

# COLLEGE OF PHARMACY

## Doctor of Pharmacy Program

### ACCREDITATION

The College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education.

### THE DEGREE

The Doctor of Pharmacy (PharmD) degree is awarded in recognition of the highest level of professional education in pharmacy in the United States. To earn the PharmD degree, student pharmacists complete four years of professional study following a minimum of two years of preprofessional education at an accredited college or university.

Student pharmacists who complete this program are eligible to take state pharmacy licensing examinations provided they have satisfied other licensure requirements such as 1500 hours of internship experience. After passing this examination, graduates are licensed to perform all the duties and responsibilities of a practicing pharmacist.

### ACADEMIC COURSE WORK

To obtain the PharmD degree you will complete a curriculum that contains both didactic and clinical components.

#### The Didactic Component

In the core didactic component of the program, you will learn about biological systems and about drugs and their effect on the body. You will take courses in areas such as therapeutics, health care administration, pharmacology, immunology, pharmaceuticals, pharmacogenomics and pharmacokinetics and learn how to apply this knowledge to pharmacy practice. Your studies will include communication skills, patient counseling, laws about drugs and pharmacy practice, health care systems, physical assessment and evaluation of the drug literature.

#### The Clinical Training Component

Pharmacy practice experiential training begins with the Introductory Pharmacy Practice Experiential (IPPE-I) course (PHRM 5999), which runs for the entire duration of the first year of study. The first year course consists of two 4-week (4 days/week) clerkships (160 experiential hours, 4 credit hours) that expose the student to community pharmacy practice in two different settings. Every student will complete both components by the end of their first year.

The second year IPPE course (PHRM 6999; IPPE-II) is scheduled during the summer between the second and third years. It consists of a 4-week (5 days/week, 40 hrs/week) clerkship (160 experiential hours, 4 credit hours) that exposes student pharmacists to institutional pharmacy practice.

In several different patient-centered training sessions, particularly during the third and fourth years, you will be given an opportunity to put into practice what you have learned in the classroom. Under the supervision of a clinical pharmacist faculty member, you will assess and counsel patients and monitor their drug therapies. You will spend a total of 36 weeks in these training sessions, called advanced pharmacy practice experiences (APPE). Such pharmacy practice experiences will take place in hospitals as well as in clinics, community pharmacies and other settings where pharmacists practice.

After the APPE is completed, student pharmacists undergo the 16-week Advanced Elective (AE). This is a 4-month rotation/research experience that allows student pharmacists to develop more skills and insight in a specific practice area. By November of the student's last year, individuals should identify an area of professional interest in which they wish to practice. The 16-week AE program is designed to provide a capstone experience in the student pharmacist's chosen area of interest (e.g., administration, various clinical settings, pediatrics, infectious disease, internal medicine, cardiology, renal, oncology, ICU, ambulatory care, community practice, compounding, pharmacoconomics, managed care, psychiatry, teaching, pharmaceutical industry, pharmacy informatics, etc.).

The clinical training component comprises 76 credit hours, which is 43% of the total curricular requirements.

## ADMISSIONS POLICIES AND PROCEDURES

Admission to the College of Pharmacy is on a highly competitive basis. Each year we receive many more applications than we can accommodate in our program. At WesternU, we retain smaller class sizes, offering you a closer relationship with your faculty and fellow student pharmacists. The College of Pharmacy is looking for individuals who add to the diversity of our student body, have excellent communication skills, demonstrate compassion, are dependable, exhibit dedication and determination, and display good judgment.

### Application Requirements

The College of Pharmacy Admissions Committee will consider applicants with a minimum of two years of college (60 academic semester hours or 90 quarter hours) of pre-pharmacy study at an accredited college or university. The minimum cumulative prepharmacy and science grade point average requirement is 2.75. Grades of "C-" in any of the prerequisite courses are not accepted. Prerequisite courses are subject to review each year.

Candidates who have received a baccalaureate degree or higher will be considered more favorably than applicants who have fulfilled only minimum requirements. For the latest information, you should consult our web site at [www.westernu.edu](http://www.westernu.edu).

#### 1. Prerequisite Courses

College English (1 semester)

English Composition (1 semester)

Speech Communication (1 semester)

General Chemistry with lab (2 semesters)

Organic Chemistry with lab (2 semesters)

Human Anatomy with lab (1 semester)

Human Physiology with lab (1 semester)

Microbiology with lab-Medical Microbiology is preferred (1 semester)

Biochemistry (2 semesters) **or** one semester each of Biochemistry and Molecular Biology; lab is optional)

Calculus (1 semester)

Electives (2 semesters)-Electives must be met from two of the three following areas: public speaking/debate, social sciences, or economics. No two electives can be taken from the same department.

- Introductory level courses in the sciences are not accepted.
- If anatomy and physiology are combined, a minimum of five (5) semester units is acceptable. Anatomy and physiology must be taken from the anatomy, physiology, A&P, biology or zoology departments.
- We do not accept substitutions or waive any of the prerequisite courses.
- English as a Second Language (ESL) courses are not accepted for the English requirement. English courses must be taken from the English department.
- All prerequisite course work in progress must be completed no later than the spring semester or quarter immediately preceding matriculation.
- Summer session courses taken immediately prior to matriculation at WesternU are not accepted.
- Advanced Placement, Transfer of Credit, CLEP or Credit for Experiential learning are not recognized by the program.
- International students and any other applicants who are not U.S. citizens should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance.

#### 2. Standardized Examinations

- Pharmacy College Admissions Test (PCAT) is not required.
- Test of English as a Foreign Language (TOEFL)

TOEFL is required for all applicants submitting course work from foreign schools. A minimum score of 213 for the Computer Based test or 79 for the Internet Based TOEFL (IBT) test must be submitted by

March 1 prior to matriculation. TOEFL scores are valid for two years. For more information regarding the TOEFL test, please visit their website at [www.toefl.org](http://www.toefl.org).

**Exception:** The TOEFL exam will be waived for permanent and temporary residents of the United States who have completed the English and Speech prerequisites of the College from an accredited institution in the United States.

English courses taken from foreign countries whose native language is English will be accepted (e.g., Canada, Australia, Great Britain, New Zealand and the British West Indies).

### 3. Recommendations

Three satisfactory recommendations (forms are provided by Western University) are required as part of the admissions application. The recommendations should state the nature and extent to which the recommender knows you and should elaborate on the applicant's attributes and abilities including communication skills, ethics, interpersonal skills, motivation toward the profession and maturity.

### **Application Procedures and Deadlines**

The Pharmacy College Application Services (PharmCAS) is the centralized application service for WesternU's College of Pharmacy. PharmCAS offers a web-based application service that allows applicants to use a single application and one set of materials to apply to multiple PharmD programs.

WesternU's application deadline to apply to PharmCAS is November 1. Application materials must be complete and submitted to PharmCAS by the deadline. It can take approximately 4-5 weeks for PharmCAS to process application materials and forward them to Western University. To apply to PharmCAS, or to request an application, visit their website at: <http://www.pharmacas.org>.

In addition to the PharmCAS application, WesternU requires applicants to submit a supplemental application with three recommendation evaluation forms (provided by WesternU) and an application fee of \$65.00. All application materials can be located on our website at [http://www.westernu.edu/xp/edu/admissions/pharmd\\_application.xml](http://www.westernu.edu/xp/edu/admissions/pharmd_application.xml). The supplemental application packet is due November 1. Applicants who do not submit all application materials by the deadline may not be eligible to continue in the admissions process. The minimum required GPA for consideration is 2.75 (overall) and 2.75 (sciences). A final evaluation will be completed upon receipt of your PharmCAS and supplemental application. WesternU is not responsible for delays in mail delivery. We strongly encourage you to apply early.

Applicants who wish to use course work completed outside of the United States must submit their transcripts for evaluation to World Education Services, Josef Silny and Associates, Educational Credential Evaluators, Inc., International Education Research Foundation, Inc., or the American Association of Collegiate Registrars and Admissions Officers Foreign Education Credential Service. A course-by-course evaluation is required and all course work must be designated as undergraduate, graduate, or professional. WesternU will only honor evaluations from one of the above services. The evaluation must be included with the application packet.

Faculty in the College of Pharmacy will screen each applicant's admissions file to determine whether or not an applicant will be granted an on-campus interview. Candidates selected for an on campus interview will be required to participate in an assessment of written and verbal communication skills. Interview sessions are conducted during the weekends (Saturdays) and, only under special circumstances, during the weekday. Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Pharmacy program are final.

### **TUITION AND FEES**

In estimating costs for one academic year of study at WesternU's College of Pharmacy, you should include tuition and fees, laptop computer and printer, books and supplies, room and board, and other miscellaneous expenses. Actions of the Board of Trustees setting tuition and fees for the academic year are established during the previous spring term. The most current tuition and fees are as follows:

- Tuition - \$41,530 in the 2020-2011 Academic Year.
- Student Body Fee \$40 per year
  - Other Mandatory fees specific to the College of Pharmacy will be provided separately.
- Application Fee - Non-refundable \$65 fee for those applying to the WesternU College of Pharmacy.

- Enrollment Deposit- \$500 for students admitted to the College of Pharmacy. Upon enrollment, this deposit is applied toward the tuition for the academic year. Persons who fail to enroll forfeit the entire deposit.

**Other Fees**

\$250	Remediation Examination Fee
\$200	Graduation Fee (assessed on candidates for graduation only)
\$400	(annual) Western University Parking Permit Fee (Optional)
\$30	(per day) Late Registration Fee
\$40	Lost Mail Locker Key
\$6	(each) Copy of Official Transcript
\$21	(each) Rush Transcript, First Class Mail
\$25	(each) Rush Transcript, Federal Express
\$10	Lost ID Badge
\$0.25 (per page)	Copy of Student File Material
(replacement cost)	Breakage Fee

The College of Pharmacy requires that each enrolled student pharmacist have a notebook or laptop computer during class, after class hours and while on rotations. The College of Pharmacy also requires that first, second and third year student pharmacists have a classroom responder, approved by the College, which is to be purchased from the University Bookstore. Individual responders must be registered to only one (1) student. Classroom responders are electronic devices that will be used to enhance interactive learning in classrooms. The device will enable faculty to gauge student understanding of concepts, introduce more innovative teaching and assessment methods, improve student involvement in learning, and facilitate classroom learning to become more dynamic. The responders will also be used to administer and score assessments. Therefore, student pharmacists are also required to bring responders to each class.

**FINANCIAL ASSISTANCE**

All PharmD students are eligible to apply for need-based financial aid. For information, please write to the Financial Aid Office, Western University of Health Sciences, 309 E. Second Street, Pomona, California 91766-1854

**PERSONAL COMPETENCIES FOR ADMISSION AND MATRICULATION**

Candidates for the Doctor of Pharmacy program must have the intellectual, emotional and physical abilities, with or without accommodations, to acquire the knowledge, technical and clinical skills needed to successfully complete the curriculum in order to pursue a career in pharmacy practice. Reasonable accommodations for persons with disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner.

The College of Pharmacy has determined that those who are chronically impaired by alcohol or or have a history of substance abuse do not meet the personal competencies required for admission and matriculation.

The practice of pharmacy requires the performance of specific functions that fall into five broad skills categories: observation, communication, motor, interpretive/conceptual/quantitative, and behaviors and social.

**Observation Skills:** Candidates must be able to observe lectures, demonstrations and experiments in all types of settings. A candidate must be able to observe a patient’s condition and elicit information using appropriate physical assessment techniques in order to evaluate, recommend, and initiate therapy. Pharmacy practice requires the ability to visually interpret prescription and medication orders and accurately distinguish one produce from another.

**Communication Skills:** Candidates must be able to communicate effectively in both academic and health care settings. This requires the ability to understand, write and speak fluent English. The candidate must also be able to recognize nonverbal communication cues.

**Motor Skills:** Candidates must possess both fine and gross motor skills necessary to fulfill all types of medication orders, to utilize diagnostic equipment for patient assessment, and to deliver or administer

patient therapies. Patient therapies include, but are not limited to, immunizations and cardiopulmonary resuscitation. Candidates must be able to use pharmacy equipment, technologies and computer-based information systems. Candidates must have sufficient physical stamina to complete the rigorous didactic, laboratory, and clinical experiences, which consist of long periods of sitting, standing or moving.

**Interpretative, Conceptual and Quantitative Skills:** Candidates must be able to utilize learning techniques that will allow mastery of the pharmacy curriculum when delivered through a variety of modalities including didactic instruction, group-based learning, independent learning, projects, reports, experiential training, and computer assisted learning. Candidates must demonstrate a fundamental and continuing ability to use analytical reasoning independently and in collaboration with others to assimilate knowledge, solve problems and explain health care situations. The candidate must be able to use information to develop appropriate drug therapy and monitoring plans in a reasonable amount of time.

**Behavioral and Social Skills:** Candidates must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, and the prompt completion of all academic and patient care responsibilities. The candidate must demonstrate professional and ethical demeanor appropriate to his/her educational level and the ability to work in an interprofessional environment. Candidates must also be able to adapt to changes, function in the face of uncertainty, display flexibility and be able to ensure prompt and safe completion of all responsibilities. Compassion, integrity, interpersonal skills, motivation and concern for others are humanistic qualities that will be assessed during the admissions process.

The Doctor of Pharmacy program, along with all other programs at Western University of Health Sciences, shares a commitment to develop creative ways of opening the PharmD curriculum to competitive, qualified individuals with disabilities. In doing so, however, the PharmD degree program must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective pharmacists.

## ABILITY-BASED OUTCOMES

The faculty of the College have defined a set of minimal, concise, program-level ability-based outcomes (ABOs) for the Doctor of Pharmacy Program at Western University of Health Sciences. Graduates from our Doctor of Pharmacy Program are expected to be able to provide pharmaceutical care at the level of an entry-level pharmacist. As such, these ABOs are developed for generalist, entry-level pharmacists who are able to deliver high quality pharmaceutical care.

The ABOs were developed with consideration of the mission of the College of Pharmacy: *“Our mission is to serve society by preparing student pharmacists for the present and future practice of pharmacy as competent, caring, ethical professionals. Education, training and research occur in an environment that celebrates diversity, encourages the free exchange of ideas and promotes active learning, scholarship, patient care, and public service. Our graduates will utilize their knowledge and abilities to promote safe and effective drug therapy and improve health care outcomes for the communities and populations they serve.”*

ABOs define the knowledge, skills and attitudes that student pharmacists must develop in order to practice competent pharmaceutical care. They provide the minimal set of abilities that a student should master during his/her education and training within our Program. These ABOs are consistent with current accreditation standards and other professional standards, guidelines and codes. They provide the basis upon which the Doctor of Pharmacy curriculum and student competency will be assessed.

The ABOs are categorized into 5 domains as follows:

**Domain I:** Establish a Professional Identity and Ethical Behavior

**Domain II:** Provide Patient-Specific and Population-Based Pharmaceutical Care

**Domain III:** Apply Scientific Foundations to Pharmacy Practice

**Domain IV:** Communicate and Educate Effectively

**Domain V:** Manage Information Systems and Pharmacy Practice

Each domain has been further developed to provide specific ABOs in each area.

Graduates of our Program should be able to perform the following specific ABOs upon earning a Doctor of Pharmacy degree from Western University of Health Sciences:

### **Domain I: Establish Professional Identity and Ethical Behavior**

1. Act with honesty and integrity and at all times abide by the profession's code of ethics.
2. Practice in a humanistic manner, demonstrating compassion, understanding and empathy.
3. Demonstrate critical thinking, self-reflection, and problem-solving abilities.
4. Demonstrate professional, interpersonal and leadership skills.
5. Apply ethical principles when dealing with dilemmas that arise in the pharmacy practice setting.
6. Apply legal requirements in the practice of pharmacy.
7. Advocate on behalf of the patient's best interest.
8. Actively participate in the pharmacy community through involvement in professional organizations and societies.
9. Demonstrate a personal commitment to social responsibility and service.
10. Demonstrate commitment to professional competence through maintenance of a professional portfolio, continuous professional development and life-long learning.

### **Domain II: Provide Patient-Specific and Population-Based Pharmaceutical Care**

11. Develop a professional, caring and covenantal relationship with the patient.
12. Gather, assess and interpret patient information from the patient, the patient's care-givers, and the medical record.
13. Identify, prevent and resolve actual and potential patient-specific drug therapy problems.
14. Design, implement, monitor, evaluate, and modify patient-specific, outcomes-based pharmaceutical care plans in cooperation with patients and other health care providers and in accordance with established, evidence-based standards of practice.
15. Provide consultation to patients on self-care, including the use of monitoring and diagnostic devices and non-prescription products.
16. Plan and perform ongoing patient evaluations, including patient assessment procedures and diagnostic tests in accordance with scope of practice, to identify and implement changes in the pharmaceutical care plan.
17. Administer medications, including biologicals, in keeping with the current scope of practice
18. Refer patients to other health care providers when appropriate.
19. Identify, manage and report any unexpected adverse drug reactions to the prescriber and comply with any adverse drug reaction reporting programs.
20. Ensure that pharmaceutical care is provided in the context of patient-specific cultural, economic and quality of life factors, while balancing individual, health care system and societal needs.
21. Identify health needs of populations and develop strategies to improve the access to medications and health services.
22. Work collaboratively with other health professions to promote health improvement, wellness, and disease prevention for, patients, communities, and at-risk populations.

### **Domain III: Apply Scientific Foundations to Pharmacy Practice**

23. Utilize current and emerging knowledge in molecular, biomedical and pharmaceutical sciences to improve drug therapy outcomes.
24. Based on pharmacological and biological principles, predict positive and negative medication actions for the purpose of identifying drug therapy problems and developing monitoring plans.
25. Compound safe and effective prescriptions (sterile and non-sterile) in conformity with all applicable federal and state laws and regulations based on knowledge of chemical and biopharmaceutical principles.
26. Apply pharmacokinetic and pharmacogenomic principles in drug selection and drug dosing for patient-specific and population-based drug therapy.
27. Accurately perform pharmaceutical calculations appropriate to the practice setting.
28. Relate knowledge of drug discovery, development and approval processes to the introduction of new drugs into clinical practice.

### **Domain IV: Communicate and Educate Effectively**

29. Demonstrate compassion and cultural competency when interacting with others.
30. Demonstrate effective patient interviewing and counseling techniques.

31. Select and demonstrate effective and appropriate written, verbal and nonverbal communication skills in diverse settings and situations when collaborating with patients, care-givers and other members of an inter-professional health care team.
32. Develop and communicate an education plan for patients, including safe and appropriate use of medications, devices and adherence aids in order to promote adherence to pharmaceutical care plans and to improve outcomes
33. Document significant observations of patient-pharmacist interactions in the patient care record, including: patient assessment, recommendations, education, care plans, and other planned or implemented actions.
34. Use communication and information technology effectively and appropriately.

#### **Domain V: Manage Information Systems and Pharmacy Practice**

35. Identify, retrieve, critically evaluate, interpret, synthesize, and manage professional, lay, and scientific literature from current, reliable sources of information, in a systematic, evidence-based manner.
36. Organize and provide drug information in a manner suitable for the recipient.
37. Develop a drug monograph suitable for presentation to a Pharmacy and Therapeutics Committee.
38. Design and conduct a medication use evaluation.
39. Select appropriate medication products based on pharmaco-economic principles and policies, drug utilization data, and reimbursement issues within a health care system.
40. Collaborate with other health professionals in developing treatment guidelines and algorithms.
41. Develop, implement and assess disease prevention, health promotion and educational programs.
42. Establish a collaborative practice agreement with a physician.
43. Provide medication therapy management (or disease state management) services for patients with chronic health problems, such as: diabetes, hypertension, lipid disorders, asthma/COPD, heart failure, thrombosis, osteoporosis, smoking cessation, obesity, nutrition, pain.
44. Evaluate the medication safety provisions in any pharmacy practice setting to minimize medication discrepancies and errors, and establish a medication safety quality improvement program in accordance with the requirements of state and federal laws, regulations and accreditation standards.
45. Accurately and safely prepare, dispense and administer medications according to state and federal laws and regulations.
46. Recognize, prevent and address patterns of inappropriate drug use, including drug diversion.
47. Interpret policies of individual pharmacy benefit plans to resolve routine third-party prescription billing issues.
48. Demonstrate project management skills including project design, implementation and control.
49. Manage systems for acquisition, storage, preparation, and dispensing of medications and supervise technical personnel (technicians, assistants and clerks) who may be involved in such processes, according to accepted standards and regulations.
50. Apply management principles related to financial, inventory and resource management.

### **ACADEMIC POLICIES AND PROCEDURES**

#### **Program Completion and Eligibility for Graduation**

All coursework in the College of Pharmacy must be completed within six (6) years of beginning the program. Exceptions may be made only upon recommendation of the Student Performance Committee in consultation with the Dean. The Student Performance Committee recommends to the College of Pharmacy faculty the awarding of the degree of Doctor of Pharmacy upon satisfactory completion of all requirements for graduation as stated in the college catalog. Students eligible for graduation must be approved by a vote of the College Faculty (see section on **Student Performance Committee**).

### Credit hours

To be eligible for graduation, a student must complete the following required components of the Doctor of Pharmacy program:

Year	# of Credits per year
1	42
2	46
3	40
4	52
Total	180

### Graduation

A student will be recommended for the Doctor of Pharmacy degree provided he/she:

- has successfully completed all required coursework and has attained a cumulative GPA of 2.75 or greater.
- is not on probation, academic suspension or conduct suspension and has completed all prescribed academic requirements with no outstanding grades of U, NCR, or I.
- has demonstrated no serious deficiencies in ethical, professional, or personal conduct that would make it inappropriate to award the Doctor of Pharmacy degree.
- has complied with all the legal and financial requirements of the University as stated in the University Catalog.

No student will receive his/her diploma until that student has successfully completed all requirements for graduation. All students must attend and participate in the Commencement program at which time the degree is conferred, unless the President of Western University of Health Sciences has granted special permission to waive this requirement. If the President grants special permission to be excused from attending the Commencement program, the graduate may be required to present himself or herself to a designated University official at a later date in order to take the required oath (if relevant) and receive his or her diploma.

### Course Grading Policy

Students are required to meet a specified set of outcome objectives in each course as described in each course syllabus/block plan. The course facilitator will provide students with the learning objectives, instructional methods, assessment strategies, schedules, and the grading criteria, in writing, prior to the beginning of each course. Achievement of course learning objectives will be based on performance on individual quizzes, examinations, and on any other graded assignments or criteria, including team or independent Pass/No Pass assessments established by the course facilitator.

Course grades will be assigned as follows:

A	=	4 quality points	90-100%
B	=	3 quality points	80-89%
C	=	2 quality points	70-79%
U	=	0 quality points	below 70%

Grading for the Introductory Pharmacy Practice Experiences (IPPE-1 and IPPE-2) are described in their individual course syllabi. Grading for the Advanced Pharmacy Practice Experiences (APPEs) is described in detail in *The Syllabus for Advanced Pharmacy Practice Experiences*.

Introductory Pharmacy Practice Experiences (IPPE-1 and IPPE-2), Advanced Pharmacy Practice Experiences (APPEs) /Advanced Electives (AE) grades will be assigned as follows:

CR	=	Credit
NCR	=	No Credit: the student has not achieved the established rotation outcomes.
I/CR	=	The student has successfully completed an APPE/AE following receipt of an incomplete grade. The I grade will remain on the student's transcript.
I/NCR	=	Indicates a student has unsuccessfully completed an APPE/AE following receipt of an incomplete grade.

Administrative Grades for all courses

I	=	Incomplete (Refer to the policy on <b>Incomplete Grades</b> ).
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M	=	Missing
W	=	Withdrawal. This grade will be assigned to a student's academic transcript upon voluntary withdrawal from the PharmD program. (Refer to the <b>General Academic Policies and Procedures</b> in the Catalog Section entitled <b>Overview</b> ).

### **Examination or Assignment Regrading**

The course facilitator is responsible for the final decision on all graded course activities. A student who has concerns about the accuracy of a graded assignment should refer to the regrade request statement that appears in the block plan. Course facilitators must finalize decisions on regrade requests before finalizing and submitting course grades to the University. Students must submit regrade requests within the time frame specified with the block plan. Regrade requests cannot be submitted after grades have already been finalized and submitted to the University.

### **Remediation for Courses in the Didactic Curriculum**

A student who received a U grade may be eligible to remediate. Remediation is not a substitute for full course participation. To be eligible for remediation, students must have taken all exams, completed all course assignments and participated in all graded activities, unless excused (refer to Course Participation and Attendance section). Students who have not completed all course assessed activities are not eligible for course remediation.

Remediation should include a joint (faculty and student) diagnostic evaluation of the student's weaknesses, a self-directed plan for strengthening the student's weaknesses with periodic reviews in consultation with the facilitator, followed by a comprehensive assessment, as recommended by the course facilitator, over the entire course material.

The Student Performance Committee, in consultation with the course facilitators, will set the remediation schedule. First and second year students will have their remediation exams scheduled during the month of June. Students in the second year must pass any remediation exams prior to their enrollment in PHRM 6999: IPPE-2. Third year students will remediate failed courses in February, prior to beginning the Advanced Pharmacy Practice Experiences (APPE). Students will be informed of the remediation dates in writing with at least 72 hours advance notice. Students who require remediation but are unable to make themselves available on the designated examination date will not be allowed to progress in the curriculum and will be placed on academic suspension. They will be required to repeat the course at the next regular offering.

Students who require remediation are encouraged to share their June/February plans with the appropriate course facilitators prior to the remediation dates being determined. Once the remediation dates are confirmed, there will be no changes made to accommodate student requests. There will be no make up remediation examinations.

Students must pass the remediation examination and all other required assignments in order successfully pass remediation. The \$250 remediation examination fee must be paid to the Bursar's Office prior to the remediation examination date.

After completing a remediation examination, the highest grade that a student will be able to achieve for the course will be a "C". The consequences of not passing remediation are outlined in the section on **Academic Progression**, below.

### **Course Participation and Attendance**

Students are expected to be in class Monday-Friday from 8 am to 3 pm, unless the block schedule notes otherwise.

Students are required to participate in all assessed activities (assignments, exams, etc.). When a student must be absent, he/she must contact the Course Facilitator prior to the missed class. If unable to reach the Facilitator, the student must leave a voice-mail message, an e-mail message, or a message with a staff support person or the Director of Student Services that includes a contact telephone number.

When a student misses an assessed course activity or when a student must be absent from class for up to 3 days, accommodation for excused absences may be made. At the discretion of the course facilitator, an absence may be excused for students participating in approved professional development activities, in situations involving illness, or in other emergencies. Documentation of the reason(s) for the absence must be provided to the course facilitator upon return to class. A copy of this documentation will be forwarded

to the Director of Student Services for inclusion into the student's file. The course facilitator/faculty will determine how the missed materials will be completed. If emergencies arise that require a student to miss more than one assessed course activity or more than 3 days of the class, the student may be required to retake the course.

The course facilitator is responsible for determining whether accommodations can be made. The course facilitator's decision is final.

Examples of situations when accommodating absences may not be possible include (but are not limited to) the following:

1. *Missed team assignments*: An individual student may not be able to individually demonstrate mastery of course material without completing the assignment within the context of a team.
2. *Missed assessments of clinical skills*: An individual student may not be able to individually demonstrate mastery of clinical skills without the specific circumstances arranged within the course.

This policy also applies to students on IPPE/APPE/AE. These students are also governed by policies contained in the individual IPPE course syllabi or the *Syllabus of Advanced Pharmacy Practice Experiences* and by rotation-specific requirements.

### **Independent Study**

Because of the unique and intensive nature of the College of Pharmacy's curriculum, the collaborative teaching and learning processes among team members, and the sequencing of key courses, the Faculty does not believe that independent learning of core coursework meets the goals of the Doctor of Pharmacy program. In special cases, e.g. involving illness, reasonable accommodation will be made to permit the student to continue in his/her course of study if possible. Additionally, the collaborative learning process among team members is a critical element of the curriculum. Students accepted into the program must understand that their grades require successful collaboration with team members. Independent study of courses in the core curriculum in the College of Pharmacy is not permitted either in summer or during the academic year.

### **Holidays**

WesternU publishes an annual list of holidays recognized by the University. A student who requests time off for a holiday other than those observed by WesternU must do so in writing to the Course Facilitator a minimum of 5 school days before the start of the course in which the holiday falls. If the request is approved, the student is responsible for any work missed on the date(s) absent. All assignments must be completed by the scheduled time. However, if the student fails to notify the Course Facilitator in the timeframe noted, the absence will be considered an unexcused absence, and no remediation will be permitted. The WesternU holiday schedule does not apply to students on Introductory Pharmacy practice Experience – II, Advanced Pharmacy Practice Experiences and on off-campus Advanced Electives. Students will follow the rotation site holiday schedule on Introductor Pharmacy Practice Experience – II, Advanced Pharmacy Practice Experiences and on Advanced Electives.

### **Student Performance Committee**

The College of Pharmacy Student Performance Committee is charged with the following responsibilities: (a) to periodically review the academic achievement and comprehensive evidences of progress of all students who are pursuing the PharmD degree (particular attention will be given to students in academic difficulty as their grades are made available to the Committee by the Registrar and/or the Associate Dean for Academic and Student Affairs); and (b) to receive reports from the Academic Dean regarding any student whose professional or personal conduct is deemed unsatisfactory. Appropriate professional and personal conduct is defined by the University's and College's codes of professional conduct (refer to **Standards for Professional Conduct** below).

### **Academic Progression**

#### **Academic Standards**

Students are required to maintain a cumulative 2.75 grade point average (GPA) during the didactic portion of the curriculum. The academic year is divided into two academic terms with the first (Fall) term consisting of classes offered between August and December and the second (Spring) term consisting of

courses offered between January and May. The student's cumulative GPA will be calculated at the end of each academic term. For the first and second years, an academic term is equal to a semester. For the third year, the academic "didactic term" includes courses PHRM6301-6306, while the "APPE" term includes courses R1-R2.

## **Failure to Meet Academic Standards**

### **Academic Probation**

The Associate Dean for Academic and Student affairs will automatically place students on academic probation under the following circumstances (see University Catalog section on **General Academic Policies and Procedures** in the **Overview** section):

1. A student earns a failing ("U") grade in any didactic course.
2. A student's cumulative GPA is below 2.75 at the end of any academic term.
3. A student's cumulative GPA is below 2.75 at the end of the third year didactic term.
4. The first time a student receives a failing ("NCR") grade for any IPPE or APPE rotation (see section below regarding **Failure to Meet Standards – First APPE Rotation Actions**).
5. A student receives a failing ("NCR") grade during the Advance Elective rotation (see section below regarding **Failure to Meet Standards – Advanced Elective Rotation Action**).

The Associate Dean will notify the student in writing of the action. When a student has been placed on probation, the following apply:

1. The student may not hold office in any University of College organization.
2. Within 2 weeks of the date that the student receives notification of his/her academic probation, the student must meet with:
  - a. The Learning Enhancement and Academic Development (LEAD) office staff to develop an academic action plan. The student must obtain a signature from the LEAD office documenting agreement on the action plan.
  - b. The student's faculty advisor to review the student's proposed improvement plan. The student must obtain a signature from the faculty advisor documenting agreement on the action plan.
  - c. The Associate Dean of Academic and Students Affairs to provide the required signed documentation that the prior two meetings occurred.
  - d. If it is determined that non-academic issues (e.g., illness, family emergency, death or acute or chronic illness of an immediate family member, divorce or other personal family concerns) are impacting academic performance, the student will be referred to the Director of Student Services for further assistance.
3. In addition, students are encouraged to seek regular assistance from any University or College resource deemed necessary to improve his or her academic performance over the duration of probation.

Students on academic probation will be given one academic term to raise their cumulative GPA to the required standard of 2.75 or above.

### **Academic Suspension<sup>1</sup>**

The Associate Dean for Academic and Student Affairs will automatically place students on academic suspension when:

1. A student does not achieve the required 2.75 cumulative GPA for two consecutive academic terms.

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<sup>1</sup> Academic suspension is defined as an interruption in academic progression in which the student will not be attending classes or visiting campus until a specified return date. This status can be applied to a student regardless of whether the student is on academic probation. Students placed on academic suspension will typically be invited to repeat the academic year (or portion thereof) from which the suspension resulted. When returning to repeat coursework, the student will remain on academic probation until deemed by the SPC/Dean to have satisfactorily remedied the academic conditions that provoked the academic suspension. See section 11 of the **General Academic Policies and Procedures, Overview.**)

2. A student with a cumulative GPA of less than 2.75 at the end of the third didactic term receives an “NCR” grade for a rotation within the term immediately following the third year didactic term.

Students placed on academic suspension will be required to repeat all coursework for the same two consecutive terms for which the student’s cumulative GPA was below 2.75. Should a student have successfully completed the requirements for IPPE-1 and/or IPPE-2 (i.e., received a CR grade), and they are returning from a leave of absence or are required to repeat an academic year, they do not need to repeat the IPPE they have successfully completed.

#### **Permanent Dismissal for Academic Reasons**

A student will be permanently dismissed from the program if the student fails to accomplish course learning objectives and/or fails to achieve academic expectations even after granted the opportunity to repeat coursework.

A student will be permanently dismissed when:

1. A student earns a failing grade (“U”) in any course that the student is repeating.
2. A student fails to earn a cumulative GPA of 2.75 by the end of the first term of repeated coursework after returning from an academic suspension.
3. A student currently repeating coursework due to sub-standard academic performance is found in violation of the College’s Standards for Professional Conduct at a level that merits course failure or repeating the course.
4. A student fails (receives an “NCR” grade) for any APPE rotation after the student has been required to re-start the APPE rotation sequence due to failure to meet performance standards for the APPE rotations (see section below regarding **Failure to Meet Standards – Second APPE Rotation Actions**).

Students are encouraged to seek continued assistance from any University or College resource deemed necessary to assist the student in improving their performance, e.g., The Learning Enhancement and Academic Development (LEAD) program.

#### **Pharmacy Intern License Requirement**

All students are required to be licensed interns with the California State Board of Pharmacy during all phases of the experiential program (IPPE, APPE and AE). First year students are required to file a copy of their intern license application with the Director of Student Services by the first Monday in October of their first year in the PharmD program. Students unable to obtain a valid pharmacy intern license by the deadline will not be permitted to begin any clinical practice experience. **Students found not eligible for an intern license by the State Board of Pharmacy will be dismissed from the PharmD program.** The California State Board of Pharmacy is a body independent of the College of Pharmacy. The College of Pharmacy assumes no liability for decisions made by the Board regarding the status of a student’s intern license.

#### **Academic Progression Didactic Curriculum**

The Student Performance Committee will review each student’s progress at the end of each academic term. Students must complete all courses in a subordinate year of the program before they can progress to the next year in the program. In addition, students must complete all didactic courses before they will be allowed to start the Advanced Pharmacy Practice Experience portion of the curriculum.

#### **Failure to Meet Standards - Incomplete grade (I)**

A course facilitator has the option of assigning an Incomplete Grade under the following circumstances:

1. A student has a verifiable “Excused Absence” for missing an assessed activity due to a verifiable “Excused Absence” (see Course Participation and Attendance).
2. Course facilitators are responsible for identifying the most appropriate methods(s) for assessing students’ mastery of specific skills and/or topics. For some assessed activities, course facilitators may specify within a course block plan that sub-standard performance on specific assessed activities can result in “Incomplete” grades. Typically, this will apply to skills for which students must demonstrate mastery before proceeding to more advanced topics or skills.

The Associate Dean for Academic and Student Affairs will notify students in writing who receive an Incomplete grade in a course that they have been issued an Incomplete grade. The following describes the process necessary for resolving an Incomplete grade.

1. The student is responsible for meeting with the course facilitator to receive direction regarding what is necessary to resolve the Incomplete grade.
2. In a meeting between the student and the course facilitator issuing the “I” grade, an Incomplete Contract Form must be completed.
  - a. The form is available from the College of Pharmacy Academic and Student Affairs Office or from the Registrar’s intranet site.
  - b. The Contract Form stipulates the requirements of the student that are needed to remove the Incomplete grade.
    - i. The original form will be kept by the course facilitator.
    - ii. Copies of the form must be sent to the student, to the College of Pharmacy Director of Student Services (for placing in the student’s file), and to the Registrar’s Office.

The grade of “I” is not to be awarded in place of a failing grade or when the student is required to repeat the course. In such a case, a grade other than the “I” must be assigned. The incomplete (I) grade remains on the transcript. In the event that an I grade is carried into a new academic year, the Dean may conditionally promote the student to the next academic year in the program pending the satisfactory clearance of the incomplete grade.

If a student fails to comply with the conditions outlined in the notification, or fails to satisfactorily convert the incomplete grade to a passing grade, the incomplete grade will be converted to a U grade (if the I grade was issued in a didactic course) or to an NCR grade (if the I grade was issued in a rotations course). The student will be placed on academic suspension and will be required to repeat the course at the next regular offering.

In the event that the I grade is converted to a U grade, the student’s GPA will be recalculated. If there are any consequences for academic progression, the consequences will be effective the same day the Incomplete grade is changed (see **Failure to Meet Academic Standards**).

#### **Eligibility to participate in Advanced Pharmacy Practice Experiences (APPEs)**

Students may not start an APPE until the Student Performance Committee has been notified that all courses have been completed. The Student Performance Committee will ensure that students are academically eligible to begin APPEs. Any student with a cumulative GPA below 2.75 for the two terms immediately preceding the scheduled start of the APPEs will be placed on academic suspension and be required to satisfactorily repeat/complete the prior two terms’ courses (see section above regarding **Failure to Meet Academic Standards**).

#### **Progression to the Fourth Professional Year**

Students must have completed at least two rotations successfully in their P3 year to progress to the fourth year of the program. As a general rule, no “off rotations” will be given during the first two APPEs. Exceptions to this policy will be considered on a case-by-case basis.

#### **Failure to Meet Standards – First APPE Rotation Actions**

When a student receives a NCR or incomplete (I) grade, the Director of Experiential Education or his/her designee will notify the Student Performance Committee in a timely manner. The student will be allowed to continue with their scheduled rotations, but will be placed on Academic Probation by the Associate Dean for Academic and Student Affairs.

Students must repeat any rotation in which an NCR grade is issued. The rotation must be repeated with a WesternU-paid, full-time faculty member. If the NCR grade is earned in a rotation for which no WesternU-paid, full-time faculty member is available to serve as preceptor, the student will retake the rotation with a preceptor selected by the Director of Experiential Education. In the event that an I grade is converted into a NCR grade, the terms and conditions governing the receipt of a first NCR grade in an APPE rotation will be followed. Rotations that need to be repeated should, where possible, be made up during the student’s designated “off rotation.” Should a student need to make up a rotation after a designated “off rotation” has been completed, then the rotation must be made up after the scheduled Advanced Elective Rotation. No “split” rotations will be allowed. To monitor the quality of a student’s performance on APPEs, all students must complete at least one APPE with a voting, full-time faculty

member of the College. If a student fails this required APPE assignment, he/she must complete another APPE successfully with another voting, full-time faculty member.

#### **Failure to Meet Standards – Second APPE Rotation Actions**

In the event that a student receives a NCR grade for a second APPE rotation, the student will remain on academic suspension and be required to repeat the entire APPE rotations sequence (6 rotations).

Students will be able to re-start the APPE rotation sequence only once. Thus, student repeating the APPE rotations sequence cannot fail any rotation. Receipt of an NCR grade for any rotation after re-starting the APPE sequence will result in permanent dismissal from the PharmD program.

#### **Failure to Meet Standards – Advanced Elective Rotation**

When a student receives a NCR or an Incomplete grade (I) in the 12-week Advanced Elective (AE) program, the Director of Experiential Education or his/her designee will notify the Student Performance Committee in a timely manner. If a student receives a grade of NCR for an Advanced Elective, he/she will be placed on academic probation by the Associate Dean for Academic and Student Affairs. The student must repeat the AE in which the NCR grade was issued with a WesternU paid, full-time faculty member at a time that is mutually agreed upon by the Director of Experiential Education and the preceptor. If this NCR grade is earned in an AE for which there is no WesternU full-time, paid faculty member to serve as preceptor, the student will complete the AE with a preceptor selected by the Director of Experiential Education at a time that is mutually agreed upon by the AE director and the designated preceptor. Students who receive a NCR grade for an AE will not be eligible to graduate until the AE is repeated successfully and a grade of CR is recorded.

#### **Veterans**

Veterans who fail to maintain satisfactory progress for more than two terms or rotations will not be certified to receive any Veterans' benefits until they have corrected the situation and are making satisfactory progress.

#### **Standards for Professional Conduct**

##### **Professional Dress and Behavior**

Students are expected to dress and act appropriately. Students are expected to follow all rules established by faculty and preceptors in the classroom, during clinical skills labs, at practice sites, and during College-sponsored events. When requested, students should use professional dress, such as wearing their white coats.

##### **Respect**

Students should show respect to their fellow classmates, staff, faculty, colleagues and their patients. As future professionals, each student must assume personal responsibility for honesty and integrity.

##### **Academic Honesty**

Academic honesty includes, but is not limited to, maintaining original assessment answers after the graded examination has been returned, maintaining honesty during assessments, bringing only authorized resources to exams or other assessed exercises, signing only your name on attendance records or team examinations/assignments, and giving proper credit when citing another person's work.

Violations of Academic Honesty include all forms of cheating and plagiarism.

**Cheating:** Cheating is the unauthorized use of information or study guides in any academic exercise. The methods of cheating are varied and well-known. Cheating includes, but is not limited to:

- Copying from others during an assessment
- Sharing answers for a take-home assessment
- Using illegal notes during an examination
- Taking an assessment for another student.
- Asking or allowing another student to take an assessment for you.
- Tampering with an assessment after it has been corrected, then returning it for more credit than deserved.

**Plagiarism:** Plagiarism is academic theft. It refers to the use of another's ideas or words without proper attribution or credit. An author's work is his/her property and should be respected by appropriate documentation. Credit must be given:

- For every direct quotation.
- When a work is paraphrased or summarized in whole or in part in your own words.
- For information that is not common knowledge. Information is common knowledge when it appears in several sources about the subject.

There is no distinction between those who violate rules of academic honesty and those who allow it to occur.

### **Reporting violations**

**Responsibility of the Student:** Because there is no distinction between those who violate rules of academic honesty and those who allow it to occur, students have a professional obligation to report violations of Professional Conduct. Violation of the Standards of Professional Conduct should first be reported to those closest to the source of the violation; this may include course faculty, course facilitators, faculty advisors or the Office of the Dean. When appropriate, students may report a witnessed violation to the Director of Student Services, who will maintain the student's anonymity.

**Responsibility of the Director of Student Services:** Upon receiving a report of professional misconduct from a student, the Director of Student Services will report this violation to the appropriate person involved, course facilitator or Office of the Dean, while maintaining student anonymity.

### **Academic Misconduct**

**Responsibility of the Faculty:** When faculty observe or are made aware of a violation, they have the authority to handle an incident directly. The following list is meant to be illustrative rather than exhaustive as all faculty reserve the right to impose sanctions based upon their good judgment of the given situation:

- Verbal reprimand and/or moving a student during an assessment
- No credit given for the question or assessment
- Assignment of additional work
- Re-examination
- Lowering the course grade.
- Assignment of a "U" grade for the course.

If the faculty member imposes any or all of these remedies, he or she will notify the student and submit an "Academic and Professional Misconduct Report Form" to the Office of the Dean. If a student receives a "U" grade as a result of academic misconduct, the student is not eligible for course remediation and must repeat the course during the next academic year.

**Responsibility of the Dean:** The Dean has the sole authority to adjudicate and impose any sanctions on all professional conduct issues. Once the Dean receives an "Academic Dishonesty Report Form" he/she determines if the issue should be dealt with unilaterally by the Dean or referred to the Student Performance Committee. If the issue is referred to the Student Performance Committee, the Dean will adjudicate and impose any sanctions on the case upon receiving the Committee's final recommendation.

**Responsibility of the Student Performance Committee:** Upon preliminary investigation, the Student Performance Committee may request that the issue(s) be referred back to the Dean with a rationale as to why this would be a more appropriate venue to address the issue(s). When the Student Performance Committee believes that a case warrants formal investigation, the Committee will appoint a Student Conduct Subcommittee, which shall consist of at least one member of the Student Performance Committee, who shall serve as Chair, two voting faculty members not on the Committee, and one student representative. All members of the Student Conduct Subcommittee have full voting privileges.

As future professionals, each student must assume personal responsibility for honesty and integrity.

When dealing with allegations of student violations of professional conduct, the Student Performance Committee follow the following procedure.

1. The Committee Chair will notify the student in writing of the specific charges and the time and date of the hearing where the charges will be considered by the Committee/Subcommittee.
2. The notice shall state whether expulsion from the University may be considered if the charges are found to be true.
3. If a member of the Student Performance Committee/Subcommittee has a conflict of interest regarding the allegations, the chairperson of the Committee/Subcommittee shall recuse the

- member and will appoint another faculty member to serve as a member of the Committee/Subcommittee for the purposes of hearing and deliberating on the allegations.
4. Except as noted below, the meeting to consider the charges will be closed to all individuals not directly involved.
  5. The Committee/Subcommittee may exclude witnesses except during the time they are testifying.
  6. If the notice of the hearing states that expulsion from the University will be considered if the charges are found to be true, or if the circumstances warrant, the student may request permission for a mentor to appear at the meeting to assist the student.
    - a. The mentor is normally limited to advising the student and is not permitted to examine witnesses or otherwise participate directly in the proceedings. However, the Committee/Subcommittee may permit the mentor to participate directly where special circumstances are shown that warrant such participation.
    - b. The student shall make any request for a mentor to appear or participate in writing, and the request must identify the mentor the student desires and provide any additional information the student deems relevant to the request.
    - c. If the allegation involves activities that may result in criminal charges being filed, the student's request for a mentor must be granted.
    - d. In other circumstances the Chair of the Committee/Subcommittee will normally inform the student within three business days of receipt of the request whether the mentor will be permitted to attend the hearing.
  7. If the student requests, the specific charges will be read to the student by the Chair of the Committee/Subcommittee. If the charges are not read, the charges will be deemed to be those specified in the notice of the hearing.
  8. The student will be permitted the opportunity to testify and present evidence and witnesses on his/her behalf.
  9. In addition, the student, as well as any witnesses, is subject to questioning by members of the Committee/Subcommittee.
  10. The student will also be provided the opportunity to question witnesses called by the Committee/Subcommittee. If the Subcommittee agrees to consider affidavits, declarations and other written statements and documents as part of its deliberations, the student will be provided copies of any such documents at least two days prior to the hearing.
  11. If the student desires to present any written documents, these documents must be provided to the hearing panel at least two days prior to the hearing. The student is responsible for presenting all evidence he/she deems relevant at the scheduled hearing unless such evidence cannot be presented at that time due to circumstances beyond the student's control. Should such be the case, the Chair of the Committee/Subcommittee, at his/her discretion, may grant a continuation of the hearing if warranted.
  12. Similarly, if a party or witness called by the Committee/ Subcommittee is unavailable, but whose testimony is considered important to the hearing or due to other circumstances, a continuation of the hearing may also be granted.
  13. The Committee/Subcommittee shall determine whether, based on the evidence presented, it is more likely than not that the charges made are true.
  14. If a Subcommittee reviewed the case, the Student Conduct Subcommittee will forward their findings and recommendations to the Student Performance Committee for vote.
  15. The Student Performance Committee will review the recommendation and then forward the original recommendation, along with a statement of concurrence or of an alternate recommendation, to the Dean.
  16. The Dean will affirm, deny or send back to the Committee for further deliberation.

The student may appeal the action of the Dean following policies listed in the **General Academic Policies and Procedures** section in the **Overview Section** of this Catalog.

**Maintenance of Records:** Student Professional Conduct records will be maintained by the Office of the Dean of the College of Pharmacy for seven years or until the student for whom they pertain graduates, unless the Dean determines there is good reason to retain the records longer.

## **Conduct Suspension**

Conduct suspension may be imposed as a result of conduct/behaviors that are deemed by the Student Performance Committee to be adversely affecting the student's pharmacy school performance and ability to engage the subject material, but the behavior-conduct does not, in the opinion of the Committee, warrant a recommendation for dismissal. The student would be recommended for conduct suspension for a period of time deemed appropriate by the Student Performance Committee and/or Dean, but generally would not exceed one academic year or until the conditions that provoked the conduct suspension in the first place are satisfactorily remedied in the opinion of the Student Performance Committee/Dean. In cases where the Student Performance Committee needs external assessments to make a final decision, they may recommend to the Dean that the student obtain psychological, medical and/or educational assessments (See Section 14 of the **General Academic Policies and Procedures**).

**Appeal Process:** Students may appeal decisions regarding suspension, student conduct, academic progression/promotion and graduation according to the regulations listed in the **General Academic Policies and Procedures** section in the **Overview** section of the Catalog.

## **Course Grade Appeals**

Faculty have the expertise and authority to render judgment regarding the quality of a student's academic work. The course facilitator has final responsibility in assigning grades to activities assessed within a course. A grade appeal is to be used as a last resort after every effort has been made between student and faculty to resolve grading questions or disputes.

Course Grade Appeals will only be considered when they meet the following required criteria:

1. Only the final course grade may be appealed. The course facilitator has final decision regarding:
  - a. Any questions or concerns related to grades assigned to specific course assessments.
  - b. Any questions or concerns relating to specific test/exam questions.
  - c. Any questions or concerns related to the interpretation of grading criteria for assessing mastery of course material
2. The course grade is inaccurate or biased and the student has evidence supporting one of the following circumstances:
  - a. There was prejudice or discrimination resulting in the unequal application of grading standards.
  - b. The grade assigned does not correspond with or conflicts with the course syllabus or published College policy.
  - c. There was a computation error resulting in an incorrect final grade.

In order for a Grade Appeal to be considered, the student must:

1. submit the grade appeal in writing within 30 days of the last day of the course to the Director of Student Services.
2. specify in the written appeal how the Required Criteria (above) apply to the situation.
3. provide specific documentation/evidence in support of the applicable Required Criteria.

The appeal shall be submitted to the Director of Student Services who, upon receipt, will forward a copy of the appeal to the Chair of the Student Performance Committee. If the Student Performance Committee, upon review of the appeal, believes that the case warrants formal investigation, the Committee may decide to investigate the matter or decide that a Grade Appeals Sub-Committee will be appointed.

If a Grade Appeals Sub-Committee is appointed, it shall consist of at least one member of the Student Performance Committee, who shall serve as Chair, two voting faculty members not on the Committee, and one student representative. All members of the Grade Appeals Sub-Committee have full voting privileges.

The Grade Appeals Sub-Committee will conduct its own investigation in conjunction with such an appeal following established procedural guidelines for handling student appeals of an academic nature. The student making the appeal will be invited to meet with the Grade Appeal Sub-Committee to substantiate his/her appeal. The Grade Appeals Sub-Committee will forward their recommendation to the Student Performance Committee. The Student Performance Committee will review the recommendation and then forward the original recommendation, along with a statement of concurrence or of an alternate recommendation, to the Dean. Should the Student Performance Committee elect to investigate the matter,

it will follow the same procedures as the Grade Appeal Sub-Committee, and forward the Committee's recommendation to the Dean. The Dean's decision on the grade earned by the student is final.

### **Research Activities**

Students in the College of Pharmacy are encouraged to participate in research under the direction of faculty advisor(s). Students with appropriate interests and academic preparation may participate in research as part of the elective program.

### **DESCRIPTION OF BLOCKS/COURSE DESCRIPTIONS**

Blocks listed in this catalog are subject to change through established academic channels. New blocks and changes in existing blocks are approved by the College of Pharmacy Curriculum Committee and the Faculty.

### **FIRST YEAR**

The 5000 series is assigned to didactic blocks in the Basic Science Foundations and Professional Practice Foundation blocks for the first-year pharmacy students (P1).

#### **PHRM 5111 Foundations of Pharmacy Practice and Self-Care Therapeutics I (5 credits)**

The Foundations of Clinical Pharmacy Practice (PHRM 5111) is designed to introduce the student to the knowledge, skills and attitudes necessary for successful completion of the Pharm.D. curriculum, and to begin to develop foundation skills for patient-centered practice. General topics include contemporary pharmacy practice issues and the role of the pharmacist as a health care provider, written and verbal communication skills, ethics, law, professionalism, pharmaceutical care, drug information, the US health care system (history, overview, stakeholders, providers, public health policies, and the Food and Drug Administration), health care financing (Medicare, Medicaid, private insurance, and managed care), patient counseling skills, selected skills development, and an introduction to pharmacy practice (community pharmacy and hospital pharmacy) clerkships (IPPE).

#### **PHRM 5112 Foundations of Pharmacy Practice and Self-Care Therapeutics II (4 credits)**

This course reinforces the knowledge, skills, and attitudes introduced in PHRM 5111. Written and verbal communication skills and team collaboration skills are further developed through the use of SOAP notes and simulated patient encounters. General topics include the factors that lead patients to self-diagnose and self-treat their medical conditions, the role of the pharmacist in self-care therapeutics, the proper selection and use of nonprescription medications and dietary supplements, patient assessment skills utilizing QuEST/SCHOLAR method, nonprescription and dietary supplement product counseling, and contemporary pharmacy practice issues, laws, and regulations. Prerequisite: PHRM 5111.

#### **PHRM 5113 Research Methods and Biostatistics (1 credit)**

This block focuses on an introduction to research methodology and biostatistics. Students will use these tools in this block to begin to review and evaluate peer-reviewed clinical studies. They will continue to use these tools in subsequent blocks to evaluate clinical studies pertaining to specific therapeutic topics. Formerly PHRM 5114.

#### **IPE 5000 Patient Centered Cases I– An Interprofessional Approach (1 credit hour)**

This course is a required university seminar for all first year health professional students. This course prepares students to practice health care services through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the life span. The cases will integrate elements common to all professionals such as ethical, behavioral, social and psychological issues. This course is a graduate requirement for all health professional programs.

#### **IPE 5100 Patient Centered Cases II– An Interprofessional Approach (1 credit hour)**

Continuation of IPE 5000.

**PHRM 5221 Pharmacological Basis of Therapeutics I (3.5 credits)**

This series of courses (PHRM 5221, 5222, 5223 and 5224) integrates pharmacology, pathophysiology, medicinal chemistry and toxicology building on the principles acquired in biochemistry, anatomy, and, physiology. The objective of these courses is to present the principles of drug-receptor selectivity, mechanisms of action of drugs, and the rationale for their therapeutic use. The series of courses focus on pharmacodynamics (how the drug affects the body's functions) and pharmacokinetics (how the body handles the drug) and provides an integrated, scientific basis for understanding desired effects (therapeutic uses) and undesired side effects (adverse effects or drug-induced toxicity). The series focuses on the human system and provides the organizational knowledge and background relevant to the pharmacy practice sequence of courses presented in the second and third years. Principles addressing cellular, tissue, and organ physiology provide a conceptual framework to introduce pharmacology by emphasizing commonalities of drug mechanism with drug classification. Prototype drugs in each pharmacological class are provided for comparing and contrasting with other agents in the same class and/or for other drugs used therapeutically but with different mechanisms of action. Fundamental principles are emphasized with the intent of providing their relevance for prevention and treatment of disease using therapeutic agents, most of which can be considered as modifications of intrinsic, biological compounds. PHRM 5221 begins with an introduction to pharmacology, including pharmacokinetics, pharmacodynamics, and toxicology, as well as introducing agents that affect the autonomic nervous system (parasympathetic and sympathetic agents). PHRM 5222 focuses on agents used to treat cardiovascular disorders, asthma, and gastrointestinal disorders. PHRM 5223 covers CNS agents (sedative-hypnotics, anti-seizure agents, antipsychotics, and antidepressants), analgesics, and drugs acting on the endocrine system including diabetes. PHRM 5224 covers chemotherapeutic agents, nutritional biochemistry, and toxicology of specific agents.

**PHRM 5222 Pharmacological Basis of Therapeutics II (3 credits)**

Continuation of PHRM 5221. Prerequisite: PHRM 5221.

**PHRM 5223 Pharmacological Basis of Therapeutics III (3 credits)**

Continuation of PHRM 5222. Prerequisite: PHRM 5222.

**PHRM 5224 Pharmacological Basis of Therapeutics IV (3.5 credits)**

Continuation of PHRM 5223. Prerequisite: PHRM 5223.

**PHRM 5301 Pharmaceutics/Biopharmaceutics (3 credits)**

This block introduces the student to physicochemical principles and their applications in order to develop an understanding of the manufacture, compounding, and proper use of liquid (homogeneous and disperse systems), solid dosage forms (tablets and capsules), topicals, suppositories, aerosols, novel drug delivery systems, and veterinary products. The course includes a laboratory component in which students are required to compound various dosage forms and perform analytical studies related to them. Pharmaceutical calculations are an independent element; students must accurately determine the quantities of active and inactive ingredients required to prepare a dosage form. The pharmaceutical calculations component is required to be satisfactorily passed independent of other course content.

**PHRM 5302 Pharmacogenomics and Pharmaceutics (3 credits)**

Pharmacogenomics and Pharmaceutics deals with the physicochemical principles involved in formulating/compounding dosage forms such as parenterals, radiopharmaceuticals, ophthalmics and liposomes. The course discusses important issues in pharmaceutical technology, including the formulation and delivery of peptide, protein, and oligonucleotide drugs. Gene therapy and pharmacogenomics are also presented. The course includes a laboratory component in which students are required to compound various dosage forms and perform analytical studies related to them. Pharmaceutical calculations is an independent element; students must accurately determine the quantities of active and inactive ingredients required to prepare a dosage form. The pharmaceutical calculations component is required to be satisfactorily passed independent of other course content. Prerequisite: PHRM 5301.

**PHRM 5401 Immunology (3.5 credits)**

This course introduces students to the basics of immunology including, cells, organs and effector systems involved in both cell mediated and humoral mediated immune activity. Topics include regulatory

interactions between different components of the immune system and the deleterious effects of aberrant immune processes. The focus is on an understanding of disease state immunopathology, immunopharmacology and immunotherapeutics.

#### **PHRM 5501 Pharmacokinetics (3.5 credits)**

PHRM 5501 introduces students to the principles and basic concepts of pharmacokinetics, including compartmental modeling, distribution of drugs, volume of distribution, half-life and clearance concepts. Wherever appropriate, clinically relevant examples are used to emphasize these principles. Information will also include the relevance of pharmacokinetics in drug action and toxicity. Students will be encouraged to apply pharmacokinetic principles to clinical situations. The course will demonstrate the use of pharmacokinetic principles and essential equations in predicting plasma drug concentrations as well as changes in plasma drug concentrations that accrue over time. Prerequisites: PHRM 5301 and PHRM 5302.

#### **PHRM 5601 Overview of Clinical Practice (3 credits)**

This course is intended for International Post-Baccalaureate Doctor of Pharmacy students (IPBP students admitted with advanced standing in the PharmD program) whose educational pharmacy experience has been outside of the US. The introductory course provides important information on topics such as the drug distribution system in the US, drug information, literature evaluation, biostatistics, the structure of the US health care system, and health care issues in the USA. The purpose of building the knowledge base of the IPBP is to allow them to be at par with their peers in the entry-level program. Additionally, introduction to patient counseling skills, the use of the objective, structured clinical examination (OSCE) in evaluating a student's clinical knowledge and skills, immunization certification, and self-study on medical terminology further strengthens their foundation such that their knowledge, skills and attitudes are in concert with the entry-level PharmD program in terms of the overall provision of pharmaceutical care. Prerequisite: Admission to the IPBP program. Required of all IPBP students.

#### **PHRM 5999 Introductory Pharmacy Practice Experience I (IPPE-I) (2 credits)**

Introductory Pharmacy Practice Experience I (IPPE-I) introduces students to pharmacy practice in a community setting. Students are expected to become competent in the following areas: laws and regulations pertaining to the licensing and operation of a pharmacy, the licensing and functions of a pharmacist, a pharmacy intern, a pharmacy technician and a pharmacy clerk; Federal and State legend laws; Federal and State narcotic laws; receiving and interpreting prescriptions; processing third party prescriptions; preparing a prescription order; dispensing a prescription order. In addition, students will be practicing patient counseling on non-prescription medications; practicing communication skills to patients and other health care providers, observing management principles and financial reimbursement processes and maintaining a portfolio that reports, comments and reflects on these essential competencies. Students are required to complete two IPPE-I rotations to a maximum of 4 credits. Requisites: Concurrent or prior enrollment in PHRM 5111 or PHRM 5112.

### **SECOND YEAR AND FIRST HALF OF THE THIRD YEAR**

The 6200 series describes the didactic curriculum for second-year student pharmacists (P2). The 6300 series denotes the didactic curriculum for the first half of the third year (P3). The series of Pharmacy Practice blocks (6201 – 6306) presents topics and accompanying skills that lay the foundation for the practice of pharmacy. The focus of the pharmacy practice blocks is to teach students how to integrate knowledge, skills, and attitudes necessary for patient-centered practice in a variety of areas in pharmacy practice. An introduction to the epidemiology, pathophysiology, pharmacology, and therapeutics relevant to gastrointestinal, respiratory, cardiology, endocrinology, neurology, psychiatry, immunology, microbiology, chronic pain, renal disease, nutrition, liver, hematologic, oncologic, and infectious diseases are covered in these blocks. Emphasis is placed on the principles addressing pharmaceutical care; pharmacoconomics; pharmacy management; ethical, legal, and professional responsibilities; assessment, evaluation, and dissemination of drug information; written and verbal communication; and drug distribution. Students are taught how to recognize disease conditions, assess patient specific disease states, determine appropriate therapy, and monitor for expected efficacy and adverse effects associated with chosen therapy. The overall goal of each block is to enable students to integrate their knowledge of the disease state topic(s) presented in the context of formulating an individualized pharmacotherapeutic plan for a given patient. Emphasis is placed on communication skills that assess a student's ability to educate health professionals and patients

regarding lifestyle changes and drug therapy for specific diseases in a clear, concise, and organized manner. Collaboration with peers (teams) occurs in each block in order to teach students how to work with others.

Pharmacy Practice blocks 6205, 6210 and 6306 are designed to allow the student an opportunity to strengthen and expand their knowledge in the content areas previously covered while exploring some aspects of disease states in greater depth or breadth. Students engage in team discussions that incorporate and integrate aspects of those disease states previously covered. Skills (e.g., counseling, patient education, calculation applications, drug information, and drug monitoring activities) relevant to the practice of pharmacy will be practiced during these blocks. The blocks will end with a series of examinations covering content areas and skills learned and practiced during the previous blocks.

**IPE 6000 Patient Centered Cases III– An Interprofessional Approach (1 credit hour)**

Continuation of IPE 5100.

**IPE 6100 Patient Centered Cases IV– An Interprofessional Approach (1 credit hour)**

Continuation of IPE 6000.

**PHRM 6201 Pharmacy Practice I (4 credits)**

PHRM 6201 begins the series of Pharmacy Practice blocks that present topics and accompanying skills that lay the foundation for the practice of pharmacy.

**PHRM 6202 Pharmacy Practice II (4 credits)**

Continuation of PHRM 6201.

**PHRM 6203 Pharmacy Practice III (4 credits)**

Continuation of PHRM 6202.

**PHRM 6204 Pharmacy Practice IV (4 credits)**

Continuation of PHRM 6203.

**PHRM 6205 Pharmacy Practice V (4 credits)**

Continuation of PHRM 6204.

**PHRM 6206 Practice Pharmacy VI (4 credits)**

Continuation of PHRM 6205.

**PHRM 6207 Pharmacy Practice VII (4 credits)**

Continuation of PHRM 6206.

**PHRM 6208 Pharmacy Practice VIII (4 credits)**

Continuation of PHRM 6207.

**PHRM 6209 Pharmacy Practice IX (4 credits)**

Continuation of PHRM 6208.

**PHRM 6210 Pharmacy Practice X (4 credits)**

Continuation of PHRM 6209.

**PHRM 6301 Practice Pharmacy XI (4 credits)**

A continuation of topic areas begun in the second year.

**PHRM 6302 Pharmacy Practice XII (4 credits)**

Continuation of PHRM 6301.

**PHRM 6303 Pharmacy Practice XIII (4 credits)**

Continuation of PHRM 6302.

**PHRM 6304 Pharmacy Practice XIV (4 credits)**

Continuation of PHRM 6303.

**PHRM 6305 Pharmacy Practice XV (4 credits)**

Continuation of PHRM 6304.

**PHRM 6306 Pharmacy Practice XVI (4 credits)**

Continuation of PHRM 6305. Students must pass all examinations administered in this block before they will be allowed to proceed to the APPE.

**PHRM 6999 Introductory Practice Experience II (IPPE-II) (4 credits)**

Introductory Pharmacy Practice Experience II (IPPE-II) introduces students to pharmacy practice in an institutional setting. Upon completion of the IPPEs, the pharmacy intern will be able to behave in a professional and ethical manner; articulate the pharmacist's role as a member of the health care team; communicate accurate and appropriate medical and drug information to a pharmacist, preceptor or other health care professional in a clear and concise manner; adhere to all State and Federal laws and regulations as a pharmacy intern in the practice setting; assess prescription or medication orders for completeness, authenticity and legality; verify that dose, frequency, formulation, and route of administration on prescription or medical orders are correct; accurately enter patient information into the patient's pharmacy profile or medication record; select the correct drug product, manufacturer, dose and dosage form and prepare it for dispensing; assure that the medication label is correct and conforms to all State and Federal regulations; communicate pertinent information to the patient to encourage proper use and storage of medications; assist patients seeking self care; and maintain a portfolio that reports, comments and reflects on these essential competencies. **Prerequisites: Satisfactory completion of PHRM 5999 and didactic courses in the first and second years. Not open for PharmD students entering the program prior to 2008.**

**ADVANCED PHARMACY PRACTICE EXPERIENCES (APPEs): SECOND HALF OF THE 3<sup>RD</sup> YEAR (P3) AND FIRST HALF OF THE 4<sup>TH</sup> YEAR (P4)**

The APPE rotations provide one year of supervised clinical education. Students advance their knowledge in areas such as taking drug histories, providing patient education, interpreting diagnostic data and dispensing and compounding medications. The 7000 series are designated for the APPE rotations.

Required rotations:

**PHRM 7110 Ambulatory care externship (8 credits)**

Supervised patient care experience in an outpatient setting under the supervision of a preceptor or faculty member of the College of Pharmacy.

**PHRM 7120 Institutional care externship (8 credits)**

Supervised patient care experience in a hospital or other institutional setting under the direct supervision of a preceptor or faculty member of the College of Pharmacy.

**PHRM 7210 Ambulatory care clinical (8 credits)**

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in an out-patient setting.

**PHRM 7220 Institutional care clinical (8 credits)**

Supervised clinical pharmacy experience emphasizing the development of pharmaceutical care skills in a hospital or other institutional setting such as a long term care facility.

**Elective Rotations:**

**PHRM 7330 Elective clerkship I (8 credits)**

Supervised education in clinical, administrative or research settings that provide additional experience in specialty areas such as pediatrics, geriatrics, infectious disease, drug information, oncology, pharmaceutical research, pharmacy administration, etc.

**PHRM 7340 Elective clerkship II (8 credits)**

Supervised education in clinical, administrative or research settings that provide additional experience in specialty areas such as pediatrics, geriatrics, infectious disease, drug information, oncology, pharmaceutical research, pharmacy administration, etc. Prerequisite: PHRM 7330.

**PHRM 7350 Elective clerkship III (8 credits)**

Supervised education in clinical, administrative or research settings that provide additional experience in specialty areas such as pediatrics, geriatrics, infectious disease, drug information, oncology, pharmaceutical research, pharmacy administration, etc.

Prerequisite: PHRM 7340.

**PHRM 7360 Elective clerkship IV (8 credits)**

Supervised education in clinical, administrative or research settings that provide additional experience in specialty areas such as pediatrics, geriatrics, infectious disease, drug information, oncology, pharmaceutical research, pharmacy administration, etc.

Prerequisite: PHRM 7350.

**Electives:**

**FOURTH YEAR (P4):** 16 credits of elective coursework are required.

The 8000 series is designed for elective coursework and the comprehensive assessment/review weeks. The elective program is a capstone experience designed to prepare the student for his/her role as an entry level practitioner. Electives are offered in areas such as research, teaching, and advanced clinical practice. A project is required of each student.

**PHRM 8200 Elective Coursework (4 credits)**

Advanced level coursework in an area of special interest beyond that presented as part of the previous didactic coursework of the Doctor of Pharmacy Curriculum. Repeatable to a maximum of 16 credits.

**PHRM 8400 Advanced Electives (16 credits)**

Advanced clinical educational experiences in an area of special interest beyond that provided as part of the previous clinical coursework of the Doctor of Pharmacy curriculum. Repeatable to a maximum of 16 credits.

**PHRM 8600 Research Electives (16 credits)**

Supervised participation in pharmacy related research under the direct supervision of a faculty member. Repeatable to a maximum of 16 credits.

**PHRM 8800 Other Electives (4-16 credits)**

Individualized, supervised educational experiences in an area of special interest related to pharmacy practice beyond that provided by previous coursework in the Doctor of Pharmacy curriculum and not eligible for credit within PHRM 8200, 8400 or 8600. Repeatable to a maximum of 16 credits.

**Sample Schedule (Students entering in 2010):** The following schedule represents an example of the schedule for the blocks in one academic year. This schedule is subject to change.

Year	Block No.	Block Title
<b>First Year</b>		
<b>Fall</b>	5111	Foundations of Pharmacy Practice & Self Care Therap. I
	5221	Pharmacological Basis of Therapeutics I
	5222	Pharmacological Basis of Therapeutics II
	5301	Pharmaceutics/Biopharmaceutics I
	5401	Immunology
	5999	Introductory Pharmacy Practice Experience I
	IPE 5000	Patient-Centered Cases I

<b>Spring</b>	5112	Foundations of Pharmacy Practice & Self Care Therap. II
	5223	Pharmacological Basis of Therapeutics III
	5224	Pharmacological Basis of Therapeutics IV
	5302	Pharmaceutics/Biopharmaceutics II
	5501	Pharmacokinetics
	5114	Research Methods and Biostatistics
	5999	Introductory Pharmacy Practice Experience I
	IPE 5100	Patient Centered Cases II
<u>Second Year</u>		
<b>Fall</b>	6201	Pharmacy Practice I
	6202	Pharmacy Practice II
	6203	Pharmacy Practice III
	6204	Pharmacy Practice IV
	6205	Pharmacy Practice V
	IPE 6000	Patient Centered Cases III
<b>Spring</b>	6206	Pharmacy Practice VI
	6207	Pharmacy Practice VII
	6208	Pharmacy Practice VIII
	6209	Pharmacy Practice IX
	6210	Pharmacy Practice X
	IPE 6100	Patient Centered Cases IV
<b>Summer</b>	6999	Introductory Pharmacy Practice Experience II
<u>Third year</u>		
<b>Didactic</b>	6301	Pharmacy Practice XI
	6302	Pharmacy Practice XII
	6303	Pharmacy Practice XIII
	6304	Pharmacy Practice XIV
	6305	Pharmacy Practice XV
	6306	Pharmacy Practice XVI
<b>APPE</b>	R1	Inpatient Care Experiential (IX)
	R2	Ambulatory Care Experiential (AX)
<u>Fourth Year</u>		
<b>Fall</b>	R3	Inpatient Care Clinical (IC)
	R4	Ambulatory Care Clinical (AC)
	R5	Elective rotation
	R6	Elective rotation
	R7	Off
<b>Spring</b>	Jan-Apr	Advanced Electives

## International Post-Baccalaureate PharmD (IPBP) Track

### Description of the IPBP Program

The WesternU College of Pharmacy offers a unique opportunity for American and/or foreign trained pharmacists with a bachelor's degree (B.S. or equivalent) who wish to progress to the Doctor of Pharmacy (PharmD) degree. Applicants are admitted with advanced standing into the second year of our traditional PharmD curriculum, thereby by-passing the first year. The Doctor of Pharmacy degree awarded to the student in the international program is the same as those awarded to our students in the traditional PharmD program. Please refer to the PharmD section of the catalog for additional information on academic and student conduct policies and procedures.

### Application Procedure

1. **Original Admission Application Form** (completed and signed).
2. **Application Deadline:** All application materials must be received or postmarked by February 1, for admission in the following academic year.
3. **Application Processing Fee:** Non-refundable application fee for \$65 payable to Western University of Health Sciences.
4. **International Student Application (ISA):** International applicants, applicants who are not U.S. citizens and who are living in the U.S. and applicants who have applied for permanent residency but have not been approved at the time of application must complete the International Student Application (ISA). The ISA must be included in your Supplemental Application. There is no fee for the ISA.
5. **Resume/Curriculum Vitae:** Please provide a current resume or curriculum vitae.
6. **Bachelor of Science (or equivalent) in Pharmacy:** Please provide a copy of your degree certificate and enclose it with your application.
7. **Official Transcripts:** Submit official transcripts from all schools attended in the United States and/or a valuation of your credentials from each college or university attended in a foreign country. Please see the list of foreign credentials evaluation services. Transcript evaluation must come directly from the evaluation service. Photocopies are not acceptable. The minimum GPA requirement for admission into the program is 2.5 on a 4.0 scale.
8. **Personal Questionnaire:** Please complete the questionnaire and enclose with your application. The questionnaire can be downloaded from the IPBP website.
9. **TOEFL (Test of English as a Foreign Language):** TOEFL, including essay, is required for all applicants submitting course work from foreign schools, and for all permanent or temporary residents of the United States. **Exception:** The TOEFL exam will be waived for students who have graduated with a confirmed baccalaureate or higher degree from a United States institution. A minimum score of 213 for the Computer Based test, 550 for the Paper Based test or 79 for the new Internet Based TOEFL test must be submitted by June of the year of matriculation. TOEFL scores are valid for two (2) years. TOEFL scores will not be waived for pending baccalaureate and/or higher degrees or pending naturalization appointments. Official scores must be sent directly from the Education Testing Services (ETS). Photocopies are not acceptable. For more information regarding the TOEFL test, please visit their website at <http://www.toefl.org>.
10. **FPGEE (Foreign Pharmacy Graduate Equivalency Examination):** FPGEE scores are not required for entry into the IPBP program.
11. **Internal Assessment (IA):** The Internal Assessment (IA) exam is mandatory for consideration of admission into the program. The exam scores are valid for one (1) year. **Fee Information for IA Testing:** The following fee structure will apply to all applicants (a) US \$250 for online access to the IPBP study guide; (b) US \$250 for IPBP exam. All checks must be payable to Western University of Health Sciences. Single payments of \$500 are not accepted (see FAQ section on the University website for more information).
12. **References: Three satisfactory recommendations (forms provided)** from qualified individuals (not related to you) capable of evaluating your overall personality, professional enthusiasm and integrity. Each recommendation must be submitted in a sealed envelope that is signed over the seal by the recommender.

13. **Verification of Employment (Optional):** Letter(s) from current employer(s) verifying employment status. If self-employed, provide supporting documentation.

### IA/Interview Guidelines

Upon successful completion of the above requirements, candidates may be invited for an interview session on or off-campus, based on satisfactory preliminary file evaluation. The IA examination will be conducted on the same day as the interview.

**IA Examination:** This exam serves as an entrance exam for admissions into the IPBP program. Scores from the test play a significant role in the overall admissions process (for more information visit our website at [http://www.westernu.edu/xp/edu/howtoapply/ipbp\\_general.xml](http://www.westernu.edu/xp/edu/howtoapply/ipbp_general.xml)).

**Oral Communication Skills:** These skills will be evaluated during a personal interview session conducted by members of the admissions committee. Each interview session will be approximately 30 minutes in duration. The purpose of this exercise will be to determine your command of the English language as well as interpersonal skills.

**Written Communication Skills:** All candidates will be required to take a written essay test wherein a topic of general interest will be presented. Time allowed for this activity is approximately 45 minutes. The purpose of this exercise will be to assess your overall ability and effectiveness in reading, writing and comprehension of the English language.

**Sample Schedule:** The following schedule represents an example of the schedule for the blocks in one academic year. This schedule is subject to change.

Year	Block No.	Block Title
<u>First Year Year</u>		
<b>Summer</b>	5601	Overview of Clinical Practice
<b>Fall</b>	6201	Pharmacy Practice I
	6202	Pharmacy Practice II
	6203	Pharmacy Practice III
	6204	Pharmacy Practice IV
	6205	Pharmacy Practice V
	IPE 6000	Patient Centered Cases III
<b>Spring</b>	6206	Pharmacy Practice VI
	6207	Pharmacy Practice VII
	6208	Pharmacy Practice VIII
	6209	Pharmacy Practice IX
	6210	Pharmacy Practice X
	IPE 6100	Patient Centered Cases IV
<b>Summer</b>	6999	Introductory Pharmacy Practice Experience II
<u>Second year</u>		
<b>Didactic</b>	6301	Pharmacy Practice XI
	6302	Pharmacy Practice XII
	6303	Pharmacy Practice XIII
	6304	Pharmacy Practice XIV
	6305	Pharmacy Practice XV
	6306	Pharmacy Practice XVI
	<b>APPE</b>	R1
R2		Ambulatory Care Experiential (AX)
<u>Third Year</u>		
<b>Fall</b>	R3	Inpatient Care Clinical (IC)
	R4	Ambulatory Care Clinical (AC)

	R5	Elective rotation
	R6	Elective rotation
	R7	Off
<b>Spring</b>	Jan-Apr	Advanced Electives

## HONORS AND AWARDS

The following awards for PharmD students are presented annually on Honors Day in April.

President's Society Award  
 The Joseph and Dorothy Gendron Journalism Award  
 Arthur Madorsky, MD Memorial Scholarship Award  
 Linda Fox Memorial Endowment Fund Award  
 Albertsons/Sav-on Scholarship  
 East-West Scholarship  
 Debbie Robinson Memorial Scholarship  
 Good Neighbor Pharmacy/Institute for Community Pharmacy Scholarship  
 Hendricks Pharmacy Scholarship  
 South Bay Pharmacists Association Scholarship  
 The J.M. Long Foundation Scholarship  
 Tribute to Caring Scholarship  
 Walgreens Scholarship  
 Wal-Mart Scholarship  
 Dean's Letter for Service Recognition  
 Who's Who Among Students in American Universities and Colleges Nominations  
 Dean's List

The following awards are presented annually to graduates at the Commencement Dinner Dance:

APhA-ASP Outstanding Graduate Award  
 Dean's Award

**Academic Calendar 2010-2011**  
**PharmD PROGRAM**  
(subject to change)

Monday, May 17, 2010  
Fall Semester Rotations Begin (4<sup>th</sup> years)  
IPPE – 2 Rotations Begin (2<sup>nd</sup> years)

Monday, July 12 – Thursday, July 29, 2010  
PHRM 5601: Overview of Clinical Practice  
(Classes begin for IPBP 2013)

Mon., Aug. 2 – Fri., Aug 6, 2010  
Orientation

Saturday, Aug. 7, 2010  
Convocation/White Coat Ceremony

Monday, Aug. 9, 2010  
Classes begin (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> years)

Monday, Sept. 6, 2010  
Labor Day

Monday, Oct. 11, 2010  
Columbus Day

Monday, Nov. 8, 2010  
Spring Semester begins (4<sup>th</sup> years)

Wednesday, Nov. 24, 2010 (5:00 pm)  
Thanksgiving recess

Monday, Nov. 29, 2010  
Classes Resume

Friday, Dec. 17, 2010  
Last day of classes, Fall semester

Monday, Jan. 3, 2011  
Spring Semester Classes begin (1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup>  
years, IPBP 2012, 2013)

Monday, Jan. 17, 2011  
Martin Luther King Holiday

Monday, Feb. 21, 2011  
Presidents Day

Thursday, Apr. 7, 2011  
Honors Day

Friday, May 6, 2011  
Last day of Spring Semester (3<sup>rd</sup> & 4<sup>th</sup> years;  
IPBP 2011)

Friday, May 13, 2011  
Last Day of Spring Semester (2<sup>nd</sup> year; IPBP  
2012)

Monday, May 16, 2011  
PHRM 6999: IPE-2 begins for Group A

Thursday, May 19, 2011  
Commencement (4<sup>th</sup> years)

Friday, May 20, 2011  
Last Day of Spring Semester (1<sup>st</sup> year)

Monday, May 30, 2011  
Memorial Day