. The defendant will be asked to return to the hearing room to hear from the Chair and the Associate Dean for Academic Affairs.

Footnotes to Council Proceedings

1. Any Council member may ask any party a question at any time during the proceedings.
2. Although any Council member may request a break at any time during the proceedings, all breaks will be taken at appropriate times between, not during, any individual's testimony, and at the discretion of the Chair.

SECTION 4: SCHOOL OF PHARMACY GENERAL POLICIES

I. Financial Aid

A. General Provisions

Students in the School of Pharmacy are eligible for various forms of financial aid that are available to all University of Mississippi Students. School of Pharmacy students are urged to consult the UM Financial Aid website for information regarding these various resources. (http://www.olemiss.edu/depts/financial_aid/)

In addition, the School of Pharmacy provides financial aid in the form of scholarships and loans. In addition to federal loans available from University resource loans for Pharmacy students are also available from the National Community Pharmacists Association (NCPA) (restricted to student members).

Students interested in applying for School of Pharmacy emergency loans are instructed to see the Assistant Dean of Student Services (Oxford) for further information. These emergency loans are due in full 12 months after the applicant's date of graduation from the professional program. The payback for loans to students in the B.S. in Pharmaceutical Sciences program will be 12 months after the applicant's date of graduation unless the student is pursuing another degree, i.e., Pharm.D. or graduate degree from this institution. In the latter case, the loan would be due in full 12 months after the graduation from the advanced degree program. The interest rate is 8 percent on all loans and will be calculated on the date the loan was made. Interest will be forgiven on any portion of a loan that is paid on or before the due date. The School will process loan applications up to \$1000/semester. Additional considerations will be given for extenuating circumstances.

In addition to University scholarships, the School of Pharmacy has scholarships that are distributed primarily on the basis of academic performance while enrolled in the School of Pharmacy. However, some \$1,000 scholarships are used to assist in the recruitment of outstanding students into the Bachelor of Science in Pharmaceutical Sciences Early Entry program. For Early Entry students, these awards will continue for as long as they retain Early Entry status, i.e. seven years. Early Entry students who receive University Academic Excellence Scholarships will no longer receive that scholarship

after eight semesters. Those Early Entry students who also received, as freshman, partial or complete out-of-state tuition waivers with the Academic Excellence Scholarship will continue to receive that award for an additional six semesters, i.e. completion of the PY1 year. Currently, ten \$1,000 School scholarships are available to entering Early Entry students. In the case of these recruiting scholarships, it is assumed that all students are interested in receiving such awards and therefore no separate application is required. One important factor in determining the recipients of these scholarships is the enhancement of diversity within the student body. Another factor is the comparative ranking of the EE1 composite admissions score. In order to maintain the Early-Entry recruiting scholarships the student must meet the academic criteria set forth to retain Early-Entry status. Once these scholarships are lost due to less than adequate academic performance, they cannot be reinstated.

Up to ten scholarships covering the non-Mississippi resident portion of tuition are available to Regular Entry applicants who have not been. Applicants possessing a PCAT composite percentile score of 80 or above will be automatically considered for these awards. The scholarships are renewable for a second year provided the student achieves a 2.75 GPA on required first professional year courses. Admission preference will be granted to Mississippi residents.

The School also awards \$1,000 scholarships for the children of faculty, staff, and preceptors of the School of Pharmacy. Continuation of these scholarships requires obtaining a GPA of 2.5 on the previous year's required courses. If this award is canceled due to less than adequate performance, the award will be reinstated once necessary academic performance is again achieved.

The majority of School scholarship dollars are used to reward B.S. in Pharmaceutical Sciences and Doctor of Pharmacy students for academic performance on required professional courses. Eligibility for these scholarships is determined following completion of each academic year. These scholarships are basically entitlement scholarships and one does not need to make formal application for these funds. Eligibility Requirements for EE1-EE3 and PY1-PY4 students are as follows:

- .. Scholarships are available to Early-Entry students beginning in their second year.

- .. Scholarships are available for Regular-Entry students after completion of the PY1 year.

- .. A minimum GPA of 3.50 on the required courses taken in the year preceding the awarding of such scholarships is necessary to achieve eligibility, with the exception of rising PY4 students. The criterion for rising PY4 students is a 3.25 GPA on PY3 courses. The +/- grading system is not utilized in calculating the GPA for these awards.
- .. Scholarship amounts vary from an initial award of \$1,000/year. If a student maintains a 3.50 GPA for a second successive year, the award would be increased to \$625/semester, a third year \$750/semester, a fourth year \$875/semester, a fifth year \$1,000/semester, and a sixth year \$1,250/semester.
- .. If a student fails to maintain the required GPA for the award in a particular year, but achieves the GPA in a subsequent year, the student will receive a scholarship in the amount of \$1,000/year.
- .. Pending the availability of funds, additional scholarships (\$250-\$500/year) will be awarded to students who obtained a 4.0 GPA on required courses during the previous academic year.
- .. Continuation of scholarship support in subsequent years is dependent on the availability of funds, exhibition of professional behavior and civility, and the achievement of the appropriate level of academic performance. In the event that scholarship funds available are reduced and distribution is changed as indicated in these policies, each scholarship awarded will be reduced by the same dollar amount in order to accommodate the deficiency.
The School will award annual \$1,000 leadership scholarships to class presidents, historians and Student Body officers (President, President Elect, Vice President, Secretary, Treasurer, Elections Chair and Conduct Council Chair for the year in which they serve as officer.

Tutoring scholarships are available to second and third year Early Entry students and PY1 students to provide tutoring services to Early Entry and pre-professional students in calculus and required pre-pharmacy science courses. Tutors are to provide a two hour/week group session throughout the semester excluding final exam week. The scholarship is \$1250/semester. Tutors may only tutor one course per semester. Tutoring applications are solicited in August. Preference is given to applicants who most recently completed the course in question at UM and received a grade of "A". Tutors are expected to maintain a record of session attendance.

B. Satisfactory Academic Progress Policy as per The University of Mississippi Office of Financial Aid

For students classified as Pre-Pharmacy, Early Entry (EE1-EE3), and Professional Year 1 (PY1), satisfactory academic progress is defined by the same standards applicable to other UM undergraduate students as these students are in the B.S. in Pharmaceutical Sciences degree program. See Satisfactory Academic Progress Policy for Undergraduate Students.

(http://www.olemiss.edu/depts/financial_aid/SAPclass.html).

Students enrolled in the Doctor of Pharmacy program (PY2-PY4) must meet the following standards in order to be eligible for Title IV student aid. The student must maintain a minimum cumulative GPA of 2.0 on courses designated as required for PY2, PY3, and PY4 students and receive no letter grade below "C" , e.g. C-, D, F in any individual course.

These standards are reviewed at the end of each spring term. A student failing to meet any of these requirements is placed on financial aid suspension beginning with the May summer term. A student that is placed on financial aid suspension is ineligible to receive any federal student aid as well as many other types of aid such as state or institutional.

A student placed on suspension may submit a Satisfactory Academic Progress Appeal online to the Office of Financial Aid and should cite any special or mitigating circumstances he/she believes should be considered. The Satisfactory Academic Progress Appeal will be reviewed by a committee. If the Satisfactory Academic Progress Appeal is successful, then the student is placed on financial aid probation and allowed to receive federal student aid for two semesters. A successful Satisfactory Academic Progress Appeal will include academic requirements that must be met to receive aid beyond the probation semester. A student that is denied aid for failure to meet these satisfactory academic progress requirements may reestablish eligibility once she/he meets the requirements.

If a student leaves or is asked to leave the University of Mississippi for any reason and the student is on financial aid suspension, the student still will be on financial suspension when he/she returns. Neither being allowed to return to the University

by the Office of the Registrar nor admittance to the University by the academic restart program will change the student's financial aid status. Only the Office of Financial Aid determines a student's eligibility for financial aid as directed by the Department of Education.

A student who has been denied probation by the committee can request an in-person hearing to petition for reinstatement. Although there is no set limit on the number of semesters in which a written appeal may be submitted, only one in-person hearing per student will be allowed while at The University of Mississippi.

The Office of Financial Aid publicizes deadlines for submitting appeals each term. This information is available at <http://www.olemiss.edu/finaid/AppealIntro.html>.

C. Endowed Scholarships

ALTA RAY GAULT MEMORIAL SCHOLARSHIP was established in 1968 to honor Dr. Gault who was a faculty member in the Department of Pharmacology. The award is to assist professional degree students.

AMIE EWING MEMORIAL SCHOLARSHIP is awarded to a member(s) of the PY2 class who exhibits those characteristics exemplified by Amie Ewing during her enrollment in the School of Pharmacy, namely her determination and participation in University extracurricular activities. The recipient is determined by the Faculty Student Relations Committee. A separate application process is required and the amount is partially funded by proceeds from the sale of the speciality pharmacy automobile license tag.

AMY B. JAEGER MEMORIAL SCHOLARSHIP was established in 2006 to honor Dr. Jaeger's contributions as a member of the School of Pharmacy faculty. The recipient is a PY4 student.

AMY McELROY RUTHERFORD MEMORIAL SCHOLARSHIP was established in 1994 by Joe B. Rutherford. Recipients shall be full-time students who have been admitted to the professional pharmacy program. First preference is given to students from DeSoto County, Mississippi, and Shelby County, Tennessee.

BARBARA AND DEWEY GARNER SCHOOL OF PHARMACY SCHOLARSHIP ENDOWMENT Full-time students in the professional pharmacy program with first preference going to members of Kappa Psi Pharmaceutical

Fraternity.

BRUCE R. PARKS MEMORIAL PHARMACY SCHOLARSHIP was established in 2003 to honor Dr. Parks' many contributions to the School and its students during his years of service as a devoted member of the faculty. Recipients will be students in the final two years of the professional program, who in addition to their academic achievement, demonstrate a commitment to community service.

CARDINAL HEALTH ENTREPRENEURIAL SCHOLARSHIP, established in 2012, is awarded to a PY3 student demonstrating continued interest in independent community pharmacy practice.

CHILTON MEMORIAL SCHOLARSHIPS. Through the bequest of the late Mr. T.D. Chilton, who for many years operated a pharmacy in Vicksburg, Mississippi, the School of Pharmacy is able to offer annually several scholarships to students in the school. The criteria for selection are scholarship, leadership, and need.

CLYDE STANTON MAXCY MEMORIAL SCHOLARSHIP was established by his family in his memory. Maxcy was a 1981 graduate of the School of Pharmacy. The scholarship is awarded to professional pharmacy students.

C. MILTON O'KEEFE SCHOLARSHIP IN PHARMACY was established in 1985 by friends and relatives of the late Jackson, Mississippi, pharmacist. Students must be in the professional pharmacy program and plan to enter private practice to qualify for this award.

DAWN ALLEN MEMORIAL SCHOLARSHIP is awarded to a member of the PY3 and PY4 class based on scholarship, leadership, and active participation in student-related activities. Preference will be given to graduates of Holmes Community College.

DAWN AND CHARLES SMITH, SR. MEMORIAL SCHOLARSHIP IN PHARMACY, established in 2011, to assist full-time professional pharmacy students (PY1-PY4) who has a minimum GPA of 3.5. First preference is given to Mississippi or Louisiana residents. This scholarship may retained throughout the professional program as long as the student maintains a grade point average of 3.5.

DIXIE STEELE DAVIS SCHOLARSHIP was established in 2006 in honor of Mrs. Davis who served the Office of the Dean for over 30 years prior to her retirement. The scholarship is to assist professional degree students.

ECKERD CORPORATION PHARMACY SCHOLARSHIP was established in 2003 to benefit pharmacy students who exhibit academic excellence.

FRANCES G. McDONALD SCHOLARSHIP was established in 1980. Recipients shall be full-time students who are pursuing a pharmacy degree.

GERALD TIMOTHY BELL LIVING SCHOLARSHIP Full-time students in the second year of the professional program.

GERALDINE ATCHLEY SCHOLARSHIP, established in 2006, is awarded to assist female students enrolled in the professional degree program.

GRACE S. AND N.V. "CY" DOTY SCHOLARSHIP IN PHARMACY. Mr. Arthur W. Doty established this scholarship in 1979 in honor of his parents to benefit students in the School of Pharmacy. Recipients must be native Mississippians with demonstrated financial need and achievement in the areas of leadership, academics, and professional competence in the field of pharmacy.

HARRIET NAOMI EASLEY COX MEMORIAL SCHOLARSHIP IN PHARMACY was established by Mr. A. Conley Cox of West Point, Mississippi, in memory of his wife. The scholarship is available to students who meet established criteria for the award. Recipients must be Mississippi residents, preferably residing in Clay County.

HARTMAN-JOHNSON MEMORIAL SCHOLARSHIP was established in honor of Dr. Charles W. Hartman, the late dean of the School of Pharmacy, and Dr. W.W. Johnson, the late pharmacy professor. It is awarded annually to a pharmacy student enrolled in the professional program.

HENRY CECIL CALDWELL SCHOLARSHIP, established in 2007, is awarded to assist Mississippi residents in the School of Pharmacy.

HENRY MINOR FASER SCHOLARSHIP was established in 1986. Recipients shall be full-time students of at least junior standing, who have been admitted to the

professional pharmacy program.

JACK R. DUNN MEMORIAL SCHOLARSHIP was established by his family in memory of Mr. Dunn, who for many years operated a pharmacy in Lexington, Mississippi. This scholarship is awarded to professional pharmacy students.

JAMES O. HOGUE SCHOLARSHIP was established by friends and colleagues of the late Mr. Hogue to honor his memory, while providing scholarship assistance to a senior pharmacy student dedicated to retail pharmacy and who indicates a strong ability in pharmacy management.

JOHNSON-ABDO PHARMACY FAMILIES SCHOLARSHIP ENDOWMENT Full-time students who have been admitted to the professional pharmacy program.

JOHNSON-CONDON PHARMACY FAMILY SCHOLARSHIP was established in 2005 to assist students in the professional degree program.

LINTON FAMILY PHARMACY SCHOLARSHIP ENDOWMENT Full-time students who have been admitted to the professional pharmacy program; Minimum 3.0 GPA; Must have demonstrated financial need; First preference given to students from Humphreys, Lee or Panola counties.

MADLINE SCIACCA SCHOLARSHIP ENDOWMENT was established in 2011 to assist deserving young women and men who are pursuing a professional degree from the School of Pharmacy.

MAHMOUD ELSOHLY FAMILY SCHOLARSHIP was established in 2005 to assist students in the professional degree program with preference for students raised in Lafayette County.

MCCASKILL FAMILY PHARMACY SCHOLARSHIP was established in 2005 to assist students in the professional degree program with preference for students raised in Lafayette County.

MCKINLEY R. CLARK SCHOLARSHIP ENDOWMENT established in 2011 to provide scholarship assistance to deserving students at The University of Mississippi.

PHARMACY ALUMNI CHAPTER SCHOLARSHIP ENDOWMENT Full-time students who have been admitted to the professional pharmacy program.

PLOUGH PHARMACY SCHOLARSHIPS are named in honor of Mr. Abe Plough, founder of Plough, Inc., and the Plough Foundation, which established the fund. These scholarships are available to professional pharmacy students.

RALPH FRITZ CAMERON, SR MEMORIAL SCHOLARSHIP, established in 2005 to assist professional students with preference for students involved in leadership activities.

RICHARD AND BARBARA WELLS SCHOLARSHIP, established in 2001, is awarded to members of the PY3 and PY4 class based on active participation in student professional activities.

RITE AID PHARMACY SCHOLARSHIP ENDOWMENT, established in 2012, to provide income for scholarship assistance to deserving students enrolled in the School of Pharmacy.

ROBERT W. CLEARY RHO CHI PHARMACY SCHOLARSHIP, was established in 2001 by Joan Cleary in memory of Dr. Robert Cleary, former chair of pharmaceuticals. It is awarded to a full-time student admitted to the professional pharmacy program and who is a member of Rho Chi.

QUENTIN ROSS SANDERSON SCHOLARSHIP ENDOWMENT, established in 2011, to assist a full-time professional pharmacy student who has a minimum grade point average of 3.5. First preference is given to students from Warren County. Second preference is given to students from Jones County.

SAMUEL EDWARD WILKS SCHOLARSHIP ENDOWMENT Full-time students in the professional pharmacy program; First preference given to students from Marion or Walthall counties.

SIDNEY K. ARMSTRONG SCHOLARSHIP IN PHARMACY, established in 1983, is awarded annually by the School of Pharmacy Scholarship Committee.

TERENCE E. DOWNER SCHOLARSHIP QUASI-ENDOWMENT established in

2006, is awarded to full-time students selected by a faculty committee of the Center for Pharmaceutical Marketing and Management and the Department of Pharmacy Administration at The University of Mississippi. Recipient will be determined based on grade point average, Pharmacy Administration grade point average, essay submission and an interview.

WILLIAM H. BERRY SCHOLARSHIP was established in 1994 through the estate of Mr. Berry. Recipients shall be Mississippi residents already admitted to the professional pharmacy program.

WILLIAM DUNCAN WATKINS SCHOLARSHIP ENDOWMENT IN PHARMACY Full-time students admitted to the professional pharmacy program.

D. Non-endowed Scholarships

The School of Pharmacy received continuing financial support to provide non-endowed scholarships from the following:

CVS Pharmacy

James Robert Haines Memorial Scholarship - TriState Educational Foundation

NACDS Foundation

Pharmacists Mutual Insurance Company Vicksburg Hospital Medical Foundation

Walgreens Pharmacy

Wal-Mart Pharmacy

E. Student Research Fellowship Program

The objective of the fellowship is to provide opportunities to pharmacy Early Entry and professional students (EE2-PY3) who are seeking research experience and may be considering a career in research or academia.

Eligibility: Early Entry and professional students (EE2-PY3) Award: \$3000

Funding will be equally shared by the Dean's Office and each academic department or other participating School of Pharmacy (SOP) unit, pending availability of funds.

One student per participating unit will be supported.

Research Duration:

Option 1: 10 weeks or more (40 h/week maximum with a total of 400 hours) of research activity in Summer

Option 2: 20 weeks or more (20 h/week maximum with a total of 400 hours) of research activity in the Spring.

The UM School of Pharmacy student research fellowship program is sponsored by the Office of the Dean, six academic departments, the National Center for Natural Products Research (NCNPR), the Center for Pharmaceutical Marketing and Management, the Environmental Toxicology Program and the Pii Center for Pharmaceutical Technology. The goal of the program is to provide research exposure and mentoring of early entry and pharmacy students by UM School of Pharmacy Faculty. A wide variety of research opportunities exist in the areas of Medicinal Chemistry, Natural Products, Environmental Toxicology, Pharmaceutical Technology, Pharmaceutics, Pharmacognosy, Pharmacology, Pharmacy Administration and Pharmacy Practice. Students may select a Department or faculty mentor through which they will explore their interest in basic, applied, translational or clinical research. The major objective of this fellowship is to provide UM pharmacy students with an opportunity to explore and develop their potential interest in pharmacy research.

Submission Guidelines:

- .. Application form (available in the Office of the Associate Dean for Academic Affairs).
- .. Letter of interest from the applicant including a justification for the proposed research experience and what the student hopes to gain from program participation (Limit 250 words)
- .. Copies of academic transcripts
- .. Letter of recommendation (1)
- .. Students may receive the SOP Student Research Fellowship only one time, but they are encouraged to continue their research experience through sponsored research grants or contracts.
- .. All application materials are due in the office of the department or unit by December 1.

Proposal Processing

- .. Participating SOP units will receive student applications and request needed

information (if any) from the Office of the Associate Dean for Academic Affairs. The participating units will then make a final selection based on the quality of applicants, strength of application materials, and the availability of funds. Students are encouraged to discuss in advance their application with the faculty or Chair of the unit to which they are applying.

School of Pharmacy Student Research Fellowship
Application

Name: _____ Date: _____

Student ID Number: _____

Pharmacy Class: _____

Note: EE2/EE3-
Report Overall UM GPA ____
Report Cumulative EE GPA ____

Note: PY1/PY2/PY3
Report Professional Required
Cumulative GPA _____

Telephone Number: _____

Email Address: _____

List Honors/Awards you have received:

List Professional Organization Memberships/Leadership Activities:

This application should be considered for the award in the following Department/Unit
(check only one):

- Medicinal
- Chemistry
- Pharmaceutics
- Pharmacognoy

Pharmacology
Pharmacy Administration
Pharmacy Practice
Environmental Toxicology Research Program
National Center for Natural Products Research
Center for Pharmaceutical Marketing and Management
Pii Center for Pharmaceutical Technology

Faculty member(s) I am interested in working with? _____

Prefer to participate in _____ Spring semester, _____ Summer,
Either.

Name of person(s) who will be providing a letter of reference: _____

I give my permission for Department/Unit that I am applying to review and confirm all information on my application including information on grades.

Applicant Signature: _____

Application Checklist:

- D Application Form
- D Student Transcript
- D Statement of interest and achievements in pharmacy research
(Limit 250 words)
- D Letter of recommendation

Submit the checklist items to the Associate Dean for Academic Affairs.

II. Policy Regarding Student Complaints

In the context of their educational experience, students may have complaints about a variety of issues. The School of Pharmacy has an obligation to respond to complaints generated by students. This policy outlines how student complaints should be handled both by students and the School. The underlying philosophy of this policy is that all complaints concerning The University of Mississippi School of Pharmacy courses, faculty, or policies should be handled and resolved in a professional manner.

A. Accreditation Related

According to the Standards and Guidelines of our national accrediting agency, the Accreditation Council for Pharmacy Education (ACPE), the School must follow certain procedures for handling student complaints that relate to any area covered by the accreditation Standards and Guidelines. The standards and guidelines which became effective July 1, 2007 is included as an appendix. Complaints related to these Standards and Guidelines must be submitted in writing to the Office of the Dean. Such complaints should not be confused with other types of complaints about courses, professional conduct code violations, and so forth.

With respect to these written complaints, the Office of the Dean shall maintain a file that contains a copy of the written complaint, a written record of each step of the procedure, and the final outcome (unless prohibited by state or federal law). All files shall be made available for inspection to the Accreditation Council for Pharmacy Education (ACPE) during on-site accreditation visits or at the written request of ACPE.

The web address describing the complaint process relating to the Standards and Guidelines is <http://www.acpe-accredit.org/complaints/default.asp>. The email address for students to file a complaint with ACPE for unresolved issues relating to the Standards and Guidelines is csinfo@acpe-accredit.org. The mailing address for ACPE is 135 S. LaSalle Street, Suite 4100, Chicago, IL 60603.

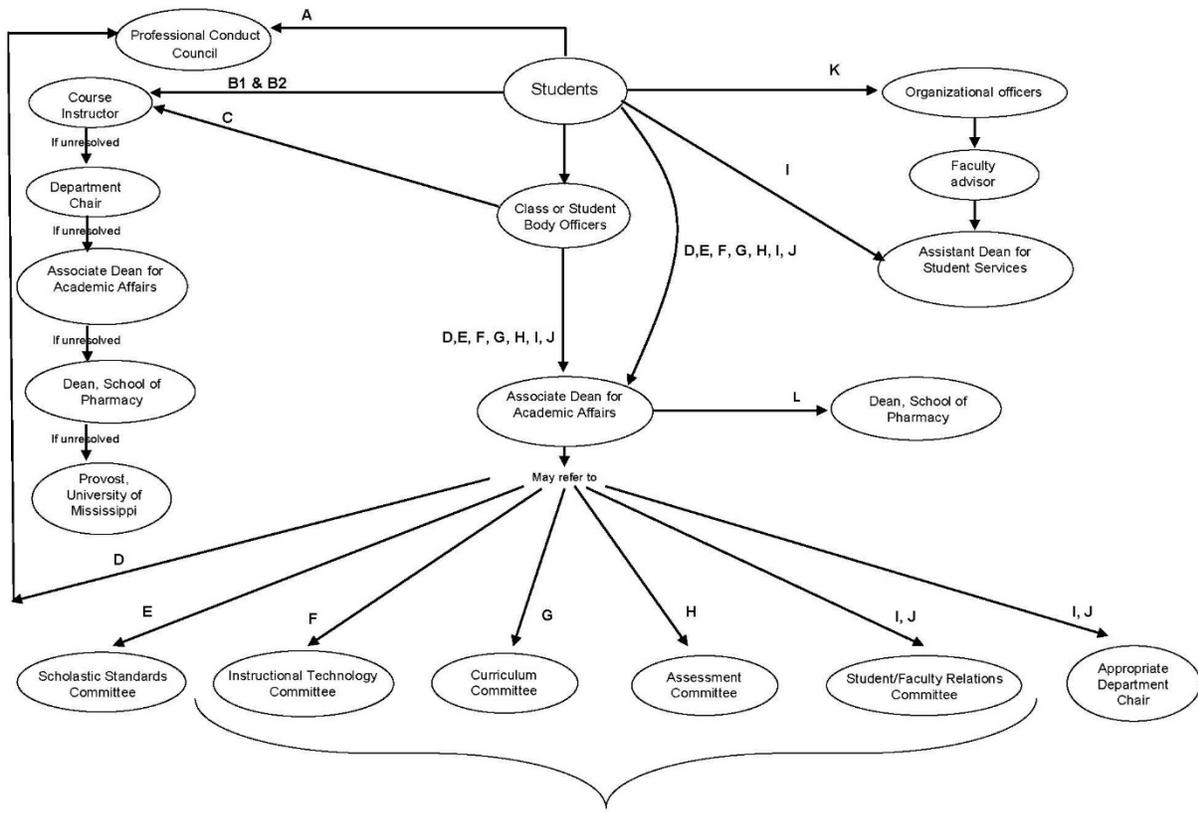
B. Non-Accreditation Related

As outlined in the following graph, student complaints may be initiated by individual students or through the class/student body officers. Depending on the

situation, student complaints are initially made to one of the following individuals:

1. Class/student body officers
2. The Professional Conduct Council (see the description of the Professional Conduct Code in the Student Handbook for a description of the policies and procedures)
3. Course instructor
4. Faculty advisor of a student organization
5. Associate Dean for Academic Affairs
6. Assistant Deans of Student Services

Depending on the situation, the matter may be referred to a specific School of Pharmacy Committee or an appropriate department chairperson for recommendation/action. Students are also members of several School of Pharmacy Committees and may bring an issue directly to the attention of one of these committees. All complaints referred to or brought before a committee by a student should be in writing.



Class officers sit on these committees and complaints may go directly to these committees from these officers

Key:

- A. Academic Discipline Issues (e.g., Professional Conduct Code violation)
- B. Individual complaint about a course or performance in a course.
 - 1. If the complaint involves concerns regarding the content of an answer(s) on an exam, the process stops with the Department Chair.
 - 2. If the complaint is that a student was treated differently than his/her peers regarding the grading of an exam, paper, etc. then the University of Mississippi Grade Appeal Policy is the appropriate mechanism for appeal. See Section 1, II, A.
- C. Course matter that affects entire class.
- D. Non-academic discipline related issues (e.g., student harassment of another student).
- E. Admission/progression related issues [Scholastic Standards Committee – no students sit on this committee].
- F. Computer requirement and instructional technology issues [Information Resources and Computing Committee – Class Secretary/Treasurers (PY1-PY4) are non-voting members of this committee].
- G. Curriculum-related issues [Curriculum Committee – Class Vice Presidents (PY1-PY4) are non-voting members of the committee].
- H. Student assessment and curricular evaluation issues [Assessment Committee – student members are the President and President-Elect of the Student Body].
- I. General complaints about School policy, procedures, or activities [Student/Faculty Relations Committee – Class Presidents (EE1-EE3, PY1-PY4) are voting members of this committee – or appropriate department chair].
- J. Differential enforcement of School policy – [Student/Faculty Relations Committee or appropriate department chair].
- K. Student organization-related matters.
- L. Depending on the situation, complaints concerning ACPE Standards may be handled in the Office of the Dean without referral to a committee/department chair and may result in consultation with University administrators.

III. Diversity Policy

The University of Mississippi School of Pharmacy is committed to encouraging diversity in its student body and to graduating professionals dedicated to the delivery of compassionate pharmaceutical care to all segments of the diverse population in their community. The School's goals are developed to ensure that this commitment is manifested in all aspects of student life so that students are provided access to educational opportunities and social programs that are free from bias. The School of Pharmacy expects that all students, faculty, and staff will be treated fairly without regard to race, age, color, gender, religion, national origin, and sexual orientation, marital, handicapped, or veteran status.

IV. Policy on Students with Alcohol or Chemical Dependency Challenges

University of Mississippi School of Pharmacy Drug Screening Policy

The policy described below has three major objectives: 1) to identify and assist those University of Mississippi School of Pharmacy (UMSOP) students with chemical dependency and/or substance abuse problems; 2) to discourage UMSOP students from inappropriate use of both illegal and/or prescription medication; and 3) to provide greater access for UMSOP students to Introductory Pharmacy Practice Experience (IPPE) and Advanced Pharmacy Practice Experience (APPE) rotation sites. With respect to the latter objective, a growing number of existing as well as prospective sites are requiring that in order to serve as a UM experiential site and to accept UMSOP students, that the UMSOP must have enacted a random drug testing policy for its professional students.

In addition to the potential of this policy to reduce the likelihood that UMSOP students would experiment with mind altering substances, if testing identifies students who have used inappropriately these substances, procedures are included which will result in an assessment of the degree, if any, of dependency and resultant treatment and/or counseling initiated and rehabilitation accomplished without loss of one's academic pharmacy career. In the fall of 2012 the UMSOP Student -Faculty Relations Committee unanimously endorsed the formation of such a policy.

The policy below is the result of discussions with the Mississippi Board of Pharmacy

(MBOP), the Mississippi Association of Recovering Pharmacists (MARP), representatives of the School of Pharmacy at Samford University and the College of Pharmacy at The University of Louisiana at Monroe, and a prospective vendor currently utilized by other schools/colleges of pharmacy to provide testing services (Certiphi Screening Incorporated).

As will be seen, the anchor of the policy is the Extern/Intern registration with the MBOP, which all students enrolled in the professional program at the UMSOP must attain on admission and retain throughout enrollment until graduation. Without such registration students cannot complete either IPPEs or APPEs and thus cannot progress through the professional program. In addition, the procedures (MBOP/MARP) resulting from a positive drug test of a professional student are identical to those which would occur with a licensed pharmacist. The policy became effective with the start of classes in August, 2013, and would apply to all PY1-PY4 students so identified as of the first day of classes. Said students will be informed during the summer of the existence of the policy and be required to sign a disclosure statement at the beginning of the fall semester and also sign a Substance Test Consent Form.

Students will only be required to sign such form one time and students will be informed that such consent will continue throughout their enrollment in the UMSOP. Financing of the drug screening program will be provided by course fees (\$50.00) attached to each of the seven required IPPE (PRCT 375, 376, 477, 478, 543, 544) and two required APPE courses (PRCT 553, 554).

POLICY

All students (PY1-PY4) enrolled in the undergraduate and professional degree programs at the University of Mississippi School of Pharmacy (UMSOP) will be subject to randomized drug (urine) screening during their time of enrollment in the program. The results of the testing will not be used for law enforcement purposes. Each student will be randomly selected by the test vendor on average of once per year to undergo drug screening. When selected the test vendor will email the students with instructions for completing the drug test. Students must then access the vendor system (applicationstation.com) to provide information and be directed to a drug screening collection facility in Oxford, Southaven, Jackson, Tupelo, Meridian, Gulfport or Hattiesburg. If the student is not in one of these areas the student is to contact the vendor for the address of a more proximate alternate collection facility.

In addition to random testing, “for cause” testing can also occur if a student at UMSOP facilities or at a practice experience site appears to be acting inappropriately (display physical, behavioral, or performance indicators of being under the influence of drugs or alcohol and could potentially harm or misinform patients), or when there is a medication administration/handling discrepancy, or when a medication is missing. Under the influence is defined as the condition wherein any of the body’s sensory, cognitive, or motor functions or capabilities is altered, impaired, diminished, or affected due to substances or the detectable presence of substances within the body. “For cause” testing can be initiated by any UMSOP faculty member, administrator, or preceptor. In the former case the faculty member is to notify the Associate Dean for Academic Affairs who will then inform the vendor who will immediately notify the student of the need to report for evaluation. Preceptors are to initially contact the Director of Professional Experiential Programs who in turn will notify the Associate Dean for Academic Affairs. “For cause” testing could also result from reliable information provided to a faculty member, preceptor or administrator implying that a student has been inappropriately using drugs covered by this policy.

Refusal to sign a Substance Test Consent Form (initially provided to all PY1-PY4 students at the beginning of the 2013 Fall semester or in subsequent years at the PY1 August orientation), leaving the test facility prior to the substance test without permission of the supervisor, or refusal to cooperate in any way with the testing process shall be grounds for immediate termination of enrollment in the UMSOP.

Upon completion of the drug test, results will be available electronically to the student. In the event of a positive drug test, the vendor’s Medical Review Officer (MRO) will contact the student to ascertain if there is an appropriate reason for the presence of the drug(s) in the urine sample and require the student to promptly provide appropriate documentation of the reason. In the event that no such documentation is provided, the vendor shall report the name of student(s) demonstrating a positive response to the UMSOP. In the case of a positive drug test, the report will include notes on communications between the student and the vendor’s MRO, e.g. student unable to document prescription for medication detected in sample. In addition the vendor will identify students to the UMSOP who failed to report for sample collection within 48 hours of initial email directing them to report to the collection site.

A result will be considered positive if the presence of one or more agents is detected in the sample and the student is unable to provide proof to the MRO of a valid explanation for the substance’s presence in his/her urine, if a student fails to report for sample collection

within 48 hours of notification, or if there is chemical evidence of sample adulteration.

The drug screen utilized will closely approximate that used by the Mississippi Association of Recovering Pharmacists (MARF) in the monitoring of its practitioner clients and will include amphetamines, barbiturates, benzodiazepines, cocaine, cannabinoids, methadone, methaqualone, opiates, phencyclidine, propoxyphene, and tramadol.

Upon the determination of a positive sample as defined above the UMSOP will immediately inform the MBOP of the result. The MBOP will in turn inform the student that his/her Extern/Intern license is suspended and that the student is to contact MARF to arrange for evaluation of chemical dependency. Suspension of the license will result in the student being dismissed from a rotation site if the student is currently completing an IPPE or APPE. Otherwise, the student would be dismissed from non-experiential classes to provide time for the evaluation to be completed. Depending on the outcome of the evaluation, the license could be reinstated. This would occur if there is no indication of dependency. However, the student may have to enter into a contract with the MBOP to utilize MARF services in order for said reinstatement to occur. This contract would last throughout enrollment in the UMSOP. If the contract is not adhered to by the student, then the license would be suspended or revoked by the MBOP in which case the student would be dismissed from the UMSOP.

However, if the MARF evaluation determines that the student is demonstrating chemical dependency then license suspension will continue until MARF certifies that the student has successfully completed an initial intensive phase of treatment and the student enters into a continuing treatment contract with MARF/MBOP. The contract will remain in effect as long as the student is enrolled in the UMSOP.

Failure to abide by the contract would result in loss of license and hence dismissal from the UMSOP. In the case where the UMSOP is made aware of a positive drug test result that occurs outside of this program (e.g., pre-employment or employment screening or a screening that occurs prior to or during an IPPE or APPE), the same procedures for a positive result outlined above will be followed (i.e., the UMSOP will immediately inform the MBOP of the result and the subsequent steps will be followed).

In the event that the UMSOP is informed via criminal background check or otherwise, that a student has been convicted after enrollment in the professional degree program of illegal possession of drugs included in the screening list, the UMSOP will so inform the MBOP and the procedures regarding MARF evaluation outlined above will be implemented. In

such circumstances the student will not be charged due to the possession of drugs with a violation of the UMSOP Code of Ethical and Professional Conduct. However, it is a responsibility of the student convicted of such an offense to promptly notify the Associate Dean for Academic Affairs. Failure to self-report the conviction will result in a charge of Code violation.

In situations in which the Extern/Intern license has been suspended, a student cannot progress to the next academic year curriculum given that they have not completed the required experiential courses for the year in which the suspension occurred. Once the license is reinstated and the student completes the prerequisite experiential courses, the student can progress in the curriculum. Students can remain enrolled in required didactic courses during the semester in which the suspension occurs; however, prolonged treatment of a dependency may necessitate curricular withdrawal. Students who have their license suspended on a single occasion and choose to withdraw from the program to obtain treatment will be re-enrolled if desired by the student, when the suspension is lifted by the MBOP. A second suspension of the license for drug related matters or initial conviction of the sale of illegal drugs will result in dismissal from the program.

IV. Student Social Media Policy

The University of Mississippi School of Pharmacy recognizes that social networking websites are popular means of communication. Students who use these websites must be aware that posting certain information is illegal. Violations of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions up to and including dismissal. Please be advised that the following actions are forbidden (i.e., are considered violations of the School's Code of Professional and Ethical Conduct as described in Article II):

- You may not present the personal health information of other individuals. Removal of an individual's name does not alone constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from a medical outreach trip) may still allow the reader to recognize the identity of a specific individual.
- You may not report private (protected) academic information of another student or

trainee.

- You may not represent yourself as an official representative or spokesperson for the institution.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent any prohibitions listed in the Code of Professional and Ethical Conduct.

In addition to these actions, the School's Code of Professional and Ethical Conduct lists the following violations relevant to the use of social media (see Article II, Section B):

- Knowingly distributing false evidence, statements, or charges against another student or faculty/staff member.
- Using electronic channels of communication to disseminate inappropriate or uncivil comments regarding peers, faculty and staff.
- Verbal, written or electronic insults to, or verbal attacks on, School of Pharmacy administration, faculty, staff, or students.
- Threats or acts of physical violence to School of Pharmacy administration, faculty, staff, students.
- Harassment, in any form, of School of Pharmacy administration, faculty, staff, or students.
- Violating the confidentiality of a faculty committee by an elected student representative serving on that committee.

In addition to the absolute prohibitions listed above and covered by the School's Code of Professional and Ethical Conduct, the actions listed below are strongly discouraged:

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Posting of potentially inflammatory or unflattering material on another individual's website.

Violations of these suggested guidelines that are not covered in the Code of Professional and Ethical Conduct are considered unprofessional behavior and should be reported to the Assistant Dean(s) of Student Services who shall discuss such behaviors with the offending

student, educating him/her on how he/she can remedy that behavior.

Individuals should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful. Please be aware that no privatization measure is perfect and that undesigned persons may still gain access to your networking site. Future employers (e.g., residency or fellowship program directors, hospitals, managed care organizations, or pharmacies) often review these network sites when considering potential candidates for employment.

Although once-posted information can be removed from the original social networking site, exported information cannot be recovered. Any digital exposure can “live on” beyond its removal from the original website and continue to circulate in other venues. Therefore, think carefully before you post any information on a website or application. Always be modest, respectful, and professional in your actions.

It is important to note that the University of Mississippi Medical Center (UMMC) also has a closely-related social media policy for all students on that campus. This includes pharmacy students in the PY3 year and all students who are engaged in introductory or advanced pharmacy practice experiences at UMMC or its affiliates. Violations of the UMMC Policy are generally referred to the UMMC’s Office of Integrity and Compliance; however, the School of Pharmacy may request that violations by pharmacy students occurring under the UMMC Policy be referred to the School of Pharmacy’s Professional Conduct Council.

This policy shall not be construed to impair any constitutionally protected activity, including speech, protest or assembly.

V. Internal Communications Resources

A. School of Pharmacy Communication Practices

The School of Pharmacy will communicate with students via the Ole Miss email account and the class announcement pages. It is your responsibility to check your email account and class announcement page on a daily basis. The School will not send information to outside email accounts e.g., yahoo, gmail, hotmail. If you are not receiving messages, please contact the Office of the Assistant Dean of Student Services.

B. Announcement Page

All students are required to register and use the School of Pharmacy Message Board. This message board is part of Google Groups and is private and only for the use of students, faculty, and staff of the School of Pharmacy. No outside groups are allowed, which helps prevent spamming of groups with needless information. You must register to join your group.

To access the message board, go to www.rx.olemiss.edu and click the link for the School of Pharmacy Message Board. This will take you to www.pharmd.org/groups where there is a link to all the class groups, Pre-Pharmacy through PY4. There is a link on the PharmD site telling you how to access the message boards and email link for the managers. To join, click the link “How to access the message boards” and then one of the links on the next web page. The first one is for students that received an invitation and will send you to a page with instructions on signing in the first time. The second will give you instructions on how to request membership to your group. This will send a request to the managers of the group. We will verify your information and send you a notice that you have been registered. Go back and use the link for students that received an invitation. Registration for your group requires an email address other than your go.olemiss.edu account.

Be sure and bookmark your class group in order to make it easier to get to it, as you will need to check it for new messages at least once a day. Be sure and click the link for setting up “Live Bookmarks,” as it has information that may help you get the most from your group membership.

C. Posts for Electronic Marquee in Lobby

Student Body, Class, and Organizational information regarding activities and events may be posted to the electronic marquee sign in the lobby. Please send information regarding posting of announcements, invitations, awards, projects, etc. to the Assistant Dean of Student Services (Oxford).

VI. School of Pharmacy Online Resources

The School of Pharmacy has several online resources for the use of students and faculty.

Links for the resources can be found at www.rx.olemiss.edu. There are links for some of them for on and off campus use. In some cases, if you are using wireless, you will have to use the off campus links. Login information is subject to change, so it will always be found in a “sticky” at the top of your group’s message board. Do not share this information with anyone other than students of the School of Pharmacy, as doing so may violate our license with the owners of these resources.

The current resources are:

Clinical Pharmacology, Facts and Comparisons, Lexi-Comp and Micromedex Online are databases of drug information, dosing, and drug interaction and contain the latest information and warnings. They differ in information and presentation to help researchers find the information they need, and are used by professionals all over the country.

McGraw-Hill Access Pharmacy is a database with links to every McGraw-Hill pharmacy textbook being published, as well as a wealth of information in the pharmacy field. The books and information are available online and are searchable, and include quizzes to help students get the most from their education.

APhA Digital PharmacyLibrary is a database with links to twenty-five pharmacy texts with a focus on pharmacy practice. In addition the contents will include a library of active learning resources developed by the University of Iowa College of Pharmacy.

SECTION 5: SCHOOL OF PHARMACY ACADEMIC POLICIES

I. Class Attendance and Class Cancellation Policy

When a currently enrolled student (EE1-EE3 or pre-pharmacy) has been affected by a situation that causes one or more absences from class, the student should contact a staff member from the Office of the Dean of Students. A student who is prevented from reporting the absence because of hospitalization, emergency service, urgent travel needs, or incapacitation may rely on another party (parent, close relative, care giver, etc.) to report the absence to the Office of the Dean of Students. In the case of PY1 and PY2 students the student should instead contact the Office of the Associate Dean for Academic Affairs; PY3 and PY4 students should contact the Assistant Dean of Student Affairs at UMMC. Students anticipating being absent from class or scheduled examination due to attendance at professional meetings are to contact the faculty member(s) at the time that a conflict is acknowledged to make appropriate accommodations.

It should be noted, absences and makeup work are left to the discretion of the instructor, even if a notification is sent from the Office of the Dean of Students. Any documentation for an absence should be submitted to the Office of the Dean of Students. Students should also understand that Absence from Class Notifications are not necessarily retroactive and should be submitted to the Office of the Dean of Students in a timely manner.

Class Attendance: The philosophy of the institution is that students who attend class learn more than those who do not attend regularly and that grades are a reflection of learning. Furthermore, the policy below affirms that faculty and students share important responsibilities for the quality of the overall in class learning experience.

Responsibility of instructors: It is the responsibility of the instructor to determine the attendance guidelines that best promote learning in a particular course. On or before the first meeting of each class, the instructor is expected to articulate and inform students in writing via a course syllabus about specific class attendance requirements. Procedural information and best practices for constructing course attendance policies are given in the Guidelines for Class Attendance, which is posted on the institution's policy directory. In general, instructors should exercise fair and consistent standards in determining when to

excuse an absence and/or when to provide accommodations for missed major exams and assessments. An excused absence or accommodation must be provided to students who miss class to observe a recognized religious day or to fulfill a civic responsibility (e.g., jury duty or military service).

Responsibility of students: It is the responsibility of the student to comply with the class attendance guidelines/policies and complete assignments, including those that involve out-of- class or online participation. Students are responsible for informing instructors in advance about anticipated absences. Students should recognize that individual sections of a course may be taught differently and that the attendance policy for individual sections of a course may not be the same.

Aside from the learning opportunities missed due to absences from class, there are cases when a class absence or multiple absences may result in a student being dropped from a course or dismissed from the University. Specifically,

1. Students must attend the first meeting of every course for which they are registered, unless they obtain prior departmental approval. Without such approval, a student who is absent from the first class meeting may be dropped from that class by the dean of the school or college with the responsibility for the course.
2. A student who incurs excessive absences in a given course may receive a grade of F for the course, and, in addition, may be dismissed from the class upon recommendation of the instructor and approval by the student's academic dean. When it appears to an instructor that a student has discontinued a class without officially dropping the course, the instructor will report this fact to the student's academic dean. The university reserves the right to dismiss from the university any student who has been excessively absent from multiple courses.

Faculty and staff who supervise student organizations and teams, including NCAA sports teams, are expected to schedule competitions and performances in such a way as to minimize the number of classes that students will miss. Names of participating students and the dates of class conflicts should be provided to the students' instructors prior to participation. Students and instructors should attempt to resolve potential conflicts regarding class attendance before the semester course withdrawal deadline.

The Administration of the School of Pharmacy is sensitized to the appropriate scheduling and meeting of all classes given the heightened scrutiny of the University calendar by the

IHL Board and in particular to ensuring them that classes meet for the appropriate number of periods and total class time during the semester. As a result of the IHL Board's interests, the University is showing a greater commitment to maintaining the appropriate number of class meeting times. Because our students are in proximity to those in non-professional schools and have been participants in non-professional education, the seriousness with which we hold the importance of our academic program should be continually projected to our student body. We must act appropriately to inculcate and maintain that understanding among our students as well as our faculty. All faculty are expected to discharge their teaching responsibilities in a professional manner and students are likewise expected to demonstrate professional behavior. The ROUTINE rescheduling of classes on behalf of students and/or faculty is not reflective of professional education. Faculty are also expected to use class time to enhance learning beyond that possible from the sole exposure to course material available on electronic and non-electronic media.

Although class attendance policy is at the discretion of the course instructor, the School Administration strongly encourages Pharmacy students to be present at all times for scheduled class activities. Routine class absenteeism on the part of some students in selected courses has resulted in morale problems. On occasion, a student may be unable to attend an examination for appropriate personal reasons. It is the responsibility of the student to notify the instructor of this situation as far in advance as possible given the circumstances. The specific policy dealing with the consequences of missing an exam for excused or un-excused reasons is determined by the course directors, who are encouraged to include such information in the course syllabus. It is normal that multiple requests by the same student to make up exams will be viewed with suspicion as a potential Professional Conduct Code violation. Instructors are to notify the Associate Dean for Academic Affairs in a timely manner of all excused or un-excused exam absences. A list of students who miss exams will be monitored by that office.

A great deal of effort is expended in developing an appropriate class schedule for the professional program. Flexibility in the scheduling of our courses and rescheduling of classes is limited. Because classroom numbers are limited, this compounds the problems associated with rescheduling classes during the 8:00 a.m. to 5:00 p.m. period. Rescheduling of classes outside of this period presents many problems for students and is discouraged.

The School realizes that opportunities often present themselves that would contribute

to the professional development of a faculty member. Likewise, there may be opportunities for groups of students to attend a professional meeting. When the instructor wishes to be absent from class, it is the policy of the School that, if at all possible, the faculty member is to arrange to have another faculty member substitute for him/her at the regularly scheduled class time. If this is not feasible, then a second but much less desirable alternative would be to reschedule the class at another time. It may be possible to plan prospectively for the class(es) that would be missed and to lengthen the scheduled class time by the appropriate number of minutes for the appropriate number of periods, etc. It is recognized that in many cases this alternative would not be feasible given that we do not have absolute control over classroom assignments and in particular when that classroom is used immediately before or after the class in question. If rescheduling is necessary, it is expected that the faculty member in conjunction with the class president would reschedule the number of missed classes.

On occasion, personal circumstances may require a faculty member to miss class without an opportunity to have scheduled an appropriate faculty substitute. Rescheduling of these missed classes is to be done in concert with the class president. Cancellation of class without rescheduling of class time is not an acceptable option. Likewise, if students miss class to attend professional meetings, it is their responsibility to obtain notes, assignments, etc., from those students in attendance. Furthermore, they are to notify faculty in advance (a minimum of two weeks) of their travel plans and make arrangements with the faculty member involved with respect to how exams or assignments will be made up. If the professional travel involves PY4 students, it is the responsibility of the student to notify the preceptor and Professional Experience Program Director in advance (at the beginning of the rotation) of the travel plans in order to develop a plan detailing how the missed time will be made up. If an acceptable plan cannot be agreed upon by all parties, the travel will be unexcused.

Furthermore, it is the policy of the School that classes normally scheduled to meet in temporal proximity to the beginning or conclusion of a scheduled vacation (e.g., Thanksgiving, Easter, Spring Break, etc.), are not to be canceled to permit an earlier onset to or an extended duration of vacation. A primary reason for this position is that if several classes were canceled, the rescheduling of these classes may produce unnecessary anxiety and hardship among students who commute, have outside employment or have other significant non-recreational demands on their time.

There are usually one or more significant student-related professional activities on

campus (e.g., Career Fair, Awards Day, Hartman Lecture, Waller Lecture), during each semester and these may necessitate the rescheduling of some classes. By their very nature they will normally be scheduled well in advance and during assembly time. In this regard, faculty members will be made aware of these dates at the beginning of the semester in which those activities will occur. This will require the rescheduling of certain class periods. When such rescheduling is necessary and if the class cannot be appropriately lengthened in duration to accommodate for these cancellations, then the faculty member is to coordinate the rescheduling of the class with the class president.

II. Visitors to Student Examinations

Students are not to bring children, pets, or others to class or examinations due to the potential of these "visitors" disrupting the class or examination.

III. Food and/or Beverage Consumption in School of Pharmacy Facilities

In accordance with University policy, students are not to consume food or beverages or use tobacco products in classrooms and teaching laboratories on the Oxford or UMMC campus. Within the School's facilities, the Executive Council has further defined this policy. No food is to be consumed at any time in the following areas: Faser Hall teaching and research laboratories, and auditoria and third floor meeting rooms above the auditoria in the Thad Cochran Research Center (TCRC). Beverages in closed containers are acceptable.

IV. Emergency Evacuation of Thad Cochran Research Center Auditoria and Pharmacy Student Center (Pharmacy Student Center)

Due to the design of Faser Hall and the Thad Cochran Research Center the two buildings are on separate alarm systems. Students occupying either the auditoria on the first (1000 and 1044) and second (2066) floors, or small rooms on the third floor above the auditorium in the TCRC are to respond to alarms in the TCRC by exiting the building through the lobby doors and continuing across University Avenue to The Grove. Students in the Student Center or in classrooms in Faser Hall at the time of an alarm in Faser Hall are to evacuate Faser Hall and continue across

University Avenue to The Grove.

UMMC Fire Policy

Fire Policy for The University of Mississippi School of Pharmacy – UMMC Campus

In the event of a fire, proceed to the nearest exit and vacate the building.

1. At the first sign of fire or smoke, pull the fire alarm.
2. Immediately leave the building through the nearest exit.
3. When out of the building, faculty, staff, and students will assemble in the lower parking lot to the west of the SOP building.
4. Call 911 immediately upon exiting the building.
5. Faculty members shall count students from his/her group. All individuals are encouraged to make sure that the individual who was next to them when the alarm sounded is safely out of the building.

Occupants of the building should remain in the specified meeting place until dismissed by either the Fire Chief or a Physical Plant representative.



V. Severe Weather Recommendations

The University of Mississippi values your safety. The Crisis Action Team and Incident Response Team spend considerable time planning and implementing strategies to provide you with timely information for your safety in times of imminent danger. Each person has a responsibility for his/her own safety, which includes knowing what to do in an emergency.

The Crisis Action Team has reviewed the reports of behaviors and actions that took place on our campus and in our community during the recent inclement weather. We have reports of people doing exactly what has been recommended, and we have reports that some did not. The team evaluated these reports in light of our current procedures, and the

Crisis Action Team developed this letter to communicate key clarifications and instructions that should become common knowledge on our campus.

Sirens mean that a Tornado Warning has been issued, and our campus is in danger. These sirens should be taken very seriously and are only activated by the local Emergency Management Administrators if the National Weather Service has evidence that the campus is in the path of a tornado. The warning is over when the sirens have been silent for over 5 minutes. The siren system is the primary warning mechanism for tornadoes. This is how you will know we are under a warning.

In the case of a Tornado Warning (which means that a tornado has been sighted or detected by radar; and sirens are activated), all university activities are automatically suspended. This includes classes, meetings, laboratories, and business operations. At the first sound of a siren you should seek shelter immediately on the lowest level and toward the center of a building away from windows (for example, interior classrooms, offices, or corridors) and remain there until the Tornado Warning has expired. Classes in session when the Tornado Warning is issued can resume immediately after the warning has expired at the discretion of the instructor.

Classes that have not yet begun will resume 30 minutes after the Tornado Warning has expired, provided at least half of the class period remains.

During an emergency situation, you should refer regularly to the UM Emergency Website (for the latest information and updates about our campus. The current Emergency Website is being enhanced to include an area that will contain the latest information with instructions regarding activities, classes, and conditions during and after an emergency. While this will not take the place of sirens when a Tornado Warning is issued, this area of the UM Emergency Website will be updated frequently as conditions and situations change.

Our University has multiple systems in place to warn our campus community of potentially dangerous weather situations. As a result of these systems and procedures, the National Weather Service designated The University of Mississippi as a Storm Ready Community.

The local Emergency Management Administrators test tornado sirens regularly on Wednesdays around noon. These sirens are not tested on days when there is a possibility of inclement weather.

When a tornado warning (or other severe weather warning or emergency warranting the need for shelter) is issued for the Oxford area, faculty, staff, students, and visitors in the School of Pharmacy are expected to quickly seek shelter in the safest location possible.

The safest locations in the buildings are the interior rooms on the lower floors.

Those who occupy interior spaces are expected to be willing to allow people entrance to those spaces in the event of a warning that warrants the need for people to seek shelter.

In the event of a tornado warning (or other severe weather warning or emergency warranting the need for shelter) during a pharmacy class or exam being held in TCRC 1000, 1044 or 2066, the Associate Dean for Academic Affairs (his/her designee) will interrupt the class. Students and faculty will be expected to go directly and quickly to the hallway (not stairwell) on the first floor of Faser Hall. They are to wait there until they receive official word from the Associate Dean (or his/her designee) to return to class.

No one is to exit the building during a tornado warning unless instructed to do so by emergency personnel.

Faculty, staff, and students located in the TCRC, should move to the interior offices, labs, and conference rooms on all floors and the basement. If these are not accessible, faculty, staff, and students should quickly seek shelter in the interior rooms of Faser Hall on the lowest floor possible. **USE OF THE ELEVATORS IN BOTH FASER AND TCRC SHOULD BE AVOIDED DURING A SEVERE WEATHER WARNING.**

UMMC has a separate policy found on the UMMC website. It is the responsibility of each unit to determine the appropriate place for safety. See the following. 172

Inclement Weather Policy for The University of Mississippi School of Pharmacy – UMMC Campus

Safe Area for Inclement Weather

In the event of a tornado warning, immediately seek shelter in the building you are in. Do not try to move to a different building.

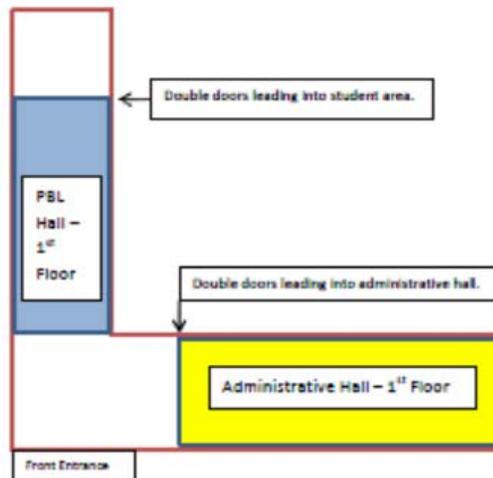
During School Hours (8:00 a.m. – 5:00 p.m.)

In the SOP, all faculty, staff, and students are to take shelter in the southeast hallway (administrative hall) on the first floor. The doors leading into the administrative hallway are to be closed as well as all interior doors. Avoid sitting in front of glass windows in the hallway.

After Hours

If in the building after hours, take shelter in the northwest hallway (PBL hall) on the first floor. The doors leading into the student area should be closed immediately, as well as all interior doors.

Faculty, staff, and students are encouraged to stay home after hours and not be in the School of Pharmacy building when severe weather is predicted.



VI. Procedure for Laptop Computer Repair

Although the School requires you to have a laptop computer, it is not the responsibility of the School to maintain the student's computer. If the student has a software problem or problems connecting to the University's internet, you should contact the University Help Desk. If the student is experiencing a hardware problem, you should contact the manufacturer's service department.

VII. Teaching Assistants

Graduate student teaching assistants are provided for all required pre-professional and professional courses in the EE3, PY1 and PY2 years offered by the pharmaceutical

science departments. The teaching assistants are to be present at all lectures, recitations, and laboratory exercises. Teaching Assistants receive School of Pharmacy teaching assistantships to compensate them for their assistance to course directors. Teaching Assistant responsibilities should not exceed 20 hours per week.

Course directors are to provide "help sessions" to assist students in achieving learning objectives. Teaching Assistants are to conduct these sessions if so delegated by the course director. It is the responsibility of the student to make appropriate arrangements with the TA to receive course assistance.

VIII. Course Syllabi

Each instructor of record for all required pre-professional and professional pharmacy courses in the B.S. in Pharmaceutical Sciences program, as well as PY2 and PY3 years in the Doctor of Pharmacy program, is to provide students with a course syllabus at the beginning of the semester. Information on the syllabus is to contain, at a minimum, the course title, prerequisites, course objectives, textbook or other requirements, topical outline, and grading policy. The latter is to include an indication of the numerical average needed to obtain the various letter grades for the course and the mechanism for calculating that average. Faculty are encouraged to include a list of general and professional educational abilities fostered by that course. This action would emphasize to the student the contributions of each course to the abilities-based curriculum. Attendance policy, policy regarding responding to student questions during an exam, and other policies pertinent to that particular course, i.e., mechanisms for access to graded examinations, and expectations of classroom behavior, should be included. Furthermore, faculty are encouraged to include a listing of course related materials from previous years which are not to be in the possession of a student enrolled in the course (thereby averting Professional Conduct Code violation). It is the responsibility of the office of the Associate Dean for Academic Affairs to provide each department with a copy of all required PY1, PY2 and PY3 course syllabi. In order to assist faculty in the presentation of course syllabi, the following template has been prepared.

IX. Posting of Grades and Exam Keys, and Reporting of Final Course Grades

It is the policy of the School of Pharmacy that following each examination, students

are to be notified of their performance and also the class average for that exam and when feasible the cumulative course average for the class. Furthermore, the written or electronic posting of grades cannot be done by name, social security number, or any partial sequence of the social security number or by any other method in which the posting is by alphabetical order. It is the prerogative of an instructor to choose to post course grades and/or test results. If an instructor chooses not to post this information, it is the responsibility of the instructor to provide using alternative means (e.g. e-mail, web site, etc.), the previously defined information. Students have the right of access in some form to graded examinations and exam keys. The instructor determines the method of access.

It is suggested that faculty not report semester grades to the Registrar's Office until all final course examinations for students in that class have been completed. Moreover, faculty should not post any information that would result in a student determining his/her final course grade until all final examinations for that class of students, e.g. PY1 or PY2, have been completed.

X. Relationship Between Course Credit Hours and Time in Class

A specific relationship should be maintained between contact and credit hours. In a lecture only course, class should be limited to 50 minutes per credit hour per week. Laboratories and recitations normally should last for 100-150 minutes per credit hour per week.

XI. Provision of Classroom Supplies and Reporting of Equipment Failures in Classroom

The Office of the Associate Dean for Academic Affairs is responsible for maintaining supplies for Faser 205 and the first floor auditoria (1000, 1044) of the Thad Cochran Research Center.

It is the responsibility of faculty to inform that office when supplies need to be replenished and equipment is malfunctioning. **DO NOT ATTEMPT SELF REPAIR.** Equipment is not to be removed from the classrooms.

XII. Auditoria Use Policy

The auditoria located within the Thad Cochran Research Center (1000, 1044 and 2066) are primarily for the use of faculty, staff, and students of the School of Pharmacy and the United States Department of Agriculture. Use by any other groups or individuals must be approved by the Office of the Dean. These "outside" groups assume full responsibility for equipment or furniture damage and must compensate the School of Pharmacy for repair or replacement.

After hours use requires that a key be procured from the Office of the Associate Dean for Academic Affairs for the first floor auditoria or from that of the Director of the National Center for Natural Products Research for the second floor auditorium. In the event that School of Pharmacy undergraduate students require access to the auditoria, a faculty member or TA must reserve the room and be present during all times. This faculty member or TA is also responsible for ensuring that the equipment and lights are off and the room is locked when finished.

XIII. Procedure for Scheduling School of Pharmacy Final Examinations in Required EE3, PY1-PY3 Courses

The Office of the Dean has final responsibility for establishing the final examination schedule. The schedule will be announced no later than six weeks prior to the start of the University Examination Period. This examination sequence must concur whenever possible within the University's designated final examination period and take into account room availability, multiple classes of students within the same course, and the need of students to take University scheduled examinations in non-Pharmacy courses. Courses giving examinations during the final examination period are not to give tests (quizzes) in the week preceding finals. If a final examination is not being given, then tests may be administered in that preceding week. It is the goal of the Office of the Dean for students to not have more than one final exam in required professional courses per day.

XIV. Faculty and Student Participation in University/School of Pharmacy Commencement Exercises, White Coat Ceremony, and Awards Day Program

The University conducts Commencement exercises at the end of the spring semester. The School of Pharmacy has been authorized by the Chancellor to conduct a separate graduation function. It is a faculty responsibility as an academic citizen to be in attendance and participate in the event to honor the accomplishments of the School's graduates. Therefore, all faculty shall be in attendance at Commencement exercises conducted by the University and School of Pharmacy. Should there occur an activity of great importance to the faculty member, which conflicts with the graduation date, then written authorization for an excused absence shall be requested from the Dean.

Likewise, it is expected that graduates of the School of Pharmacy should also participate in the University and School Commencement activities. Written notification of intended absence from either is to be provided to the Office of the Associate Dean for Academic Affairs. Students should appreciate the importance of such participation to their family members and loved ones. Many students who do not attend commencement describe their disappointment of having not participated when asked later in life about that decision.

Similarly, faculty are expected to participate in the annual White Coat Ceremony and to attend the School of Pharmacy Awards Day program.

XV. Designation of Commencement Class Marshals

In response to a University policy, the School is to designate a Class Marshal for both the B.S. in Pharmaceutical Sciences and Doctor of Pharmacy classes. The process for selecting the University designated class marshals is as follows. The student with the highest GPA on required PY1 courses will be designated as the B.S.P.S. Class Marshal. The student with the highest GPA on required PY2-PY4 courses (through fourth rotation) will be the Doctor of Pharmacy Class Marshal. In the case of a tie for B.S. P.S. Class Marshal, the GPA on required pre-pharmacy course work will be used as the tie breaker, followed by the number of required hours completed at The University of Mississippi and lastly by involvement in School organizations. The tie breaking process for determination of the Doctor of Pharmacy Class Marshal will be the same, except the initial tie breaker will be the B.S.P.S. GPA on required courses followed, if

necessary, by the pre-pharmacy GPA, etc.

In contrast to the policy regarding University designated Class Marshals, the School will acknowledge at the School commencement multiple Class Marshals for both graduating classes if more than one student has received the same highest GPA on the appropriate professional courses referenced above.

XVI. Graduation with Honors

For excellent scholarship, the University of Mississippi awards bachelor's and professional doctoral degree recipients CUM LAUDE, MAGNA CUM LAUDE, and SUMMA CUM LAUDE recognition.

General Requirements: To graduate with honors, a student must have the recommendation of the faculty, and must never have undergone disciplinary suspension, dismissal, or expulsion. Graduation honors are based on student's cumulative GPA on all college work attempted and on required professional courses. However, courses numbered below 100, grades which have been removed under the forgiveness policy, and grades earned before Academic Restart are not included in calculating the GPA honors. At least 63 semester hours of work must be completed at the University of Mississippi. The required GPA must be attained on all work attempted in residence at the University of Mississippi separately considered, as well as on all college work attempted both at the university and at other institutions, including independent study (correspondence or Internet-based) courses taken, regardless of whether such work has been accepted for transfer credit at the university.

Cum Laude: To be eligible for a degree CUM LAUDE, a student must have a grade point average of 3.50 or above but below 3.75 on all college work attempted and on required professional courses.

Magna Cum Laude: To be eligible for a degree MAGNA CUM LAUDE, a student must have a grade point average of 3.75 or above but below 3.90 on all college work attempted and on required professional courses.

Summa Cum Laude: To be eligible for a degree SUMMA CUM LAUDE, a student must have a grade point average of 3.90 or above on all college work attempted and on required professional courses.

XVII. Responsibilities of Faculty Advisors for Student Organizations

A number of the faculty serve as advisors to our professional student organizations. In this capacity, they provide valuable service to the School as well as to the students in those organizations. This interaction with the students is of significant mutual benefit to the growth and development of all parties concerned. Each faculty advisor has his/her own style of accomplishing advising functions. The decision about the appropriate advising style for any given year should be made after discussion between the advisor and the organizational leadership. However, it is important that advisors be present at the business meetings and social functions that are sponsored by their respective organizations. Advisors are encouraged to make the appropriate effort to either be in attendance at these activities or to designate another faculty member to represent them at these occasions.

The Dean's Office is following this same procedure in that a member of the administration will be in attendance at all activities sponsored by the Student Body. Compliance with this policy would be appreciated by the students.

Advisors are encouraged to be involved regionally and nationally in organizational activities. Furthermore, based on the input of nationally successful advisors, it is recommended that advisors assist with fund raisers, actively encourage participation by other faculty in the organization's activities, and assist in enhancing the active participation by students in the local chapter by establishing increased numbers of committees and requiring accountability of such.

In the event that a faculty advisor resigns, retires, or vacates their advisor role, the officers of the organization shall in agreement with the national organization bylaws propose a prospective replacement (after discussing this matter first with that individual) to the Assistant Dean of Student Services on the Oxford or UMMC campus as appropriate. The Assistant Dean will then take this request under advisement and then notify the proposed advisor and the organizational officers of his/her decision.

XVIII. Faculty Attendance at Student Social Activities

As a result of assessing student attitudes regarding faculty attendance at formal organizational or Student Body social activities, the Office of the Dean is encouraging faculty participation to assist in the "professionalization" of the students and to enhance the appropriate socialization of all students. The Student/Faculty Relations Committee has discussed faculty attendance and participation at student activities. The following statement developed by the Pharmacy Student Body President and Chair of the Student Faculty Relations Committee is a result of this discussion, reflecting the input of the students and faculty on the Committee.

"Students have expressed sincere desire for faculty members to be present at functions and greatly appreciate the efforts of the faculty in attending and participating in these events. Students recognize that each individual has family and/or other personal responsibilities that may preclude them from attending activities. Through e-mails, hard copies and personal invitations, students have pledged to try to extend more formal invitations to planned events. In addition, the students will try to be more descriptive in their invitations including the kind of activities that will take place and the time when activities will begin.

Furthermore, the students recognize that there have been past instances of inappropriate student behavior directed toward faculty which may contribute to the lack of faculty participation. The student leadership has pledged to do all that it can to ensure that there will not be any repetitions of such behavior.

Students would like to see faculty outside of the classroom setting and hope that this effort shows genuine desire to welcome them at all student-sponsored events."

XIX. Dress Code

Refer to Article XV, Section 2 of the Student Body Constitution for a description of the dress code in affect for student assemblies.

Refer to the Professional Experiential Program Manual for a description of the dress code in affect for Introductory and Advanced Pharmacy Practice Experiences.

XX. Statement on Scheduling of Examinations

The scheduling of routine class examinations has been a major issue adversely affecting both students and faculty. There are many issues involved. Faculty with earlier class times complain that students even if present, study for later tests during their class period. Some faculty prefer a test period exceeding fifty minutes and the present system does not provide for that opportunity. Faculty who desire to split up their class during testing may not be able to do so give unavailability of other rooms at that time. The loss of class time (number of lecture periods) due to shortening of University semester calendar has resulted in the number of tests in some courses being reduced because the faculty member feels that they cannot sacrifice already limited was time. In addition the faculty work diligently prior to each semester to develop a test schedule which attempts to maximize student performance. Then, due to student pressure initiated by certain cliques in a class, a course director may unilaterally change their test dates which in turn affects tests in other courses or the plans of a different clique of students, etc. and chaos and hard feelings within the class members affected, results.

The remedy to this dilemma is there will be minimal PY1 or PY2 classes scheduled from 8:00AM on TWThF. The time period 7:30-8:50 most days will be reserved for exams and all exams will be administered during that period. In addition, some exams will be scheduled at 5pm throughout the semester as more exam times are needed for the amount of courses that are offered in a semester. A given exam may occur on a day when that course does not normally meet. If the exam is on a day that the course meets, the course may still, at the discretion of the course director, meet. This recaptures some of the lost lecture time. Also, by not administering tests during class time, the time is built in to make up for a limited number of rescheduled periods. This procedure precludes having multiple tests the same day. Prior to the beginning of each semester each faculty member will submit to the Associate Dean for Academic Affairs a list of tests with the desired week of administration. This process will also be utilized for administering multi-section lab/recitation exams. The Associate Dean will develop the semester exam schedule based on faculty input and will notify faculty in sufficient time to include test dates in course syllabi.

The following guidelines exist to allow sufficient time for students and instructors to prepare for final examinations. These guidelines apply to the week preceding final examinations for undergraduate courses held during Fall and Spring semesters.

During the period of Wednesday through Friday (Monday through Friday for School of Pharmacy professional courses) of the last week of class, instructors are not to give exams, tests, or quizzes that contribute more than 10% of the final grade for a class. An instructor can obtain approval of the department chair and dean to give an exam, test or quiz, of this weight, during this three day period. Instructors should return graded work and/or inform students of their grades on exams, tests, or quizzes prior to the beginning of finals week.

Exceptions to the above statement are automatically made for lab-based courses, technical writing courses, seminar courses that assign a term paper, and senior design courses that assign a multi-faceted project in lieu of a final exam. Major projects of the above types, which contribute more than 10% of the final grade and which are due during this Last Week period, should be assigned in the syllabus at the beginning of the semester and any substantial change in the assignment should be made known to students before the drop deadline.

XXI. Programmatic Assessment

Mandatory student participation in School of Pharmacy programmatic assessment activities occurs during PY1 orientation sessions, during the spring of the PY1, PY2, PY3, and PY4 years. All PY1 and PY4 students are required to participate in University assessment activities in order for verification of their diploma application to proceed. It is expected that students will take these activities seriously and will perform to the best of their ability. Otherwise, the results of these assessments would be invalid and unreliable and may lead to inappropriate programmatic changes. The purposes of these assessments are to provide students feedback on their knowledge, skills, and attitudes as well as for the School to ascertain the effectiveness of its curriculum and programs when compared to other schools or colleges of pharmacy.

XXII. Statement Regarding Faculty Members Answering Questions During Quizzes and Examinations

Student members of the Student/Faculty Relations Committee suggested the implementation of a school-wide policy that prohibits the asking of questions by students during quizzes and exams.

One concern associated with students asking questions during quizzes and exams is that

not all students in the classroom have the opportunity to hear the question or the answer to the question. The students on the committee who raised the issue were concerned with individuals waiting until the end of class to ask a question knowing that few other students would be able to benefit from the answer. Such behavior may be motivated in part by competition among students. Another concern raised by students is that some individuals ask questions not with the intention of clarification, but in an attempt to get the correct answer (or at least a hint of the correct answer) from the instructor. Both of these instances have the potential to create an unfair advantage.

While appreciating the concerns raised by the students, the faculty representatives on the committee were not in favor of a school-wide policy because some questions brought forth during examinations are appropriate and necessary. Furthermore, such classroom policies are the prerogative of each individual course instructor.

The concerns raised by both the student and faculty representatives on the committee led to the adoption of the following recommendation.

Faculty members should be made aware of the potential for unfair advantage created by answering questions during exams and quizzes. Instructors should be informed of this issue, and the concerns of students, at the annual meeting of course instructors held immediately prior to the Fall and Spring Semesters. Furthermore, instructors should state on their course syllabi, or on each individual quiz or exam, their policy for fielding questions during exams. Such a policy could address whether questions are taken during quizzes and exams, what kinds of questions can be asked, when questions can be asked, how questions can be asked, and how responses to these questions will be shared with the rest of the class.

XXIII. Use of Prior Course Material as Study Aids

There has been considerable discussion of the issue of students possessing prior course materials and producing hard copy and electronic files of those materials to use as study aids. Many faculty believe that having such materials results in less learning of course content and/or poor class performance. Confusion abounds concerning which materials are acceptable to possess because some faculty expressly forbid the dissemination of old tests, quizzes, term papers, and other course-related documents, while others make such materials freely available for study and reference purposes. Students should consult with individual faculty regarding the

appropriateness of materials in each course. Due to the tenants of the PBL model of learning, PY3 students are strictly forbidden from possessing PY3 course associated materials provided by prior PY3 students.

In an effort to clarify this matter and to avoid further confusion, the following policy from the Dean's Office on the production and possession of hard copy and electronic files applies to all School of Pharmacy courses on the Oxford Campus.

1. Students are free to compile study files of prior course material, either hard copy or electronic, but they must verify with the instructor of each course that any such materials are not prohibited from being in their possession.
2. Faculty are strongly encouraged to develop a list each semester of specific items that are NOT permissible to possess and distribute to other students, which may include any of the following:
 - prior exams
 - keyed exams
 - other students' completed exams
 - prior quizzes
 - keyed quizzes
 - other students' completed quizzes
 - previously submitted graded or ungraded course materials (reports, class projects, etc.)

Faculty are encouraged to use the course syllabus to identify such materials.

3. It is the course instructor's responsibility to inform students what materials are forbidden. If a course instructor does not provide students with such a list, students may assume any material they encounter for that course is permissible to possess.

XXIV. Early Identification of Students Having Academic Difficulties

Faculty are urged to provide at midterm to the Associate Dean for Academic Affairs and to the Assistant Dean of Student Services (Oxford) the names of PY1 and PY2

students who are identified as being at risk for unsuccessful completion of a required course. The Associate Dean will meet with the student to discuss the genesis of their academic situation and a plan for academic improvement. Similarly the names of PY3 students should be provided to the Assistant Dean of Student Services (Jackson) on the UMMC campus. In addition, PY1 and PY2 faculty are also requested to submit midterm grades to the Registrar which are appropriately reflective of the student's course performance. It is hoped that these two procedures will reduce the likelihood of undesirable course outcomes.

XXV. University/School Academic Forgiveness Policy

The University of Mississippi Forgiveness Policy was revised as of May, 2013. The School of Pharmacy has endorsed this policy for required pre-professional courses completed at The University of Mississippi. **THE POLICY IS NOT APPLICABLE TO PROFESSIONAL COURSES (PY1-PY4) OFFERED BY THE SCHOOL OF PHARMACY.**

A student may invoke forgiveness for up to 12 total hours of UM course work (e.g., four 3-hour courses), provided the initial and repeated courses are the same course and were taken at the University and that the initial grade was a C- or below. While this is the general University policy, individual schools or the College of Liberal Arts may establish more restrictive rules for courses they teach.

The complete policy may be found within the policy on Credits and Grades.

A student must file a Petition to Invoke Grade Forgiveness form with the registrar, stating which course is to be forgiven. For an upper division course (300 or above), this Petition must be approved by the chair controlling the course.

Forgiveness can be invoked at any time following the completion of a pair of eligible courses (prior to graduation). Once the student has declared a course to be forgiven, a different course cannot be substituted for it at a later date.

The eligible courses must be taken at UM and must involve a repeated attempt of the same course. If a student takes the same UM course three times, forgiveness may be invoked for the two earlier attempts, provided the number of credits and hours is within the above limit.

When forgiveness is invoked, the first attempt is shown on a student's transcript with a notation of R (for repeated) beside the initial grade. This initial grade will not be counted toward a student's cumulative GPA. A forgiven "C-", "D" or "F" will not change the academic standing which existed prior to the repeated course.

The recalculated GPA will be used for determining graduation honors.

XXVI. Plus/Minus Grading System

Beginning with the Fall 2011 semester, the University of Mississippi has the option of using a +/- grading scale for undergraduate and graduate courses. The primary purpose of adding the + and - grade options is to give instructors the ability to more accurately assess and report a student's performance.

THE SCHOOL OF PHARMACY FACULTY HAS THE PREROGATIVE OF ASSIGNING +/- GRADES IN CALCULATING THE GPA ASSOCIATED WITH THE AWARDING OF SCHOOL SCHOLARSHIPS AND AWARDS OR ASSOCIATED WITH SCHOLASTIC POLICIES AFFECTING ADMISSION, PROGRESSION OR RETENTION OF EARLY ENTRY STATUS. HOWEVER, A GRADE OF C- IS CONSIDERED A FAILING GRADE.

LETTER GRADE	VALUE POINTS
A	4
A	3
B	3
B	3
B	2
C	2
C	2
C	1
D	1
F	0

SECTION 6: SCHOOL OF PHARMACY DEGREE PROGRAMS

The pass rate (first attempt) on the North America Pharmacy License Examination (NAPLEX) for the last five years is among the highest in the nation and less than 1 percent below the top program. NAPLEX pass rates over the past five years for all schools of pharmacy can be found at <http://www.nabp.net/programs/assets/NAPLEXpassrates.pdf>.

The professional degree program received full re-accreditation status in 2012 for an eight year (maximum allowed) period. Approximately 95% of the students entering the professional program in the fall of 2007 obtained their Doctor of Pharmacy degree. The placement rate within a month of graduation for the class of 2012, based on self-reported data was > 95%.

I. BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES PROGRAM

All entering undergraduate professional students will be admitted into the B.S. in Pharmaceutical Sciences program. This is a four-year degree consisting of three years of pre-professional (prepharmacy) education followed by one year of professional courses, culminating in the awarding of the baccalaureate degree. This degree does not provide eligibility to sit for the licensure examination for pharmacy practice. Admission into this degree program occurs in the spring semester of the high school senior year, i.e., "Early Entry," but more typically after completion of the pre-pharmacy curriculum at The University of Mississippi or other accredited institution, i.e., "Regular Entry."

A. TECHNICAL STANDARDS FOR ADMISSION AS A PROFESSIONAL STUDENT

Candidates for the Bachelor of Science in Pharmaceutical Sciences and Doctor of Pharmacy degrees must be able to perform the essential functions in each of the following categories: observation, communication, motor, intellectual, and behavioral/social. However, it is recognized that degrees of ability vary among individuals.

If a potential applicant feels unable to meet these technical standards he/she is

encouraged prior to application to discuss your disability with the Office of Student Disability Services at The University of Mississippi to determine whether or not reasonable accommodations can be made.

The University of Mississippi School of Pharmacy is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the B.S. in Pharmaceutical Sciences and Doctor of Pharmacy degrees.

1. Observation

All candidates must be able to:

- a. Observe lectures, demonstrations, experiments, and practice-based activities.
- b. Observe physiological and pharmacological demonstrations, evaluation of microbiological cultures, and microscopic studies of organisms and tissues in normal and pathological states.
- c. Observe a patient accurately at a distance and close at hand.
- d. Read information on a computer screen.
- e. Remain fully alert and attentive at all times in clinical settings.

Additionally, candidates for the Doctor of Pharmacy degree must be able to:

- f. Evaluate visible patient signs and symptoms for the purposes of monitoring drug therapy.

2. Communication

All candidates must be able to:

- a. Communicate effectively, sensitively, and rapidly with patients, caregivers, and members of the health care team.
- b. Speak, listen, read, and write in the English language.
- c. Effectively communicate with instructors and peers.

Additionally, candidates for the Doctor of Pharmacy degree must be able to:

- d. Communicate with health care practitioners specifically in reviewing and

- recommending verbal and written drug therapy orders.
- e. Elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications.

3. Psychomotor Skills

All candidates must be able to:

- a. Have sufficient motor function to execute all aspects of processing multiple types of drug orders and compounding of medications.
- b. Engage in safe and aseptic handling of sterile preparations.
- c. Safely and effectively operate appropriate equipment (e.g., microscope, typewriter, glucose monitors, peak flow meters).

Additionally, candidates for the Doctor of Pharmacy degree must be able to:

- d. Engage in basic physical assessment activities including palpation, auscultation, percussion, and other diagnostic maneuvers.

4. Intellect

All candidates must be able to:

- a. Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- b. Solve problems involving measurement, calculation, reasoning, analysis, synthesis, and evaluation rapidly in a multi-task setting.
- c. Synthesize knowledge and integrate the relevant aspects of a patient's history, physical findings and monitoring studies.

Additionally, candidates for the Doctor of Pharmacy degree must be able to:

- d. use information to develop a drug therapy and monitoring plan in a reasonable amount of time.

5. Behavioral and Social Attributes

All candidates must be able to:

- a. Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.
- b. Adapt to change, to display flexibility and to learn to function in the face of uncertainties and stressful situations.
- c. Possess compassion, integrity, interpersonal skills, motivation, empathy, and concern for others.
- d. Demonstrate ethical behavior.
- e. Function effectively in situations of physical and emotional stress.
- f. Accept appropriate suggestions and criticism and, if necessary, respond by modification.

Additionally, candidates for the Doctor of Pharmacy degree must be able to:

- g. Exercise good judgment and prompt completion of all responsibilities involved in the pharmaceutical care of patients.
- h. Have the capacity to develop mature, sensitive, and effective relationships with patients.

B. EARLY ENTRY (EARLY ASSURANCE)

Students granted Early Entry status must enroll as freshmen on the Oxford campus. If these students abide by the progression and retention criteria detailed below, they will receive the B.S. in Pharmaceutical Sciences at the end of their fourth year and will be admitted into the Doctor of Pharmacy program or School of Pharmacy Ph.D. program of their choice.

The Early Entry Program provides the opportunity to engage in both professional and personal relationships with School of Pharmacy faculty and upper-classmen immediately upon entering the University, rather than after completing the normal pre-pharmacy program.

Early Entry students avoid the competitive selection process for admission to the B.S. in Pharmaceutical Sciences program following completion of the pre-pharmacy

curriculum.

Early Entry students are eligible for performance based School of Pharmacy scholarships unavailable to pre-pharmacy students and may participate in professional student organizations earlier in their collegiate careers.

1. Criteria for Early Entry

Early Entry admission into the B.S. in Pharmaceutical Sciences program with limited enrollment is offered annually to outstanding high school seniors. Applicants who wish to be considered for Early Entry status must meet the following minimum criterion:

Best Composite ACT Score + [GPA for grades 9, 10, 11, and 12) x 10] > 65

Notes: A minimum composite ACT score of 25 AND an ACT Mathematics Test score of 25 or successful completion of prerequisites for Bisc 160, and Math 261 must be achieved before classes begin in the fall of the freshman year; alternatively a SAT Mathematics score of 620 will meet the minimum criterion for consideration.

If the student reports both ACT and SAT scores, only the ACT score will be used in the composite admission formula. If the student only reports SAT scores then their best SAT (mathematics + critical reading) score will be converted to an ACT score according to the following table, based on a concordance comparison made by ACT and the College Board in 2009 (<http://www.act.org/solutions/college-career-readiness/compare-act-sat/>):

SAT	ACT
1130-1160	25
1170-1200	26
1210-1230	27
1240-1270	28
1280-1310	29
1320-1350	30
1360-1390	31
1400-1430	32
1440-1480	33
1490-1530	34
1540-1570	35
1580-1600	36

The GPA is based on a 4.0 scale; weighted GPAs will be used when provided by the high school, with a maximum weight of 4.5. Numerical semester grades will be converted to letter grades using a 10-point scale (90-99 equals an “A”; 80-89 equals a B; 70-79 equals a C; 60-69 equals a D; <60 equals an F).

Ranking of candidates for Early Entry admission will be based on GPA; Composite ACT OR SAT (mathematics + critical reading) score; an interview; and on an evaluation of the applicant’s 9th - 12th grade activities, including scholastic and non-

scholastic leadership, service activities and employment. The composite admissions score is based on the following weighted formula, with 140 points being the maximum possible (except in the case of weighted GPA, in which case the maximum is 145).

GPA (10th - fall of 12th grade) x 10	40
Composite ACT	40
Interview	30
Biographical Supplement	<u>30 (Leadership, Service, Employment)</u>
Total Possible	140 (145 in case of weighted GPA)

Admission preference is given to Mississippi residents. However, application by non-Mississippi residents is encouraged with no residency preference being given to the top half of the admitted pool. The top 10 applicants based on this composite admission score will be awarded an additional \$1000 annual scholarship which will be renewable as long as the student retains Early Entry status which ideally would be seven years.

Eligible applicants not chosen for membership in the Early Entry class and who attend the University of Mississippi may be provided the opportunity to join the Early Entry program at the conclusion of either the fall or spring semester of the freshman year. The extension of such an offer is dependent on student attrition from the Early Entry program. Offers would be restricted to students having enrolled in a minimum of 14 hours each semester and who have successfully completed the English, chemistry, and biology courses taken by Early Entry freshmen. Priority would be given to those students having the highest GPA on these and other required Early Entry courses completed, with a minimum requirement of 3.25.

In addition, the School of Pharmacy is conducting a pilot program until 2019-2020 for admissions, into which up to 5 applicants each year can be admitted according to the following criteria:

- (a) Applicant does not meet the “10*GPA + ACT greater than 65” admission requirement.
- (b) Applicant has an ACT score ≥ 30 (or SAT equivalent).
- (c) Applicant has an EE admission score ≥ 85 .

- (d) Applicant with the highest EE admission score will be preferentially admitted to this program.

Students admitted to this program would have one year to demonstrate their ability to meet the GPA criteria of the EE program, and if they did so they would obtain EE status after their freshman year.

2. Application Process

For consideration for Early Entry admission to the B.S. in Pharmaceutical Sciences program, students must submit the University's Special Programs and Scholarship Application by the designated deadline. Early Entry applicants must apply online for admission to the University of Mississippi (www.olemiss.edu) as a pre-pharmacy major and complete a supplemental online application for Early Entry. Applicants will select a preferred date to attend a mandatory Early Entry Applicant Day. Confirmation of this date will be made upon receipt by the School of Pharmacy of a non-refundable \$65 application fee.

3. Progression and Retention Criteria for Students in the Early Entry Program

To maintain Early Entry status, a student must

- a. Maintain continuous University enrollment (excluding summer terms) with a minimum of 14 hours per semester during the fall and spring semesters through the spring of the junior year.
- b. Take all required University courses in the general sequence defined in the curriculum and complete requirements for the Bachelor of Science in Pharmaceutical Sciences degree by the end of their fourth year of college.
- c. Achieve a GPA of 3.25 on required courses attempted the first year and a cumulative GPA on all required courses attempted at the end of the second and third years. Early-entry students with less than a 3.25 GPA will be dismissed from the Early-entry program and will be changed to pre-pharmacy status. In addition, students who were recipients of one of the ten Early Entry recruiting scholarships must achieve a GPA of 3.5 or better. Students who earn between a 3.25 and 3.49 on required courses during the freshman year will lose the recruiting scholarship. For students also enrolled in the Honors College, grades received in Honors 101 and 102 will be treated as required courses in lieu of WRIT 101 and 102. In calculating the GPA for these students, required courses designated as honor

courses will provide five quality points for an A (rather than 4 as is typically calculated for non-honors courses); four for a B; and so on. The UM plus/minus grading system will not be used in calculating the GPA requirements stated above.

- d. Receive no C-, D, or F grades in required courses.
- e. Obtain a composite PCAT scaled score equal to or exceeding 400 and a writing score of at least 3.0 by the end of the spring semester of the third year. Juniors, in the event they lose Early Entry status and desire to compete for Regular Entry admission, will also be required to provide resume information and complete the Health Sciences Reasoning Test prior to March 1 of the junior year.
- f. Students failing to meet or comply with the above will be dismissed from the Early Entry Program and can transfer to pre-pharmacy student status. Students cannot regain Early Entry status once it is lost. Students so dismissed are likely to be competitive applicants for Regular Entry admission given the UM Forgiveness Policy and the SOP application of the Ole Miss Factor.
- g. Students have the right to file a written petition with the Dean of the School of Pharmacy seeking waiver of any of the School of Pharmacy's academic policies. The petition should be submitted to the Associate Dean of Academic Affairs who will proceed in the following manner:
 - The Associate Dean will present the petition to the Scholastic Standards Committee.
 - The Scholastic Standards committee will make a recommendation to the Dean
 - The Dean will review the recommendation by the Scholastic Standards Committee and render a decision.

Petitions should be structured in a formal writing style and provide sufficient information to support the reason for the waiver of the respective academic policy. The student should suggest reasonable outcomes and the School will make every effort to handle the petitions in a timely manner.

4. Curriculum

FIRST YEAR EARLY-ENTRY			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
English I (WRIT 101)	3	English II (WRIT 102 or LIBA102)	3
Gen. Chemistry I (CHEM 105, 115)	4	Gen. Chemistry II (CHEM 106, 116)	4
Biology I (BISC 160, 161)	4	Biology II (BISC 162, 163)	4
Speech (SPCH 102 or 105)	3	Calculus (MATH 261)	3
Statistics (MATH 115)	3	Electives* (nonprofessional)	3
TOTAL	17		17

* Nonprofessional electives are to be taken as follows: 6 hours social or behavioral sciences (psychology, sociology, political science, economics, journalism, and social work), 9 hours of humanities (classics, African American studies, gender studies, Southern studies, English, history, modern languages, religion, and philosophy) and fine arts (art, music, and theater arts) with a minimum of 3 hours in each of these two general areas. Performance courses are acceptable for satisfying the fine arts requirement. For students enrolled in the Honors College, credit obtained in Honors 101-102 will count toward fulfillment of the elective requirement in humanities. Although quality grades for elective courses are recorded, they are not included in the computation of the grade-point average (GPA) utilized in admissions, progression, or School scholarship decisions. In all cases, only the grades on "required" courses are used. Elective courses should be chosen on the basis of (1) student's interests, and (2) potential contribution to professional success, rather than due to a lack of academic rigor.

SECOND YEAR EARLY-ENTRY			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Organic Chemistry I (CHEM 221, 225)	4	Organic Chemistry II (CHEM 222, 226)	4
Physics I (PHYS 213, 223)	4	Physics II (PHYS 214, 224)	4
Genetics (BISC 336)	4	Microeconomics (ECON 202)	3
Electives* (nonprofessional)	3	Electives* (nonprofessional)	3
TOTAL	15		14

* Nonprofessional electives are to be taken as follows: 6 hours social or behavioral sciences (psychology, sociology, political science, economics, journalism, and social work), 9 hours of humanities (classics, African American studies, gender studies, Southern studies, English, history, modern languages, religion, and philosophy) and fine arts (art, music, and theater arts) with a minimum of 3 hours in each of these two general areas. Performance courses are acceptable for satisfying the fine arts requirement. For students enrolled in the Honors College, credit obtained in Honors 101-102 will count toward fulfillment of the elective requirement in humanities and in the early-entry GPA. Although quality grades for elective courses are recorded, they are not included in the computation of the grade-point average (GPA) utilized in admissions, progression, or School scholarship decisions. In all cases, only the grades on "required" courses are used. Elective courses should be chosen on the basis of (1) student's interests, and (2) potential contribution to professional success, rather than due to a lack of academic rigor.

THIRD YEAR EARLY-ENTRY			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Biochemistry (PHCL 343)	3	Cell and Molecular Biology (BISC 372)	3
Medical Microbiology/ Pathogenesis of Infectious Diseases (PHCL 331)	3	Electives* (nonprofessional)	3
Immunology (BISC 414)	3	Human Physiology (PHCL 344)	4
Pharmacy Ethics (PHAD 395)	3	Electives* (nonprofessional)	3
Free Elective	2	Free Elective	1
TOTAL	14		14

With the exceptions of the UM prerequisite relationships of organic chemistry for biochemistry, and of genetics for cell biology, the sequence of enrolling in the second and third year courses will be determined by course availability or prerequisite relationships on home campus.

* Nonprofessional electives are to be taken as follows: 6 hours social or behavioral sciences (psychology, sociology, political science, economics, journalism, and social work), 9 hours of humanities (classics, African American studies, gender studies, Southern studies, English, history, modern languages, religion, and philosophy) and fine arts (art, music, and theater arts) with a minimum of 3 hours in each of these two general areas. Performance courses are acceptable for satisfying the fine arts requirement. For students enrolled in the Honors College, credit obtained in Honors 101-102 will count toward fulfillment of the elective requirement in humanities and in the early-entry GPA. Although quality grades for elective courses are recorded, they are not included in the computation of the grade-point average (GPA) utilized in admissions, progression, or School scholarship decisions. In all cases, only the grades on "required" courses are used. Elective courses should be chosen on the basis of (1) student's interests, and (2) potential contribution to professional success, rather than due to a lack of academic rigor.

C. REGULAR ENTRY

Regular Entry admission is for applicants completing the pre-pharmacy curriculum at the University of Mississippi or other four-year accredited college or university. Regular Entry application must occur via PharmCAS, the Pharmacy College Application Service, www.pharmcas.org. The program is open to both residents and non-residents of Mississippi. Non-residents are eligible for partial or complete waiver of non-resident tuition. All materials must be received by PharmCAS by November 1 for consideration for admission for the following August. Regular Entry applicants do not initially apply directly to the University of Mississippi or to the School of Pharmacy, but must do so if invited for an interview. Interview invitations will be extended following local review of information submitted to PharmCAS. Individuals accepting this invitation must submit a \$85 non-refundable supplemental application fee in order to confirm an interview and to be provided the opportunity for completion of the online University of Mississippi application. Applicants are to select pre-pharmacy as the major when applying to the University.

PHARMACY SUPPLEMENTAL INSTRUCTIONS

After you have completed the online application to the University of Mississippi and chosen pre-pharmacy as your major, on the left side of the page should be a list of bulleted links.

1. Choose 'Special Programs & Scholarship Application';
2. Choose the second bulleted option on the following page (in the body of the page), 'I want to sign in using my application number and date of birth';
3. Next, you will enter the UM admission application number and your date of birth, then click 'Access Online Applications.'
4. Choose 'Pharmacy' by clicking the box on the next page. (There will be other supplemental applications available and you may choose all that apply to you.) and then click the check mark in the green box.
 - a. The first drop down box will ask you to 'Please select the type of application'.
 - b. Choose 'Regular Entry Application (pre-professional curriculum)'.
 - c. Next, choose one from the three dates to attend Applicant Interview Day. Applicant Interview Days are conducted on a Friday/Saturday sequence. Applicants are required to attend both days.

- d. Click 'Submit'. You will receive an email receipt confirming submission of the supplemental application.

The School of Pharmacy will confirm your Applicant Interview Day after receipt of the \$85 application fee.

1. Admission Criteria

The minimum requirements for admission to the B.S. in Pharmaceutical Sciences program are as follows:

- a. Successful completion with a grade of at least C (C- is not a passing grade) on all required pre-professional courses. All required courses as well as electives must be completed no later than the end of the spring semester following the fall semester in which formal application is submitted.
- b. A cumulative GPA (calculated on all grades earned) of at least 2.75 on all required pre-pharmacy courses (excluding electives in humanities, fine arts, and social sciences). Applicants completing science requirements more than five years prior to the application date may be requested to retake these courses unless they have been employed using discipline knowledge or have been pursuing an advanced degree in that discipline. Likewise grades in required courses obtained more than five years before the application deadline will not be included in the GPA calculation if they have been repeated within the five year period. Otherwise ALL grades received in required pre-pharmacy courses will be computed in calculating the GPA. The only exception is students who utilize The University of Mississippi Forgiveness Policy. For applicants enrolled in The University of Mississippi Honors College, grades obtained in HONORS 101 and 102 satisfy the English Composition requirement as well as count for six hours of humanities electives credit, and will be used in the calculation of this GPA. University of Mississippi Students receiving credit in formally designated Honors sections of required pre-pharmacy courses as well as for HONORS 101 and 102 will receive 5, 4, and 3 points respectively for an A, B, or C rather than the typical 4, 3, and 2 points used in routine GPA calculations.
Plus/minus grading policies in effect at UM or other institutions at which the applicant attended will not be utilized in calculating the applicant's GPA for admission. The minimum GPA requirement of 2.75 must be achieved following completion of all required pre-professional courses.

- c. Submission of an official score on the Pharmacy College Admission Test (PCAT) taken during the calendar year of application. If multiple scores are submitted, the highest composite scaled score achieved will be used. A minimum composite scaled score of 395 and a writing score of at least 3.0 are required to receive consideration for admission. These scores do not have to be achieved on the same test date.
- d. To be assured of consideration for admission, a completed School of Pharmacy application, application fee and unofficial transcripts of course work completed in the fall semester of application must be received no later than on or before the applicant interview day. Scores from PCATs taken prior to the application deadline, but made available after the November 1 application deadline will be utilized. Interviews and resume evaluations will occur during "Applicant Days". Provisional admission decisions will be made after "Applicant Days" are completed.

Students will be admitted on the basis of a composite admissions score determined by the following formula.

GPA on required pre-pharmacy courses (all grades inclusive)	4
Maximum PCAT composite score x2 x 0.01	2
Maximum Health Sciences Reasoning Test score x 0.01 (completed on Applicant day)	1
Interview	1
Evaluation of resume material submitted on standardized forms during Applicant Day. Leadership, Service, and Work experience will each be scored on a 0-10 scale. The scores will be added and the total will be divided by 15 to convert this to a score out of 2. In case of Work experience the maximum score of 10 is only awarded to those with pharmacy experience. Only data on Leadership, Service, and Work experience occurring in the previous three years will be evaluated, with the exception that all pharmacy experience will be considered.	2
Total Possible Score	10
In addition, two bonus factors will be added, to the admissions score of those meeting the minimal GPA and PCAT requirement.	

<p>1. UM FACTOR</p> <p>In order for a student to receive benefit of the UM factor, all required pre-pharmacy courses (excluding electives in humanities, fine arts, and social sciences) must be completed at The University of Mississippi. College credits or exemptions from college courses earned prior to either high school graduation or freshman admission will not disqualify a student from the UM factor.</p>	<p>0.4</p>
<p>2. PREVIOUS DEGREE FACTOR</p> <p>Degree bonus is awarded to applicants who possess a previous master's or higher degree in any major from an accredited institution. The bonus will be applied if the degree is awarded no later than the end of the spring semester immediately preceding enrollment in the School of Pharmacy.</p>	<p>0.5</p>

- e. Following the calculation of complete admission scores, students selected for “provisional” admission must present proof of having obtained an extern/intern license with the Mississippi Board of Pharmacy, by PY1 Orientation in August. Successful completion of a criminal background check is required for obtaining such a license. Following completion of that requirement, the admission status will be changed from provisional to final assuming that all remaining required courses are successfully completed by the end of the Spring semester.

Completion of the minimum requirements will not ensure admission into the B.S. in Pharmaceutical Sciences program. Decisions regarding admissions to the B.S. in Pharmaceutical Sciences program will be based on policies established by the faculty. Preference will be given to U.S. citizens who are either residents of Mississippi or who are non-Mississippi students who completed all of their required pre-pharmacy work at The University of Mississippi. Applications from outstanding students who are U.S. citizens,

but nonresidents of Mississippi, who completed their pre-pharmacy course work at schools other than The University of Mississippi, will be given consideration for admission. In fact a limited number of non-resident tuition scholarships is available to competitive applicants possessing at least a composite percentile score of 80 on an acceptable PCAT examination. A lower admission preference shall be given to non-citizens of the United States who completed all pre-professional courses at accredited institutions in the United States. Required pre-professional courses completed at non-United States schools will not be considered as satisfying program prerequisites.

2. Progression and Retention Criteria for the B.S. in Pharmaceutical Sciences Degree Program

In order to progress in the B.S. in Pharmaceutical Sciences program, a student must meet the following conditions:

- a. All required professional courses must be taken at The University of Mississippi in the sequence defined by the curriculum. Any exception must have prior approval by the Scholastic Standards Committee.
- b. Minimum GPA (cumulative on all grades earned) of 2.0 on required professional courses.
- c. A grade of D or better must be achieved in all required professional courses. However, a grade of C or better is necessary to satisfy course prerequisite requirements. A student must have a 2.65 GPA and no grade below C (C- is not acceptable) in all required classes in the PY1 curriculum and a B.S.P.S. degree earned from the UM School of Pharmacy to be admitted to the PharmD program. Plus/minus grades will not be used in completing this calculation.
- d. A student who receives two or more grades below C (C-, D or F) in the required courses in the PY1 curriculum will be dismissed from the program. Students so dismissed from the program will be provided the opportunity to repeat the entire year in order to progress in the curriculum. A student so dismissed can only be readmitted one time. The re-entering student would be admitted on a space-available basis in addition to the maximum number of new students accepted for admission. Grades obtained by the dismissed student during the original enrollment in PY1 courses will not be used in future GPA calculations affecting entry into the Pharm.D program. The same procedures would be in effect for students dismissed or voluntarily withdrawing for academic purposes during or at the conclusion of the PY1

year.

- e. No required course can be taken more than two times.
- f. Students have the right to file a written petition with the Dean of the School of Pharmacy seeking waiver of any of the School of Pharmacy's academic policies.

3. Curriculum

a. Pre-Professional

Courses listed in parentheses are the courses required for University of Mississippi pre-pharmacy students. Numbers in brackets refer to appropriate courses offered at Mississippi community or junior colleges. A table listing course equivalencies for third year required pre-professional courses offered at 4-year colleges in Mississippi is available at

<http://www.pharmacy.olemiss.edu/prepharmacy/transferequiv.html>

FIRST YEAR PRE-PHARMACY			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
English I (WRIT 101) [1113]	3	English II (WRIT 102) [1123]	3
Gen. Chemistry I (CHEM 105, 115) [1211 and 1213, or 1214]	4	Gen. Chemistry II (CHEM 106, 116) [1221 and 1223, or 1224]	4
Biology I ⁺ (BISC 160, 161) [1131 and 1133, or 1134]	4	Biology II (BISC 162, 163) [1141 and 1143, or 1144]	4
Speech (SPCH 102 or 105) [1113 or 2163]	3	Calculus (MATH 261) [1613]	3
Electives* (nonprofessional)	3	Electives* (nonprofessional)	3
TOTAL	17		17
<p>* Fifteen hours of nonprofessional electives must include 6 hours of social or behavioral sciences and 9 hours of humanities and fine arts as defined by The University of Mississippi, with a minimum of 3 hours in each of these two general areas. Performance course credits are acceptable. Correspondence courses are accepted as elective credit (humanities, fine arts, social science, behavioral science, etc.).</p> <p>⁺ A two-semester laboratory sequence required of either biology majors or of pre-med students at the institution of residence is required. The sequence must be completed at the same institution.</p>			

SECOND YEAR PRE-PHARMACY			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Organic Chemistry I (CHEM 221, 225)[2421 plus 2423, or 2424]	4	Organic Chemistry II (CHEM 222, 226)[2431 plus 2433, or 2434]	4
Physics I (PHYS 213, 223)[2411 plus 2413, or 2414]	4	Physics II (PHYS 214, 224) [2421 plus 2423, or 2424]	4
Statistics (MATH 115)[MATH 2323]	3	Electives* (nonprofessional) If not UM Student, then will need 6 CRHs	3-6
Microeconomics (ECON 202)[2123]	3	Genetics (BISC 336 - UM Students	0-4
TOTAL	14		14-15
<p>With the exceptions of the UM prerequisite relationships of organic chemistry for biochemistry, and of physiology and genetics for cell biology, the sequence of enrolling in the second and third year courses will be determined by course availability or prerequisite relationships on home campus.</p> <p>* The 15 hours of nonprofessional electives must include 6 hours of social or behavioral sciences and 9 hours of humanities and fine arts as defined by The University of Mississippi, with a minimum of 3 hours in each of these two general areas. Performance course credits are acceptable. Correspondence courses are accepted as elective credit (humanities, fine arts, social science, behavioral science, etc.).</p>			

THIRD YEAR PRE-PHARMACY			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Biochemistry (PHCL 343)	3	Cell and Molecular Biology (BISC 372)	3
Medical Microbiology/ Pathogenesis of Infectious Diseases (PHCG 321)	3	Pharmacy Ethics (PHAD 395)	3
Immunology (BISC 414)	3	Human Physiology (PHCL 344)	4
If UM student - Electives* (nonprofessiona	3	Electives* (nonprofessional)	3
If transfer student - Genetics (BISC 336)	4		
TOTAL	12-13		13
<p>With the exceptions of the UM prerequisite relationships of organic chemistry for biochemistry, and of physiology and genetics for cell biology, the sequence of enrolling in the second and third year courses will be determined by course availability or prerequisite relationships on home campus.</p> <p>* The 15 hours of nonprofessional electives must include 6 hours of social or behavioral sciences and 9 hours of humanities and fine arts as defined by The University of Mississippi, with a minimum of 3 hours in each of these two general areas. Performance course credits are acceptable. Correspondence courses are accepted as elective credit (humanities, fine arts, social science, behavioral science, etc.).</p>			

b. Professional Curriculum

FIRST PROFESSIONAL YEAR (PY1)			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Human Pathophysiology I (PHCL 341)	3	Human Pathophysiology II (PHCL 342)	3
Basic Pharmaceutics I (PHAR 331)	3	Basic Pharmaceutics II (PHAR 332)	3
Professional Communications in Pharmacy (PHAD 390)	2	Pharmacokinetics (PHAR 334)	3
Pharmacy Administration I (PHAD 391)	3	Pharmacogenetics and Pharmacoinmunology (MEDC 317)	3
Pharmaceutical Calculations (PHAR 330)	1	Pharmacy Administration II (PHAD 392)	3
Information Skills (PRCT 350)	3	Pharmacy Practice Skills Laboratory II (PRCT 354)	2
Pharmacy Practice Skills Laboratory I (PRCT 353)	2	Professional Electives	2
Introductory Pharmacy Practice Experience (Community) (PRCT 375)	1		
TOTAL	18		19
<p>Maymester</p> <p>Introductory Pharmacy Practice Experience (Institutional) (PRCT 376) 1 credit hour. This is a one week (40 contact hours) course. Attempts will be made to place students at a preceptor site proximate to their home or the Oxford campus for those out-of-state students.</p> <p>Students will complete requirements for the BSPS degree at the end of Maymester, but will not officially graduate until August. However, students will walk at the School of Pharmacy May Commencement.</p>			

4. Other Requirements

a. Financial Obligations

All financial obligations to the University, UMMC and to the School of Pharmacy Student Body, as well as obligations to on-campus chapters of professional pharmacy student organizations, must be satisfied in order to progress to the next academic year or to complete the diploma verification procedure. PY3 and PY4 students have included in their tuition for each semester, a fee which is paid by UM to UMMC, which entitles pharmacy students to full student services and participation in student life activities at UMMC during the PY3 and PY4 years. This fee is charged independent of the location of APPE rotations.

b. Experiential Program Requirements

In addition there are a number of requirements necessitated by participation in the experiential component of the professional curriculum. In most instances these are required by the practice sites at which our students complete their IPPE and APPE rotations. In addition to randomized drug screening as described previously in Section 4 of this Handbook, these include insurance and health related factors such as required immunizations and annual physical examinations. Students are responsible for uploading proof of the following requirements into the E-Value portfolio system that is maintained by the Professional Experience Program Office.

1. Liability/Malpractice Insurance

Students will be required prior to the completion of the fall semester of the PY1 year, at the student's expense to offer proof (for example, photocopy of the certificate of insurance with dates of coverage included), of personal/professional liability coverage (a minimum of \$1 million per individual claim, \$3 million per incident). Continuous coverage is required throughout the four-year professional program.

2. Hospitalization/Medical Insurance

Hospitalization/Major Medical insurance is continuously required (at the student's expense) of all students enrolled in the professional degree program, i.e. PY1-PY4 years. Proof of coverage must be provided prior to conclusion of the fall semester of the PY1 year. Continuity of coverage is required throughout the four-year professional program. It is the student's responsibility to update changes in coverage which occur during the PY1-PY4 years, in E-Value.

3. Annual Physical Examination

Students enrolled in the professional degree program must annually provide proof that they have undergone a routine physical examination (at the students expense) prior to completion of the fall semester of the PY1 and PY2 years aPY4nd prior to the onset of the PY3 fall semester and prior to beginning APPE rotations.

4. Immunizations

Students (at the students' expense) will be required to demonstrate proof of completion of the three-shot series of hepatitis B vaccinations prior to completion of the PY1 year. If a student has not been immunized previously against hepatitis B, he or she should complete the series of three injections, which are to be administered over a six-month period during the PY1 year. More than 90 percent of students so immunized will demonstrate a positive antibody titer within one month after completion of the injection schedule. Students may want to ascertain their immune status prior to beginning this series of injections since about 10 percent of the population is immune without having a documented history of having an active case of hepatitis B.

Students also will be required to have a PPD test (negative X-ray if previously PPD positive) conducted prior to the end of the fall semester of the PY1-PY4 years. Students having a positive PPD test, must by negative chest X-ray, demonstrate lack of an active case of tuberculosis or offer proof that they are undergoing treatment if currently infected.

Students at their own expense must demonstrate either proof of Varicella (chicken pox) vaccination or proof of titer prior to the end of the fall PY1 semester. Students with titers below the conservative level of 1.09 should be vaccinated for Varicella.

Students (at their own expense) will also be required prior to completion of the fall semester of the PY1 year, to demonstrate proof of immunization against influenza. Such proof of all immunizations is to be submitted to the Professional Experience Program Office.

5. Basic Life Support for the Health Care Provider Training

Basic Life Support for the Health Care Provider (BLSHCP) training is required of all students enrolled in the experiential program. A BLSHCP course trains students how to: perform adult, child and infant cardiopulmonary resuscitation (CPR); manage foreign body airway obstruction in the adult, child and infant;

defibrillate utilizing an Automated External Defibrillator. Documentation may be in the form of a photocopy of the course completion card. Per the American Heart Association guidelines, BLS providers must receive training every two years and re-certification is a requirement. This training will initially be provided during completion of the PY1 Skills Lab sequence and must be repeated at the beginning of the PY3 year. Students are independently responsible for obtaining re-certification.

6. Programmatic Assessment

Student participation in programmatic assessment activities occurs during PY1 orientation sessions and during the spring of the PY1, PY2, PY3 and PY4 years. All PY1 and PY4 students are required to participate in these activities in order for verification of diploma application to occur. These activities may be University, School, and/or accreditation agency (ACPE) mandated. It is expected that students will take these activities seriously and to perform to the best of their ability. Otherwise, the results of these assessments would be invalid and unreliable and may lead to inappropriate programmatic changes. These activities can also identify knowledge domains that a particular student may need to emphasize for self-improvement prior to national board exams or otherwise.

7. Computer Requirement

Students are required to purchase a laptop computer prior to enrollment in the fall of the PY1 year. The minimum hardware and software specifications are prescribed on an annual basis by the Information Resources and Computing Committee.

8. Curricular Philosophy

The curricular philosophy for the entry-level Doctor of Pharmacy program is an amalgamation of four general principles. Completion of the curriculum will (1) prepare practitioners who can effectively participate in the pharmaceutical care practice model as defined below, (2) ensure the development of a defined set of general and professional educational abilities listed below, as well as appropriate content knowledge, (3) ensure that students become active, rather than passive, learners, and (4) ensure the development of higher-order thinking skills. These principles and curricular characteristics are evident in all four years of the professional program.

i. Pharmaceutical Care

The curriculum leading ultimately to the Doctor of Pharmacy degree is designed to provide the abilities necessary for the graduate to be capable of

providing acceptable levels of pharmaceutical care. Pharmaceutical care is the responsible provision of drug therapy for the purpose of achieving definite outcomes that improve a patient's quality of life. These outcomes are (1) cure of a disease, (2) elimination or reduction of a patient's symptomatology, (3) arresting or slowing of a disease process, or (4) preventing a disease or symptomatology.

Pharmaceutical care involves the process through which a pharmacist cooperates with a patient and other professionals in designing, implementing, and monitoring a therapeutic plan that will produce specific therapeutic outcomes for the patient. This, in turn, involves three major functions: (1) identifying potential and actual drug-related problems, (2) resolving actual drug-related problems, and (3) preventing potential drug-related problems.

Pharmaceutical care is a necessary element of health care, and should be integrated with other elements. Pharmaceutical care is, however, provided for the direct benefit of the patient, and the pharmacist is responsible directly to the patient for the quality of that care. The fundamental relationship in pharmaceutical care is a mutually beneficial exchange in which the patient grants authority to the pharmacist and the pharmacist gives competence and commitment (accepts responsibility) to the patient. The mission of a pharmacy practitioner is the distribution of optimal pharmaceutical care in addition to accurate distribution of drugs.

ii. Abilities-based Curriculum

An ability comprises a combination of knowledge, skill, and attitude. The curriculum culminating in the awarding of the Doctor of Pharmacy degree is ability-based, rather than entirely content-focused. Successful completion of the program will ensure the development of both general and professional abilities. Progression through the four- year curriculum provides for the formulation and continuous strengthening of these abilities.

a. General Abilities

The following three general educational abilities are emphasized by the Southern Association of Colleges and Schools (SACS); and demonstration of programmatic contribution to these general abilities is desired by The University of Mississippi for all appropriate undergraduate majors.

1. Critical Thinking, Analysis and Decision-Making

The student can find, understand, analyze, evaluate, and synthesize information and make informed, rational, and responsible decisions.

2. Communication Skills

The student can communicate with various audiences by written, verbal, and electronic media for a variety of purposes.

3. Mathematical Competence

The student is proficient in the expression of quantitative relationships and can perform the needed mathematical operations to infer their consequences.

b. Professional Abilities of the School of Pharmacy

i. Assess patient drug therapy

- Collect and organize patient data, medical records, interviews, and psychomotor evaluations
- Evaluate and interpret patient data
- Apply knowledge of medical terminology and abbreviations
- Apply knowledge of specified drugs and drug classes
- Apply knowledge of specific physiologic systems
- Apply knowledge of specific disease pathology and comorbid conditions
- Provide contemporary evidence-based patient-specific drug therapy
- Apply understanding of indications for pharmacologic and non-pharmacologic therapy
- Apply clinical reasoning skills in drug product selection, chemical entity, and dosage formulation based on principles of pharmaceuticals, medicinal and natural product chemistry
- Develop appropriate dosing regimens, which reflect application of knowledge of pharmaceutical calculations, systems of measurement, initial dose, dose titration, and dosage adjustments
- Prepare accurate patient-specific pharmaceutical agents, dosage forms and delivery systems
- Develop rational plans for monitoring therapeutic outcomes
- Develop rational plans for monitoring and managing adverse events
- Develop plans for anticipating, avoiding, and resolving drug interactions, drug-drug interaction, drug-food interaction, drug-disease interaction, drug- lab interaction, and drug-procedure

interaction

- Develop plans for patient education on drug therapy and therapeutic lifestyle changes
- Document recommendations and services accurately and comprehensibly
- Provide contemporary evidence-based population-focused care
- Analyze epidemiologic and pharmacoeconomic data, medication use criteria, medication use review, and risk reduction strategies
- Apply knowledge of protocol utilization for the initiation and modification of drug therapy
- Develop population-based protocols for medication therapy management
- Manage patient-centered practice with contemporary methods
- Appropriately manage resources to maximize economic, clinical and humanistic outcomes for patients, and effectively manage financial, personnel, time, and technology resources
- Appropriately manage safe, accurate and time-sensitive medication distribution
- Apply ethics and professional principles to assure efficient utilization of resource management and effective treatment choices
- Assure that medication use systems minimize medication errors and optimize patient outcomes
- Develop proposals for establishing, marketing, and being compensated for medication therapy management and patient care services rendered
- Practice in accordance with state and federal regulations and statutes

iii. Collaborate with patients, caregivers, and health professionals to engender a team approach to patient care

- Employ communication styles and techniques appropriate to the audience
- Work effectively within a multidisciplinary/interdisciplinary environment
- Include patient and caregiver as integral parts of a treatment plan

iv. Retrieve, analyze, and interpret the professional, lay, and scientific literature to provide drug information to patients, their families, other involved health care providers and the public to optimize patient care.

- Apply understanding to statistical methods

- Apply understanding of research design principles
 - Evaluate research outcomes for validity
 - Demonstrate expertise in informatics
- v. Demonstrate understanding of health problems specific to diverse populations
- Display empathy in patient interactions
 - Display sensitivity to differences in ethnicity, gender, values, or belief systems
 - Apply understand of contemporary historical social and economic factors that influence health and health care, including health literacy and health care disparities.
- vi. Provide comprehensible, effective education to patients, health care professionals and the public.
- Serve as reliable and credible source of drug information
 - Effectively educate patients using all appropriate communication modalities (verbal, written, other)
 - Apply knowledge of roles of advocacy and support organizations (e.g., AA, Epilepsy Foundation) to practice
 - Present effective educational programs and presentations to public and health care profession audiences
- vii. Analyze internal and external factors that influence pharmacy and other health care systems
- Demonstrate knowledge of the impact of health care systems on pharmacy practice
 - Demonstrate understanding of the influences of legislation on pharmacy practice
 - Demonstrate understanding of the roles of professional organizations
- viii. Promote the availability of effective health improvement, wellness, disease prevention, and health policy, applying population-specific data, quality improvement strategies, informatics, and research processes.
- Engage in health-related community outreach activities
 - Identify public health problems
 - Suggest solutions for public health problems
 - Review current health policies and recommend modifications
 - Participate in the development of drug use and health policy
 - Help design pharmacy benefits

ix. Develop self-learning skills to foster lifelong learning

- Take responsibility for gathering new knowledge
- Demonstrate an ability to evaluate and utilize information resources
- Exhibit self-assessment behaviors

c. Active Learning

Instructional methodology emphasizes active (independent) rather than passive (dependent) learning. A characterization of active learning is as follows:

Most students enter pharmacy schools as dependent learners; that is, they enter with the perception that it is the teachers' responsibility to teach students, while de-emphasizing, if not ignoring, the responsibility of students to learn on their own. Students come to health professional schools adept at memorizing facts, and the teaching methods at most professional schools readily focus on this characteristic. In practice, the practitioner must rely on his or her ability to interpret data in order to reach conclusions and solve problems. There is no "teacher" in practice (except other practitioners and the patient). Consequently, in practice, the responsibility to learn must reside with the learner/practitioner. And so it must be while in the School of Pharmacy. The responsibility to learn must rest with the learner/student, not with the teacher.

It follows, then, that a major responsibility of pharmacy educators is to shift the burden of learning from the teacher to the student. The transition from a dependent learner to an independent learner must occur as the student progresses through the pharmacy curriculum. Students must understand that to become educated is to know what questions to ask and where the answers may be found.

Teaching must be achieved through educational processes that involve students as active learners. One measure of achieving this goal is to require participation in cooperative learning projects. Teachers must view themselves as coaches and facilitators rather than merely as providers and interpreters of information. As students move from the P3 to the P6 years, increasing emphasis is placed on active learning strategies.

d. Development of Higher-order Thinking Skills

Closely aligned with the incorporation of active learning strategies is the formatting of class evaluation instruments to include more emphasis on higher-order thinking skills. Different questions require different levels of thinking. Lower-level questions are appropriate for assessing students' preparation and comprehension or for reviewing and summarizing content. Higher-level questions encourage students to think critically and to solve problems. Various researchers have developed cognitive schemes for classifying questions. Bloom's system of ordering thinking skills from lower to higher has become a classic and includes the following skills:

- Knowledge skills (remembering previously learned material such as definitions, principles, formulas): "Define shared governance." "What are Piaget's stages of development?"
- Comprehension skills (understanding the meaning of remembered material, usually demonstrated by restating or citing examples): "Explain the process of mitosis." "Give some examples of alliteration."
- Application skills (using information in a new context to solve a problem, answer a question, perform a task): "How does the concept of price elasticity explain the cost of oat bran?" "Given the smallness of the sample, how would you analyze these data?"
- Analysis skills (breaking a concept into its parts and explaining their interrelationships; distinguishing relevant from extraneous material): "What factors affect the price of gasoline?" "Point out the major arguments Shelby Steele uses to develop his thesis about affirmative action."
- Synthesis skills (putting parts together to form a new whole; solving a problem requiring creativity or originality): "How would you design an experiment to show the effect of receiving the Distinguished Teaching Award on a faculty member's subsequent career progress?" "How would you reorganize Bloom's taxonomy in light of new research in cognitive science?"
- Evaluation skills (using a set of criteria to arrive at a reasoned judgment of the value of something): "To what extent does the proposed package of tax increases resolve the budget deficit?" "If cocaine were legalized, what would be the implications for public

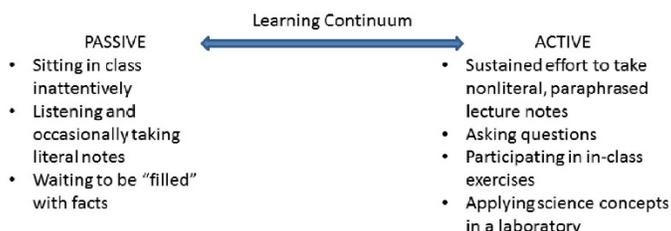
health services?”

The School of Pharmacy faculty are committed to increasing the percentage of questions on their examinations that involve higher-level thinking skills. The commitment is based on the assumption that it is the development of these skills that will enable the graduate to provide appropriate levels of patient care.

“Active Learning” = Instructional methodology that emphasizes active (independent) rather than passive (dependent) learning.

What is “Active Learning?”

“Active learning takes place when students are doing something besides listening.”



Key Points about an Active Learning Environment:

- Students are active constructors and discoverers of knowledge, not just passive vessels waiting to be filled by faculty’s knowledge.
- “What I hear, I forget. What I see, I remember. What I do I understand.” (attributed to Confucius)
- Individual learners have different approaches to learning, or different learning styles. Active learning techniques enable more learning styles to be reached, benefitting a larger number of students.

Responsibilities of Teachers in an Active Learning Environment:

- Facilitate learning rather than merely recite information.
- Encourage students to take responsibility for their own learning.
- Provide opportunities for students to apply that which they have learned through participatory discussion and exercises, and/or through cooperative learning

experiences with others.

Responsibilities of Students in an Active Learning Environment:

- Become an independent learner; take responsibility for one's own learning. (Rely on oneself to acquire the abilities through the opportunities and components provided through the curriculum by the faculty.)
- Maintain a high level of intellectual curiosity (Keep asking oneself "why is that so?" and pursue the answers.)
- Remain open to learning that occurs outside of memorization and note-taking. (Seek to identify the abilities fostered through exercises and assignments, and through cooperative learning with classmates.)

Most students enter health professional schools, including pharmacy schools, as dependent learners; that is, they enter with the perception that it is the teachers' responsibility to teach students, a perception which de-emphasizes, if not ignores, the responsibility of students to learn on their own. Students come to health professional schools adept at memorizing facts, and the teaching methods at most professional schools readily focus on this ability. In actual practice, however, the practitioner must rely on his or her ability to interpret data in order to reach conclusions and solve problems. There are no "teachers" in day-to-day pharmacy practice (except other practitioners and patients). Consequently, in practice, the responsibility to learn must reside with the learner/practitioner. And so it must be while in school, the responsibility to learn must rest with the learner/student, not with the teacher.

Active learning is probably not an entirely "new" concept to most students who attend the School of Pharmacy. Virtually all students who come to a school for the health professions already have an understanding of practical exposure in a laboratory setting to scientific concepts presented in a classroom setting. Many science courses are structured that way. To see an equation for a chemical reaction written on a blackboard or in a textbook is quite a different thing from actually creating the reaction later that afternoon in the chemistry lab. Likewise, to discuss the coefficient of friction in a classroom is different than observing the rate with which different-textured objects slide across a wooden board. One is to see; the other is to do. One may yield learning on the surface, for short-term knowledge retention; the other may enable a deeper and more lasting learning of the content, and foster skills at the same time. Both are important, and each complements the other. But science laboratories are not the only settings that allow for such "active" learning opportunities.

Active learning exercises in the curriculum at The University of Mississippi School of

Pharmacy do occur in laboratories associated with course work. However, they may also occur in the classroom itself, as field assignments, in case-based group discussions, or anywhere that students are asked to apply and experience the knowledge to which they have been exposed in textbooks or lectures. Students should be prepared to be highly involved in their own learning.

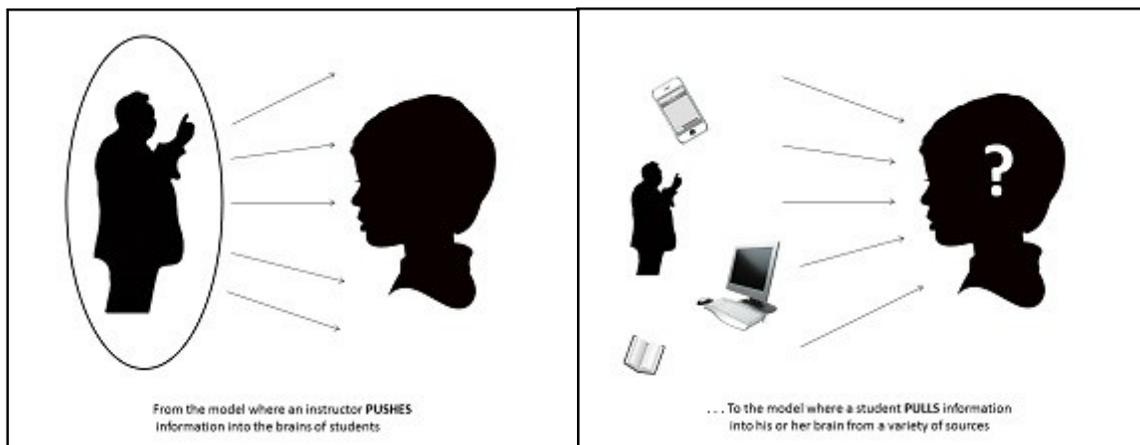
"So a lab exercise is active learning? -- then I've engaged in 'active learning' before."

"Yes, but there are many other forms of active learning that may experience in this School."

Other Active Learning Techniques you may encounter in Pharmacy School (not a comprehensive list):

- Cooperative learning in small student groups or teams
- Reflective self-assessment
- Problem-based learning
- Field assignments
- Service learning opportunities
- Pharmacy practice experience through introductory experiences (IPPE) and advanced experiences (APPE)
- Many others

It follows, then, that a major responsibility of pharmacy educators is to shift the burden of learning from the teacher to the student. Education becomes progressively more student-centered. The transition from a dependent learner to an independent learner must occur as the student progresses through the pharmacy curriculum. Students must understand that to become educated is to know what questions to ask and where the answers may be found.

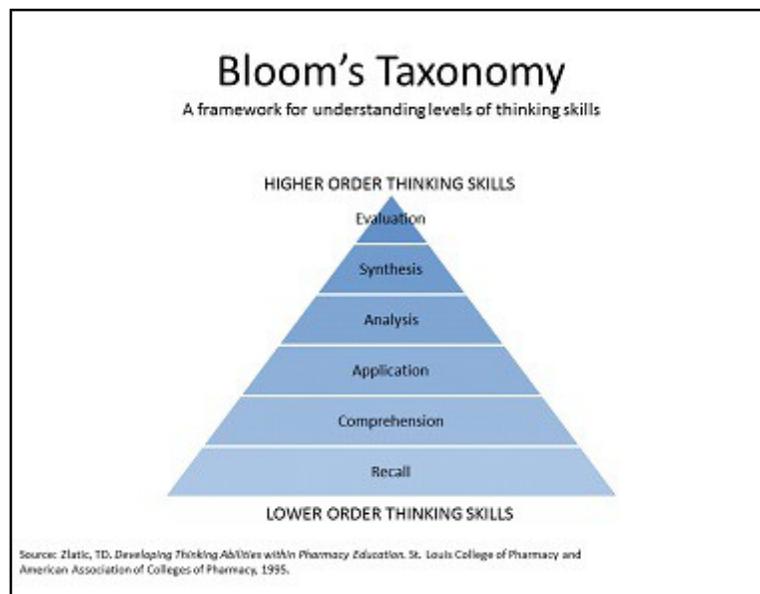


In this model, teachers view themselves as coaches and facilitators rather than merely as providers and interpreters of information. Teaching thus is achieved through educational processes that involve students as active learners. This process begins gradually in the PY1 (or first professional) year, with the emphasis on active learning increasing steadily to the PY4 (or final professional) year.

Bloom's taxonomy

Different questions require different levels of thinking. Lower-level questions are appropriate for assessing students' preparation and comprehension or for reviewing and summarizing content. Higher-level questions encourage students to think critically and to solve problems. Various researchers have developed cognitive schemes for classifying questions.

Benjamin Bloom's system of ordering thinking skills from lower to higher has become a classic in the literature on cognition and education. His hierarchy is known as Bloom's Taxonomy, and may be summarized as shown below.



Each of the levels involves different learning skills, and employs different types of learning objectives. Those objectives and example questions that assess achievement of those objectives are provided below for each level of thinking skills in the taxonomy.

- Knowledge skills, or “recall”

Objective: Remembering previously learned material such as definitions, principles, formulas

Example Questions:

"Define shared governance." "What are Piaget's stages of development?"
- Comprehension skills

Objective: Understanding the meaning of remembered material, usually demonstrated by restating or citing examples

Example Questions:

"Explain the process of mitosis." "Give some examples of alliteration."
- Application skills

Objective: Using information in a new context to solve a problem, answer a question, perform a task

Example Questions:

"How does the concept of price elasticity explain the cost of oat bran ?" "Given the smallness of the sample, how would you analyze these data?"
- Analysis skills

Objectives: Breaking a concept into its parts and explaining their interrelationships; distinguishing relevant from extraneous material

Example Questions:

"What factors affect the price of gasoline?" "Point out the major arguments Shelby Steele uses to develop his thesis about affirmative action."
- Synthesis skills

Objective: Putting parts together to form a new whole; solving a problem requiring creativity or originality

Example Questions:

"How would you design an experiment to show the effect of receiving the Distinguished Teaching Award on a faculty member's subsequent career progress?"

"How would you reorganize Bloom's taxonomy in light of new research in cognitive science?"
- Evaluation skills

Objective: Using a set of criteria to arrive at a reasoned judgment of the value of something

Example Questions:

"To what extent does the proposed package of tax increases resolve the budget deficit?" "If cocaine were legalized, what would be the implications for public health services?"

One can readily see the value of instilling higher-order thinking skills in students in the professional program, for as professionals those are the types of skills that will be required for decisions made daily in practice. In addition, research has shown that students retain more when they have learned to handle the topic at the higher levels of the taxonomy.

A fundamental knowledge base is necessary and supportive of more complex mental processing. So recall skills are not at all discounted in the curriculum, and some memorization of content must occur. However, much of the education in the School of Pharmacy curriculum will press students to develop skills in comprehension, application, analysis, synthesis, and evaluation to a greater degree. Students should be prepared to think critically and to integrate the knowledge that they receive from a variety of disciplines, in order that they may develop sound abilities based on deep-seated knowledge, skills, and attitudes.

5. Programmatic Assessment

Assessment. Each one of us engages in this activity on a daily basis. Take for instance your choice of what to wear in the morning. You look in your closet, evaluate what is hanging there using a variety of scales (pressed/not pressed, long sleeves/short, casual/formal) and compare the selection available to you with your expectations for the day (ball game or business meeting, class or banquet, high temps or freezing, etc.). While this process is a quite ordinary activity, and one which we probably undergo every morning, in actuality it is an assessment—an assessment of your wardrobe.

It is an evaluation of your existing clothing and examining how the items from which to choose measure up to your expectations. If your wardrobe does not meet your expectations (for instance, if you cannot find the perfect outfit to wear to the dance), then that assessment has provided an opportunity to improve your wardrobe through a little shopping or creative modification of existing clothes. Although few of us have probably considered this routine activity to be an example of assessment, in fact it is.

Please note that some of the “language of assessment” was included in the description of the clothing choice process, and will be used throughout the remainder

of this description of assessment. Some of the words you will see again are emphasized in the reprinted description below.

You look in your closet, evaluate what is hanging there using a variety of scales (pressed/not pressed, long sleeves/short, casual/formal) and compare the selection available to you with your expectations for the day (ball game or business meeting, class or banquet, etc.). While this is a quite ordinary activity, in actuality it is an assessment—an assessment of your wardrobe. It is an evaluation of your existing clothing and examining how the items from which to choose measure up to your expectations. If your wardrobe does not measure up (for instance, if you cannot find the perfect outfit to wear to the dance), then that assessment has provided an opportunity to improve your wardrobe through a little shopping or creative modification of existing clothes.

Assessment in Education

The concept of assessment in education is often associated with course examinations, project grades, and other tools used to assign “grades” on an end-of-term report. This evaluation of an individual’s progress is the most common meaning assigned to the term “assessment.” And when thought of only in that context, assessment may carry the connotation of “judgment.” While those “graded” activities do comprise one way in which assessment is used in higher education today, the value of assessment is being increasingly recognized as a constructive tool, to guide improvement—both personal and institutional.

Expectations

Each student has individual expectations pertaining to his or her education: “I would like to be prepared for managing a community pharmacy,” or “I expect to be able to compound dermatologic preparations,” or “I want to understand and apply knowledge about diabetes and other disease states prevalent in Mississippi,” etc. Embarking in a program of education implies that an individual has expectations about his/her own growth through the program.

In addition to individual expectations for your own education, the School of Pharmacy has general expectations of every student in the program. These expectations correspond to the core of instruction that has been prescribed by the faculty. Each student is expected to develop a set of general educational abilities and professional educational abilities, which are described elsewhere in this section of your handbook. Those abilities are multidimensional attributes, composed of knowledge, skills, and attitudes.

Ability = Knowledge + Skills + Attitude

The knowledge in the equation above refers not to knowledge in a content area, but in knowledge about the ability being developed (i.e., if communication is the ability in question, it is not the knowledge of the content of a presentation, but the knowledge of the process of communication itself.) Likewise, the skills and attitude referred to apply to the ability itself.

Individual Assessment

How can you or your instructor tell if your performance measures up to expectations? One common way of assessing individual performance is to examine that performance through a variety of measures (quizzes, checklists, rubrics for reports, etc.). The result of this evaluation is an individual grade. Individual grades are one example of the markers that enable each person (and their instructor) to track the progress he or she has made in a certain curricular component.

Individual assessment also may include reflective self-assessment (for example, “I am noticing that it is difficult for me to recall the Structure-Activity relationships of many compounds... Perhaps I need to improve my study techniques to allow deeper learning and therefore better retention?”). Recording goals in your day planner or iPhone® requires an evaluation of what you have done and what you expect to do. Each of these activities requires a certain amount of self-evaluation and reflection, albeit perhaps not consciously labeled as such.

Sometimes the perspective of our classmates provides insight into our performance that we cannot see ourselves; thus peer evaluations are sometimes a component of individual assessment. Ideally, each of these types of individual assessment can lead to individual improvement (for example, “I did not do as well as I had hoped on that last examination. I will focus more energy on those concepts so that I can do better if called upon to share that information again.”).

Together, all of these methods help inform the development of each individual student. Students themselves get greater value from individual assessment when they utilize their results to guide their growth.

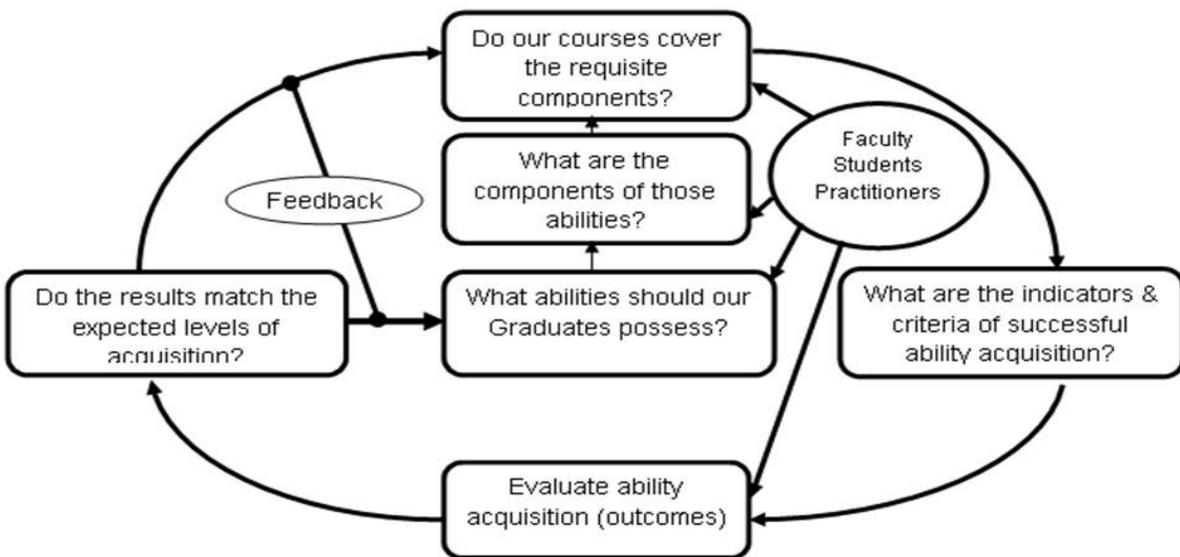
Institutional Assessment

Just as individuals benefit from assessment of their performance, so do institutions. Institutional assessment—or more correctly of the institution’s program of study—is commonly referred to as “programmatically assessment.”

Programmatic assessment = The evaluation of the institution’s entire curriculum or program to determine its effectiveness in attaining its stated educational outcomes.

This School’s program has as its stated educational outcomes the general and professional educational abilities listed in this handbook. Those expectations (arrived upon through consultation with faculty, students, and pharmacist practitioners) are the foundation that guides the curriculum. To determine the effectiveness of our curriculum in the facilitation of development of those abilities, we must evaluate the program periodically. How will we know if we are on track, unless we have a path delineated and markers of progress along the path?

This programmatic assessment occurs at a “macro” level. In this context, individual student results on measures of ability acquisition are aggregated and examined as a whole, not as individuals. The model of this programmatic assessment process can be seen on the following page.



Note that this model is circular, with feedback from faculty, students, and

practitioners influencing the development and improvement of the curricular assessment process. Assessing student development, to see if the results match the expected levels of acquisition, provides the measure of performance, which is then compared with expectations. Note also that the model has not absolute endpoint. This illustrates the dynamic nature of programmatic assessment. The assessment plan continues to grow and change, as indicated by assessment results and by feedback and input. This growth is shepherded by a School of Pharmacy Assessment Committee composed of faculty representatives from each department, two practitioner representatives (one community and one institutional) and student representatives (PY1, PY2, PY3, PY4).

With each cycle, more is learned about the program, and opportunities for improvement become apparent. So beyond any potential value to you as an individual student, assessment of student development has direct value to the School of Pharmacy and indirectly to students who follow you in the program, as any resulting improvements may serve to make the program better for the next incoming class.

Not only is assessment valuable to the School, but it is also mandated by Southern Association of Colleges and Schools (SACS). This and other governing bodies have recognized the need to ensure the value to taxpayers of public education. Therefore, SACS is requiring that value in education be demonstrated through a variety of assessment plans. The University of Mississippi is participating in this assessment for value.

The Purposes of Timely Assessment

The benefits and reasons for programmatic assessment have been described above. What remains is a description of the logistical application of this programmatic assessment plan at our School. The assessment plan was derived over time, and with considerable thought and input.

A single assessment (such as the NAPLEX board exam at the end of the curriculum) has some value to the School, in that pass rates could indicate whether the program meets certain expectations. But the benefit of such a limited assessment—one shot, at the very end—to you as a student is limited. It is much more difficult for a student to redirect efforts or improve on any shortcomings when the educational experience is already completed. Of much more value to the individual would be periodic evaluations, allowing any needed changes in direction to occur before traveling for years down a road that is unlikely to satisfy the expectations of the student or the School.

By having formative assessments of common abilities, positioned at strategic points throughout the curriculum, it is possible for any needed improvements to occur in a more timely fashion. To that end, programmatic assessments are administered at the beginning of the PY1 year and as needed until the PY4 year.

Again, Why Are We Participating?

The programmatic assessment efforts are often met with this comment from students. “Why is it that we are participating in this assessment stuff?” In addition to the benefit to the School from observing trends in these standardized assessments, students may receive personalized reports which facilitate their own growth and development. There is an added individual benefit of consultation about the individual results for those students who wish to understand them further.

Poor attitudes regarding completion of these programmatic assessment activities sometimes results in inappropriate behavior (such as decorating the Scan-Tron sheets to make the filled bubbles outline a picture instead of using them to reflect an honest response). This is disappointing and unfortunate; but more than that. Because this assessment is intended to improve the education of pharmacists and thereby to further growth in the profession of pharmacy, such behavior is unprofessional.

Please take these programmatic assessments seriously—if not for yourself, then for the students who will follow you, and ultimately for the profession itself.

II. DOCTOR OF PHARMACY PROGRAM

The Doctor of Pharmacy degree is the entry-level professional degree, requiring a minimum of four years of professional academic work. The first year consists of the final year of the B.S. in Pharmaceutical Sciences degree program. The Doctor of Pharmacy degree also may be awarded to practitioners possessing a B.S. in Pharmacy degree after completing additional didactic and experiential education.

This degree prepares students to enter the profession of pharmacy as a generalist practitioner in either community, institutional, or non-traditional practice environments. Graduates of this program are eligible to sit for licensure examination (NAPLEX), which must be successfully completed to practice the profession of pharmacy. The majority of the last two years of the Pharm.D. program occurs at sites other than on the Oxford campus, e.g., The University of Mississippi Medical Center in Jackson, Tupelo, Biloxi, Hattiesburg,

etc. Experiential rotations, Introductory Pharmacy Practice Experiences (IPPEs), occur during both the PY2 (2) and PY3 (3) years. In the PY2 year, the rotations occur in winter intersession and in the Maymester or first summer session. These are 40 contact hour and 80 contact hour experiences respectively which occur at precepted practice site. Payment for these activities by the practice site is not permissible. Students must make their own living arrangements during these experiences. Attempts are made to locate PY2 students at sites proximate to their home or the Oxford campus as they may desire. PY3 rotations occur during the fall and spring semester and involve half-day/week experiences. The entire PY4 year consists of eight 5-week, Advanced Pharmacy Practice Experiences (APPEs), rotations at precepted sites without financial remuneration and with housing responsibilities assumed by the student. Students are provided significant opportunity to express site preferences and attempts are made to place students at preferred sites. These rotations begin in June following the conclusion of the PY3 year.

Graduates of a B.S. in Pharmacy program, accredited by the Accreditation Council for Pharmaceutical Education (ACPE), and who are licensed to practice pharmacy in Mississippi, and graduates of The University of Mississippi B.S. in Pharmaceutical Sciences program are eligible for admission into the Doctor of Pharmacy program. Requests to transfer to this program from students in good academic standing at other ACPE accredited schools of pharmacy will be considered on an individual basis, as well as on a space-available basis. Such transfers must occur prior to the beginning of the PY3 year, given the unique nature of course design of this program as compared to other schools of pharmacy. Transfer, if approved, likely may result in the student needing to take, at a minimum, an additional semester of course work, given the uniqueness of course sequencing in the various schools of pharmacy.

Transfer requests from students who would not have met the minimum requirements for admission to the professional degree program at The University of Mississippi School of Pharmacy will not be considered. Requests for waiver of course requirements may be granted upon presenting evidence of course equivalency. The Associate Dean for Academic Affairs will make course waiver determinations in consultation with affected departments/faculty.

A. Application Process

To be considered for admission into the entry-level Doctor of Pharmacy program, B.S. in Pharmaceutical Sciences students must, during the spring semester of the PY1 year, reapply without jeopardy, to the University of Mississippi since the student will be entering a different degree program. Final admission will not occur until after graduation from the B.S.

in Pharmaceutical Sciences program with a grade of at least a C in all required PY1 courses and the applicant has attained a cumulative GPA of at least 2.65 on PY1 required courses.

Pharmacists interested in pursuing admission to the post-baccalaureate Pharm.D. program should contact the Office of the Associate Dean for Academic Affairs.

B. Admission Criteria

The minimum requirements for admission to the entry-level Doctor of Pharmacy program are as follows:

1. Successful completion of the B.S. in Pharmaceutical Sciences curriculum.
2. A GPA (calculated on all grades earned) of at least 2.65 on all required courses in the PY1 regular-entry curriculum. The plus/minus grading system will not be used in this calculation.
3. Grades of at least C in each of the required courses in the PY1 year. A grade of C- does not meet the criterion.
4. Criminal background check information is only considered valid for two years.

Therefore, since at least two years has elapsed since the background check was completed as per admission requirements into the professional degree program, an additional fingerprinting and background check will be conducted upon entry to the University of Mississippi Medical Center campus immediately prior to the PY3 year. Background checks will be scheduled through the University of Mississippi Medical Center Department of Human Resources. The Human Resources Department and the student will receive the results of the background check and explanation letter. The Human Resources Department will only provide students with an ID badge once clearance has been obtained. Therefore, the ID badge serves as documentation that the student has been cleared to be a member of the UMMC community. Students must have said badge to access all UMMC teaching and patient care areas. Therefore, failure to have said badge would prohibit School of Pharmacy students from completing the PY3/PY4 curriculum. As a result, failure to obtain the badge due to issues discovered during the background investigation will result in dismissal from the professional degree program.

Students may be requested at any time to undergo another background check or random drug testing by a rotation practice site other than on the UMMC campus, perhaps at the expense of the student. This situation results because not all health care facilities have the same exact policies regarding the background of staff, health care professionals, or students permitted to be on site. In most instances the site would be satisfied with the

results obtained by the background check administered prior to obtaining the UMMC ID badge or the students required participation in the School of Pharmacy randomized drug screening program. Therefore, students are urged to retain copies of letters indicating the results of prior investigations or drug screens in order to provide such documentation to preceptors or rotation site directors. If the student is not allowed to complete a rotation due to an issue from the background check, other arrangements will be attempted to allow the student to complete requirements at a different site. However, if no sites will accept the student based on the results of the background check, the student will be dismissed from the program because he or she will not be able to complete the degree requirements.

C. Progression Requirements

A student must have a 2.75 GPA and no grade below C (a C- grade is not acceptable) in all required classes in the PY2 curriculum in order to matriculate to the PY3 curriculum. The plus/minus grading system will not be utilized in this calculation. A student who receives two or more grades below C in the PY2 or PY3 or PY4 curriculum will be dismissed from the Doctor of Pharmacy program. Students dismissed from the program must repeat the entire year from which they were dismissed in order to progress in the curriculum. A student academically dismissed may only be re-admitted one time. No required course may be taken more than two times. If a PY3 student has not yet completed the semester at the time they have earned the second grade of less than C, they may continue to complete the fall or spring courses remaining in that semester. However, their enrollment status for those courses will be changed to "Audit". If the student chooses not to remain in the courses, they are to request that the Associate Dean for Academic Affairs withdraw them from all non-completed courses.

The University of Mississippi Academic Forgiveness Policy does not apply to professional students receiving grades of less than "C" in courses offered by School of Pharmacy academic departments. All courses must be completed with a grade of C or better to be eligible for graduation.

Students have the right to file a written petition with the Dean of the School of Pharmacy seeking waiver of any of the School of Pharmacy's academic policies. The petition should be submitted to the Associate Dean of Academic Affairs who will proceed in the following manner:

- The Associate Dean will present the petition to the Scholastic Standards Committee.
- The Scholastic Standards committee will make a recommendation to the Dean
- The Dean will review the recommendation by the Scholastic Standards Committee and render a decision.

Petitions should be structured in a formal writing style and provide sufficient information to support the reason for the waiver of the respective academic policy. The student should suggest reasonable outcomes and the School will make every effort to handle the petitions in a timely manner.

PY3 students receiving a grade of less than “C” in one of the Knowledge and Comprehension or Problem Solving courses in Blocks I-IV are provided the opportunity to remediate that course during the Winter Intersession for fall semester courses, or in the Maymester for spring semester courses. Students receiving a grade of less than C in a PY3 Group course can begin APPE rotations as scheduled, but must drop out of rotations in order to repeat the Group course in the normal block in which the course was failed. This will result in the student being two APPEs behind schedule.

D. Curricular Philosophy (Refer to B.S. in Pharmaceutical Sciences section)

E. Curriculum for Entry-level Doctor of Pharmacy Program

The following is the curriculum for professional years two, three and four:

SECOND PROFESSIONAL YEAR (PY2)			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Basic and Clinical Pharmacology I (PHCL 443)	4	Basic and Clinical Pharmacology II (PHCL 444)	4
Medicinal Chemistry I (MEDC 416)	3	Medicinal Chemistry II (MEDC 417)	3
Pharmacy Law (PHAD 491)	2	Natural Product Derived Pharmaceuticals (PHCG 422)	4
Pharmacy Management and Business Methods (PHAD 493)	3	Pharmacoeconomics, Pharmacoepidemiology, & Medicine Safety (PHAD 494)	3
Pharmacy Practice I (PRCT 450)	2	Pharmacy Practice II (PRCT 451)	2
Practice Skills Laboratory III (Prct 455)	2	Practice Skills Laboratory IV (PRCT 456)	2
Professional Electives	2	Professional Electives	1
TOTAL	18		19
WINTERSESSION Introductory Pharmacy Practice Experience (PRCT 477) 1 credit (one week of 40 contact hours)			
MAYMESTER OR FIRST SUMMER SESSION Introductory Pharmacy Practice Experience (PRCT 478) 2 credits (two weeks 40 contact hours)			

THIRD PROFESSIONAL YEAR (PY3)			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Pharmaceutical Care I: Knowledge and Comprehension (PRCT 555)	2	Pharmaceutical Care III: Knowledge and Comprehension (PRCT 561)	2
Pharmaceutical Care I: Problem Solving (PRCT 556)	2	Pharmaceutical Care III: Problem Solving (PRCT 562)	2
Pharmaceutical Care I: Group (PRCT 557)	3	Pharmaceutical Care III: Group (PRCT 563)	3
Pharmaceutical Care II: Knowledge and Comprehension (PRCT 558)	2	Pharmaceutical Care IV: Knowledge and Comprehension (PRCT 564)	2
Pharmaceutical Care II: Problem Solving (PRCT 559)	2	Pharmaceutical Care IV: Problem Solving (PRCT 565)	2
Pharmaceutical Care II: Group (PRCT 560)	3	Pharmaceutical Care IV: Group (PRCT 569)	3
Community Pharmacy Practice III (PRCT 543)	1	Preventive Medicine and Public Health (PRCT 552)	2
Pharmacy Skills Laboratory V (PRCT 577)	2	Institutional Pharmacy Practice III (PRCT 544)	1
		Specialty Pharmacy Practice Elective (PRCT 545)	1
TOTAL	17		18

FOURTH PROFESSIONAL YEAR (PY4)
<p>Each student will participate in four required five-week rotations (medicine, ambulatory care, institutional practice, and community practice) and four five-week elective rotations for a total of 40 weeks of experiential education during the period beginning in June following completion of the PY3 year and ending with May commencement of the succeeding year. The electives must be in different areas of training. Students also must register for Seminar Skills Development (PRCT 567) during the fall semester of the PY4 year.</p>

F. Curriculum for Postbaccalaureate Doctor of Pharmacy Program

This degree is for pharmacy practitioners previously receiving a B.S. in Pharmacy degree. Participants in this program also must meet requirements G1, 2, 3, 4 (see next section) for entry-level program participants and the computer requirements detailed for B.S. in Pharmaceutical Sciences students.

POSTBACCALAUREATE FIRST PROFESSIONAL YEAR			
FIRST SEMESTER	HOURS	SECOND SEMESTER	HOURS
Pharmaceutical Care I: Knowledge and Comprehension (PRCT 555)	2	Pharmaceutical Care III: Knowledge and Comprehension (PRCT 561)	2
Pharmaceutical Care I: Problem Solving (PRCT 556)	2	Pharmaceutical Care III: Problem Solving (PRCT 562)	2
Pharmaceutical Care I: Group (PRCT 557)	3	Pharmaceutical Care III: Group (PRCT 563)	3
Pharmaceutical Care II: Knowledge and Comprehension (PRCT 558)	2	Pharmaceutical Care IV: Knowledge and Comprehension (PRCT 564)	2
Pharmaceutical Care II: Problem Solving (PRCT 559)	2	Pharmaceutical Care IV: Problem Solving (PRCT 565)	2
Pharmaceutical Care II: Group (PRCT 560)	3	Pharmaceutical Care IV: Group (PRCT 569)	3
		Preventive Medicine and Public Health (PRCT 552)	2
TOTAL	14		16

POSTBACCALAUREATE SECOND PROFESSIONAL YEAR
<p>Whereas entry-level Doctor of Pharmacy students are required to complete eight rotations, these students are required to complete five five-week rotations (ambulatory care, medicine, plus three electives) given their prior practice experience and previous completion of experiential requirements for obtaining a B.S. in Pharmacy degree. Each of these rotations may be accomplished in a five-week (40 hours/week) or 10-week (20 hours/week) period. These rotations may not be performed at the regular employment site of the student. Students also must register for Seminar Skills Development (PRCT 567) during the fall semester of the second year in the program.</p>

G. Additional Program Requirements

a. Financial Obligations

All financial obligations to the University, UMMC and to the School of Pharmacy Student Body, as well as obligations to on-campus chapters of professional pharmacy student organizations, must be satisfied in order to progress to the next academic year or to complete the diploma verification procedure. PY3 and PY4 students have included in their tuition for each semester, a fee which is paid by UM to UMMC, which entitles pharmacy students to full student services and participation in student life activities at UMMC during the PY3 and PY4 years. This fee is charged independent of the location of APPE rotations.

b. Experiential Program Requirements

In addition there are a number of requirements necessitated by participation in the experiential component of the professional curriculum. In most instances these are required by the practice sites at which our students complete their IPPE and APPE rotations. In addition to randomized drug screening as described previously in Section 4 of this Handbook, these include insurance and health related factors such as required immunizations and annual physical examinations. Students are responsible for uploading proof of the following requirements into the E-Value portfolio system that is maintained by the Professional Experience Program Office.

1. Liability/Malpractice Insurance

Students will be required prior to the completion of the fall semester of the PY1 year, at the student's expense to offer proof (for example, photocopy of the certificate of insurance with dates of coverage included), of personal/professional liability coverage (a minimum of \$1 million per individual claim, \$3 million per incident). Continuous coverage is required throughout the four-year professional program.

2. Hospitalization/Medical Insurance

Hospitalization/Major Medical insurance is continuously required (at the student's expense) of all students enrolled in the professional degree program, i.e. PY1-PY4 years. Proof of coverage must be provided prior to conclusion of the fall semester of the PY1 year. Continuity of coverage is required throughout the four-year professional program. It is the student's responsibility to update changes in coverage which occur during the PY1-PY4 years, in E-Value.

3. Annual Physical Examination

Students enrolled in the professional degree program must annually provide proof that they have undergone a routine physical examination (at the students expense) prior to completion of the fall semester of the PY1 and PY2 years and prior to the onset of the PY3 fall semester and prior to beginning APPE rotations.

4. Immunizations

Students (at the students' expense) will be required to demonstrate proof of completion of the three-shot series of hepatitis B vaccinations prior to completion of the PY1 year. If a student has not been immunized previously against hepatitis B, he or she should complete the series of three injections, which are to be administered over a six-month period during the PY1 year. More than 90 percent of students so immunized will demonstrate a positive antibody titer within one month after completion of the injection schedule. Students may want to ascertain their immune status prior to beginning this series of injections since about 10 percent of the population is immune without having a documented history of having an active case of hepatitis B.

Students also will be required to have a PPD test (negative X-ray if previously PPD positive) conducted prior to the end of the fall semester of the PY1-PY4 years. Students having a positive PPD test, must by negative chest X-ray, demonstrate lack of an active case of tuberculosis or offer proof that they are undergoing treatment if currently infected.

Students at their own expense must demonstrate either proof of Varicella (chicken pox) vaccination or proof of titer prior to the end of the fall PY1 semester.

Students (at their own expense) will also be required prior to completion of the fall semester of the PY1-PY4 year, to demonstrate proof of immunization against influenza. Such proof of all immunizations is to be submitted to the Professional Experience Program Office.

5. Basic Life Support for the Health Care Provider Training

Basic Life Support for the Health Care Provider (BLSHCP) training is required of all students enrolled in the experiential program. A BLSHCP course trains students how to: perform adult, child and infant cardiopulmonary resuscitation (CPR); manage foreign body airway obstruction in the adult, child and infant; defibrillate utilizing an Automated External Defibrillator. Documentation may be in the form of a photocopy of the course completion card. Per the American Heart Association guidelines, BLS providers must receive training every two years and re-certification is a requirement. This training will initially be provided during completion of the PY1 Skills Lab sequence and must be repeated at the beginning of the PY3 year. Students are independently responsible for obtaining re-certification.

III. COURSES

DEPARTMENT OF BIOMOLECULAR SCIENCES

CHAIR: DR. STEPHEN CUTLER

A. Division of Medicinal Chemistry-Medc

Professors Rimoldi and McCurdy

Associate Professor Doerksen

NOTE: A grade of at least C is required on all prerequisite courses.

317. PHARMACOGENETICS AND PHARMACOIMMUNOLOGY. A detailed introduction to the basic concepts of molecular genetics, biotechnology, and immunology of life processes that provide an essential foundation for rational drug therapy. Prerequisite: PY1 Classification. (3).

318. CHEMICAL AND BIOLOGICAL TERRORISM. Chemical, biological, radiological and nuclear terrorism poses a considerable threat throughout the world. The expectation of chemical, biological, radiological and/or nuclear violence is recognized as an acute security challenge. The likelihood, over time, of terrorist organizations coming into possession of such unconventional materials, and their use against the United States homeland, is tremendously elevated. The combination of increasing availability of technology and expertise, a mass-casualty attack may be inevitable. Prerequisite: PY1 or PY2 classification or CHEM 101. (2-3).

319. COMPUTER-AIDED STRUCTURE BASED DRUG DESIGN (CADD): DATABASE SCREENING AND *de novo* DESIGN OF POTENTIAL DRUG MOLECULES. Utilization of the art commercial software involving in part manipulating freely available protein x-ray structures from the Protein Data Bank (PDB) as well as carrying out the drawing and energy minimization of small molecule potential ligands for active site of the selected protein. Prerequisite: PY1 or PY2 classification.

415. CHEMICAL NEUROSCIENCE PRINCIPLES OF DRUG ABUSE. This course will cover the Chemical Neuroscience Principles of Drug Abuse including, but not limited to, neurochemistry, neuropharmacology, toxicology, and pharmacotherapy. Prerequisite: MEDC 415 and PHCL 443. Co-requisite: MEDC 417 and PHCL 444. (1).

416. MEDICINAL CHEMISTRY OF THERAPEUTIC AGENTS I. Introduction to the

chemical and physical properties of medicinal agents, relationships of structural properties of drugs to pharmacological properties and metabolism profiles, chemical stability, mechanism of action and clinically significant chemical interactions. Prerequisite: PY2 Classification (3).

417. MEDICINAL CHEMISTRY OF THERAPEUTIC AGENTS II. Continuation of the introduction to the chemical and physical properties of medicinal agents, relationships of structural properties of drugs to pharmacological properties and metabolism profiles, chemical stability, mechanism of action and clinically significant chemical interactions. Prerequisite: MEDC 416. (3).

418. NEUROSCIENCE PRINCIPLES OF DRUG ABUSE. The content of this course focuses on a fundamental understanding of the chemical and physiochemical properties of drugs of abuse and chemical dependency as it relates to the practice of pharmacy. Prerequisite: PY2 classification. (1).

419. SPECIAL TOPICS IN ONCOLOGY. This course is designed for students to engage in advanced discussions of oncological therapeutic topics to increase their knowledge about the ideology, clinical presentation and management of various solid and hematological malignancies. Prerequisite: PY2 classification. (1).

B. Division of Pharmacognosy- Phcg

Professors Clark, Hamann, Khan, Nagle, Pasco, Ross, Slattery and Zjawiony
Associate Professor Zhou

NOTE: A grade of at least C is required on all prerequisite courses.

320. SPECIAL TOPICS IN OCEANS AND HUMAN HEALTH. An overview of how the oceans and coast impact human health and well-being. Prerequisite: PY1 or PY2 classification. (2).

321. PATHOGENESIS OF INFECTIOUS DISEASES. This course covers all aspects of infectious diseases, including etiology, epidemiology, and characteristics of disease-causing pathogens, host-pathogen interactions, symptoms and prognosis of specified infectious diseases. Course is only open to pre-pharmacy and Early Entry students enrolled in the School of Pharmacy. Prerequisite: BISC 162, 163. (4).

329. HERBAL SUPPLEMENTS AND ALTERNATIVE THERAPY. This course focuses on the use of plants and other products as herbal dietary supplements. It covers all the herbs used today including all aspects of regulation, activities, purity, and drug-herb interactions. It also covers alternative therapies used in place of and/or with conventional medicine. Prerequisite: PY1 Classification. (2).

422. NATURAL PRODUCT-DERIVED PHARMACEUTICALS. This course covers all aspects of natural products used as pharmaceuticals, including both plant-derived and microbial-derived (antibiotics). Prerequisite: PY2 Classification. (4).

425. POISONOUS PLANTS AND MUSHROOMS. This course is designed to give students a basic knowledge of harmful plants and mushrooms with emphasis on their identification, toxicity, symptoms of intoxication, first aid and poisoning treatments. Pre-requisite: PY2 Classification. (1).

427. DRUG DISCOVERY I. This course focuses on the techniques included in the characterization of drug substance from natural sources (plant, animal, and microorganisms). (3).

428. DRUG DISCOVERY II. This course focuses on laboratory techniques in drug discovery research. In particular, laboratory rotations through plant, marine, and microbe techniques will be emphasized. Prerequisite: PHCG 427. (3).

541, 542. PROBLEMS IN PHARMACOGNOSY. Individual investigation of problems of current interest in pharmacognosy. Prerequisites: minimum GPA of 2.5 on all professional pharmacy courses attempted and consent of instructor. (1-4, 1-4).

C. Division of Pharmacology-Phcl

Professors Matthews, McCurdy, Sufka, Walker, Willett and M. Wilson
Associate Professors Dasmahapatra, and Shariat-Madar
Assistant Professor Brooks

NOTE: A grade of at least C is required on all prerequisite courses.

202. ENVIRONMENTAL HEALTH PERSPECTIVES. A survey course emphasizing environmental health issues such as overpopulation, resource management, environmental degradation, and pollution. The course is designed for nonpharmacy majors. Prerequisite: BISC 102, 104, or their equivalents. (3).

340. ANIMAL CELLS: TESTING NEW DRUGS. The aim of this course is to provide an introduction to the multiple biochemical and molecular approaches that explain how cell reacts to foreign organic agents without introducing the names of too many specific drugs. It is intended to develop the subject from the point of view of pharmacologists who are working at the molecular level and trying to understand the problems of drug-cell interactions. Parts of the discussion will be a repetition for some students. However, lectures are concentrated on key theories and novel approaches that hone in on a variety of contemporary interdisciplinary fields, which defines pharmacology. Prerequisite: PY1 classification. (1).

341. HUMAN PATHOPHYSIOLOGY I. The students will understand the consequences of disease on normal physiology. An in-depth study of the pathophysiological condition will equip the students to assess multi-organ system dysfunction. These basic understandings will enable the students to progress through the curriculum with a knowledge and analytical base necessary to excel during their practice experiences. Prerequisite: PY1 classification. (3).

342. HUMAN PATHOPHYSIOLOGY II. The students will understand the consequences of disease on normal physiology. An in-depth study of the pathophysiological condition will equip the students to assess multi-organ system dysfunction. These basic understandings will enable the students to progress through the curriculum with a knowledge and analytical base necessary to excel during their practice experiences. Prerequisite: PHCL 341. (3).

343. BIOCHEMICAL FOUNDATIONS OF THERAPEUTICS. A detailed introduction to the chemistry of life processes, structure-activity relationships for biological molecules, and metabolism and its regulation. Prerequisite: Chem 222, Chem 226; Course is only open to pre-professional and Early Entry students enrolled in the School of Pharmacy. (3).

344. PHYSIOLOGICAL FOUNDATION OF THERAPEUTICS. Systemic physiology with a study of organ function and an emphasis on human physiology. The structure and function of the major body systems will be explored including the integumentary, muscular, skeletal, cardiovascular, lymphatic, respiratory, digestive, nervous, endocrine, urinary, reproductive, and body fluids and electrolytes. Aspects of cell structure, organization and physiology and molecular aspects of cell biology will be covered. The students will gain an understanding of normal physiology of the body at the cell and organ level. These basic understandings combined with critical thinking will enable the students to progress through the curriculum with a knowledge and analytical base necessary for understanding pathogenesis, pharmacological treatments and clinical outcomes. Ultimately, the factual material and the critical clinical thinking ability acquired in the case studies and laboratory sessions will provide the basis and rationale for selective pharmacotherapy and the understanding of its use in varying disease states. Prerequisite: Bisc 162, 163. Course is only open to pre-professional and Early Entry students enrolled in the School of Pharmacy. (4).

345. FUNDAMENTALS OF CANCER. Discussions of fundamental, underlying biological changes from normal physiology to cancer. Will include discussions of the cell cycle, cancer genetics, regulation of expression, carcinogenesis, metastasis and more to encompass an understanding of all concerns when considering treatment options in subsequent courses. Prerequisite: PY1 or PY2 Classification. (2).

346. IMMUNOLOGICAL BASIS FOR THERAPEUTICS. This course will provide

students with an overview of how immune system works and its involvement in health and disease. Course is only open to pre-pharmacy and Early Entry students enrolled in the School of Pharmacy. (3).

347. INTRODUCTION TO ENVIRONMENTAL TOXICOLOGY. Introduction to chemical nature and reactions of toxic substances; their origins and uses; and the aspects of exposure, transformation, and elimination. The course is designed for biology, chemistry, and pharmacy majors. Prerequisites: BISC 160, BISC 162, CHEM 221, CHEM 222, or their equivalents. (2).

348. PRINCIPLES OF LIFE SCIENCE RESEARCH. This course addresses a broad spectrum of activities associated with the conduct of life science research. Students should gain a thorough understanding of the requirements, expectations and responsibilities of life science researchers. Prerequisite: PY1 or PY2 classification. (1).

349. SPECIALIZED TOPICS IN ENVIRONMENTAL HEALTH. This course will consist of focused, in-depth discussion of timely issues related to environmental health. Students will be informed of the issues through reading scientific literature and will be expected to propose solutions through discussion and writing assignments. Topics will be dictated by current events but could include, for example, environmental lead exposure and toxicity, pharmaceuticals in the environment, consequences of climate change, contamination of the food supply, e-waste, etc. Pre-requisite: PY1 or PY2 Classification. (1).

351. DRUGS AND HUMAN PERFORMANCE. This course encompasses an analysis of the pharmacological, historical, religious, ethical, legal, and administrative considerations related to the use of drugs or supplements for the non-therapeutic purpose of enhancing cognitive, sexual, or physical performance. The primary goal of the course to develop an in-depth appreciation of the factors associated with the non-therapeutic (off label) use of substances to enhance human performance. More specifically the course will enable a better understanding of the pharmacological as well as non-pharmacological factors associated with such use. This course, unlike a typical "Drug Abuse" course will not consider the use of substances to produce a "high" or altered state of consciousness e.g. a positive or negative euphoria. Rather, the emphasis will be on the use of substances (includes some controlled drugs) to improve human performance.

381. INTRODUCTION TO TOXICOLOGY. Biological and chemical factors which influence toxicity. Review of various classes of compounds of industrial, agricultural, therapeutic, and economic importance. Emphasis on the forensic implications of poisoning by these agents. Prerequisites: CHEM 222, 226; and consent of instructor. (3).

440. PHYSIOLOGIC CASE STUDY FOR THERAPEUTICS. The course focuses on

problems based physiologic study of organ function and an emphasis on human physiology. The structure and function of the major body systems will be explored including the musculoskeletal, cardiovascular, respiratory, renal, nervous, endocrine, and body fluids and electrolytes. Prerequisite: PY2 classification. (1).

441. PHARMACOLOGY: NOVEL DRUGS IN CLINICAL TRIALS. An in-depth discussion of topics of current importance in pharmacology of commonly occurring diseases is emphasized. Students learn about medicines currently in clinical trials and therapies in development. Prerequisite: PY2 classification. (2).

442. CLINICAL TOXICOLOGY. This course is designed to apply basic pharmacological and toxicological principles to the management of poisoned patients. Several of the drugs commonly encountered in accidental or intentional poisoning are to be covered. The student should be able to recognize signs and symptoms of poisoning, characterize the type and extent of intoxication, and develop a specific management plan. Prerequisite: PY2 classification. (2).

443. BASIC AND CLINICAL PHARMACOLOGY I. Basic principles of pharmacodynamics; pharmacology of drugs acting on the autonomic nervous system; and other drug classes acting on autonomic-innervated organs. Prerequisite: PY2 Classification. (4).

444. BASIC AND CLINICAL PHARMACOLOGY II. Continuation of 443; central nervous system drugs; hematopoietic, immunosuppressant, antineoplastic, and antiallergic drugs; basics of environmental and clinical toxicology. Prerequisite: PHCL 443. (4).

445. NUTRITIONAL PHARMACOLOGY. Discussions of how drugs, nutrients, and disease states interact and affect one another, how nutritional supplements influence drug therapy, nutritional status, and disease processes. Prerequisite: PY2 classification. (1).

**DEPARTMENT OF PHARMACEUTICS AND DRUG DELIVERY -
(PHAR)**

CHAIR: DR. MICHAEL REPKA

Professors Chambliss, M. ElSohly, and Wyandt

Associate Professors B. Avery, Jo, Majumdar and Murthy

NOTE: A grade of at least C is required on all prerequisite courses.

330. PHARMACEUTICAL CALCULATIONS. This course introduces the prescription, prescription notation and abbreviations, basic pharmaceutical calculations, statistics, and the mathematics of chemical kinetics and pharmacokinetics. Pre-requisite: PY1 Classification. (1).

331. BASIC PHARMACEUTICS I. This course is designed to teach those basic principles of physics and chemistry that are necessary to understand pharmaceutical dosage forms and their design. Pre-requisite: PY1 Classification. (3).

332. BASIC PHARMACEUTICS II. This course provides an understanding of various dosage forms and drug delivery systems and how medicinal and pharmaceutical substances are incorporated into them. Prerequisites: PHAR 331. (3).

334. BIOPHARMACEUTICS AND PHARMACOKINETICS. Physiochemical and biological factors affecting drug bioavailability; time course of drugs and metabolites in the body; individualizing dosing regimens. Pre-requisite: PY1 Classification. (3).

335. CLINICAL LABORATORY DATA ANALYSIS. The primary purpose of this course is to enhance the student's skills in clinical lab test interpretation. It will also provide information on common laboratory tests used to screen for or diagnose disease, monitor the effectiveness and safety of treatment, or assess disease severity. The various laboratory tests will be described in terms of its clinical uses, how the lab test relates to the disease, how to interpret the lab test results, and causes for abnormal lab test results. Pre-requisite: PY1 or PY2 Classification. (1).

432. CONCEPTS IN PHARMACEUTICAL BIOTECHNOLOGY. This course provides students with basic concepts, principles and methodologies underlining modern biotechnology and which are applied in the pharmaceutical sciences. Prerequisite: PY2 classification. (1).

433. INDUSTRIAL PHARMACY. This course is designed to introduce students to the manufacturing, documentation, and regulatory aspects of pharmaceutical manufacturing. Prerequisite: PY2 classification. (2).

435. PHARMACEUTICAL STABILITY. This course is designed to introduce the

students to the manufacturing, documentation and regulatory aspects of Pharmaceutical Manufacturing. Prerequisite: PY2 classification. (2).

436. PRODUCT DEVELOPMENT. The course is designed to provide an understanding of the development of pharmaceutical dosage forms. Prerequisites: PHAR 332 or consent of instructor. (3).

541, 542. PROBLEMS IN PHARMACEUTICS. Investigation of individual problems of current interest in pharmaceuticals. Prerequisite: minimum GPA of 2.50 on all professional pharmacy courses attempted and consent of instructor. (1-3, 1-3).

DEPARTMENT OF PHARMACY ADMINISTRATION – (PHAD)

CHAIR: DR. DONNA WEST-STRUM

Professors Alidaee, Banahan, J. Bentley, Bouldin, Vitell and Wilkin;

Associate Professors Yang and Holmes

Assistant Professors Khanna, Ward and Rosenthal

Instructor P. O'Sullivan

NOTE: A grade of at least C is required on all prerequisite courses.

390. PROFESSIONAL COMMUNICATIONS IN PHARMACY. Develop an understanding of the nature of communication and the types of communication skills necessary to deliver optimal pharmaceutical services. Prerequisite: PY1 Classification. (2).

391. SOCIAL AND BEHAVIORAL ASPECTS OF PHARMACY PRACTICE. The purpose of this course is to provide the necessary background to understand the complexity of human and social issues that exert a powerful influence on the pharmacy profession. Special emphasis is given to the interdependent roles of the patient, the pharmacist, and the physician in illness and health care. Pre-requisite: PY1 Classification. (3).

392. INTRO TO PHARMACY AND HEALTH CARE SYSTEM. An examination of the structure and organization of pharmacy and the factors involved in the delivery and financing of health care in public and private sectors. (3).

393. LEARNING AND TEACHING: A PROFESSIONAL ELECTIVE. The goal of this course is to provide pharmacy students with a forum to exchange ideas, refine specific skills, and enhance their knowledge of concepts related to teaching and learning. These topics are relevant to a student's own personal journey as a lifelong learner, as well as to current and future teaching experiences that individuals may have,

either as a pharmacist (patient education) or pharmacy educator (preceptor or faculty member). Prerequisite: PY1 or PY2 classification. (1).

394. INTERMEDIATE BIOSTATISTICS FOR PHARMACISTS. This course is designed to provide pharmacy students with an overview of frequently used statistical procedures in the biomedical literature. This course is designed to expand on the principles of biostatistics covered in PRCT 350. The goal is to enhance both the breadth and depth of coverage, while also introducing the use of statistical software packages. Pre-requisite: PRCT 350. (2).

396. MARKETING FOR COMMUNITY PHARMACISTS. This course is an elective focused on exploring the factors affecting use and acceptance of, delivery of, promotion of and pricing of innovative pharmacy products in the community pharmacy setting. The ability of pharmacists to develop innovative services and market them to patients, health care providers, payers, government agencies, and others is crucial to the advancement of pharmacy. Students will be introduced to marketing principles and how they are applied in community pharmacy. Pre-requisite: PY1 or PY2 Classification. (1).

397. SURVEY OF MEDICATION NONADHERENCE. The purpose of this course is to examine patient nonadherence in its many forms in the health care system and to discover best practices that help resolve nonadherence behaviors to ensure optimal therapeutic outcomes. Prerequisite: PY1 or PY2 Classification. (1-2).

491. PHARMACY LAW. Pharmacists' common-law and statutory obligations under the American constitutional system of dual national and state authority. Prerequisite: PY2 Classification. (2).

492. CURRENT ISSUES IN HEALTH CARE. This course is designed to provide pharmacy students an opportunity to broaden their knowledge of current health care issues, with a focus on pharmacists' role in public health, such as preventing epidemics and the spread of disease, promoting healthy behaviors, and assuring the quality and accessibility of health care services. Prerequisite: PY2 classification. (1).

493. PHARMACY MANAGEMENT AND BUSINESS METHODS. Pharmacy Management and Business Methods takes foundational management theories and concepts and translates them to the specific challenges faced by today's pharmacy managers, regardless of the setting. This course will take an integrated didactic and active learning approach to tackle management issues faced by pharmacists such as: Personal resource management, personnel management, general operations management, special management skills, implementation of value-added services and management applications in various practice settings. Pre-requisite: PY2 Classification. (3).

494. PHARMACOECONOMICS, PHARMACOEPIDEMIOLOGY, AND MEDICATION SAFETY. This course is designed to provide students with a

comprehensive review of the evaluation of pharmaceutical outcomes. Drug effects issues on patient populations will be examined. Mechanisms and approaches in improving medication in pharmacy practice will be explored.

To meet the general purpose of this course, the course is divided into three separate, but related, modules:

- **Pharmacoeconomics:** this module will cover basic concepts and techniques in pharmacoeconomics including cost and costing, outcomes assessment and health-related quality of life, cost-of-illness, cost-minimization, cost-benefit, cost-effectiveness, cost-utility analysis and decision analysis using pharmacoeconomic modeling techniques.
- **Pharmacoepidemiology:** this module will focus on the principles of epidemiology applied to the study of medication use, study designs and data sources in pharmacoepidemiology, and pharmacovigilance; medication adherence and persistence will also be covered.
- **Medication Safety:** this module is intended to explore the concepts of health care quality and medication safety and the mechanisms to prevent and reduce medication errors in pharmacy practice. Pre-requisite: PY2 Classification, (3).

495. **TECHNIQUES OF PHARMACEUTICAL SALES.** To introduce various strategies and tactics available to those who represent the pharmaceutical industry to therapy decision-makers. (2).

496. **PRINCIPLES OF PHARMACEUTICAL MARKETING.** The nature and scope of the pharmaceutical industry, its marketing practices, and environment. Prerequisites: minimum grade of "C" in MKTP 351 or PHAD 391. (3).

497. **PERSONAL FINANCE.** This course will be a continuation of the basic personal finance concepts learned in PHAD 493. Hands-on experience and projects throughout the semester will give students the tools to evaluate how their money is currently being spent, set short-term and long-term financial goals, reduce their tax liability, adequately ensure themselves and their assets, make sound investment choices, prepare for retirement, navigate the stock market, evaluate mutual funds, strategize for major purchases, evaluate and select a financial planner, manage money during major life changes, and prevent theft of their identity. Financial planners will also speak with students in some of these content areas. Pre-requisite: PY2 Classification. (1).

541, 542. **PROBLEMS IN PHARMACY ADMINISTRATION.** Investigation of individual problems. Prerequisites: minimum GPA of 2.50 on all professional pharmacy courses attempted and consent of instructor. (1-6, 1-6)

DEPARTMENT OF PHARMACY PRACTICE – (PRCT)
INTERIM CHAIR: DR. LEIGH ANN ROSS

Professor Leigh Ann Ross, Chair - The University of Mississippi School of Pharmacy
Instructional and Research Facility – PH111

Associate Professor Kim G. Adcock, Director, Faculty and Academic Affairs;
Clinical Associate Professor Katie S. McClendon, Director, Student Affairs;
Associate Professor T. Kristopher Harrell, Director, Experiential Affairs;

Clinical Assistant Professor Meagan M. Brown, Coordinator Community Pharmacy
Development;

Clinical Assistant Professor Joel R. Pittman, Coordinator, Continuing Education;
Associate Professor Gary D. Theilman, Coordinator, Instructional Technology;

Professor LA. Ross;

Associate Professors Adcock, Harrell, D. Riche, Sherman, Stover and Theilman;
Assistant Professors Barber, Bell, and King;

Clinical Associate Professors Ayers, Bloodworth, Hogan, Kemp, Liles, McClendon,
and B. Ross;

Clinical Assistant Professors Allen, Artman, S. Bentley, Berry, Bingham, B. Brown, M.
Brown, Chisolm, Davis, Dixon, Dukes, J. Fleming, L. Fleming, George, Griffin, Guarr,
Holman, Jenkins, Jolee, Kanorwala, Lepard, P. Malinowski, S. Malinowski, Mays,
McKenzie, Ogletree, Owens, Pierce, Pitcock, Pittman, K. Riche, Robinson, P. Ross,
Scott, Somers, Strum, Tesseneer, Todaro, Wagner, Warren, Wattigny, White, Wood,
and Woods;

Clinical Instructors Carbrey, Crane, and Lirette

NOTE: A grade of at least C is required on all prerequisite courses. Courses preceded
by an asterisk (*) can only be taken after successful completion of PRCT 555, 556, 558,
559, 561, 562, 564, and 565.

350. INFORMATION SKILLS IN PHARMACY PRACTICE. This course is designed
to introduce students to drug information resources as well as to provide the student
with an understanding of principles of biostatistics, epidemiology, and research design
with the underlying goal being the acquisition of skills used by pharmacists to seek,

appraise, and apply knowledge from the biomedical literature to improve pharmacy practice and patient care. The course will consist primarily of assigned readings, quizzes, interactive lectures, and group projects. Prerequisite: PY1 classification. (3).

353. PRACTICE SKILLS LABORATORY I. This course is the second of a four-course series (to be completed in the first four semesters in which a student is enrolled in the professional degree program), which provides introduction to and continuous development of pharmacy practice skills and behaviors, emphasizing active learning for integration and application of curricular content and incremental development of professional and general abilities. Pre-requisite: PY1 Classification. (2).

354. PRACTICE SKILLS LABORATORY II. This course is the second of a four-course series (to be completed in the first four semesters in which a student is enrolled in the professional degree program), which provides introduction to and continuous development of pharmacy practice skills and behaviors, emphasizing active learning for integration and application of curricular content and incremental development of professional and general abilities. Pre-requisite: PRCT 353 (2).

357. ADVOCACY AND LEADERSHIP IN PHARMACY. This elective course will offer advocacy and leadership development for PY1 and PY2 students. The course will be especially appropriate for officers and members of pharmacy student organizations who are motivated to become leaders in the profession. Students will relate leadership to current health care issues and will have opportunities to explore the advocacy processes. Prerequisite: PY1 or PY2 classification. (2).

358. GERIATRICS. This course is designed to provide the student with the fundamentals of geriatric pharmacy practice. Prerequisite: PY1 or PY2 classification. (1).

359. TOBACCO CESSATION EDUCATION. The course will provide students with the knowledge and skills necessary to provide comprehensive tobacco cessation counseling to patients with nicotine dependence. Prerequisite: PY1 or PY2 classification. (1).

360. PERSONAL TIME MANAGEMENT FOR PHARMACY STUDENTS. A course that explores several personal time management theories and assists the pharmacy students in developing a system that works for them. Prerequisite: PY1 or PY2 classification. (1).

361. VACCINE-PREVENTABLE ILLNESSES/TRAVEL MEDICINE. This course introduces common illnesses and the vaccines to prevent them. Signs and symptoms of illness are covered as well as proper ways to prevent the spread of illness. Vaccine indications, contraindications, adverse effects, and other associated information are also introduced. Additionally, the course addresses vaccines and other medication therapy which is specifically related to international travel, and it provides students with the

opportunity to develop comprehensive vaccine plans for example, patient scenarios. Pre-requisite: PY1 or PY2 Classification. (1).

362. VETERINARY PHARMACY. This course offers the pharmacy student an introduction to veterinary pharmacy. Unique anatomic, physiologic, and metabolic limitations that affect drug distribution in common veterinary species are described. Species variations in pharmacodynamic activity or pharmacokinetic behavior that contribute to differences in drug dosage requirements and adverse drug events are discussed, and attention is given to unusual sensitivity of particular animal species (or breeds) to the effects produced by certain drugs. Differences in a drug's behavior in humans versus veterinary species are stressed. Common disease states and pharmacologic treatment strategies are covered, including veterinary and human approved products along with appropriate options for compounded medications. Basic and clinical aspects of the more common toxicities that affect domestic animals are considered. The legal aspects of dispensing and compounding prescription drugs for companion animals and food-producing animals are discussed. Upon completion of this course the pharmacy student will be able to demonstrate sufficient knowledge and training to accurately interpret veterinary prescriptions, offer drug information consultations to veterinarians, counsel pet owners regarding appropriate drug administration and potential adverse drug events, and legally and ethically compound and/or dispense medications for non-human patients. Prerequisite: PY1 or PY2 Classification. (2).

375. INTRODUCTION TO COMMUNITY PHARMACY PRACTICE I. An introduction to medication dispensary process and related patient care activities in a community pharmacy practice setting. (1). (Z grade).

376. INTRODUCTION TO INSTITUTIONAL PHARMACY PRACTICE I. An introduction to the medication dispensary process and related patient care activities in an institutional practice site. (1). (Z grade).

450. PHARMACY PRACTICE I. To provide the student with fundamentals of practice research, diagnostic laboratory tests, nursing home, and hospital pharmacy practice. Pre-requisite: PY2 Classification. (2).

451. PHARMACY PRACTICE II. To provide the student with essential skills for ambulatory pharmacy practice, pharmaceutical care, and patient self-care. Pre-requisite: PY2 Classification. (2).

455. PRACTICE SKILLS LABORATORY III. This skills laboratory course provides continuous development of practice skills and behaviors introduced in the first professional year curriculum. The course emphasizes active learning for integration and application of curricular content and incremental development of professional and general abilities. Prerequisite: PY2 classification. (2).

456. PRACTICE SKILLS LABORATORY IV. This skills laboratory course provides continuous development of practice skills and behaviors introduced in the first professional year curriculum. The course emphasizes active learning for integration and application of curricular content and incremental development of professional and general abilities. Pre-requisite: PRCT 455. (2).

477. INSTITUTIONAL PHARMACY PRACTICE II. An introduction (one-week, 40 contact hours) to patient care and related activities in an institutional pharmacy practice setting. Prerequisite: PRCT 375, 376. (1). (Z grade).

478. COMMUNITY PHARMACY PRACTICE II. An introduction to patient care and related activities in a community pharmacy practice setting. Prerequisite: PRCT 375, 376. (2). (Z grade). 541, 542. PROBLEMS IN CLINICAL PHARMACY. Individual investigation of problems of current clinical interest in pharmacy. (1-3, 1-3).

543. COMMUNITY PHARMACY PRACTICE III. An introduction (10 weeks, 4 contact hours/week) to patient care and related activities in a community pharmacy practice setting with additional emphasis in ambulatory care practice experiences. Prerequisite: Prct 477, 478. (1). (Z grade).

544. INSTITUTIONAL PHARMACY PRACTICE III. An introduction (10 weeks, 4-hour contact hours/week) to patient care and related activities in an institutional pharmacy practice setting with additional emphasis in inpatient specialty pharmacy practice experiences. Prerequisite: Prct 477, 478. (1). (Z grade).

545. SPECIALTY PHARMACY PRACTICE ELECTIVE. An introduction (one week, 40 contact hours) to patient care and related activities in a specialty pharmacy practice experience. Prerequisite: Prct 477, Prct 478. (1). (Z grade).

552. PREVENTIVE MEDICINE AND PUBLIC HEALTH. A multidisciplinary course which will teach the students about concepts of preventive medicine, public health, and epidemiology. Pharmacy students will take the class with medical students. Content will be provided jointly by faculty from the medical school and the pharmacy school. Prerequisite: PY3 classification. (2).

*553. ADVANCED PRACTICE EXPERIENCE (community). Five-week professional experience program offered at approved community pharmacies. Prerequisites: All nonexperiential, required courses comprising the professional pharmacy curriculum. Prerequisite: Pharmacy PY4. (5). (Z grade).

*554. ADVANCED PRACTICE EXPERIENCE (institutional). Five-week professional experience program offered at approved hospital pharmacies. Prerequisites: All nonexperiential, required courses comprising the professional pharmacy curriculum. Prerequisite: Pharmacy PY4. (5). (Z grade).

555. PHARMACEUTICAL CARE I: KNOWLEDGE AND COMPREHENSION. A

course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of the core knowledge base required of a pharmacist. Corequisites: PRCT 556, 557. (2).

556. PHARMACEUTICAL CARE I: PROBLEM-SOLVING. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of problem-solving skills. Corequisites: PRCT 555, 557. (2).

557. PHARMACEUTICAL CARE I: GROUP. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of independent learning and communication skills. Corequisites: PRCT 555, 556. (3).

558. PHARMACEUTICAL CARE II: KNOWLEDGE AND COMPREHENSION. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of the core knowledge base required of a pharmacist. Corequisites: PRCT 559, 560. (2).

559. PHARMACEUTICAL CARE II: PROBLEM-SOLVING. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of problem-solving skills. Corequisites: PRCT 558, 560. (2).

560. PHARMACEUTICAL CARE II: GROUP. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of independent learning and communication skills. Corequisites: PRCT 558, 559. (3).

561. PHARMACEUTICAL CARE III: KNOWLEDGE AND COMPREHENSION. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of the core knowledge base required of a pharmacist. Corequisites: PRCT 562, 563. (2).

562. PHARMACEUTICAL CARE III: PROBLEM-SOLVING. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of problem-solving skills. Corequisites: PRCT 561, 563. (2).

563. PHARMACEUTICAL CARE III: GROUP. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of independent learning and communication skills. Corequisites: PRCT 561, 562. (3).

564 PHARMACEUTICAL CARE IV: KNOWLEDGE AND COMPREHENSION. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of the core

knowledge base required of a pharmacist. Corequisites: PRCT 565, 569. (2).

565. PHARMACEUTICAL CARE IV: PROBLEM-SOLVING. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of problem-solving skills. Corequisites: PRCT 564, 569. (2).

566. SEMINAR SKILLS DEVELOPMENT FOR HEALTH PROFESSIONALS. Course on developing the basic skills needed for effective presentation of pharmacy-oriented material. Prerequisite: B.S. in Pharmacy or B.S. in Pharmaceutical Sciences. (1). (Z grade).

567. SEMINAR SKILLS DEVELOPMENT FOR HEALTH PROFESSIONALS II. Continuation of PRCT 566. Course on developing the basic skills needed for the effective presentation of pharmacy-oriented material. Prerequisite: PRCT 566. (1). (Z grade).

569. PHARMACEUTICAL CARE IV: GROUP. A course designed to integrate clinical and scientific disciplines using patient cases as the basis for group discussions. Emphasis is placed on the development of independent learning and communication skills. Corequisites: PRCT 564, 565. (3).

577. PRACTICE SKILLS LABORATORY V. The purpose of this course is to offer students an expansion on abilities practiced in previous Practice Skills Laboratories at a level commensurate with the PY3 year in the University of Mississippi School of Pharmacy. Completion of Practice Skills Laboratory V will assist in the achievement of each of the 11 core domain competencies required by the ACPE Accreditation Standards and Guidelines Appendix D prior to commencement of fourth year Advanced Pharmacy Practice Experiences. This course aims to fulfill domain competencies in a hands-on, practical manner, with an emphasis on skills needed in situations students are likely to encounter in their APPEs. Each activity addresses two or more core domains, with a focus on augmenting clinical knowledge with practical skills needed in various pharmacy settings. Prerequisite: Pharmacy PY3. (2).

*586. ADULT MEDICINE ADVANCED PRACTICE EXPERIENCE. A required five-week course designed to provide in-depth experience and clinical competence in dealing with acutely ill patients in a hospital environment with emphasis on rational therapeutics. (5).

*587. AMBULATORY CARE ADVANCED PRACTICE EXPERIENCE. A required five-week rotation in which students gain clinical experience and competence with ambulatory patients by participating as a drug consultant and primary care provider for patients in an outpatient environment. (5).

*591. ELECTIVE ADVANCED PRACTICE EXPERIENCE. Five-week blocks of practical experience in specialty practice areas under the coordination of a faculty

preceptor. Course may be taken three times for elective credit in specialty area of choice. (5).

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*AMBC 591. AMBULATORY CARE ADVANCED PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in ambulatory care patients. Prerequisite or corequisite: PRCT 587. (5).

*ASSN 591. STATE ASSOCIATION MANAGEMENT ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a nontraditional setting of association management. Prerequisite: Pharmacy PY4. (5).

*BARI 591. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a patient care setting of bariatrics. Prerequisite: Pharmacy PY4. (5).

*BIOT 591. BIOTECH PHARMACY SERVICES ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a nontraditional setting of biotechnology.(5).

*CARD 591. CARDIOLOGY ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in cardiology patients. Prerequisite: Pharmacy PY4. (5).

*COMM 591. COMMUNITY PHARMACY ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in patients in a community-practice setting. Prerequisite or corequisite: PRCT 553. (5).

*CRIT 591. CRITICAL CARE ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in critical care patients. Prerequisite: Pharmacy PY4. (5).

*DINF 591. DRUG INFORMATION ADVANCED PRACTICE EXPERIENCE. An

experiential course consisting of a full-time five-week exposure emphasizing the utilization of drug information resources, both electronic and nonelectronic, in providing optimal patient care. Prerequisite: Pharmacy PY4. (5).

***EMER 591. EMERGENCY MEDICINE ADVANCED PRACTICE EXPERIENCE.**

An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents in the emergency care setting. Prerequisite: Pharmacy PY4. (5)

***GERA 591. GERIATRICS ADVANCED PRACTICE EXPERIENCE.** An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in geriatric patients. Prerequisite: Pharmacy PY4. (5).

***HOME 591. HOME INFUSION ADVANCED PHARMACY PRACTICE EXPERIENCE.** An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a non-direct patient care setting of home infusion. Prerequisite: Pharmacy PY4. (5).

***INAD 591. INSTITUTIONAL ADMINISTRATION ADVANCED PHARMACY PRACTICE EXPERIENCE.** An elective experiential course consisting of a full-time five-week exposure to institutional administration. Prerequisite: Pharmacy PY4. (5).

***INDY 591. PHARMACEUTICAL INDUSTRY ADVANCED PRACTICE EXPERIENCE.** An experiential course consisting of a full-time five-week exposure emphasizing the role and functions of the pharmaceutical industry in providing health care professionals medication information. Prerequisite: Pharmacy PY4. (5).

***INFD 591. INFECTIOUS DISEASES ADVANCED PRACTICE EXPERIENCE.** An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in infectious disease patients. Prerequisite: Pharmacy PY4. (5).

***INOP 591. INSTITUTIONAL OUT-PATIENT PRACTICE EXPERIENCE.** An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a patient care setting of institutional outpatient management. Prerequisite: Pharmacy PY4. (5).

***MANC 591. MANAGED CARE ADVANCED PRACTICE EXPERIENCE.** An experiential education course consisting of a full-time five-week experience emphasizing the role of managed healthcare delivery systems, the roles and responsibilities of pharmacy benefits management companies, and basic business and economic concepts. Prerequisite: Pharmacy PY4. (5).

***MGMT 591. PHARMACY MANAGEMENT ADVANCED PHARMACY PRACTICE EXPERIENCE.** An elective experiential course consisting of a full-time five-week exposure to

pharmacy practice in a nontraditional setting of association management. Prerequisite: Pharmacy PY4. (5).

*MEDC 591. MEDICINE ADVANCED PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in medicine patients. Prerequisite or corequisite: PRCT 586. (5).

*NEON 591. NEONATOLOGY ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a patient care setting of neonatology. Prerequisite: Pharmacy PY4. (5).

*NEUR 591. NEUROLOGY ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in neurology patients. Prerequisite: Pharmacy PY4. (5).

*NUCL 591. NUCLEAR MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a nontraditional setting of nuclear medicine. Prerequisite: Pharmacy PY4. (5).

*NUTR 591. NUTRITION ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of nutritional support in patient care. Prerequisite: Pharmacy PY4. (5).

*ONCL 591. ONCOLOGY ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in oncology patients. Prerequisite: Pharmacy PY4. (5).

*PAIN 591. PAIN MANAGEMENT ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a patient care setting of pain management. Prerequisite: Pharmacy PY4. (5).

*PEDG 591. PEDAGOGY ADVANCED PRACTICE EXPERIENCE. A five-week (40 hours/week) elective experiential rotation in an academic setting that provides senior professional students with opportunities to explore issues in teaching and learning, and to participate directly in facilitating the learning of junior students in the pharmacy professional program. Registrants will be introduced to various teaching methods, including problem based learning and other practice based skills. Registrants will have opportunities to develop and improve teaching skills, with emphasis in evaluation and assessment. Prerequisite: Pharmacy PY4. (5).

*PEDS 591. PEDIATRIC ADVANCED PRACTICE EXPERIENCE. An experiential

course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in pediatric patients. Prerequisite: Pharmacy PY4. (5).

*PKIN 591. PHARMACOKINETICS ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the applied use of pharmacokinetic principles in providing optimal patient care.

Prerequisite: Pharmacy PY4. (5).

*POIS 591. POISON CONTROL ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the role and function of a Poison Control Center. Prerequisite: Pharmacy PY4. (5).

*PMTM 591. PHARMACY MEDICATION THERAPY MANAGEMENT PATIENT CARE ADVANCED PHARMACY PRACTICE EXPERIENCE. An advanced practice experiential course designed to provide the student with practical experience in the profession of pharmacy. The course consists of interactions with both patients and healthcare workers across multiple disciplines. Prerequisite: Pharmacy PY4. (5).

*PSYC 591. PSYCHIATRY ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in psychiatric patients. Prerequisite: Pharmacy PY4. (5).

*PUBH 591. PUBLIC HEALTH ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a nontraditional setting of public health. Prerequisite: Pharmacy PY4. (5).

*RSCH 591. RESEARCH ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a nontraditional setting of pharmacy-related research. Prerequisite: Pharmacy PY4. (5).

*SURG 591. SURGERY ADVANCED PRACTICE EXPERIENCE. An experiential course consisting of a full-time five-week exposure emphasizing the rational use of therapeutic agents and disease management in surgery patients. Prerequisite: Pharmacy PY4. (5).

*TRAN 591. ORGAN TRANSPLANT ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a patient care setting of organ transplantation. Prerequisite: Pharmacy PY4. (5).

*VETP 591. VETERINARY MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE. An elective experiential course consisting of a full-time five-week

exposure to pharmacy practice in a nontraditional setting of veterinary medicine.

Prerequisite: Pharmacy PY4. (5).

***WOMH 591. WOMEN'S HEALTH ADVANCED PHARMACY PRACTICE EXPERIENCE.** An elective experiential course consisting of a full-time five-week exposure to pharmacy practice in a patient care setting of women's health.

Prerequisite: Pharmacy PY4. (5).

***599. CLINICAL TRIAL SKILLS.** Course instructs how to assess and perform multiple types of clinical trials, and follow up with statistical analysis and publication of results. Prerequisite: PRCT586. (3).

SECTION 7: STUDENT DEVELOPMENT

I. Student Professional Development

Background

A hallmark of the pharmacy profession is the trusting relationship between the pharmacist and his/her patients. That relationship is sustained by a commitment to the highest levels of professionalism. All students enrolled in the School of Pharmacy are expected to adopt and reflect the characteristics of a professional, which include integrity, empathy, fairness, responsibility, and a commitment to ethical behavior. In addition, students will demonstrate respect for peers, faculty, and staff of the school and exhibit a high level of maturity that reflects their status as a member of the greater pharmacy community. To further emphasize the commitment to professionalism, the school conducts a White Coat Ceremony for entering Doctor of Pharmacy students signifying their transition to a health sciences campus. At this time, students sign the Pledge of Professionalism.

This section provides a collection of statements, policies, and procedures that relate to The University of Mississippi School of Pharmacy's views on the professional socialization of students and their professional conduct.

The concept of pharmacy student professional development is a continuous process and an area of continuous evaluation and evolution. It is recognized that terms such as "professional conduct," "unprofessional behavior," and "incivility" are somewhat ambiguous and open to substantial subjective interpretation. However, we believe there is a set of fundamental attitudes and behaviors that constitute the spirit of civility and professionalism that govern students' interactions with the faculty, staff, other students, and patients. The documents contained in this section are intended to be representative of these characteristics rather than a comprehensive list. We strive to inspire the adoption of the described qualities by our students, and hope the concepts will serve as guidelines as students progress through their academic careers

We also believe it is reasonable to hold pharmacy students to a higher standard of professionalism because of the position to which they aspire. The level of responsibility associated with the covenant relationship pharmacists establish with their patients and society demands it, because the potential costs of violating this

standard are so high. It is for this reason students are asked to affirm their dedication to the ideals of professionalism twice during their academic career at The University of Mississippi, once at the beginning of their PY1 year (during the White Coat Ceremony) and again at the end of their PY3 year (during the Patch Ceremony). Those pledges of professionalism are included in this section.

This concern for student professionalism is not unique to The University of Mississippi School of Pharmacy. It has become a national topic of discussion as illustrated by the first document in this section: White Paper on Pharmacy Student Professionalism. This is a report of a five-year discussion among members of the American Pharmaceutical Association Academy of Students of Pharmacy and the American Association of Colleges of Pharmacy Council of Deans. Its purpose is to raise awareness and to stimulate discussion on the issue of student professionalism within the entire pharmacy community.

Because students come to The University of Mississippi School of Pharmacy from diverse backgrounds, not all individuals possess the same level of maturity and appreciation for the professional norms promoted by the School. Consequently, it is necessary to have a procedure in place to address instances of behaviors that we believe are inconsistent with those norms. That procedure is clearly defined in this section as well. Students, faculty, and staff are strongly encouraged to familiarize themselves with this procedure.

A. Statement on Student Professional Conduct

The profession of pharmacy demands adherence to a set of ethical principles. A student begins his/her professional development upon entering the academic program at The University of Mississippi School of Pharmacy. Therefore, there is a need at that time to begin the process of building and reinforcing a professional identity founded on integrity, ethical behavior, and honor. This development, a vital part of the educational process, will help to ensure that students are true to the professional relationship they establish with society as they become members of the pharmacy community. Integrity will be an essential part of students' everyday lives and they have a duty to pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional academic development, students in The University of Mississippi School of Pharmacy agree to accept the responsibility for their education, and to work toward becoming independent or active learners rather

than dependent or passive learners.

Students must develop a sense of loyalty and duty to the pharmacy community by adopting and reflecting that community's characteristics, which include maturity, honesty, integrity, and ethical responsibility, and by enthusiastically accepting the responsibility and accountability for success in their academic career.

Every student must maintain a high level of respect and civility for their fellow classmates, the faculty, and staff of the School, and maintain an appreciation for the value of diversity within the pharmaceutical community. This sense of respect extends to adherence to the principles, policies, and procedures expressed in the Student Body Constitution, the Code of Ethical and Professional Conduct, and the School of Pharmacy Student Handbook.

B. White Paper on Student Professionalism

White Paper on Pharmacy Student Professionalism

Recommendations of the
American Pharmaceutical Association Academy of Students of Pharmacy-- American
Association of Colleges of Pharmacy Council of Deans
Task Force on Professionalism

“What we as pharmacists believe our profession to be determines what it is.”
-- W.T. Hill¹

Preamble

This White Paper is the culmination of a five-year commitment by the Task Force on Professionalism to study and promote pharmacy student professionalism. The Task Force is a collaborative effort involving the American Pharmaceutical Association Academy of Students of Pharmacy (APhA-ASP) and the American Association of Colleges of Pharmacy Council of Deans (AACP-COD). The two primary goals of the Task Force are to raise awareness and to lead action on the issue of pharmacy student professionalism. The intended audience for this white paper is the entire pharmacy profession, as each member plays an important role in the development of professionalism, whether a pharmacy educator, student, practitioner, association executive, or state board member. The

discussion and recommendations presented herein are intended to assist these parties as they participate in the development of professional attitudes and behaviors among future pharmacists.

Introduction

The history of pharmacy is often described according to chronological changes in the profession's role in society and the health care system. Once concerned primarily with the production of pharmaceutical products from raw materials, pharmacists in the modern industrial era have seen their primary responsibility change to safe, accurate, and efficient drug distribution. In the past two decades, however, changes in the health care environment have included new pharmaceutical manufacturing and dispensing technology in addition to dramatic restructuring of health care organization, delivery, and financing. Zacker and Mucha have suggested that these environmental changes may take away professional functions that were previously established, resulting in a loss of pharmacy's professional status.²

In response to these events and a perceived public need for expanded pharmaceutical services, the profession has embraced the paradigm of pharmaceutical care, as defined in 1990 by Hepler and Strand.³ Pharmaceutical care involves the pharmacist assuming responsibility for drug therapy outcomes in addition to the safe, accurate, and efficient distribution of pharmaceutical products. A critical component of this paradigm shift is a renewed professional role for pharmacists in the process of actively "caring" for patients. An expanded sense of professionalism is critical to the practice of pharmaceutical care due to its patient-centered focus. Paul Pierpaoli, a pharmacy educator and practitioner, has stated that "The concept of pharmaceutical care requires pharmacists to be true 'professionals,' responsible patient advocates committed to achieving optimal therapeutic outcomes."⁴ Just as the modern healthcare environment requires pharmacists to possess advanced clinical knowledge and skills, it also necessitates further development of the characteristics that make pharmacy a profession and not merely an occupation.

Experience has shown that the attitudes and behaviors that comprise professionalism cannot be learned from a textbook or lecture. Rather, they must be actively acquired and inculcated through the process of professional socialization. In this sense, the development of true professionalism may simultaneously be one of the most important and yet most difficult aspects of the transition to pharmaceutical care.

Professionalization, or the development of professionalism, must begin at the earliest stages

of professional education. Thus, schools and colleges of pharmacy play a critical role in this process. Likewise, mentors during early exposure to the practice environment play an important role in the professional development of pharmacy students. The Task Force elected to focus on the early stages of the developmental process rather than the professionalization that occurs in later practice years. Task Force members feel it should be the primary mission of pharmacy educators and practice mentors to inculcate pharmacy students with the attitudes and behaviors necessary to deliver pharmaceutical care.

Definitions

The Task Force used the following working definitions during its deliberations. They are adapted from the references cited.

Profession: An occupation whose members share ten common characteristics:^{5,6}

1. Prolonged specialized training in a body of abstract knowledge
2. A service orientation
3. An ideology based on the original faith professed by members
4. An ethic that is binding on the practitioners
5. A body of knowledge unique to the members
6. A set of skills which form the technique of the profession
7. A guild of those entitled to practice the profession
8. Authority granted by society in the form of licensure or certification
9. A recognized setting where the profession is practiced
10. A theory of societal benefits derived from the ideology

Professional: A member of a profession who displays the following ten traits:⁷

1. Knowledge and skills of a profession
2. Commitment to self-improvement of skills and knowledge
3. Service orientation
4. Pride in the profession
5. Covenantal relationship with the client
6. Creativity and innovation
7. Conscience and trustworthiness
8. Accountability for his/her work
9. Ethically sound decision making
10. Leadership

Professionalism: The active demonstration of the traits of a professional.

Professional socialization (professionalization): The process of inculcating a profession's attitudes, values, and behaviors in a professional. The goal of professional socialization is to develop professionalism, as defined by the ten character traits above.

Challenges in Pharmacy Student Professional Development

Pharmacy students face a number of challenges during their professional development. While the process of identifying and overcoming these challenges is often a character- and professionalism-building experience, some challenges may be barriers to positive professional socialization. In this section specific challenges are discussed that must be recognized and resolved in order to enhance pharmacy student professionalism.

Professional socialization occurs within both education and practice. A balance of positive influences in both environments is required to produce a professional practitioner. Too often, however, such balance is not present. In 1981, Manasse et al coined the term "inconsistent socialization" to characterize the clash that often exists between socialization forces, resulting in differences between student and recent graduate expectations about their role in health care and other individuals' expectations of their role.⁸ Students receive "mixed messages" from some practitioners and faculty members about the professional aspects of pharmacy practice. As a result, students develop "disillusionment" or "realistic disenchantment" as they progress through a pharmacy curriculum.^{9,10} Students either begin with or develop a level of idealism and optimism in the early years of training that diminishes as expectations are unmet when they progress through the curriculum, gain experience in the real world, and enter practice.¹¹

Forces of professional socialization are strong in the practice environment where pharmacy students observe and learn the professional norms of actual practice. Unfortunately, in certain practice settings, professional behavior is less than ideal. In its 1991 report, the Argus Commission concluded that, "Despite the popular use of the terms pharmacy practice and pharmacy practitioner, it is doubtful that the activities many pharmacists are engaged in warrant being called a professional practice."¹² The report went on to say that, "Pharmacy's professional values have been undermined by segments of the pharmaceutical manufacturing industry, retail (independent and chain) pharmacy, hospitals, and other groups which define pharmacy as a profit center rather than a professional service."¹²

The development of disillusionment or disenchantment by students is directly related to their initial exposure to some aspects of pharmacy practice.¹¹ These attitudes develop when

students attempt to apply skills or knowledge acquired in the classroom to a real-life practice situation, only to have a pharmacist discourage such behavior as unnecessary or impractical in the “real world.” Furthermore, some students have reported occasions where practitioners performed illegal or unethical tasks and expected students to do the same. While these cases are hopefully the exception rather than the rule, these practices hinder student professional development and the profession’s evolution toward pharmaceutical care.

In addition, increasing financial pressures on pharmacies have made the less professional topics of third party reimbursement and margins on prescription sales even more important than ever before. The evolution of the profession toward pharmaceutical care in some settings has been limited by unresolved business issues such as payment for services, rather than appropriateness of service in terms of patient care. Action must be taken to help pharmacy students reconcile the two personalities of health professional and businessperson.¹¹

Pharmacy educators bear equal responsibility for the disillusionment or disenchantment of students who enter the workforce unprepared for the prevailing culture. The American Council on Pharmaceutical Education (ACPE) charged educators with preparing students for the professional challenges that seem to disillusion newly licensed pharmacists. The Task Force affirms this responsibility, which ACPE put forward in 1997 as part of its Accreditation Standards and Guidelines for the Professional Program in Pharmacy leading to the Doctor of Pharmacy Degree.

Guideline 1.4 ...The College or School should assure an understanding of pharmaceutical care by its students early in the professional program in pharmacy. The philosophy of practice as well as the necessary professional attitudes, ethics, and behaviors should evolve during the course of study. Moreover, the College or School should insure the professionalization of students, including the provision of a positive outlook for all aspects of pharmacy practice.¹³

Academia has difficulty in understanding how to deal with this conflict and often does not appreciate what professional socialization entails—a spectrum of activities that benefit the students’ professional perspectives. Pharmacy school curricula must reflect the fact that professionalization is a continuous process, and cannot occur as a result of infrequent, “catch-as- catch-can” approaches to professional development.¹¹ Curricula must also expose students very early in their academic careers to positive professional practitioners. The creation of an early, realistic professional identity will assist students in recognizing

and confronting attitudes and behaviors of those who are less professional. Academia must provide forums for students to discuss the inconsistencies and the similarities they encounter in the practice environment.

Extracurricular activities are another crucial part of professionalization at the educational level. However, not all of the activities sponsored by campus-based professional organizations are professional in nature, and some activities are quite professionally destructive. Examples include social events where alcohol is used irresponsibly, fundraisers featuring items with unprofessional phrases or sayings, or academic integrity issues such as obtaining “test files” and other academic materials against the will of faculty. It is important for professional organizations to recognize their significant role in pharmacy student professionalization and respond by sponsoring activities that promote professional ideals.

Hence, the inconsistency of professional socialization is widely apparent: Faculty and administration at schools and colleges of pharmacy need to develop the curricular and extracurricular programs necessary to inculcate a solid professional identity in the face of a practice environment that often contradicts many educational ideals. Furthermore, many practitioners need to increase their awareness of the critical role they play in professionalization. In the process of attempting to teach students about “real life,” pharmacists must reinforce positive professional socialization achieved in the educational environment. Thus, the burden of resolving this inconsistent socialization is placed squarely on the shoulders of educators, practitioners, and students themselves. Without a united, consistent commitment to increasing professionalism throughout pharmacy practice and education, inconsistent socialization will persist.

Recommendations

In order to help resolve the problem of inconsistent socialization and enhance pharmacy student professionalism, the Task Force has developed the following recommendations for pharmacy students, educators, and practitioners.

Recommendations for Students

Professionalization is not a passive process, and assuming responsibility for it is an early step that students must take when they encounter inconsistent socialization. Pharmacy students have a significant role in advancing the process of professional socialization. As the center of the process, students have an obligation to provide feedback to educators and

practitioners regarding their professionalization. The Task Force recommends that students be informed and reminded of the importance of professionalism and that they develop their own plan of action for professional development. Plans should consist of measurable outcomes, and may include scholarly achievement, participation in professional associations and activities, and participation in community service activities.

The ideal time to introduce these concepts is the first day of the professional program, and students should be made aware of their own professional development on a continuous basis thereafter. A convenient time for re-emphasis may be the point in the curriculum where students learn about the paradigm of pharmaceutical care and the assumption of responsibility for patient outcomes that this practice philosophy entails. This is appropriately analogous to the responsibility students must accept for the outcomes of their plan for professional development. Thus, students will learn two parallel concepts: that they should assume more responsibility for patient care, and that they should assume more responsibility for their own professional development. To carry the analogy one step further, documentation of performance is as important to appropriate professionalization as it is to patient care. Students should develop and maintain a professionalism portfolio throughout their pharmacy career, to serve as a constant reminder of the commitment they have made to society as a professional, and the progress they have made along the life-long process of becoming one. This portfolio should include a signed copy of the school's academic integrity policy, evidence of attendance at professional development events, and evidence of participation in community service and other activities that enhance professionalism.

Recommendations for Academia

Schools and colleges of pharmacy have a primary role in the professional socialization of pharmacists. It is strongly recommended that schools plan and execute a structured program of professionalization that facilitates the development of professional attitudes, behaviors, and identity. There are four phases of this process which deserve attention.

A. Recruitment

The following recommendations are made to assist schools and colleges of pharmacy as they seek to recruit applicants with exceptional professional potential. In general, the Task Force recommends that the professional characteristics of pharmacy and pharmacists be emphasized in the recruitment of potential students. More specifically, schools and colleges

of pharmacy are encouraged to:

1. Sponsor informational programs, such as career shadowing days and open house events for prospective students, that emphasize the professional roles and responsibilities of pharmacists
2. Incorporate into recruitment literature the concepts and issues addressed in Oath of a Pharmacist (Appendix 1) and Commentary (Appendix 2), Pledge of Professionalism (Appendix 3), and Pharmacist's Code of Ethics (Appendix 4)
3. Inform high school and college career counselors and advisors of the character and academic traits that demonstrate strong professional potential
4. Encourage pre-pharmacy students to join professional organizations, such as the American Pharmaceutical Association Academy of Students of Pharmacy

B. Admissions

The admissions process is a crucial step in the development of professionalism since it is the filter that must separate those who will eventually become practitioners from those who will not. Thus, schools and colleges of pharmacy are challenged with identifying candidates with outstanding professional potential. To be more effective, the Task Force recommends that schools and colleges of pharmacy:

1. Adopt admissions criteria that are based upon professional outcomes desired upon graduation (ability to adapt to change, hold up under pressure, resolve conflict, etc.)
2. Assess admissions screening processes for their ability to select students with a high level of professionalism or professional potential
3. Evaluate candidates' humanistic qualities that will be predictors of success in student-centered, problem-based learning and patient care activities at the same time they are evaluating traditional objective criteria such as PCAT scores and GPA as predictors of performance in didactic, teacher-centered learning¹⁴
4. Utilize instruments such as interviews and essays that assess professional qualities
5. Involve current professional students and practitioners in the admissions process

C. Educational Programs

The term "educational program" is used in reference to the elements of the professional degree program other than the experiential learning phase. Schools and colleges of pharmacy are encouraged to take the following steps to develop a structured professional socialization process that results in optimal educational outcomes:

1. Establish faculty consensus on the definition of desired professional educational outcomes and on methods to lead to those outcomes¹²
2. Recognize the mentor role of classroom instructors, emphasizing the need to develop positive interactions with students¹¹
3. Introduce students to desired professional outcomes in the initial days of the educational process¹¹
4. Solicit support for reinforcement of the professional attitudes and behaviors from spouses, parents, family, and friends of students
5. Incorporate early use and frequent enforcement of the Pharmacist's Code of Ethics, Oath of a Pharmacist and Commentary, and Pharmacist's Pledge of Professionalism (see appendices)
6. Incorporate interdisciplinary teamwork, communication, leadership, critical thinking, and listening skills into the curriculum¹⁵
7. Identify and discuss timely professional issues in shadowing programs, small group discussions, role-playing, case studies, and other exercises
8. Encourage student involvement in state, local, and national professional organizations
9. Encourage appropriate community service and professional activities
10. Recognize professionalism with scholarships and/or awards
11. Encourage academic integrity via the use of honor codes

In addition, many institutions have found it easier to incorporate professionalism issues into curricula that emphasize problem-based, student-centered learning rather than teacher-focused lecture-based instruction. Such programs avoid Dependent Learner Deficiency and Curriculum Information Overload Syndrome.¹⁴ Academia should also evaluate and continuously refine the professionalism program, including faculty involvement as mentors and role-models.¹¹

D. Practice

The interface between education and practice occurs where the school or college of pharmacy begins to immerse the student into the practice environment. This experiential learning occurs in a semi-controlled fashion, preferably in practice sites where practitioner mentors can continue the professional development of the student. Experience has shown that the shock of inconsistent socialization can better be managed when experiential rotations begin early in the curriculum. Students and faculty have the opportunity to “debrief” after each experience by discussing the positive and negative aspects of the

practice site visited. Conversely, carrying the reality of the practice environment back into the classroom can also provide a basis for continuous improvement of curriculum content and teaching methods. The opportunity to return to the academic environment and share positive and negative experiences allows faculty to help students manage the various forces they feel in their professional socialization. Students also benefit from a diverse scope of experiences in their experiential programs. A broad understanding of pharmacy practice in a variety of settings serves to prepare students for a greater number of practice sites upon graduation, making the transition into any practice environment less stressful.

The following are specific activities recommended by the Task Force for schools and colleges of pharmacy to assist in the professionalization of students during the experiential phase of their education:

1. Involve preceptors in the formation of professional development outcomes and methods to achieve these outcomes
2. Implement preceptor training programs that reflect on professional issues
3. Require preceptor adherence to professional standards
4. Encourage preceptors to maintain of a professional portfolio
5. Solicit student feedback on the professionalism of preceptors
6. Give preceptor awards and site development grants to recognize professionalism in practice

Recommendations for Practitioners

Practicing pharmacists should be aware of their critical role in professional socialization. Special care must be taken to avoid creating situations of inconsistent socialization. Accordingly, the Task Force views all practicing pharmacists as professional mentors and role models to recent pharmacy graduates and pharmacy students.

Along with this role comes the responsibility of setting positive examples for students and new practitioners. Pharmacists are encouraged to review the ten characteristics of a professional, and seek to achieve them in their daily practice. While the expectation is not perfection on the part of pharmacists, the Task Force does believe that pharmacists should recognize the importance of a professional socialization process and should do their best to contribute in a meaningful manner. Pharmacists should also reflect on how they can develop their own plan of professional development. In order to assist pharmacists in recognizing and fulfilling these roles, professional practice associations should provide education and mentorship training programs for their practitioners. Such education

should include both positive and negative examples of professional socialization, and seek to recognize those pharmacists who demonstrate exemplary mentorship. As part of this mentoring relationship, pharmacists should discuss with students or new practitioners the subject of professionalism and provide examples of professionalism in patient care and business affairs. Finally, professional associations should assist pharmacists in this process by conducting focus groups on the issue of balancing the economics of providing patient care with the service obligations of a profession. The results of such focus groups should be disseminated to emphasize the primary care-giving responsibility of pharmacy professionals.

Conclusions

The APhA-ASP/AACP-COD Task Force on Professionalism believes recent changes in the health care environment and the adoption of the practice paradigm of pharmaceutical care require that the profession recommit itself to enhancing pharmacy student professional development. However, significant challenges currently exist which threaten this development. A combination of factors in both pharmaceutical education and pharmacy practice serve to create inconsistent professional socialization throughout the pharmacy education process. This inconsistent socialization threatens the status of pharmacy as a profession and justifies immediate action on the part of pharmacy students, academia, and practicing pharmacists. The Task Force hopes that the above recommendations form the basis for meaningful steps toward improving the process by which professional attitudes and behaviors are inculcated in the pharmacists of the future.

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C. Development of Professionalism in Pharmacy Students

Preamble

As part of its efforts during the past, the Student/Faculty Relations Committee engaged in considerable discussion concerning the development of professionalism in pharmacy students. The result of this discussion was not a set of recommendations for specific programs, policies, or procedures; rather the committee is submitting this report to use as a guide for the development of such programs. The committee felt that there is a lack of consensus concerning what pharmacy student professionalism is and who is responsible for it. Thus, before making suggestions concerning programs to enhance professionalism, the committee felt it was imperative to first address these issues, and to receive an endorsement from the faculty concerning the conclusions reached during our discussions. This report subsequently can be used as a guide by the committee, the Assistant Deans of Student Affairs, school administration, faculty, and students in the development of programs, policies, and procedures related to professionalism.

Overview of Professionalism

Much of our discussion centered on “unprofessional” behaviors; actions that have taken place in/out of the classroom setting that are deemed to be uncivil (i.e., disrespectful, rude, etc.). However, being a pharmacy professional (and arguably other health professionals as well) means much more than not acting ill-mannered or impolite. It means much more than not engaging in behaviors that might bring embarrassment to you or your professional colleagues. An analogy may be made to the definition of health; health is not merely the absence of disease (cellular, organ dysfunction), but it is a state of complete physical, mental, and social well being (World Health Organization). Thus, professionalism is more than not acting unprofessional; it encompasses actively demonstrating beliefs, attitudes, values, and behaviors of a professional. But what are these?

There is a rich literature from sociology and from the various professions concerning the concept of professionalism. At this time a complete review of this literature is not necessary. To summarize some of this literature, being a professional means:

A. Possessing knowledge and skills of a profession.

1. Being committed to improvement and life-long learning.
2. Adopting a service orientation.
3. Entering into covenant relationships with patients; relationships marked by a pharmacist who is willing to assume responsibility as a patient advocate committed to achieving optimal therapeutic outcomes, and at the same time willing to seek cooperation and participation from patients. This also means knowing one's position as a member of a patient's health care team and acting accordingly.
4. Identification and pride in the profession.
5. Making ethically sound decisions; being able to justify one's action based on ethical theories, if necessary.
6. Being trustworthy, keeping one's word, and being accountable for one's actions.
7. Assuming leadership positions.
8. A belief in the role of professional colleagues in the maintenance of professional standards (i.e., self-regulation).
9. A belief in the role of professional organizations.

Thus, professionalism means the active demonstration of the beliefs, attitudes, values, and behaviors outlined in the above list. Professionalization (or professional socialization), the process of developing professionalism, is ongoing, starts early in professional education, and encompasses many components. It is more than: (a) the establishment and enforcement of an Honor Code or a Code of Classroom Conduct; (b) telling our students that they are special or that we as faculty have high expectations of them as students; (c) an occasional program where an innovative practitioner tells students about his/ her practice or the occasional assembly dedicated to the story of an impaired pharmacist and the subsequent discussion of the need for programs to help such individuals; (d) one or two lectures/discussions about what a profession is and society's expectations of professionals. Professionalization is all of these and more and it is the responsibility of faculty, administrators, practitioners, and students. It should permeate everything we do in the professional pharmacy program. As it is the responsibility of many stakeholders, we must also be aware that the process of professionalizing students requires that we have to find approaches for students who receive mixed messages (e.g., "that stuff you learned in school is meaningless in the real world" (White Paper 2000)).

Guiding Principles

The following points would seem to represent important considerations as the School of Pharmacy strives toward instilling professionalism within our students:

1. The faculty as a whole must recognize and accept the fact that students come to pharmacy school, both in the early entry program and at the PY1 level, with a certain level of immaturity and a lack of training in appropriate behavior. Therefore, it is the job of the faculty to educate those students in this regard.
2. The committee recognizes that some faculty members in the School of Pharmacy have not been trained as pharmacists and may not have the same scope of insights concerning the pharmacy professionalization process. Consequently, it is not reasonable to expect every faculty member to educate students on professionalism to the same extent. However, each faculty member has had inculcated in them certain professional attitudes and behaviors, whether as a scientist or in some other scope of their education/training. Therefore, all faculty are expected to reinforce the concept of professionalism as often and to the extent that they are capable. Certainly all faculty are equipped to recognize and mediate demonstrations of immature, uncivil, and inappropriate behaviors and attitudes.
3. The development of an internal sense of professionalism in students needs to be viewed as a continuous process that extends into and maybe beyond the PY4 year. As such, all faculty members on both campuses have a responsibility to participate in that developmental process consistent with the students' status in their academic career.
4. Although the professionalism education process begins on the Oxford campus, the faculty needs to understand that when the students go to Jackson for their PY3 year they are an incomplete "product." Additional education and refinement is still required during that year, particularly since the learning process and environment are drastically different from anything they have experienced prior to then.
5. The faculty needs to recognize the evolution of the sense of professionalism commensurate with the students' progression through the curriculum. That is, the expectations of professionalism are different in the PY1 and PY2 years than in the PY3 and PY4 years.
6. Students in every class will have varying levels of professionalism driven by the nature of their personalities, level of maturity, upbringing, and prior life experiences. Consequently, in any given class there will always be individuals who require more education about what it means to be a professional and how to conduct themselves in a professional manner. Conversely, it is important that we do not lose sight of the fact that

the majority of students will already have a fairly clear notion of professionalism that only requires continual refinement. Therefore, imposing blanket sanctions on an entire class as if all members of that class were deficient in their sense of professionalism is inappropriate and can be insulting to those students. This is not to diminish the importance of exposing all students to continual messages and role modeling about professionalism.

7. It seems that the most productive way to deal with instances of unprofessional or immature behaviors and attitudes would be to address the specific behaviors with the individuals exhibiting those characteristics.
8. It must be recognized by the faculty that developing a sense of professionalism is much more than berating students with examples of how not to behave. It is more about the positive qualities possessed by professionals. In this regard, education for students in general as well as that targeted toward specific inappropriate behaviors needs to be weighted in favor of positive admonition rather than focusing on negative consequences of inappropriate behavior.
9. In situations where a student exhibits behavior that is inconsistent with the professional ideal, that behavior should be reported to the Assistant Deans of Student Services as soon as possible. One or both of these individuals will be responsible for discussing the behavior with that student and educating him/her on how they can remedy that behavior.
10. It is appropriate to express to the students that they are different in some ways than the rest of the University student population; however, it might be inappropriate to constantly suggest that they are “better” than students in other schools. Certainly, we should acknowledge that they are held to a more rigorous standard than most of their non-pharmacy colleagues, that they carry a substantially greater workload, and that we expect more from them. In addition, it is important to instill in them the notion that they are training for a profession that has significant, and in some cases life-preserving, responsibilities to other people, which requires these high standards and a professional attitude toward those responsibilities.

Summary

As the discussion of this topic continues, it is imperative that we operationalize professionalism not only as what it is not (e.g., unprofessional behaviors, conduct). We should also be asking ourselves if we as a school are sufficiently inculcating the beliefs, attitudes, values, and behaviors in our students that are consistent with what it means to be a pharmacy professional in today’s environment. While classroom incivilities and destructive behaviors at school- sponsored events are inexcusable and intolerable and

must be addressed, we should not be shortsighted in our endeavors. As a starting point, it might be worthwhile for all stakeholders to read the above referenced White Paper. It contains recommendations for students, educators, and practitioners.

D. Pledge of Student Professionalism

To emphasize the importance of professionalism, the School of Pharmacy conducts a White Coat Ceremony during the fall orientation program for PY1 students. The White Coat Ceremony has been instituted at The University of Mississippi School of Pharmacy as a way of formally initiating students into their professional academic training. It also is a visible and tangible expression of the serious nature of that endeavor as they work toward becoming members of the health care team.

As part of the White Coat Ceremony students recite and sign a Pledge of Professionalism as follows:

PREAMBLE

The University of Mississippi School of Pharmacy strives to be internationally recognized for leadership and innovation in education, research, professional service, and delivery of pharmaceutical care. In the pursuit of this vision, our work as students, faculty, administrators, and staff is guided by a set of core values that define what we as a community consider to be vital to our School. These core values are: collaboration, creativity, excellence, knowledge, leadership, learning, social responsibility and professionalism. Each member of The University of Mississippi School of Pharmacy must recognize that these core values are beliefs that unite all of the members of the School in a common purpose regardless of differing roles or functions. As a new member of this community you are expected to uphold these shared values in the performance of all your activities.

With this pledge, you also recognize that you are joining a profession. The pharmacy community is composed of students, faculty, practitioners, scientists, and allied pharmaceutical industry professionals, and it demands adherence to a set of principles and standards. These high ideals are necessary to ensure the quality of care extended to the patients you serve either directly through patient care or indirectly through allied professional activities.

As a member of the pharmacy community, you must believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. Integrity will be an essential part of your everyday life, and you will be expected to pursue all academic and professional endeavors with honesty and commitment to service. The development of this professional identity is a vital process in your education, and in your personal and professional growth. It will signify your commitment to the covenant between health professionals and a society that entrusts those professionals with their care.

The University of Mississippi School of Pharmacy Pledge of Professionalism

I believe that my professional development begins with enrollment in this academic community and continues for a lifetime. Therefore, I will strive to uphold this pledge from this day forward.

To accomplish my goal of professional development, as a member of the University of Mississippi School of Pharmacy community, I pledge to:

- ACCEPT responsibility for my education with the goal of becoming an independent and active learner.
- DEVELOP a sense of loyalty and duty to the profession by contributing to the well-being of others, and by enthusiastically accepting the responsibility and accountability for membership in the profession.
- INTEGRATE professional competency through life-long learning, by striving for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- SUPPORT my colleagues by actively encouraging personal commitment to the standards as set forth by the profession.
- DEDICATE my life and practice towards excellence through the ongoing assessment of personal and professional values.
- MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenant that exists between patient and pharmaceutical caregiver.

I voluntarily make this pledge.

Signature _____

Date _____

AACP – Pledge of Student Professionalism

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

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

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

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

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

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

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

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

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

E. Related Documents on Professionalism

1. Oath of A Pharmacist

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. AACP member institutions should plan to use the revised Oath of a Pharmacist during the 2008-09 academic year and with spring 2009 graduates.

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

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

2. Apothecary's Prayer

O God, great Master of the healing arts,
Bless my slow unwieldy hands;
Make skilled and sensitive my fingertips
For all demands;
As counter for disaster, fill my mental
starts with keenness;
Let me live that other lives may through

Deft medium of my science,
Pursuance find in health.

Let each capsule that I count Yield
strength rewarding wealth; Each
liquid that I mix anew,
Each ointment for appliance,
In all and each amount be healing prayer.

Let me ne'er forget thy generous Providence,
Held within my trembling hands.
Help me justly execute, dispense and be
Cautious of my ware — And while life's
Hourglass yet runs, with the Doctor guide its sands.
Place within my heart alert and wholesome fear,
Lest I misweigh a single grain,
And Death come stalking from my shelves.
Make impotent limbs to walk; pain and
Sorrow's counterpart,
With my potions disappear;
And God, give hope unto themselves.

Sister Mary Junilla, O.S.F., Ph.G., F.A.C.A.

Chief Pharmacist, Queen of Angels Hospital, Los Angeles, California

3. Code of Ethics for Pharmacists

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.

a. 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.

- b. 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.

- c. 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.

- d. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

- e. 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.

- f. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

- g. 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.

h. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Adopted by the membership of the American Pharmaceutical Association

October 27, 1994

II. Peer Behavioral Assessment

The objective of the program is to provide an anonymous peer review of the interpersonal skills of classmates and also of behavioral characteristics related to professional development, e.g. punctuality, appearance, etc. The feedback is envisioned as supporting development of desirable characteristics. Feedback is reported individually to members of the class by the student's Professional Development Advising Team (PDAT) advisor. Students are urged to evaluate up to 14 randomly assigned peers, but only if they felt that they were well enough acquainted to provide a reliable evaluation. The process is repeated for these individuals in the spring of the PY2 year and results compared to PY1 values. Peer feedback is compared to self-evaluation of the same parameters. Student feedback on the program is highly positive. A copy of the instrument comprises the next pages.

This instrument was adapted from: Hammer, D.P., Mason, H.L., Chalmers, R.K., Popovich, N.G., & Rupp, M.T. (2000). Development and testing of an instrument to assess behavioral professionalism of pharmacy students. *American Journal of Pharmaceutical Education*, 64, 141-151.

PERSONAL DEVELOPMENT-EVALUATION OF PEER

Instructions:

We are interested in obtaining your candid and honest opinions about your peer (listed below) on a number of questions.

Student Name:

Please rate your peer on the following items using the rating system described below. A rating of 3 should serve as the starting point. If you feel that he/she is satisfactory, "average", or met minimum requirements for a particular item, rate him/her a "3" for that item. If your peer demonstrates above average or excellent performance for a particular item, rate him/her a "4" or "5", respectively. Conversely, if you think your peer performs below average or unsatisfactorily on a particular item, rate him/her a "2" or "1", respectively. *Base your ratings on your overall impressions of the peer's behavior during this school year.*

NOTE: If you do not know this student, state so on the "name" line above, and do not complete the evaluation.

Rating descriptor guides:

- 5 = Peer demonstrates excellent skills in this area; is extremely effective and/or very consistent**
(He/she could serve as a model.)
- 4 = Peer demonstrates very good skills in this area; is above average in effectiveness and/or consistency**
- 3 = Peer demonstrates satisfactory skills in this area; is generally effective and/or consistent but needs some improvement** (His/her behavior is appropriate for this level in school.)
- 2 = Peer needs improvement in this area; is somewhat ineffective and/or inconsistent**
- 1 = Peer needs significant improvement in this area; is ineffective and/or inconsistent**
(His/her performance is unsatisfactory.)

1.	Student is reliable and dependable, i.e., can be counted on to fulfill responsibilities and meet expectations	1	2	3	4
2.	Student practices personal hygiene, i.e., maintains personal health and grooming habits acceptable to this setting.....	1	2	3	4
3.	Student produces quality work, i.e., tasks and assignments are complete, accurate, and meet their respective objectives.....	1	2	3	4
4.	Student is empathetic, i.e., demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others	1	2	3	4
5.	Student behaves in an ethical manner, i.e., acts in the best interest of others; acts in accord with the <i>Honor Code</i> and <i>Student Handbook</i>	1	2	3	4
6.	Student communicates articulately, i.e., clearly communicates thoughts; uses appropriate terminology and vocabulary for intended audience	1	2	3	4
7.	Student is punctual, i.e., arrives at class and meetings early or on time; meets deadlines for completion of tasks and responsibilities.....	1	2	3	4
8.	Student uses time efficiently, i.e., allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others' time wisely	1	2	3	4
9.	Student is self-directed in undertaking tasks, i.e., after initial instruction of tasks/assignments/responsibilities, initiates activities to complete them; self-motivated; functions independently; seeks additional tasks after completing originals.	1	2	3	4

PERSONAL DEVELOPMENT- EVALUATION OF PEER

10.	Student handles stress; i.e., remains calm, levelheaded, and composed in critical, stressful, or difficult situations.....I	2	3	4	5
II.	Student is respectful, i.e., demonstrates regard for self, peers, TAs, faculty, staff, and university property	2	3	4	5
12.	Student communicates using appropriate body language, i.e., utilizes gestures and mannerisms that enhance formal and informal communication .. I	2	3	4	5
13.	Student demonstrates accountability, i.e., holds him/herself liable for tasks/ duties/responsibilities for which he/she is responsible; does not blame others for mistakes or mishaps, nor avoid responsibilities.....I	2	3	4	5
14.	Student prioritizes responsibilities effectively, i.e., organizes and approaches multiple tasks and assignments in a manner to produce desired outcomes	2	3	4	5
15.	Student accepts and applies constructive criticism, i.e., responds openly and positively to feedback; modifies behavior if necessary	2	3	4	5
16.	Student puts others' needs above his/her own, i.e., demonstrates an attitude of service by taking the necessary time and actions to help others; gives of himself/herself to benefit others ..	2	3	4	5
17.	Student is non-judgmental, i.e., demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations	2	3	4	5
18.	Student communicates assertively, i.e., actively and appropriately engages in dialogue or discussion; not afraid to provide his/her viewpoint.....I	2	3	4	5
19.	Student is an active learner, i.e., seeks knowledge; asks questions; searches for information; takes responsibility for his/her own learning	2	3	4	5
20.	Student is cooperative, i.e., non-argumentative; willing and helpful	2	3	4	5
21.	Student is diplomatic, i.e., is fair and tactful in all dealings with peers, TAs, faculty and staff	2	3	4	5
22.	Student "follows through" with responsibilities, i.e., if task is left incomplete or problem is not resolved, seeks aid or explains situation to parties who can follow-up on task or problem	2	3	4	5
23.	Student wears appropriate attire, i.e., adheres to dress code (written or unwritten); attires as outlined in course syllabi.....I	2	3	4	5
24.	Student demonstrates confidence, i.e., acts and communicates in a self-assured manner, yet with modesty and humility	2	3	4	5
25.	Student demonstrates a desire to exceed expectations, i.e., goes "above and beyond the call of duty;" attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities	2	3	4	5
26.	Student maintains confidentiality; i.e., in discussions or other activities involving peer academic information.....I	2	3	4	5

III. Career Awareness

A major function of the Assistant Deans of Student Services (Oxford and UMMC) is to assist students in obtaining information about the many career opportunities open to pharmacy students and graduating pharmacists. In addition, these individuals frequently send out via electronic mail listings of potential internship opportunities for students at which they can obtain practical pharmacy-related experience during the summer months. Students seeking summer internships are encouraged to contact this individual no later than October of the Fall semester for application information for the following summer. Many of the organizations that sponsor internship programs have application deadlines in November and December.

The School of Pharmacy also works closely with the University's Career Center in assisting graduating students in preparing for post graduate residencies and for entering the job market. Each Fall the School and representatives of the Career Center conduct a workshop for PY4 students which consists of advice on topics such as resume writing, interviewing skills, and registering for Career Day activities. Each Spring, the School and representatives of the Career Center conduct a career fair and internship interview day for PY1 and PY2 students.

The Fall Career Day program is a two-day event scheduled during the fall semester. The first day consists of convention type displays by a wide spectrum of employers, which all students are invited to visit. The second day is devoted to individual student interviews with prospective employers. Graduating students who wish to participate in the interview process are required to pre-register with the Career Center. Additional details on Career Center services and registration dates can be found on the Ole Miss webpage at: <http://career.olemiss.edu/>. An important option for some graduating pharmacy students is participation in a post graduate residency program, sponsored by the ASHP student chapter. The Residency Showcase program is conducted on the Jackson campus each Fall to provide students the opportunity to speak directly with various residency programs.

The University of Mississippi School of Pharmacy conducts on an annual basis the American Pharmacists Association Career Pathways Program. This program is coordinated by the Assistant Deans of Student Services. The purpose of the program is to provide pharmacy students with a process and the resources for making informed career decisions given the multitude of career paths now open to pharmacists. The program provides students with

detailed and useful information of many areas of pharmacy practice, but also gives them a clearer understanding of how to choose a career path in pharmacy that is appropriate for each individual. The program is a component of the Professional Development Advising Team (PDAT) curriculum (see next Section).

III. Professional Development Advising Team (PDAT)



PROFESSIONAL DEVELOPMENT ADVISING TEAMS

PROGRAM DESCRIPTION

The Professional Development Advising Team (PDAT) is designed to assist students in continued faculty-student and student-student mentoring from the first professional year of pharmacy school through PY4 commencement.

IMPLEMENTATION

Implementation of the PDAT program will begin Fall 2013 with the PY1 class only, and PY1 class members will be added each subsequent year until each class (PY1-4) is represented on the team.

PROGRAM GOALS

The goal of the program is to support professional development and professional socialization of all students as they progress through the pharmacy school curriculum utilizing:

- Guided professional development activities

- Guided student self-reflection

- Exposure to faculty involvement in research, professional organizations, and the pharmacy profession as a whole

Exposure to career opportunities within the profession Peer assessment Stress management strategies Celebration of student successes Development of professional communication skills Navigation of the professional curriculum by peer advisors

TEAM ORGANIZATION

Twelve (12) PDAT teams will be formed based on student assignment in Department of Pharmacy Practice (DPP) Pathway Family Units. There are approximately 20 students in a Pathway Family Unit with all classes (PY1-4) represented.

PDAT teams will consist of one Non-DPP advisor and two DPP advisors, and the Pathway Family Unit assigned to the DPP advisors. The total number of students in a PDAT team with all classes (PY1-4) represented is approximately 40 students. Should a student fail to progress after any given year, he or she will continue membership in the same PDAT unit.

PDAT ADVISORS

Faculty Advisors

PDAT faculty advisors provide leadership and direction to student advisees with primary responsibilities in areas of career education and professional socialization of students. When possible, PDAT will consist of faculty from both the Oxford and Jackson campuses. Three faculty members- two DPP faculty members and one non-DPP faculty member- will be assigned to each family. The non-DPP faculty member will serve as PDAT advisor for individual meetings with PY1 and PY2 students. The DPP faculty members, in addition to serving as DPP Pathway advisors during PY1 through PY4, will serve as PDAT advisor for PY3 and PY4 students in their Pathway Family Unit.

Peer Advisors

As the PDAT program is phased in beginning with PY1 students only for Fall 2013, one student from the PY2 class will be assigned as a PDAT peer mentor for the PY1s in their Pathway Family Unit. The peer mentor will be invited by the two faculty advisors of his/her family to serve in this role through PY4 commencement. During the spring semester of subsequent years, the faculty advisors for each PDAT will invite two rising PY2 students to serve as peer mentor for the PDAT team.

PDAT MEETINGS

Students interact with their advisors and peers as a team and on an individual basis with their advisors beginning the first year of the professional program. PDAT meetings focus on each advisee's personal development, academic success, and professional identity. Discussion topics and meeting agendas will be provided to faculty and peer advisors in forthcoming PDAT Advisor Manuals.

Team Meetings

Students are required to meet with their PDAT for team meetings at least once per semester during a day dedicated to PDAT activities by the administration. Teams will consist of all student members of the team (approximately 40 students when all classes are represented), as well as both DPP faculty advisors and the non-DPP faculty advisor. During the first year of implementation, Peer Advisors selected from the

Pathway Family Unit will attend all team meetings.

Individual Meetings

Students are required to meet with their PDAT faculty advisor on an individual basis at least once per semester. Non-DPP faculty advisors will meet with PY1 and PY2 students and DPP faculty advisors will meet with PY3 and PY4 students. For individual meeting purposes, each PDAT advisor will meet with approximately 20 student mentees. Meeting times will be arranged with the help of the administration and will last approximately 15 minutes each.

STUDENT ACCOUNTABILITY

After reviewing various options to ensure accountability, it was decided to link PDAT with existing courses. As Introductory Pharmacy Practice Experiences (IPPEs) are already required and cover all semesters of the PY1-PY3 years, individual and group PDAT meetings will be required as part of the professionalism component of the IPPE Portfolio in the following courses:

- PRCT 375 (PY1 December)
- PRCT 376 (PY1 May)
- PRCT 477 (PY2 Wintersession)
- PRCT 478 (PY2 May/June)

PRCT 543 (PY3 Fall/Spring)
PRCT 544 (PY3 Fall/Spring)

PY4 students must successfully complete Fall PDAT requirements in order to begin the Spring rotation. Spring PDAT requirements will be a part of the existing checklist of items required for PY4 graduation.

Students must upload proof of attendance with the faculty advisor(s)'s signature(s) to E-Value as part of the IPPE portfolio. Additionally, any deliverables for the PDAT program will also be uploaded to E-Value. Failure to submit required signature pages or deliverables results in a failure to meet course requirements for the IPPE and will result in an "I" grade for the course. Students receiving an "I" grade will be required to remediate during a special session in August prior to the first day of class. Individual PDAT meetings may be rescheduled at the faculty advisor's discretion or may be remediated in August. All missed team meetings will be remediated during the special session in August.

PDAT BENEFITS

For Students

Staff to monitor and guide student academic and professional progress
Clear expectations for classes and experiential learning rotations
Perspectives on pharmacy career pathways
Letters of recommendations written by faculty who know students throughout four years of pharmacy school
Resources for questions relevant to the profession of pharmacy
Professional networking

For Faculty

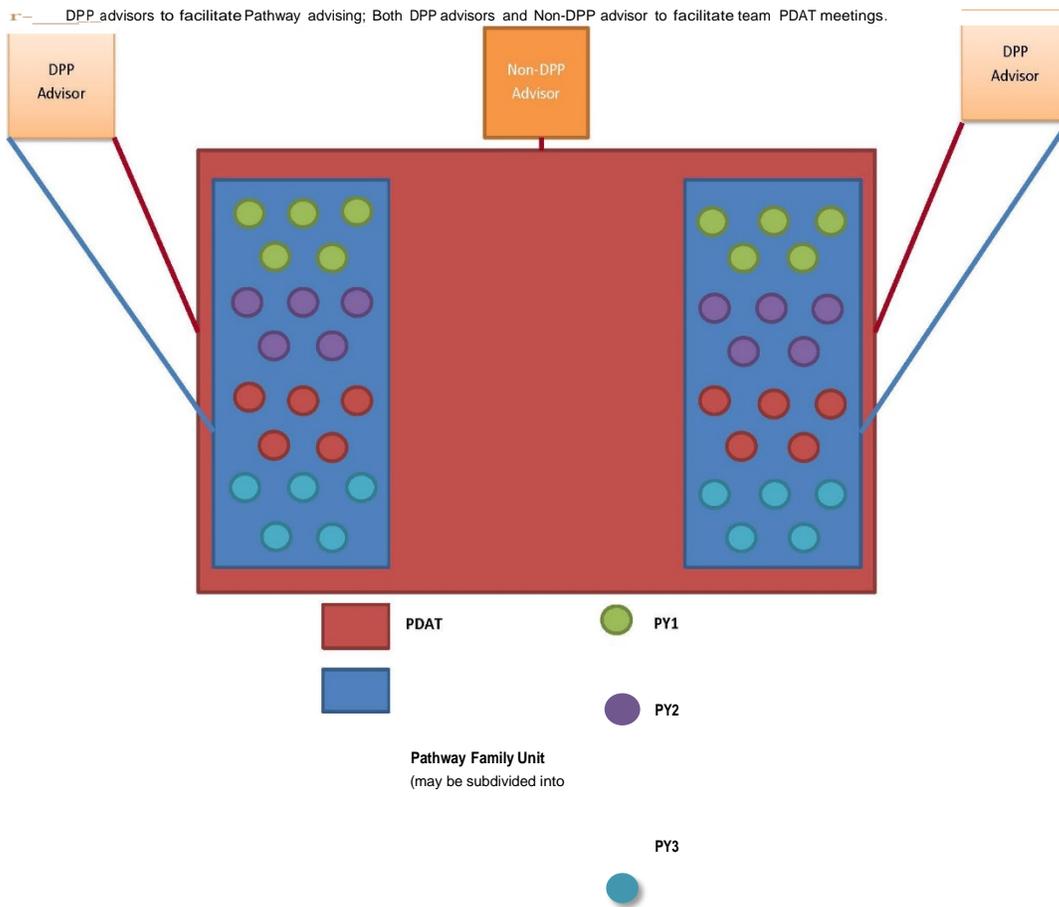
Opportunity to encourage and impact individual students
Opportunity to keep current with the overall curriculum
ongoing connection to basic aspects of the pharmacy profession
Education about student development and growing professional identity
Teamwork with another faculty member

For Peer Mentors

Professional responsibility
Leadership skill development
Communication skill

development Career/CV development

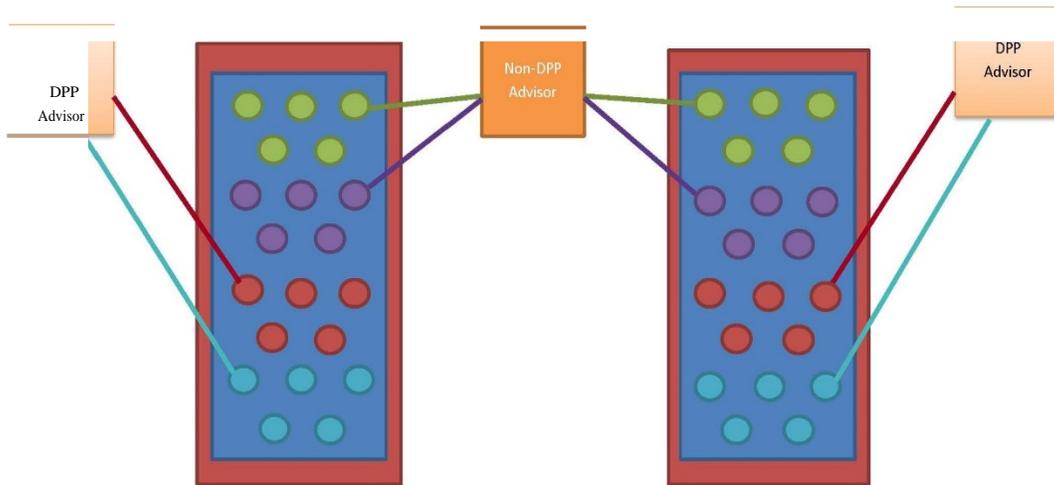
PDAT TEAM Meeting Design



Family A & Family B)

PDAT Individual Meeting Design

Non-DPP advisor facilitates meetings with PY1-2; DPP advisors facilitate meetings with PY3-4.



PY1

— PY2

— PY3

— PY4

Pathway Family Unit
(may be subdivided into
Family A & Family B)

12 advisors- 20 students at 15 minutes
each= 5 hours/semester (6 hours/semester
with group meetings added)

V. Student Leadership Development

The profession of pharmacy has made enormous advances over the last several decades in becoming integrated into the health care team. The expanding role of the pharmacist and the strides that have been made in establishing credibility in patient care and disease state management are the result of a vision within the professional organizations and strong leadership of individual practitioners who are passionate about their profession.

In order to sustain this momentum, the profession needs a continuous stream of leaders who will carry the banner of responsibility for exploring new territory and moving the profession forward. For this reason it is imperative for the School of Pharmacy to embrace actively a program of student leadership development.

The goal of the leadership development program at The University of Mississippi School of Pharmacy is to produce future generations of effective leaders by:

- actively encouraging the development of leadership in all students;
- develop peer mentoring to model effective leadership;
- assist students in developing their abilities and commitment to shape the profession and the practice of pharmacy.

A. Leadership Discussions

The student leadership development program consists of a series of discussions conducted over the course of the academic year. The theme of the discussion is the day-to-day management of the "nuts and bolts" that come with each office or leadership position. There is a group of motivated individuals who come forward each year to embrace a leadership role. But it is recognized that not all individuals come to those positions with the same skill sets, experience, and vision.

The workshops generally are progressive in nature in that each discussion builds on the previous discussions and student experiences in their respective leadership roles between discussions. The program starts with a group discussion of the fundamental characteristics of effective leaders, the responsibilities and expectations of student officers, the identification of the kinds of challenges they are likely to encounter during their terms of office, and strategies for dealing with those challenges. The discussion uses a combination of faculty facilitation and peer mentoring throughout the course of the program, and it draws upon the experiences of prior student leaders to assist current leaders and organization officers in how they approach their responsibilities.

At subsequent meetings, student leaders are asked to discuss their experiences, the problems and issues they have encountered, and how they managed those challenges. As in other efforts, the process of reflection is a very valuable tool in solidifying lessons learned. Depending on the nature of the discussions and the availability of resources, outside speakers may be used to provide other perspectives on how to address the challenges encountered by student leaders.

In an effort to sustain the momentum gained from the discussions, at the end of their tenure each student officer is asked to compile a summary list of issues and challenges they faced, how they addressed them, and the outcomes, as well as recommendations on how to avoid or address problematic issues proactively for the students who come after them. They also are asked to provide their thoughts on how well they were prepared for the office they held and what could have been done to better prepare them.

Current student leaders are strongly encouraged to identify and to cultivate candidates to succeed them in their respective offices. This strategy has been used successfully to some extent in recent years within the school, and emphasis will continue to be placed on that effort as part of this program.

B. Phi Lambda Sigma Leadership Workshop

Early each fall (usually a Friday of a home football game) Phi Lambda Sigma, the Pharmacy Leadership Society, conducts a workshop for the officers (class, student body, student organizations) on the Oxford campus. Programming includes discussion with current professional pharmacy leaders at the State level, a presentation by a national leader within the profession, as well as small breakout groups providing the opportunity for planning sessions/review with previous year's leaders, etc.

SECTION 8: SCHOOL OF PHARMACY COMMITTEES

There are several committees of the faculty as well as Ad Hoc Committees appointed by the Dean that are responsible for various aspects of the professional program. These committees are listed below with an indication of their general responsibility. Some of these committees have students as members. These students are selected by their position in student government or various student organizations. It is the responsibility and expectation of the student member(s) to inform their peers of meetings and results of such meetings. In this regard, student members are to post on the class message board the minutes of the meetings for the committee on which they serve as well as post these in the student center and pharmacy student center areas on the Oxford and UMMC campuses. In those instances where the Student Body wishes an item to be placed on the agenda of a committee on which they lack representation, the item should be brought to the attention of the Assistant Dean of Student Services (Oxford) who in turn will ensure committee deliberation of that issue. The committees are as follows:

I. Curriculum Committee

The responsibility of the Curriculum Committee is to develop a curriculum that ensures that students develop the skills and competencies commensurate with the awarding of the degree in question. These competencies are identified by the American Association of Colleges of Pharmacy, the Accreditation Council for Pharmaceutical Education and the National Association of Boards of Pharmacy. Furthermore, the Committee is involved with developing appropriate instructional methodologies that would more efficiently and effectively impart these competencies. The Vice President of each class (PY1-PY4) is a non-voting member of the committee. Each of the four academic departments has a faculty representative on this committee.

II. Scholastic Standards Committee

The Scholastic Standards Committee is responsible for developing the admissions and progression policies associated with the undergraduate/professional degree programs. The Committee is composed of a faculty member from the four academic departments.

III. Honors, Awards, and Commencement Committee

The Honors, Awards, and Commencement Committee is an Ad Hoc Committee responsible

for the development of policies regarding the awarding of School of Pharmacy scholarships to the undergraduate and professional students. Furthermore, the Committee makes recommendations to the Dean regarding the commencement ceremony. This Committee also recommends the policies and procedures regarding the selection of the recipients of the annual Faculty Service, Faculty Research, Faculty Instructional Innovation, Teacher of the Year, and Preceptor of the Year awards and participates in selecting the School's nominees for Taylor Medals, and Who's Who, and in the selection of recipients of School-wide student awards. The Assistant Dean of Student Services (Oxford) chairs the committee.

IV. Information Resources and Computing Committee

The Information Resources and Computing Committee is responsible for addressing and/or developing programmatic and policy recommendations regarding the use of technology in the professional, graduate, and continuing education programs of the school. Additionally, it addresses and/or develops programmatic and policy recommendations regarding the Pharmacy Data Center, computer networks within the school, and the School of Pharmacy's interactions with the University's computer center and network. The Committee also will work closely with The University Libraries System to provide recommendations and information as to the successful operation and mission of the Science Library. The Secretary/Treasurer of each of the PY1-PY3 classes serves as a non-voting member.

V. Student/Faculty Relations Committee

The Student/Faculty Relations Committee is responsible for striving to attain and maintain an optimal relationship between the student body and faculty. The Committee in conjunction with the Student Body, shall be responsible for the review and maintenance of the Professional Conduct Code. The Committee receives nominations for and selects the recipient of the Amie Ewing Award. Membership on this committee includes the EE1-PY4 Class Presidents; the Pre-pharmacy Liaison; a faculty representative of each academic department; Assistant Deans of Student Services (Oxford and UMMC) and the Associate Dean for Academic Affairs. The latter three are non-voting members.

VI. Assessment Committee

This committee is responsible for designing the processes and procedures used to evaluate all aspects of the professional and undergraduate programs as well as other major areas of school activities. The student representatives are the President and the President Elect of the Student Body. Each of the four academic departments has a faculty representative on this committee.

VII. Advocacy Committee

The University of Mississippi Advocacy Committee (UMAC) strives to increase student engagement in advocacy efforts for the profession of pharmacy. UMCA aims to contribute to the profession-wide goals of establishing recognition of pharmacists as patient care providers, creating billing mechanisms for patient care services, and implementing practice models in which pharmacists provide direct patient care at the level of their training. UMAC objectives include: inviting legislators to the school to speak about policy and advocacy, increasing student knowledge of current bills concerning pharmacy, and educating legislatures and society about the roles of pharmacists.

SECTION 9: STUDENT EVENTS

I. Student Activities

The following list of activities is not meant to be all-inclusive. Various student organizations sponsor other activities throughout the year. This listing is meant to be a sampling of the many activities regularly scheduled and usually available to students.

A. Assemblies

Student assemblies are held on both the Oxford and UMMC campuses and PY1, PY2 and PY3 students are required to attend. These assemblies occur in Oxford and on the UMMC campus at a designated time consistent throughout the semester; therefore, no pharmacy student should have class or schedule work at this time. An ad hoc assembly committee consists of two students from the PY1 and PY2 classes (appointed by the Assistant Deans of Student Services) and one faculty member is co-chaired by the Assistant Deans of Student Services in Oxford. The PY3 assemblies at UMMC are scheduled by the Assistant Dean of Student Affairs.

The Assembly Committee is responsible for planning and organizing programming for student assemblies and communicating with assembly speakers. The Assembly Committee members under the supervision of the Professional Conduct Council takes attendance. Unexcused absences on either campus are considered a Constitution violation and fines are assessed as per the Constitution (see Article VII). The existing fine structure is that the initial unexcused absence each academic year is a \$20.00 fine. Additional unexcused absences are \$40.00 each.

Fines are also assessed for failure to attend the Awards Day assembly (\$100.00) and PY3 Patch Ceremony (\$100.00). Fines for unexcused absences regarding all day assemblies are assessed at the rate of \$40.00/hour of the assembly duration, not to exceed \$200.00. These assemblies include Spring PY2 Visit Day to Jackson, PY4 Seminar Day Assemblies for PY3 students, and Professional Development/Career Day Assemblies for PY4 students. PY4 students who are excused from rotations are expected to attend the Awards Day assembly.

All students are required to wear professional dress as defined by the Constitution. The white coat is required to be worn throughout the assembly. Students inappropriately attired

or late for an assembly are to be fined as if it was an unexcused absence.

Assembly excuse forms are available in the Office of the Assistant Deans of Student Services (Oxford and UMMC). The forms are to be returned to that office either prior to or within one week after missing an assembly.

Professional Conduct Council members make the decision on the appropriateness of the excuse at the end of each semester. The staff of the Assistant Deans of Student Services maintain a record of the unexcused absences and provide notification to students at the end of Spring semester the amount of their fines. All fines are payable to the Student Body and are due no later than July 1 in order for the student to progress to the next academic year or to receive a diploma. Payment should be hand delivered or mailed to the Assistant Dean of Student Services (Oxford), UM School of Pharmacy, P.O. Box 1848, University, MS 38677.

B. Awards Ceremony

Near the end of the spring semester, Phi Lambda Sigma, the Pharmacy Leadership Society, sponsors the Pharmacy School Awards Ceremony. In addition to School-wide (recipients are chosen by the Honors, Awards and Commencement Committee) and Departmental Awards (awarded to a PY2/PY3 student/department), all student organizations and classes present their various student awards. The exceptions to this are the PY1 Teacher of the Year, PY4 Preceptors of the Year and PY4 Hall of Fame awards which are presented at commencement. Students are to be excused in order to attend this assembly. PY4 students not in attendance are to be at their rotation site otherwise. Failure to attend will result in a \$100.00 fine payable to the Student Body.

Special recognition is given to a PY4 student, PY3 student, PY2 student, and PY1 student who are recipients of the Debbie Mellinger, Charisma Pope, Amie Ewing, and Shawn Bankston Awards respectively. The awards are named after young women who died while enrolled in the School of Pharmacy.

The SHAWN BANKSTON AWARD was established by the 2000 P3 (PY1) class to honor their deceased class member. The selection of the recipient is coordinated by the PY1 class president. The criteria for selection are the frequent demonstration during the PY1 year of a significant willingness to assist classmates, and the demonstration of an ever present positive attitude at the expense of personal sacrifice of time.

The AMIE EWING AWARD was established by the 2005 Pharm.D. graduating class. Each spring one or more PY2 students are to be selected to receive this scholarship award.

The selected student(s) must demonstrate those characteristics that were exemplified in Ewing, who also was a member of the Ole Miss volleyball team in 1999-2002. The recipient(s) must exhibit determination, good citizenship, professionalism and maturity within School of Pharmacy activities and the greater community. The recipients are determined following nominations/applications by the Student/Faculty Relation Committee.

The DEBBIE MELLINGER AWARD was established in 1993 by the members of Phi Lambda Sigma. Ms. Mellinger was a charter member of the local chapter and served as its initial president. The students of the PY4 class determine the recipient and the selection process is coordinated by the class president. The award is presented to an individual who has exhibited courage and a positive attitude in carrying out normal student activities even though confronted by significant personal hardship.

The CHARISMA POPE AWARD was established in 2004 by the Magnolia State Pharmaceutical Society. The award recipient is selected by the Magnolia State Pharmaceutical Society and is presented to a rising PY4 student who must be a member of this Society and the Student National Pharmaceutical Association (SNPhA). The criteria for selection are academic performance, financial need, professional goals, and the degree to which the applicant shares the unique blend of charismatic characteristics befitting an individual named Charisma, and which resulted in the love and high esteem in which she was held by her student peers.

The Departmental and Division Awards are as follows:

The MEDICINAL CHEMISTRY AWARD (PY2) is given for outstanding scholastic achievement in medicinal chemistry courses.

The PHARMACEUTICS AWARD (PY2) is given for outstanding scholastic achievement in pharmaceutics courses.

The PHARMACOGNOSY AWARD (PY2) is given for outstanding scholastic achievement in pharmacognosy courses.

The PHARMACOLOGY AWARD (PY2) is given for outstanding scholastic achievement in pharmacology courses.

The PHARMACY ADMINISTRATION AWARD (PY2) is given for outstanding scholastic achievement in pharmacy administration courses.

The PHARMACY PRACTICE AWARD (PY3) is given for outstanding scholastic achievement in pharmacy practice courses.

Citations are also presented by the departments to students who have provided exemplary service or research contributions to the departmental mission. The following School- wide awards are presented at the Awards Day program:

The **AINSWORTH FAMILY LEADERSHIP AWARD** is presented to a rising PY3 and a PY4 student who have demonstrated outstanding leadership qualities while enrolled in the School of Pharmacy.

The **BRUCE PARKS MEMORIAL MSHP STUDENT AWARD** is presented to a PY4 student in memory of Dr. Bruce Parks, former professor in the department of pharmacy practice, to a student who exemplifies outstanding integrity, leadership, and a strong desire to enhance the mission of health-system pharmacy in Mississippi.

The **CARDINAL HEALTH NATIONAL LEADERSHIP CONFERENCE AWARD** is presented a rising PY4 student who has demonstrated a commitment to institutional pharmacy practice and leadership in the local chapter of ASHP. The student is invited to attend the Cardinal Health National Leadership Conference held during the summer following PY3 year.

The **ELI LILLY AND COMPANY AWARD FOR LEADERSHIP** is awarded to the PY1 student who has demonstrated outstanding leadership within the School of Pharmacy and its organizations.

The **FACTS AND COMPARISONS AWARD FOR EXCELLENCE IN CLINICAL COMMUNICATIONS** is presented to the PY4 student in recognition of effective pharmacist-patient communication skills as a vital aspect of pharmacists' service to their patients and community.

The **MERCK SCHOLASTIC ACHIEVEMENT IN PHARMACY** is presented to the three PY1 students who achieved the highest grade point average during the first semester of the professional curriculum and pre-professional courses at The University of Mississippi.

The **MYLAN INSTITUTE OF PHARMACY EXCELLENCE IN PHARMACY AWARD** is presented to a PY4 student who has demonstrated high academic achievement and a strong commitment to the profession of pharmacy.

The **RHO CHI SCHOLARSHIP AWARD** is presented to the PY4 student for achieving the highest grade-point average during the final three years of the professional program of the School of Pharmacy leading to the Doctor of Pharmacy degree.

The **SERVICE AWARD** is awarded to a PY2 and PY4 student who have demonstrated outstanding service within the School of Pharmacy and its organizations.

The **TEVA PHARMACEUTICALS NON-PRESCRIPTION DRUG THERAPY AWARD** is presented to the PY4 student who demonstrated high academic achievement in the study of

non- prescription drug therapy.

The **UNITED STATES PUBLIC HEALTH SERVICE EXCELLENCE IN PUBLIC HEALTH PHARMACY PRACTICE AWARD** is presented to a PY4 student in recognition of contribution to public health pharmacy practice.

C. ID/Access Cards

The School of Pharmacy (Oxford) access card (also your UMMC ID card) gives members of the student body access to areas of the School of Pharmacy facilities after hours and on weekends. Access cards (Oxford campus) will be activated by the Office of the Associate Dean for Academic Affairs. At any time that your access card is lost or stolen, notify the support staff immediately. The first UM ID card is issued at no charge. Replacement ID requests may be made in writing to the ID Center, and require a fee.

D. Lockers

Incoming PY1 students will be assigned a locker for their personal use during their PY1 and PY2 years. Lockers are located in the rear of the Pharmacy Student Center in Faser Hall. Students are assigned a specific locker and lock, which are the student's responsibility. Students are responsible for maintaining the cleanliness of their lockers during their use and to make sure all materials are removed from the locker and the locker is clean when they relinquish use of the locker at the end of the spring PY2 semester. At that time, locks are to be returned to the Office of the Assistant Dean of Student Services (Oxford).

E. Patient Counseling Competition

Each year, the Academy of Students of Pharmacy conducts a Patient-Counseling Competition to help students hone their abilities as communicators of information about medications to patients, and to celebrate excellence in those abilities. The best counselor from the chapter is sent (transportation, registration, and accommodations free of charge) to the site of the American Pharmacists Association's (APhA) National Meeting in order to represent our School in the National Patient Counseling Competition. The top 10 finalists in the local competition also receive a significant credit for book purchases from the APhA bookstore, which includes valuable references and textbooks.

F. Volunteerism

All students are expected to acquire a sense of volunteerism as part of their professional skills development. The profession of pharmacy is built on a foundation of selfless duty to our patients and community service. The Pharmacy Student Body is strongly encouraged to promote volunteerism among students. These activities would be in addition to other service programs conducted by the professional pharmacy fraternities and other organizations within the School of Pharmacy and should continue through completion of the PY4 year.

G. Clinical Skills Competition

Each fall the student chapter of ASHP holds the ASHP Pharmacy Student Forum Clinical Skills Competition. Self-selected student pairs are provided a patient case. Teams then compete by demonstrating to a panel of faculty/evaluators their skills in assessing patient information and current therapy, identifying drug therapy problems and treatment goals as well as developing a pharmaceutical care plan. The competition includes both written and oral components and is intended to foster the development of clinical practice skills, reinforce the pharmacists' responsibility for optimal drug therapy outcomes and facilitate the use of a systematic approach to clinical problem solving.

Winners of school competitions advance to the national competition held during the ASHP Midyear Clinical Meeting. National top ten finalists receive a prize package determined by ASHP on an annual basis, and the national winning team receives a cash award as well as a trophy to display at their school.

H. Pharmacy Olympics

The Pharmacy Student Body sponsors Pharmacy Olympic Weekend each spring. The weekend is usually kicked off with the School of Pharmacy Awards Day Ceremony on Friday. Some of the events include basketball, kick ball, flag football, and 3- legged race. Each class is a team, and classes are awarded points for winning and participating in the events.

I. Class Composites and Yearbook Pictures

Class composites are prepared of various classes of pharmacy students. These are prepared chronologically as follows:

During fall orientation, a photograph composite consisting of the incoming PY1 class will be provided to each class member and each PY1 and PY2 faculty member. In addition, a separate composite of EE1 students will be provided to members of that class.

During the early spring, individual pictures will be taken of each PY1 student in professional attire and a graduation composite prepared to hang in the School of Pharmacy. In addition to the composite, copies of each student's picture may be used for the Ole Miss Annual, the Ole Miss Pharmacist, and the School's publications unit. A copy of the PY1 graduate composite will be provided to each member of the PY1 graduating class. Photographs for inclusion in a composite of the graduating Doctor of Pharmacy class will be prepared during the Spring of the PY3 year. Two copies of this composite will be prepared. One will be displayed in the School of Pharmacy (Oxford); the other in the facilities of the School of Pharmacy at UMMC as space is identified. Copies of individual pictures will be submitted for inclusion in The Medic (UMMC annual) during both the PY3 and PY4 years. One copy of the composite will be provided as a result of PY3 and PY4 students paying the UMMC activity fee as part of their tuition. This fee also includes the cost of including a picture in The Medic and pays for a copy of The Medic. The Dean's Office of the School of Pharmacy pays for the second composite. A copy of the PY4 graduate composite will be provided to each member of the PY4 graduating class.

II. Student Organizations and Leadership

Student organizations and activities are extremely important at the School of Pharmacy. The organizations assist in the professional socialization of students; provide students with a sense of identity, and present opportunities for all students to develop life-long leadership skills that will serve them and the profession. We invite and challenge students to take advantage of all the opportunities our school has to offer. The split campus structure of the professional program places enhanced challenges to the effective and efficient functioning of all student organizations. The following recommendations are provided to assist the local chapters in meeting these optimal objectives and pertain specifically to the chapters of APhA- ASP, AMCP, ASHP, and NCPA.

It would be in the best interest of each organization to avoid creating what would amount to two separate chapters, one on the Oxford campus and one on the Jackson campus. There are many ways the relationship between Oxford and Jackson campus officers can be constructed, and it is the responsibility of each organization to devise its own structure. However, organizations are encouraged to develop a structure that will promote continuity of leadership. One example would be to have the outgoing organizational officers of the

PY2 class serve as “external”, “past president”, etc. officer on the Jackson campus, assuming these individuals would want to continue service to their organizations.

The structure and management procedures developed by organizations should be the same for both campuses. That is, whatever is prescribed for the Jackson campus should also apply to the Oxford campus.

A pharmacy student that is on academic suspension is not allowed to hold any office in any organization. Likewise, class and/or organizational presidents as well as student body officers must resign their positions if their GPA on required courses for the year in which they were appointed or elected is less than 2.75, or if their fall semester GPA on required courses for the year in office falls below 2.75. The student has shown that they must place all effort and attention toward academics and do not need extracurricular activities to hinder them from their academic duties. In situations where a student officer is in academic trouble, and is not able to perform up to the required grade, an unneeded and unwanted pressure is put on the organizations and the other officers of that organization. Prior to student elections on the Oxford campus, each organization should publish the responsibilities of each officer position on the ballot so that candidates clearly understand what would be expected of them if they win an office. This would be particularly true with respect to the coordination of activities across the campuses.

To enhance communications between Oxford and Jackson, it is suggested that regularly scheduled meetings occur among the student officers and faculty advisors via teleconference and less frequently face-to-face on both the Oxford and Jackson campuses. It is recommended that the Assistant Deans of Student Services should meet each semester with faculty advisors on both the Oxford and Jackson campuses to obtain their perspectives on the functioning of the organizations and to demonstrate administrative support for their efforts.

Activities, social or professional, should be planned and conducted on both campuses and involve the students and advisors of both campuses. In other words, activities should be conducted in Jackson and Oxford with organization members traveling to either Jackson or Oxford to participate in those activities. How and when these activities are conducted would be left to the organizations to determine.

Each student organization should submit (and make public) a brief plan of activities to the Assistant Deans of Student Services (Oxford and UMMC) at the beginning of the academic year. The plan is intended to guide the organization throughout the year and to facilitate communication among members on both campuses. Due to the operational characteristics of student organizations, plans need not contain specific implementation details.

A. Student Body Government

The Pharmacy Student Body Government is outlined in the School of Pharmacy Constitution, which comprises Section 2 of this Handbook.

The Executive Council is comprised of the Student Body officers, presidents of each class, and presidents of each organization and is chaired by the Student Body President Elect.

The Assistant Dean of Student Services (Oxford) serves as the faculty advisor. The Assistant Deans of Student Services are non-voting members. The Council meets at least monthly to coordinate class/student body service and social events with organizational activities. Activities sponsored by the Student Body are coordinated through the Executive Council.

Two awards are presented by the Student Executive Council at the Pharmacy Awards Assembly:

1. Friend of Student Award - The Friend of the Student awards are given to non-students (faculty/staff) who have gone above and beyond to help students. These awards should be awarded to one faculty/staff member from both the Oxford and UMMC campuses.
2. Helping Hand Award— The Council awards this to any person(s) who is not on the Executive Council but contributes significant time and effort to the Student Body. This person should be involved in a variety of ways and always willing to help. The recipient(s) shall receive a plaque during Awards Ceremony and his/her/their name(s) shall be placed on a perpetual plaque displayed in the pharmacy student center.

The EE1-PY4 classes have additional awards that they select and which are presented, by the class president, at either graduation or Awards Ceremony. The class presidents conduct the procedure for selection of the recipients. These awards are:

1. Hall of Fame (PY4 class)— Membership in the Hall of Fame is bestowed upon two members of the Doctor of Pharmacy graduating class deserving of recognition for their significant contribution to the School of Pharmacy both scholastically and professionally. Two Hall of Fame members from the Pharm.D. class will be elected annually by their class. The awards are presented at commencement. The recipients will receive a medal provided by the School of Pharmacy.

2. Most Outstanding Class Member (EE1-PY3 classes) – This person shall be elected by a majority of the members of the respective classes. Class Presidents are not eligible for this distinction. These awards are presented by the Class President annually at the School of Pharmacy Awards Day program. Class funds are to be used to provide the awards.

3. Teacher of the Year Awards (PY1-PY4 classes)

These awards are voted on by the respective classes (PY1-PY4) of the B.S. in Pharmaceutical Sciences and Doctor of Pharmacy programs and are presented by the class presidents at Commencement (PY1 and PY4) and at the Awards Day Ceremony (PY2, PY3). Faculty eligible for the PY1 Teacher of the Year Award are those with full-time professorial appointments in the School of Pharmacy who are involved with the instruction of students in the PY1 courses. Faculty eligible for the PY2 Teacher of the Year Award are those with full-time professorial appointments in the School of Pharmacy who are involved with the instruction of students in the PY2 courses. Faculty eligible for the PY3 Teacher of the Year Award are those with full-time professorial appointments in the School of Pharmacy who are involved (course director, facilitator) with the instruction of students in the PY3 courses. The recipient of each award receives a plaque and a monetary award provided by the School of Pharmacy.

The criteria for the awards are as follows:

- a. Effectiveness in teaching course content. Specifically: Clarity of content delivery, the use of current practice standards and contemporary course information, stimulating the desire to learn, and making students feel comfortable to ask questions. The degree of course difficulty should neither be a deterrent or conversely a motivating factor in deciding the recipient.
- b. The instructor's contribution to students' subsequent academic success.
- c. Availability of the faculty member to the students for mentoring and course assistance.
- d. Attitude toward teaching and toward students.

The PY4 class selects two Teacher of the Year awards which are referred to as Preceptors of the Year. The members of the PY4 Doctor of Pharmacy graduating class are encouraged to nominate preceptors, one each, for receiving the introductory (IPPE) and advanced (APPE) pharmacy practice experience Preceptor of the Year awards. Recipients must be nominated by class members. The president of the PY4 class is a voting member of the

selection committee for the awards and will present these awards at commencement.

Eligibility criteria, as well as the nomination and selection processes for these awards, are as follows:

Eligibility

To be eligible for Introductory Preceptor of the Year, a preceptor

- a. Must have been an IPPE preceptor for the school for three (3) consecutive years and
- b. Have precepted a minimum of an average of two (2) students per year during this three (3) year period.

To be eligible for Advanced Preceptor of the Year, a preceptor

- a. Must have been an APPE preceptor for the school for three (3) consecutive years and
- b. Have precepted a minimum of an average of three (3) students per year during this three (3) year period.

Criteria for Awards

Awards for both IPPE and APPE Preceptors of the Year will be based on criteria. The preceptor must:

- a. Demonstrate high standards of professionalism. This may be demonstrated through, for example,
 - pharmacy leadership and involvement
 - expression of genuine concern for patients
 - development of innovative or progressive practice
 - demonstration of a continuous desire to enhance practice skills
- b. Exhibit professional ethics by conducting their practice within the constraints of the professional standards and federal and state laws that govern the profession of pharmacy.
 - demonstrate a spirit of cooperation between the preceptor and the School of Pharmacy to develop a program that is most beneficial to the students. This may be exhibited by, for example,
 - presence at preceptor programs
 - open communication between the parties
- c. Demonstrate commitment to the students as a professional mentor. This may be

- demonstrated through, for example,
- development of unique teaching techniques
 - development of student-specific programs at the site
 - complete involvement of students in pharmacist-specific activities
 - maintenance of a site which is conducive to learning
- d. support the philosophy of patient-centered pharmacy services as evidenced through
- demonstration of a patient-focused practice
 - development and implementation of medication therapy management or other pharmacy programs.

Nominations

All nominations must be submitted by the members of the graduating class. Student nominations should be submitted to the Director of Professional Experience Programs no later than March 15 of each year for consideration. The Director will then:

- verify nominee eligibility.
- compile a list of eligible nominees which will be submitted to the Selection Committee.

In the event that a nomination is not submitted, the Director shall compile a list of eligible nominees for review by the Selection Committee. A nominee may not receive the award more than once in any consecutive five (5) year period.

Selection of Preceptors of the Year

The Selection Committee is comprised of the following:

- The Director of the Professional Experience Programs, Chairperson
- The President of the PY4 class
- The Administrative Assistant to the Director of Professional Experience Programs
- The Associate Dean for Academic Affairs

The Committee will collectively review and evaluate the list of nominees to determine the recipient. A numeric value of one (1) through ten (10) will be assigned to each criterion (as outlined above).

The Committee will rank the degree at which each nominee fulfills each criterion. The Committee will evaluate the nominees' activities of a two (2) year period (the present year and the previous year) in assigning value to each criterion. Each criterion will carry the same weight in determining the final score. The nominee receiving the highest total point score of

a possible fifty (50) will be designated the recipient of the Preceptor of the Year award. The Director will select the recipient in the event of a tie. The class president must approve the recipients.

Recipients of all five of these awards, (PY1-PY3 Teacher of the Year Award; IPPE and APPE Preceptor of the Year Award) will receive a \$1500 cash award. This cash award must be paid through the University payment system (payroll system for University employees). Consistent with instructions from the University, these cash awards can no longer be placed in the overhead accounts of employees.

Those awardees (University employees only) who wish to attend the AACP Annual Meeting or Interim Meeting will receive an additional \$1500 of non- transferrable travel support to attend one of those meetings in the summer or spring immediately following the receipt of the award. Travel funds may not be carried forward to a later year.

B. Academy of Student Pharmacists (ASP)

The Academy of Student Pharmacists (ASP) is the student branch of the American Pharmacists Association (APhA, www.pharmacists.com). APhA is the largest association of pharmacists in the United States, boasting more than 60,000 practicing pharmacists, pharmaceutical scientists, student pharmacists, pharmacy technicians, and other interested in advancing the profession. APhA promotes the professional practice interests of pharmacists and pharmacy students, establishes programs and activities for its members, and provides a means for members to participate in APhA's policy making process.

The mission of the American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP) is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy. The local ASP chapter offers membership to all professional students. At the beginning of each school year, ASP holds its membership drive where all professional students may become members or renew membership. The eight chapter officers are elected spring term, from among the membership. Dues for ASP include membership in the local ASP chapter, the national chapter (APhA), and the state affiliate (Mississippi Pharmacists Association, or MPhA). Dues are paid once a year and include subscriptions to the Pharmacy Student magazine, Pharmacy Today magazine, online access to JAPhA (Journal of the American Pharmacists Association),

and a variety of other development resources at www.pharmacist.com. Members are encouraged to attend the Mid-Year Regional ASP meeting held in the fall. This meeting allows students to interact with other ASP members from other pharmacy schools. Members are also encouraged to attend the national APhA meeting held every spring.

As a member of ASP, students have the opportunity to buy certain textbooks and study aids at a discounted price through the APhA bookstore. APhA also offers discounted liability insurance for students; liability coverage is free with membership in the PY4 year. ASP also serves the community through various patient care projects throughout the year. ASP presents several awards at the School of Pharmacy Awards Day ceremony including the Patient Counseling Competition Awards. Faculty advisor for ASP is Dean David Allen assisted by Dr. Joe Dikun, Oxford campus and Dr. Jay Pitcock assisted by Dr. Courtney Davis, UMMC campus.

C. American Society of Health-Systems Pharmacists (SSHP)

Student Society of Health-Systems Pharmacists (SSHP)

The SSHP Pharmacy Student Forum is the student branch of the American Society of Health-System Pharmacists. The local chapter, which is nationally recognized by ASHP as an official Student Society of Health-System Pharmacists (SSHP) offers membership to all professional students. Dues for first-time membership to the University of Mississippi SSHP are \$63 which covers national, state and local dues. Dues are \$53 per year for students renewing membership, which includes a national membership in ASHP (\$43) as well as membership in the Mississippi Society of Health-System Pharmacists (MSHP), our state affiliate (\$10).

Dues are paid once a year and include access and/or subscriptions to various educational (i.e., the American Journal of Health-System Pharmacy), leadership development (i.e., ASHP Foundation's Center for Health-System Pharmacy Leadership), and career planning (i.e., CareerPharm) resources.

Members may also access the ASHP Publication and Service Catalog as well as ASHP Residency information, and they may participate in ASHP's Residency Matching Program or the ASHP Career Development Service. ASHP-published textbooks and study aids (including NAPLEX preparation material) are available to members at a significantly discounted price.

Student members are encouraged to attend the midyear clinical meeting in December and the annual meeting in June. Full membership in ASHP/MSHP/SSHP is required to attend the MSHP annual meeting and to be eligible for travel support to ASHP Midyear. The SSHP chapter sponsors the Clinical Skills Competition program. The local chapter's winning team then represents the University of Mississippi School of Pharmacy at the national level.

Faculty advisors for ASHP are Dr. Anastasia Jenkins, Oxford campus, and Dr. Joshua Fleming, UMMC campus.

D. National Community Pharmacists Association (NCPA)

This national organization represents independent pharmacists and any student may join. The membership drive is usually in the fall and dues are approximately \$50. This fee allows the student to receive national NCPA magazines and newsletters, be eligible for student loans and scholarships, attend local NCPA functions throughout the year, purchase NCPA liability insurance, and network with independent pharmacy owners throughout the state. Student members may also participate in the business plan competition. The local NCPA chapter has four officers: President, Vice-president, Secretary, and Treasurer. NCPA presents the Outstanding Member of the Year at the Pharmacy Awards Assembly to a person who has dedicated much time and effort in helping with NCPA activities throughout the year. One NCPA member each year also receives the Cardinal Health Scholarship (\$5000) at the Awards Assembly. The faculty advisors for NCPA are Dr. Donna West-Strum, Oxford campus and Dr. Meagan Brown, UMMC campus.

E. Academy of Managed Care Pharmacy (AMCP)

Rising medication costs, rising needs for medications, and a slow economy has made “access” to pharmaceuticals a challenge for many people. The Academy of Managed Care Pharmacy is a national organization of pharmacists and associated health care professionals that promotes efficient use of limited resources so that pharmaceutical products can be accessed by every patient. AMCP provides a forum for policy debates and decisions that impact “access” to safe and effective medications. Students get opportunities to interact and intern in managed care companies, formulary committees, government policy makers, academicians, and the pharmaceutical industry. The yearly membership fees are \$35 which includes membership to the Journal of Managed Care

(JMCP). AMCP has a luncheon series that features speakers on managed care topics. Faculty advisors are Dr. Kyle Null, Oxford campus and Dr. Lee Ann Griffin and Dr. Eric McKinley, UMMC campus.

F. Ole Miss Pharmacist

The Ole Miss Pharmacist is an annual electronic publication that focuses on the PY4 graduating class. This electronic document serves as a chronology of that particular class' four-year history at the School of Pharmacy.

Two students from each incoming PY1 class will be selected to be responsible for incorporating appropriate content into the template during the next four years. The Assistant Deans of Student Services serve as advisors to these two-member class teams. These individuals will receive annual renewable scholarships during the PY1-PY4 years to reward them for their extensive efforts. Scholarship renewal will be dependent on template activity during the prior year. The Assistant Dean of Student Services (Oxford) will request that those interested in being a participant submit a letter of interest to the Assistant Dean. Each applicant will be interviewed by a committee consisting of the Assistant Dean of Student Services (Oxford) and the School of Pharmacy Communications Specialist. The committee will select the two students who will share this class responsibility. If students do not step forward and apply for these positions, then the project (for their class) will not proceed forward. The cost of producing The Ole Miss Pharmacist master for each class will be covered by a portion of the student body dues. The compilation is traditionally delivered at a luncheon on the day preceding commencement (PharmD) of this class and individual copies distributed at that time.

G. Phi Lambda Sigma

Phi Lambda Sigma (PLS) is the pharmacy leadership society. The goal of Phi Lambda Sigma is to encourage, recognize, and promote leadership in pharmacy. The following criteria must be met in order for a student to be eligible for election to active student membership in the society:

- He/She must have demonstrated dedicated service and leadership in the advancement of pharmacy.
- He/She must be of high moral and ethical character.
- He/She shall have successfully completed all PY1 and PY2 fall courses in the B.S. in Pharmaceutical Sciences degree program
- He/She shall have attained at least a 2.5 GPA of all classes taken in the professional program.

New members are initiated in the spring semester. The offices of Phi Lambda Sigma are President, Vice-president, Secretary/Treasurer and Historian. The term of these offices is one year. The faculty advisors are Drs. Jillian Foster and Lauren Bloodworth. Phi Lambda Sigma is the sponsor of the School of Pharmacy Awards Assembly. The Debbie Mellenger Award sponsored by Phi Lambda Sigma is given at this time to a deserving PY4 student who is selected by the PY4 class members.

H. Rho Chi

Rho Chi is the Academic Honor Society in Pharmacy. Mississippi's chapter, Chi, was founded in 1937. Membership in Rho Chi is limited to those who rank in the highest 20 percent of their class and have maintained a 3.0 GPA in all college work and professional courses. Students are not eligible for membership until three semesters of the professional curriculum have been completed. Students with known disciplinary action for academic dishonesty, misconduct, or unprofessional behavior are not eligible for Rho Chi. Each spring, a banquet is held honoring the new initiates. In addition, spring initiates are recognized at the Pharmacy Awards Assembly. New officers are elected after the new members have been initiated. A primary activity of the chapter is for senior students to advise and mentor students from other classes. In 2012, there was a \$70 initiation fee. Dr. John Bentley, Oxford campus and Dr. Gary Theilman, UMMC campus, are the chapter advisors.

I. Student National Pharmaceutical Association (SNPhA)

SNPhA was founded at Florida A&M University in 1972 as the student affiliate of the National Pharmaceutical Association. SNPhA is an educational service association of pharmacy students who are concerned about pharmacy and healthcare related issues, and the poor minority representation in pharmacy and other health-related professions. The purpose of SNPhA is to plan, organize, coordinate and execute programs geared toward the improvement in the health, educational, and social environment of the community.

Full SNPhA membership is available to any pre-pharmacy student or student pharmacist. Affiliate membership is available for other students (e.g. high school) who are interested in a pursuing a career in pharmacy. SNPhA officers include President, President-elect, Vice-President, Secretary, Treasurer, and Representatives

(one from each professional class and at least two from the pre-pharmacy membership). Officers for the subsequent year are elected at the conclusion of the previous spring semester. An additional election may be held early in the fall semester in order to fill any vacant positions. Annual dues are \$60 (\$35.00 for national dues and \$25 for local dues). Members receive “the Signatura” newsletter (five issues per year). Membership also includes updates on pharmacy practice issues, discounts on reference materials and scholarship opportunities. The local chapter is responsible for many community service projects that provide opportunities for members to demonstrate a commitment to caring. Recognition of outstanding members is made during the annual awards day program. Faculty advisors for SNPhA are Dr. Meagen Rosenthal, Oxford campus, and Drs. Donna Bingham and Erika Webster, UMMC campus.

J. Christian Pharmacists Fellowship International (CPFI)

Christian Pharmacists Fellowship International is a worldwide ministry of individuals working in all areas of pharmaceutical service and practice. It is the first international organization of evangelical Christian pharmacists and pharmacy students established with a focus on integration of spiritual and vocational dimensions of the pharmacist’s role. It promotes and challenges spiritual growth, encourages the advancement of knowledge, and ethics in the practice of pharmacy, and encourages evangelism and integration of faith into practice.

The local chapter offers membership to all professional students. At the beginning of the school year, a membership drive will be held where students can become members or renew memberships. CPFI student membership dues are \$30 which goes directly to the organization for financial support of this ministry. Dues include a quarterly newsletter and semi-annual journal. Faculty advisor for CPFI on the Oxford campus is Dr. Robert Doerksen and Dr. Laurie Warrington on the Jackson Campus.

K. Student College of Clinical Pharmacy (SCCP)

The mission of the Student College of Clinical Pharmacy (SCCP) is to orient students to the practice of clinical pharmacy by providing information about careers and opportunities within the field, encouraging skill development necessary to function within an interdisciplinary team, advocating the role of clinical pharmacists

within healthcare, encouraging participation in the American College of Clinical Pharmacy (ACCP) at local/regional/national levels, and promoting dedication to excellence in patient care, research, and education. Membership is available to full-time third and fourth year professional students, with the annual membership drive generally taking place during the fall semester. Dues are approximately \$60, which includes membership in the local chapter (SCCP), state chapter (MCCP), and national organization (ACCP). Members are encouraged to take advantage of any and all opportunities available through SCCP and ACCP, including the annual Virtual Poster Symposium, Clinical Pharmacy Challenge, national Practice and Research Networks (PRNs), chapter professional development project, and national student newsletter. SCCP has five officers: President, President-Elect, Secretary, Treasurer, and ACCP Student Liaison. The faculty advisor and Faculty Liaison for SCCP is Dr. Daniel Riche.

L. Prescription for Service

Prescription for Service is a pharmacy organization dedicated to serving the Ole Miss and Oxford-Lafayette community. Members apply professional skills and knowledge to teach, serve, and improve the quality of life of the people in the community and to strengthen the bond between the community and the students of the University of Mississippi School of Pharmacy.

All professional, early entry, and pre-pharmacy students are eligible for membership. Faculty is also welcome to participate in organizational activities. Prescription for Service focuses on hands-on service projects. Leadership positions include President, Vice-President, Secretary/Treasurer, Historian, and Senior Events Coordinator. A liaison will also be appointed within each professional organization and fraternity to coordinate joint community service efforts. The Community Service Chair (Oxford) will coordinate with the organization and serve as its representative on Executive Council. Faculty advisor for Prescription for Service is Dr. John Bentley.

M. Pediatric Pharmacy Association (PediaRebs)

The Pediatric Pharmacy Association (PPAG) (PediaRebs) is an international, nonprofit, professional association representing the interests of pediatric pharmacists and their patients. Members are dedicated to improving medication

therapy in children. The sole purpose is to promote safe and effective medication use in children through communication, education and research. Faculty advisor for the Pediatric Pharmacy Association is Dr. Ashley Crumby on the Oxford campus and Dr. Kim Adcock on the Jackson campus.

N. Professional Fraternities

The University of Mississippi School of Pharmacy has three professional fraternities. In the fall, individual Rush social events are held during the last week of September. Each fraternity is assigned a separate evening for Rush events. The order of these assignments rotates annually among the three fraternities. Each eligible student is invited to attend all parties. Bids will be extended to rushees on Friday of Rush Week. Rushees have until 5:00 p.m. on that Friday to notify the fraternities of acceptance of bids. Other than these official Rush parties, no other parties or activities hosted or sponsored by the fraternities to which incoming students would be invited, will be allowed until 5:00 p.m. Bid Day. Fraternities will refrain from the use of alcoholic beverages at any Rush week activity to avoid the appearance or suggestion that the organization is providing the alcohol. Prior to Rush Week, during the incoming PY1 student Orientation Program, professional fraternities will exhibit materials describing their organizations. Fraternity leadership is requested to actively discourage their membership from hosting informal parties to which new students would be invited that would conflict with rush events being sponsored by the other fraternities.

1. Kappa Epsilon (KE)

Kappa Epsilon is the national professional fraternity founded in 1921 that promotes women in pharmacy. Kappa Epsilon's objectives are to unite women students in pharmacy, stimulate a desire for high scholarship and to foster a professional consciousness. Eligibility for KE begins upon enrollment in the School of Pharmacy. All PY1 and early-entry students in the professional program are invited to join. All pledges are expected to maintain a 2.00 GPA. Alpha Gamma Chapter participates in several community service projects. Beginning in the fall, an annual canned-food drive for the Oxford Pantry is held in conjunction with the fall Halloween Party. A chapter wide pumpkin carve is held in the Grove and these pumpkins are donated to the local Nursing Homes. The chapter participates in the local Christmas Store, providing toys to underprivileged children. In the spring KE presents a Poison Prevention Program

to a local elementary school. Other professional projects include a Blood Pressure screening day, a school wide Health Fair, and a community-wide seminar on Breast Cancer Awareness. The offices held in Kappa Epsilon are: President, Vice-President, Secretary, Treasurer, New Member Educator, Sisterhood Chair, Service Chair, Chaplain/Historian and Recruitment Chair. Elections are held in the spring semester. There are two Kappa Epsilon awards given at the Annual Pharmacy Awards Assembly. They are Model Active and Model Pledge. All Kappa Epsilon Members received the national KE magazine, The Bond. National Convention is held every other year during the odd numbered years. Faculty advisors for Kappa Epsilon are Dr. Rachel C. Robinson.

2. Kappa Psi

Kappa Psi Pharmaceutical Fraternity, founded in 1879, is the oldest and largest of the professional pharmacy fraternities. Kappa Psi represents a society whose objectives are to promote the advancement of the profession of pharmacy educationally, fraternally, and socially. 60% of Deans from Colleges of Pharmacy and 75% of Presidents of APhA are Kappa Psi brothers. The Beta Rho chapter at Ole Miss became a Co-Ed Fraternity in 2011. All students enrolled in the professional program are invited to join the brothers of Beta Rho. Pledging begins in the fall semester and initiation follows in the spring semester. All pledges are expected to maintain a 2.0 GPA while pledging. Each year the Beta Rho chapter selects members to fill the following executive offices: Regent (President), Vice Regent, Secretary, Treasurer, Chaplain, Historian, Liaison, Pledge Master, Dues are \$45 per semester, plus an additional one-time initiation fee of \$45. The initiation fee is a standard Kappa Psi national fee which includes the initiation certificate, membership pin, and a subscription to its quarterly publication, The Mask. While the member is still attending pharmacy school, the dues will continue to be \$45 per semester. Success as a professional is very important; however, everyone needs a chance to take a break. Kappa Psi periodically hosts social events, community service projects, and fund-raisers to provide an outlet from the demands of scholastic achievement. Our annual Crawfish boil held near the end of the spring semester is legendary. Dr. John Rimoldi is serving as the GCD (Grand Council Deputy) on the Oxford campus, and Dr. Meagan Brown is serving as Co-GCD on the Jackson campus.

3. Phi Delta Chi

Phi Delta Chi is a professional pharmacy fraternity dedicated to the advancement of the science of pharmacy and its allied interests. The fraternity develops leaders to advance the profession of pharmacy; it is a lifelong experience, prompting scholastic, professional and social growth. Established in 1883 as an all-male fraternity, Phi

Delta Chi has since become coeducational nationally. The Alpha Epsilon chapter of The University of Mississippi provides opportunities for service to the community through numerous projects, as well as opportunities for attending social functions and enjoying fellowship among members. Phi Delta Chi as a national fraternity supports St. Jude Children's Research Hospital located in Memphis, Tennessee. The Alpha Epsilon chapter holds a couple of annual events, such as a Poker and Bingo Tournament and a Kid's Karnival, specifically to raise funds to donate to St. Jude. The Alpha Epsilon chapter also participates in local charities such as Habitat for Humanity and Operation Christmas Child. Phi Delta Chi encourages development of leadership abilities, and at the same time, teaches that every member of the group has a valuable contribution to make. The fraternity offers several opportunities for students to develop leadership skills, including the following offices: Worthy Chief Counselor, Worthy Vice Counselor, Worthy Keeper of Records and Seals, Worthy Correspondent, Worthy Prelate, Worthy Alumni Liaison, Worthy Master-At-Arms, Worthy Inner Guard, Pledge Class President, and several committee chair positions. There are also opportunities for leadership on a national fraternity level. Any student admitted into the B.S. in Pharmaceutical Sciences program, including early-entry students, male or female, is eligible for active membership in Phi Delta Chi, and is invited to attend rush proceedings held each fall. Pledging generally lasts a couple of months with initiation taking place during the latter portion of the fall semester. The faculty advisor for Phi Delta Chi is Dr. Sandy Bentley. She can be contacted by email at sbentley@olemiss.edu.

O. Student Leadership Council

The Student Leadership Council (SLC) is composed of the EE1-EE3 and PY1-PY4 Class Presidents and the Student Body President and President Elect. The Council is chaired by the Assistant Dean of Student Services (Oxford). The Council will meet monthly to discuss matters of concern, provide a forum for dialog among the student leadership and the administration to identify and discuss ideas for improving the Ole

Miss School of Pharmacy student experience, and to provide the student leadership a forum for explanations of school policies and procedures. The Council is not meant to duplicate the actions of the Student Executive Council or the Student Faculty Relation Committee. Unlike the Student Executive Council this body has more equal representation of each of the represented classes.

III. Student Organization Development Support

The Dean's Office is committed to enhancing student leadership development and the national image and reputation of the School and local affiliates of the various student professional organizations. Therefore, the School is providing support for the local chapter leader and faculty advisor to attend the national meeting of the respective organizations.

Students desiring to be reimbursed for travel expenses from School funds must provide the following forms to the Assistant Dean of Students Services (Oxford) at cdwelch@olemiss.edu at least two weeks in advance of the meeting.



Student Directory Card

NAME (as listed on Social Security Card): _____

Date of Birth: _____ SSN: _____

Mailing Address: _____

Department(s) in which you are employed: _____

Gender: Male Female

Marital Status: Single Married

Ethnicity: Please self identify yourself as either "Hispanic/Latino" or "Non-Hispanic/Non-Latino".

- Hispanic/Latino
- Non-Hispanic/Non-Latino

RACE: If you selected "Non-Hispanic/Non-Latino," make a selection(s) from the list below.

Multiple selections allowed.

- American Indian or Alaskan Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Payroll Distribution: All newly hired students will be expected to enroll to have payroll wage payments disbursed via direct deposit.

Direct Deposit As provided to the Bursar's Office Student Number: _____ (Required)

Direct Deposit Indicate type of account: Checking _____ Savings _____
Please provide a "voided" check, letter from the bank, or form of verification of the routing number and account number – unfortunately, we cannot accept deposit slips.

This election will remain in full force and effect until The University of Mississippi's Department of Human Resources receives written notification from the undersigned employee of its termination in such time and manner as to allow the University and the Financial Institution a reasonable opportunity to act on it. The employee will be required to complete a new form when changing where his/her check is to be sent and present a photo ID.

Signature

Date

CONFIDENTIALITY AGREEMENT

I understand that during the course of my student employment, I may become aware of private, confidential, or other sensitive information. I hereby agree that I will neither access nor disclose such information, regardless of format, except as necessary and appropriate in the course of the performance of my duties and responsibilities as an employee of the University of Mississippi. I understand that unauthorized use or disclosure of such information may subject me to disciplinary action up to and including termination and criminal proceedings.

Signature

Date

Rev 11/2008

School of Pharmacy Student Travel Request Form

All student travel request forms must be submitted by the faculty advisor to the Assistant Dean of Student Services (Oxford) no later than two weeks prior to the date of travel. For groups of 5 or more, the University's Student Group Travel Policy will be utilized, with the advisor/president serving as custodian of funds.

Today's Date: _____ Conference Date(s): _____

Organization: _____

Advisor: _____

Meeting Title: _____

Destination: _____

Purpose: _____

Registration Fee per student: _____ Advisor Registration Fee: _____

Name of advisor attending meeting, if applicable: _____

List Attending Student(s) Name & UM ID# (note custodian of funds with *, if applicable):

Name	UM ID#	Email Address	Anticipated Reimbursement Amount

Advisor Signature Required: _____

Office Use Only: _____ Student Directory Card _____ Form 18 _____ Reimbursement Receipts
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The distribution of funds is detailed in the following schedule:

Organizational Group I—Rho Chi, Phi Lambda Sigma, SNPhA

The Dean's Office will provide up to \$1200 in support of travel for the president and advisor to attend the national meeting. SNPhA will receive an additional \$2,000 in support of travel for members attending the national meeting.

Organizational Group II—Kappa Epsilon, Kappa Psi, Phi Delta Chi, CPFI

The Dean's Office will provide up to \$800 in support of travel for the president and advisor to attend the national meeting. This is less than the amount for Group I because these latter groups have a greater membership, plus these organizations can more appropriately participate in fund-raising activities. This is not generally the case with the prior group. Therefore, on the basis of an enhanced dues structure, these groups have a greater potential for supporting their own travel.

Organizational Group III—ASHP, NCPA, AMCP, SCCP

The Dean's Office will provide up to \$1,000 in support of travel for the president, vice president, and advisor to attend the national meeting. Although these organizations may have a larger membership and hence greater dues availability and could appropriately participate in fund-raising activities, they are both representative of a greater number of our students and should have access to more School funds than organizations in Group I and II. ASHP will receive an additional \$3000 in support of travel for members attending the national meeting. NCPA, AMCP, and SCCP will receive an additional \$1000 each in support of travel for members attending the national meeting.

Organizational Group IV—ASP

The Dean's Office will provide \$1,600 for support of the top three officers and advisor to attend the national meeting. ASP will receive an additional \$3,000 for support of travel for members attending the national meeting. This is our all inclusive student organization and should be supported to a greater extent than the other groups irrespective of dues, membership and fund-raising capability.